Full Review
PALO VERDE COLLEGE

Program Review Guide
REPORTING FALL 2020/21 - 2023/24
Program Review prepared by Dr. Timothy Bolin
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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 for students to succeed in the college environment and to introduce them to the various areas of study within this respective academic field. These courses fulfill general education requirements, are electives that are integral in their educational success, and are major areas of study for the Associate of Arts degree.

The History, Social and Behavioral Science Program fulfills transferable course requirements and/or electives, and a transferable associate's degree. This satisfies PVC's Strategic Plan Horizon 2023, which states "Create, provide, and implement exemplary student services and instructional programs that serve the needs of our diverse and unique student population and community while increasing growth and student achievement by 1-5% per year for FTES, degree and certificate attainment, transfer, and employment."

b. How does the program support the College Mission?

The History, Social and Behavioral Science Program continually provides exemplary learning environments that promote student success while fostering a lifelong love of learning. The faculty who teaches the courses within this degree strives to provide an exemplary learning environment that promotes student success through course completion, models and promotes lifelong learning, and encourages community involvement. Furthermore, the History, Social and Behavioral Sciences Program seeks to ensure that each faculty member develops and implements teaching practices that encourages student engagement in an inclusive, culturally responsive, and equity-driven environment.

2. POPULATION(S) SERVED

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

Current demographic trends within the History, Social and Behavioral Sciences division will be examined below.

2.a.1. History, Social and Behavioral Sciences demographics based on students' race

The racial demographics of History, Social and Behavioral Sciences are highlighted below. Based on information drawn from Palo Verde College's Demographic Dashboard, there are many areas of opportunity for the History, Social and Behavioral Sciences program. The number of American Indian, Hawaiian/Pacific Islander students, students whose racial category is 2 or more races, students with unknown racial identities, and Asian students who earn an AA in History, Social and Behavioral Sciences is low; however, this trend is not unique to the discipline and is, instead, and area of opportunity for Palo Verde College on a whole. Indeed, in the 2020-2021 academic year, four of the 5 American Indian students who earned a degree at Palo Verde College earned an AA in History, Social and Behavioral Sciences. A similar pattern is replicated among Asian, Hawaiian/Pacific Islander students, students whose racial category is 2 or more races, and students with unknown racial identities.

Among Black students, History, Social and Behavioral Sciences students has achieved much success. For example, for the 2020-2021 academic year, 68% of all black students who earned a degree was awarded an AA in History, Social and Behavioral Sciences. This margin, however, has dropped since the 2020-2021 academic year, where 50% of the degrees awarded to black students was earned was an AA in History, Social and Behavioral Sciences. One area for improvement can be observed among recent graduates. For example, in the 2023-2024 academic year, only 36% of all black students earned an AA degree in History, Social and Behavioral Sciences. The reasons for this drop in degrees awarded to black students is unknown; however, based on the data provided by the Palo Verde College Demographics Dashboard, most students within this racial category earned a local AA degree. At this time, the number of AA in History, Social and Behavioral Sciences degrees earned for black students will be monitored for areas of improvement.

The number of Hispanic graduates who earned an AA in History, Social and Behavioral Sciences is consistent over the past 4 years. The percentage of Hispanic graduates who earned an AA in History, Social and Behavioral Sciences ranges from 45% to 54%. Based on this data, faculty in History, Social and Behavioral Sciences is providing effective educational opportunities among Hispanic student graduates.

Areas for opportunity exists among white students. The percentage of white graduates who earned an AA in History, Social and Behavioral Sciences ranged from 52%-62% in the 2020-2022 academic years. However, this number has dropped over the past two academic years, where the range of white graduates who earned an AA in History, Social and Behavioral Sciences has dropped to 40%-46% of all white graduates. This discrepancy can potentially be attributed to an increase in earned degrees for transfer among white students in the 2022-2024 academic years. At this time, the number of AA in History, Social and Behavioral Sciences degrees earned for white students will be monitored for areas of improvement.

History, Social and Behavioral Sciences based on race from the Academic Years 2020-2024

Student:	American Indian	Asian	Black	Hispanic	2 or More Races	Unknown	White	Total
2020-2021	4	3	17	39	2	3	26	94
2021-2022	0	5	12	56	3	2	33	111
2022-2023	0	0	13	51	2	6	19	92
2023-2024	0	3	10	53	6	5	19	96

2.a.2. History, Social and Behavioral Sciences demographics based on students' gender

The gender demographics of History, Social and Behavioral Sciences are specified below. Based on the data provided by Palo Verde College's Demographics Dashboard, there are far fewer AA in History, Social and Behavioral Sciences degrees earned by females as opposed to males; however, this trend is not unique to the discipline and is, instead, and area of opportunity for Palo Verde College on a whole. Palo Verde College's unique student body lends itself to this statistical reality. Because Palo Verde College services a considerable number of Rising Scholars students and Fire Sciences students, the male to female ratio at Palo Verde College is statistically uneven. Despite this enrollment anomaly, the number of female graduates who earned an AA in History, Social and Behavioral Sciences is consistent over the past 4 years. The percentage of female graduates who earned an AA in History, Social and Behavioral Sciences ranges from 44% to 57%. Based on this data, faculty in History, Social and Behavioral Sciences is providing effective educational opportunities among male student graduates.

History, Social and Behavioral Sciences based on gender from the Academic Years 2020-2024

Student:	Female	Male	Unknown	Total
2020-2021	13	80	1	94
2021-2022	15	95	1	111
2022-2023	16	75	0	91
2023-2024	19	76	1	96

2.a.3. History, Social and Behavioral Sciences demographics based on students' age

The age demographics of History, Social and Behavioral Sciences are specified below. Disproportionally, too few students who are 17 and under earn an AA in History, Social and Behavioral Sciences. Campus-wide, students 17 and under historically earn certificates in their respective fields of study but fail to earn associate degrees. While,

under normal circumstances, this would be an area for improvement, History, Social and Behavioral Sciences would like to err on the side of caution, given that many of these students are dual enrolled or concurrently enrolled. While expansion opportunities for Dual Enrollment are integral to Vision 2023, the number of units provided to Dual Enrollment students are too few for students to earn an associate's degree. At this time, the number of AA in History, Social and Behavioral Sciences degrees earned by students who are 17 and under will be monitored for areas of improvement.

Based on the data provided by Palo Verde College's Demographic's Dashboard, the number of students between the ages of 18-20 who earn an AA in History, Social and Behavioral Sciences is an area for growth. The minimal number of degrees earned in this age scale, while most colleges observe considerable degrees earned for students between the ages of 18-20; however, this trend is not unique to the discipline and is, instead, and area of opportunity for Palo Verde College on a whole. Palo Verde College's student body is predominantly students who are over the age of 31. The number of AA in History, Social and Behavioral Sciences degrees earned by students over the age of 31 follows suit with typical Palo Verde College student enrollment based on age.

History, Social and Behavioral Sciences based on age from the Academic Years 2020-2024

Student:	17 and Under	18-20	21-30	31-40	41-50	50 and Over	Total
2020-2021	0	3	15	23	37	16	94
2021-2022	0	2	20	26	44	19	111
2022-2023	0	0	10	39	27	15	91
2023-2024	1	6	13	30	33	13	96

2.a.4. History, Social and Behavioral Sciences demographics based on student type

The student type demographics of History, Social and Behavioral Sciences are below. Student type references the following categories of students: CDCR, ISA, Main Campus, Needles, Non-Local, and Unknown. Based on this data, faculty in History, Social and Behavioral Sciences provides effective educational opportunities among CDCR students. The number of ISA, Main Campus, Needles, and Non-Local students who earn an AA in History, Social and Behavioral Sciences is low; however, this trend is not unique to the discipline and is, instead, an area of opportunity for Palo Verde College.

History, Social and Behavioral Sciences based on student type from the Academic Years 2020-2024

Student:	CDCR (Rising Scholars)	ISA (Fire Science)	Main Campus	Needles	Non-Local	Unknown	Total
2020-2021	55	1	13	1	22	2	94
2021-2022	76	1	14	2	18	0	111
2022-	64	1	16	0	10	0	91

2023							
2023-2024	58	1	25	1	11	0	96

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

Currently, among racial categories, white, Hispanic and black students are earning degree in History, Social and Behavioral Sciences at a satisfactory rate. The Division of History, Social and Behavioral Sciences will continue to monitor degrees earned among white and black students due to a current trend in fewer degrees earned over the past two academic years. However, one area for improvement, not solely for the History, Social and Behavioral Sciences division, but campus-wide, is educational opportunities for students who are American Indian, Asian, Hawaiian/Pacific Islanders, students whose racial category is 2 or more races, and students with unknown racial identities.

Presently, among gender categories, males are earning degrees in History, Social and Behavioral Sciences at a satisfactory rate. Palo Verde College and the division of History, Social and Behavioral Sciences should consider offering more online, Dual Enrollment, live streaming to Needles Campus, Hybrid course offerings, and in-person classes to widen the opportunity gap among female populations. Additionally, professional development opportunities like Peer Online Course Review (POCR) may bridge this enrollment gap, as faculty may offer their online courses on the California Virtual Campus.

Currently, among age categories, students over 31 years of age are earning degrees in History, Social and Behavioral Sciences at a satisfactory rate. However, an area for improvement is Dual Enrollment students and students who recently graduated from high school. By expanding Dual Enrollment opportunities to students, History, Social and Behavioral Sciences can potentially foster an educational environment where students who are 30 and under may earn an associate degree.

Among student type categories, the number of degrees earned in History, Social and Behavioral Sciences by Rising Scholars students is sufficient. Palo Verde College and the division of History, Social and Behavioral Sciences should consider offering more online, Dual Enrollment, live streaming to Needles Campus, Hybrid course offerings, and in-person classes to widen the opportunity gap among ISA, Main Campus, Needles, and Non-Local Students. Additionally, professional development opportunities like Peer Online Course Review may bridge this enrollment gap, as faculty may offer their online courses on the California Virtual Campus.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS -

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

1. Prior Goal 1: Increase enrollment/class offerings in Face-to-face and Online Modalities
   a. Activities: Collaborate with local high schools to generate interest in 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. Result and Evaluation: Overall, faculty members in the division Increased Face-to-face and/or Online enrollment. During the years evaluated we increased both Face-to-Face and Online Enrollment by more than 15%.
2. Prior Goal 2: Develop and launch the AAT in Anthropology
    a. Activities: Pass through necessary committees. Develop, and schedule new classes
    b. Timelines: 1-2 years
    c. Result and Evaluation: We have not been able to successfully offer the AAT in Anthropology. However, we have nearly completed launching the AAT in Anthropology. We have developed the courses and passed the necessary committees; we are just waiting for articulation approval. Once articulation approval is achieved, the program will be ready to launch.
3. Prior Goal 3: Develop Ethnic Studies Courses
    a. Activities: Develop, and schedule new classes
    b. Timelines: 1-2 years
    c. Results and Evaluation: We have been able to successful offer Ethnic Studies Courses, Introduction to Ethnic Studies (ETH 101) and Introduction to Mexican American Studies (ETH 210). Our division has been able to offer Ethnic Studies courses in Face-to-Face, Hybrid, and Correspondence modalities.
4. Prior Goal 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. Results and Evaluation: We have not been able to hire additional full-time or part-time faculty in the Ethnic Studies discipline. We continue to rely on two faculty members who have primary responsibilities in other disciplines. We are in the process of hiring a full-time faculty member in the discipline.

History, Social and Behavioral Sciences continually strives to provide exemplary learning environments that promote student success and foster 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 students to obtain the fundamental skills and knowledge needed to achieve success post-graduation.

4. Demand for the Program

The HSBS program covers a range of disciplines and fields and is therefore applicable to multiple industries. Research suggests that careers in the social sciences will increase by 5% through 2029 (Bouchrika, 2025).[1] Bouchrika (2025) looked broadly at the social sciences to identify several major career paths and the respective

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[1] Bouchrika, I. (2025b, February 14). *Social Science Careers: 2023 guide to career paths, options & salary | research.com*. Social Science Careers: 2025 Guide to Career Paths, Options & Salary. https://research.com/careers/social-science-careers

growth within each field through the next 4 years. Due to the reality that they are drawing from a large field Bouchrika (2025) looked at career paths based on levels of education achieved. With an AA in Social Sciences a graduate may look to several paths, including a community health worker, police officer, and credit analyst. Research indicates that the social sciences are broadly applicable due to expanded reliance on "data analysis, policy development, and behavioral research" (Bouchrika, 2025). Social Science jobs have increased their effect on society by integrating technology broadly in various sectors and help inform "policy decisions, improve community health, and enhance organizational efficiency" (Bouchrika, 2025). Palo Verde College's AA in History, Social and Behavioral Sciences degree is a reliable career path and can help students who are looking to go directly to the workforce as well as continue their education / training to gain access to higher paying jobs.

5. STRENGTHS, WEAKNESSES & NEW GOALS:

a.   List and comment on the major strengths of the program.

High-quality instruction from educators who have served in a variety of disciplines. One of the primary strengths of this program is the variety of course offerings that are offered to Rising Scholars, local learners, online learners, and Dual/Concurrent Enrollment students.

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

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

AB 928 requirements would require transfer only degree programs. Therefore, the AA History, Behavioral, and Social Sciences degree could not be offered to Rising Scholar Students.

Continuing Goals: We have two unmet, continuing goals from our last cycle.

1. Continuing Goal 1: Staff Ethnic Studies Courses with full and or part time instructors
    a. While we have been able to successfully offer Ethnic Studies courses for our PVC community, we are from meeting the demand. We will need to hire full-time and part-time faculty members to meet the high demand for courses: all graduates, and possibly high school Dual Enrollment students.
    b. Activities: Hire full-time and part-time faculty
    c. Timelines: 1-2 years
    d. Evaluation: We are currently in the process of hiring a full-time faculty member. To meet demand, we may need to reevaluate demand (i.e. enrollment) and determine whether we need to enroll additional fulltime/parttime faculty members.

2. Continuing Goal 2: Launch AAT in Anthropology

    a. While we have nearly completed the launch of the AAT in Anthropology, we are still waiting for confirmation that all the classes have articulated. We may know as early as the beginning of the next academic year, Fall 2025.

b. Activities: Launch AAT in Anthropology

c. Timelines: 6 months to 1 year

d. Evaluation: We are currently in the process of confirming the articulation of the final courses required for the degree. Once confirmed, we can successfully offer the course to incoming Palo Verde College students.

New Goals: We have six new goals to achieve during the next review cycle

1. In the long run, due to the requirements of AB 928 enrollment would lower in this AA. Our new goal is to work on transitioning students into related Discipline Based Transfer degrees such as Sociology, Anthropology, History, and Psychology.

2. In the long run, due to the requirements of AB 928 enrollment would lower in this AA. Our new goal is to work on transitioning students into related Degrees that prepare students for immediate entrance into the workforce such as Child Development, and Alcohol and Drug Studies.

3. Expand Dual Enrollment and Concurrent Enrollment opportunities for high school students.

4. Offer more accessible modalities to students (i.e. could include POCR certification, hybrid, Synchronous online, Asynchronous online), and support DEIA professional development and training for division members.

5. Create Zero Textbook Cost pathways for at least one degree within the division and switch to OER textbooks and OER resources in high textbook cost classes as much as possible.

6. Successfully implement Guided Pathways through partnership with Student Services to develop pathways on online software to decrease the number of credits earned by students.

7. 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.

Courses	Last Offered
ADS 101	Spring 2024
ADS 102	Spring 2024
ADS 103	Spring 2024
ADS 104	Spring 2024
ADS 105	Spring 2024
ADS 106	Spring 2024
ADS 107	Spring 2024
ADS 108	Spring 2024
ADS 109	Spring 2024
ADS 110	-
ADS 111	-
ADS 150	Fall 2023
ADS 151	Spring 2024
ANT 100	Spring 2024

ANT 101	Spring 2024
ANT 102	Spring 2024
ANT 107	Spring 2024
ANT 201	Fall 2023
CHD 101	Spring 2024
CHD 102	Fall 2023
CHD 103	Fall 2023
CHD 104	Spring 2024
CHD 105	Spring 2024
CHD 106	Spring 2024
CHD 107	Fall 2023
CHD 108	Fall 2023
CHD 111	Spring 2024
CHD 120	Spring 2024
CHD 130	Fall 2023
CHD 131	Fall 2023
CHD 135	Fall 2022
CHD 145	Summer 2023
CHD 205	Fall 2022
CHD 215	Fall 2023
CHD 216	Spring 2024
CHD 220	Spring 2024
CHD 227	-
CHD 250	Spring 2022
CHD 251	Spring 2022
CHD 290	-
CRJ 103	Fall 2023
CRJ 104	Spring 2023
CRJ 115	Fall 2023
CRJ 120	Spring 2023
CRJ 125	Spring 2023
CRJ 130	Spring 2023
ECO 105	Spring 2024
ECO 106	Spring 2024
ETH 101	Spring 2024
ETH 210	Spring 2024
GES 115	Spring 2024
GGR 103	Spring 2024
HIS 110	Fall 2023
HIS 115	Fall 2023
HIS 120	Spring 2024
HIS 125	Spring 2024
HIS 130	Fall 2023
HIS 140	Spring 2024

POS 145	Spring 2024
PSY 101	Spring 2024
PSY 110	Spring 2024
PSY 115	Spring 2024
PSY 145	Spring 2023
PSY 150	Spring 2024
PSY 155	Spring 2024
PSY 201	Spring 2024
PSY 202	Spring 2024
PSY 203	Fall 2023
PSY 205	Fall 2023
PSY 210	Spring 2024
PSY 215	Spring 2024
PSY 220	Spring 2024
PSY 280	-
PSY 290	-
SOC 101	Spring 2024
SOC 111	Spring 2024
SOC 115	Spring 2024
SOC 120	Spring 2024

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.**

The courses ADS 110 and ADS 111 were offered in Fall 2024, Spring 2025, and Fall 2025. The courses required curricular updates to fulfill the needs for CCAPP and CADE requirements.

The course CHD 227 has been offered many times over the review years, but the class has not "made". The course is required for the certificate, Child Development-Developing Capable Youth Certificate of Career, so it is offered frequently to ensure that students may complete this certificate. The course CHD 290 has not been successfully offered during the review years. The division will convene to discuss this course's viability in the AA in History, Social and Behavioral Sciences degree.

The courses PSY 280 and PSY 290 have not been successfully offered during the review years. The division will convene to discuss this courses' viability in the AA in History, Social and Behavioral Sciences degree.

8. COURSE SCHEDULING & AVAILABILITY

Currently, HSBS courses are offered in a modalities including face-to-face, online (hybrid, asynchronous) and via correspondence. Our faculty have endeavored to adapt to modalities to suit student needs and offer the best instruction possible. We have multiple offerings via Hybrid to require less travel time to/from the Blythe campus and increase accessibility to Needles students. Our faculty are also pioneering Correspondence courses offered via Canvas for our Rising Scholar students. Adapting to the new block scheduling, faculty also offer courses that fulfill CAL-GETC pathways in multiple modalities, at different times, and over multiple days. HSBS students

consistently receive high quality instruction as indicated by favorable faculty evaluations.

9. STUDENT LEARNING OUTCOMES (SLO)

The overall success of students attempting the Associate of Arts in Liberal Arts, Emphasis in Social and Behavior Science program has been relatively high2. During the years assessed the program had a success rate of about 92% in both Program Learning Outcomes (PLO). The first PLO is defined as 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, the second PLO is defined as Acquired fundamental knowledge and skills in various disciplines constituting the social sciences. These averages were calculated through Elumen, which ran all of the courses mapped to the Program. 3 While the high average is commendable, the success of the courses mapped to the Program may be limited due to the broad nature of the outcomes assessed in PLO 1 and 2. These results should be contextualized within the context of other measures, such as enrollment, retention, and other student success data.

The PLOs may be contextualized within different modalities4 Given the high average overall across all modalities, the difference between each is minimal. With this caveat, the Program's highest pass rate comes from the Online modality. The online modality was by far the least utilized during the years assessed, a trend that will likely shift in the future assessments as we offer more courses in the online modality. As a division, we should monitor the ongoing success of the program based on performance in each modality. It is encouraging to see that students tended to perform best in the online modality since the college has moved toward offering more courses online, especially for our local learners. While not definitive, the data suggests that where student learning outcomes are concerned, the move toward more online classes for our division is a best practice.

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2 Please see Program Learning Outcomes Table 1, found in this (Student Learning Outcomes) section
3 Please see Table 1 in the Appendix, listing of classes mapped to the Associate of Arts in Liberal Arts, Emphasis in Social and Behavior Science
4 Please see the two tables from this section: Program Learning Outcomes: PLO 1 by Modality, and Program Learning Outcomes: PLO 2 by Modality

Program Learning Outcomes: Table 1

PSLO: 1.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.

	Meets expectations		Does not meet expectation	
2020-21 Summer (2021SU)	0	0.00%	0	0.00%
2021-22 Fall (2021FA)	0	0.00%	0	0.00%
2021-22 Spring (2022SP)	28	100.00%	0	0.00%
2022-23 Fall (2022FA)	70	93.33%	5	6.67%
2022-23 Spring (2023SP)	417	91.85%	37	8.15%
2023-24 Fall (2023FA)	186	89.86%	21	10.14%
2023-24 Spring (2024SP)	267	94.68%	15	5.32%
Overall	968	92.54%	78	7.46%

PSLO: 2. Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.

	Meets expectations		Does not meet expectation	
2020-21 Summer (2021SU)	0	0.00%	0	0.00%
2021-22 Fall (2021FA)	0	0.00%	0	0.00%
2021-22 Spring (2022SP)	28	100.00%	0	0.00%
2022-23 Fall (2022FA)	70	93.33%	5	6.67%
2022-23 Spring (2023SP)	417	91.85%	37	8.15%
2023-24 Fall (2023FA)	186	89.86%	21	10.14%
2023-24 Spring (2024SP)	267	94.68%	15	5.32%
Overall	968	92.54%	78	7.46%

Program Learning Outcomes Table 2 — PLO 1 by Modality

Overall by Term for PSLO: 1.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.

	Meets expectations		Does not meet expectation	
2020-21 Summer (2021SU)	0	0.00%	0	0.00%
2021-22 Fall (2021FA)	0	0.00%	0	0.00%
2021-22 Spring (2022SP)	28	100.00%	0	0.00%
2022-23 Fall (2022FA)	70	93.33%	5	6.67%
2022-23 Spring (2023SP)	417	91.85%	37	8.15%
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2023-24 Spring (2024SP)	267	94.68%	15	5.32%
2024-25 Fall (2024FA)	184	88.46%	24	11.54%

Overall by Section Attribute for PSLO: 1.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.

	Meets expectations		Does not meet expectation	
Correspondence	463	90.25%	50	9.75%
Face-to-face	142	93.42%	10	6.58%
ITV	0	0.00%	0	0.00%
Online	96	96.97%	3	3.03%
Other	0	0.00%	0	0.00%
(None)	451	92.04%	39	7.96%

Program Learning Outcome Table 3 — PLO 2 by Modality

Overall by Term for PSLO: 2. Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.

	Meets expectations		Does not meet expectation	
2020-21 Summer (2021SU)	0	0.00%	0	0.00%
2021-22 Fall (2021FA)	0	0.00%	0	0.00%
2021-22 Spring (2022SP)	28	100.00%	0	0.00%
2022-23 Fall (2022FA)	70	93.33%	5	6.67%
2022-23 Spring (2023SP)	417	91.85%	37	8.15%
2023-24 Fall (2023FA)	186	89.86%	21	10.14%
2023-24 Spring (2024SP)	267	94.68%	15	5.32%
2024-25 Fall (2024FA)	184	88.46%	24	11.54%

PRC Approved:
BOT Approved:

	Meets expectations		Does not meet expectation	
Correspondence	463	90.25%	50	9.75%
Face-to-face	142	93.42%	10	6.58%
ITV	0	0.00%	0	0.00%
Online	96	96.97%	3	3.03%
Other	0	0.00%	0	0.00%
(None)	451	92.04%	39	7.96%

10. COURSE CURRENCY

a. **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.**

All courses associated with the AA in Social and Behavioral Sciences have been updated within the last four years. There are no outstanding updates necessary.

11. 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 Offerings Taught by Full-Time Faculty

Course	Full-time Offering	Part-Time Offering	Both
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 111			X
ADS 150	X		
ADS 151	X		
ANT 100			X
ANT 101			X
ANT 102			X
ANT 107			X
ANT 201			X
CHD 101	X		

Course	Col 1	Col 2	Col 3
CHD 102	X		
CHD 103	X		
CHD 104	X		
CHD 105	X		
CHD 106	X		
CHD 107	X		
CHD 108	X		
CHD 111	X		
CHD 120	X		
CHD 130		X	
CHD 131	X		
CHD 135	X		
CHD 145	X		
CHD 205	X		
CHD 215	X		
CHD 216	X		
CHD 220	X		
CHD 227		X	
CHD 250	X		
CHD 251	X		
CHD 290	X		
CRJ 103		X	
CRJ 104		X	
CRJ 115		X	
CRJ 120		X	
CRJ 125		X	
CRJ 130		X	
ECO 105			X
ECO 106			X
ETH 101	X		
ETH 210	X		
GES 115			X
GGR 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 155		X	
PSY 201			X
PSY 202			X
PSY 203			X
PSY 205			X
PSY 210			X
PSY 215			X
PSY 220			X
PSY 280			X
PSY 290			X
SOC 101			X
SOC 111			X
SOC 115		X	
SOC 120	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 full-time faculty members, there are nearly half the "adjunct only" course offerings compared to the prior full evaluation of the division. However, one discipline, Child Development, fails to offer substantial full-time and part-time coverage. Most courses taught in Child Development rely heavily on full-time faculty coverage.

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

The division of History, Social and Behavioral Sciences recently hired two new adjunct faculty members to teach Child Development courses.

12. 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.

The AA in Social and Behavioral Sciences draws from the talent and experiences of all the faculty members in the HSBS division. Instructors from the disciplines have a multitude of different academic backgrounds, professional experiences, and ongoing training/certification requirements depending on their field of study. Faculty members from the division regularly attend Flex Days and other professional development opportunities held on campus. Many division members attend optional professional development opportunities on campus, such as the Student Equity Plan Lunches and Pride Committee Lunch and Learn Series. HSBS faculty also attend specialty trainings from their field, including but not limited to: Alcohol and Drug Studies certifications, Archaeology conferences, DEIA equity institutes, and Rising Scholar trainings. The breadth of experience and training in the faculty of the HSBS division have benefited students seeking the AA in Social and Behavioral Sciences degree. Students have opportunities to learn from faculty work experience, guidance while they work in the field, and exposure to different career paths. Program Learning Outcomes reflect the opportunities students have, especially as the intersect with Institution Learning Outcomes, by facilitating fundamental grounding in essential skills that will help students reach their goals in future academic programs and in the Labor Market.

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

To better prepare HSBS faculty for new, innovative teaching techniques and platforms and to meet the evolving needs of students, faculty will need to embrace new teaching modalities, professional development, and training. According to the 2023 Distance Education report published by the California Community Colleges Chancellor's Office, the demand for distance education courses has increased dramatically represented by more than doubling over the two-year period analyzed. [5] In light of the dramatic shift toward distance education the HSBS division will need to increase training and set high standards of achievement in Distance Education. A high standard of professional development that the faculty might focus on is Peer Online Course Review (POCR) certification. POCR training can help ensure that our faculty have high standards for their distance education course and curriculum design. To achieve POCR certification, HSBS faculty and leadership may choose to collaborate with administrators to bring POCR certification, standards, and training to Palo Verde College.

13. SUCCESS, RETENTION, ENROLLMENT, AWARDS

Generally, the courses in our program meet the institution's set standard of 70 %. The majority of the mapped

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[5] California Community Colleges Chancellor's Office, Todd, J., & Funk, C. (2023). (rep.). *2023 Distance Education Report* (pp. 1–31). Sacramento, CA: California Community Colleges Chancellor's Office.

courses within the associate's degree have relatively high retention and Success rates. The enrollment, retention, and success rates of all courses mapped to the Program are noted in the tables in the current section. Regarding Success and Retention, courses that fall below the institution set standard are highlighted (in yellow). A couple of lists were generated, 1) courses with at least one semester below the standard, and 2) courses with more than one semester below the standard. Regarding enrollment, courses that consistently (more than one semester) were noted and listed.

Mapped Courses that fall below the institutional standard for at least one semester: ADS-106, ADS-107, ADS-108, ADS-109, ANT-101, ANT-102, ANT-107, ANT-201, CHD-101, CHD-102, CHD-103, CHD-104, CHD-105, CHD-106, CHD-107, CHD-130, CHD-131, CHD-205, CHD-215, CHD-250, ETH-101, ETH-210, GES-101, HIS-115, PHI-100, PSY-155, PSY-215, PSY-220, SOC-101, SOC-111, SOC-115, SOC-120.

Mapped courses that fall below the institutional standard for more than one semester: ANT-101, ANT-102, CHD-101, CHD-102, CHD-103, CHD-104, CHD-105, CHD-107, CHD-250, ETH-210, HIS-115, SOC-101, SOC-111, SOC-120

Retention and Success - An analysis of the courses that have the most room for improvement consistently fall within three disciplines: Anthropology, Child Development, and Sociology. There are a couple of outliers from History and Ethnic Studies, but these courses do not represent a trend. It is difficult to make recommendations for specific disciplines that fall within the much broader program of AA in Liberal Arts, the leads/faculty of these disciplines should be contacted, made aware of the findings so that they may include it in the assessments of their specific programs. These findings should also be considered alongside the effected programs overall success rates, total enrollment, modalities, awards, and any unique features/considerations of the program.

Enrollment – On average, the enrollment for the mapped classes in each term assessed was 115 students. The highest average enrollment came during the 2020-2021 term at 124 and the lowest during the most recent academic year at 102. Notably, several disciplines had several courses with high enrollment, indicating that a few disciplines more than made up the bulk of enrollment in the program. The introductory courses in Anthropology, Alcohol and Drug Studies, General Education, and Sociology all held significantly high enrollment throughout the terms assessed.

Mapped courses that consistently (more than one semester) had enrollments higher than average (115): ADS-101, ADS-102, ADS-103, ADS-104, ADS-105, ADS-107, ADS-108, ANT-101, ASL-131, ASL-132, GES-115, HIS-110, HIS-120, HIS-125, HIS-140, PHI-100, POS-145, PSY-101, PSY-110, PSY-220, SOC-101, SOC-111.

Awards – Generally, the AA awards per term assessed have been consistent. On average, the division awarded 98 AA's per semester. We had a high of 111 awards during the 2021/2022 year and low of 91 during the following academic year. These trends are up from 61 in the academic year immediately preceding the years assessed. The Program appears to be generating a healthy number of awards, especially given the overall enrolment and size of the college.

Enrollment, Retention, Success 2020-2021

Course Name	2020-21 Enrollment	2020-21 Retention Rate	2020-21 Success Rate
ADS-101	219	94.50%	82.90%
ADS-102	132	89.80%	81.10%
ADS-103	173	97.10%	92.50%
ADS-104	179	87.60%	78.70%
ADS-105	122	92.20%	76.70%
ADS-106	66	91.90%	80.60%
ADS-107	114	89.00%	60.60%
ADS-108	196	92.20%	78.20%
ADS-109	90	85.70%	71.40%
ADS-150	27	92.00%	84.00%
ADS-151	6	100.00%	100.00%
ANT-100	(Blank)	(Blank)	(Blank)
ANT-101	482	87.90%	64.40%
ANT-102	(Blank)	(Blank)	(Blank)
ANT-107	(Blank)	(Blank)	(Blank)
ANT-201	(Blank)	(Blank)	(Blank)
ASL-131	493	96.10%	85.90%
ASL-132	150	94.60%	82.30%
ASL-134	33	100.00%	100.00%
ASL-135	33	97.00%	87.90%
CHD-101	56	80.80%	57.70%
CHD-102	54	80.40%	68.60%
CHD-103	24	95.70%	87.00%
CHD-104	19	88.20%	82.40%
CHD-105	(Blank)	(Blank)	(Blank)
CHD-106	19	83.30%	72.20%
CHD-107	18	94.40%	72.20%
CHD-108	9	88.90%	88.90%
CHD-111	(Blank)	(Blank)	(Blank)
CHD-120	8	100.00%	100.00%
CHD-130	(Blank)	(Blank)	(Blank)
CHD-131	(Blank)	(Blank)	(Blank)
CHD-135	(Blank)	(Blank)	(Blank)
CHD-145	(Blank)	(Blank)	(Blank)

Course	Enrollment	Retention Rate	Success Rate
CHD-205	10	100.00%	90.00%
CHD-215	13	76.90%	69.20%
CHD-216	7	100.00%	100.00%
CHD-220	28	89.30%	82.10%
CHD-221	(Blank)	(Blank)	(Blank)
CHD-227	11	90.90%	81.80%
CHD-232	(Blank)	(Blank)	(Blank)
CHD-250	(Blank)	(Blank)	(Blank)
CHD-251	(Blank)	(Blank)	(Blank)
ETH-101	(Blank)	(Blank)	(Blank)
ETH-210	(Blank)	(Blank)	(Blank)
GES-101	42	100.00%	100.00%
GES-115	1020	95.50%	78.20%
HIS-110	163	96.80%	86.10%
HIS-115	42	87.80%	68.30%
HIS-120	125	95.80%	88.30%
HIS-125	167	94.40%	82.00%
HIS-130	96	92.70%	88.50%
HIS-140	63	93.30%	76.70%
PHI-100	196	87.00%	65.20%
PHI-120	(Blank)	(Blank)	(Blank)
POS-145	148	88.80%	81.80%
PSY-101	342	92.60%	79.80%
PSY-110	173	93.50%	76.50%
PSY-115	97	94.80%	88.70%
PSY-145	19	94.70%	94.70%
PSY-150	26	96.00%	84.00%
PSY-155	113	90.90%	87.30%
PSY-201	88	91.50%	84.10%
PSY-202	(Blank)	(Blank)	(Blank)
PSY-203	(Blank)	(Blank)	(Blank)
PSY-205	26	92.30%	80.80%
PSY-210	24	95.70%	82.60%
PSY-215	25	88.00%	52.00%
PSY-220	273	92.20%	76.20%
SOC-101	294	89.50%	72.10%
SOC-111	87	89.30%	76.20%
SOC-115	(Blank)	(Blank)	(Blank)
SOC-120	(Blank)	(Blank)	(Blank)

Enrollment, Retention, Success 2021-2022

Course Name	2021-22 Enrollment	2021-22 Retention Rate	2021-22 Success Rate

ADS-101	195	94.00%	80.90%
ADS-102	106	93.90%	89.80%
ADS-103	126	97.60%	94.30%
ADS-104	123	95.00%	92.40%
ADS-105	119	97.30%	90.30%
ADS-106	78	97.30%	90.70%
ADS-107	124	98.30%	85.70%
ADS-108	131	95.10%	83.60%
ADS-109	88	95.30%	90.60%
ADS-150	9	100.00%	100.00%
ADS-151	10	100.00%	100.00%
ANT-100	(Blank)	(Blank)	(Blank)
ANT-101	307	97.00%	86.80%
ANT-102	(Blank)	(Blank)	(Blank)
ANT-107	(Blank)	(Blank)	(Blank)
ANT-201	(Blank)	(Blank)	(Blank)
ASL-131	504	98.80%	92.00%
ASL-132	164	98.10%	88.80%
ASL-134	1	100.00%	100.00%
ASL-135	(Blank)	(Blank)	(Blank)
CHD-101	37	72.70%	57.60%
CHD-102	13	83.30%	75.00%
CHD-103	14	84.60%	84.60%
CHD-104	10	90.00%	90.00%
CHD-105	17	93.80%	81.30%
CHD-106	(Blank)	(Blank)	(Blank)
CHD-107	10	100.00%	88.90%
CHD-108	8	100.00%	100.00%
CHD-111	(Blank)	(Blank)	(Blank)
CHD-120	(Blank)	(Blank)	(Blank)
CHD-130	11	100.00%	100.00%
CHD-131	(Blank)	(Blank)	(Blank)
CHD-135	(Blank)	(Blank)	(Blank)
CHD-145	9	100.00%	87.50%
CHD-205	(Blank)	(Blank)	(Blank)
CHD-215	(Blank)	(Blank)	(Blank)
CHD-216	(Blank)	(Blank)	(Blank)
CHD-220	(Blank)	(Blank)	(Blank)
CHD-221	(Blank)	(Blank)	(Blank)
CHD-227	(Blank)	(Blank)	(Blank)
CHD-232	(Blank)	(Blank)	(Blank)
CHD-250	10	80.00%	60.00%

CHD-251	(Blank)	(Blank)	(Blank)
ETH-101	(Blank)	(Blank)	(Blank)
ETH-210	(Blank)	(Blank)	(Blank)
GES-101	(Blank)	(Blank)	(Blank)
GES-115	736	96.80%	85.20%
HIS-110	71	98.60%	92.80%
HIS-115	45	100.00%	43.60%
HIS-120	134	93.40%	84.30%
HIS-125	186	96.60%	81.10%
HIS-130	79	93.40%	81.60%
HIS-140	115	93.50%	78.50%
PHI-100	174	90.40%	76.70%
PHI-120	(Blank)	(Blank)	(Blank)
POS-145	194	95.20%	83.50%
PSY-101	267	94.90%	82.30%
PSY-110	129	96.60%	80.70%
PSY-115	108	95.20%	89.40%
PSY-145	(Blank)	(Blank)	(Blank)
PSY-150	22	90.90%	86.40%
PSY-155	209	95.90%	93.40%
PSY-201	116	96.40%	83.80%
PSY-202	(Blank)	(Blank)	(Blank)
PSY-203	(Blank)	(Blank)	(Blank)
PSY-205	22	95.00%	95.00%
PSY-210	25	95.70%	91.30%
PSY-215	41	97.60%	95.10%
PSY-220	170	95.00%	68.60%
SOC-101	297	94.00%	75.80%
SOC-111	106	92.60%	65.30%
SOC-115	(Blank)	(Blank)	(Blank)
SOC-120	(Blank)	(Blank)	(Blank)

Enrollment, Retention, Success 2022-2023

Course Name	2022-23 Enrollment	2022-23 Retention Rate	2022-23 Success Rate
ADS-101	359	94.60%	87.30%
ADS-102	88	85.30%	68.00%
ADS-103	135	97.60%	91.30%
ADS-104	148	97.90%	88.20%
ADS-105	176	94.00%	84.40%

ADS-106	50	98.00%	89.80%
ADS-107	107	92.60%	83.20%
ADS-108	151	92.80%	73.90%
ADS-109	51	95.70%	84.80%
ADS-150	45	95.50%	88.60%
ADS-151	35	97.10%	88.60%
ANT-100	58	83.30%	61.10%
ANT-101	223	90.30%	69.70%
ANT-102	17	76.90%	61.50%
ANT-107	25	66.70%	57.10%
ANT-201	40	85.30%	67.60%
ASL-131	866	94.30%	83.60%
ASL-132	176	98.90%	96.60%
ASL-134	13	90.90%	90.90%
ASL-135	(Blank)	(Blank)	(Blank)
CHD-101	71	88.50%	62.30%
CHD-102	27	90.90%	68.20%
CHD-103	18	66.70%	33.30%
CHD-104	25	90.90%	77.30%
CHD-105	17	76.50%	64.70%
CHD-106	28	92.30%	84.60%
CHD-107	14	92.30%	69.20%
CHD-108	13	83.30%	83.30%
CHD-111	(Blank)	(Blank)	(Blank)
CHD-120	(Blank)	(Blank)	(Blank)
CHD-130	(Blank)	(Blank)	(Blank)
CHD-131	1	100.00%	100.00%
CHD-135	9	88.90%	66.70%
CHD-145	32	96.70%	80.00%
CHD-205	9	88.90%	66.70%
CHD-215	(Blank)	(Blank)	(Blank)
CHD-216	(Blank)	(Blank)	(Blank)
CHD-220	(Blank)	(Blank)	(Blank)
CHD-221	(Blank)	(Blank)	(Blank)
CHD-227	(Blank)	(Blank)	(Blank)
CHD-232	(Blank)	(Blank)	(Blank)
CHD-250	(Blank)	(Blank)	(Blank)
CHD-251	(Blank)	(Blank)	(Blank)
ETH-101	43	84.80%	69.70%
ETH-210	48	94.40%	66.70%
GES-101	17	100.00%	80.00%
GES-115	953	97.40%	85.50%

HIS-110	110	98.10%	86.40%
HIS-115	42	82.90%	71.40%
HIS-120	107	95.90%	78.40%
HIS-125	243	94.70%	79.70%
HIS-130	111	98.10%	89.50%
HIS-140	139	90.60%	81.90%
PHI-100	136	92.40%	83.10%
PHI-120	(Blank)	(Blank)	(Blank)
POS-145	184	97.70%	87.50%
PSY-101	298	96.30%	84.30%
PSY-110	194	95.20%	90.90%
PSY-115	75	92.40%	81.80%
PSY-145	34	96.40%	82.10%
PSY-150	23	100.00%	89.50%
PSY-155	114	82.70%	74.50%
PSY-201	107	96.10%	93.20%
PSY-202	17	93.80%	87.50%
PSY-203	17	87.50%	87.50%
PSY-205	42	92.50%	87.50%
PSY-210	55	100.00%	94.50%
PSY-215	50	97.70%	88.40%
PSY-220	219	93.80%	81.70%
SOC-101	295	92.00%	73.70%
SOC-111	200	93.00%	78.60%
SOC-115	68	90.70%	38.90%
SOC-120	9	85.70%	71.40%

Enrollment, Retention, Success 2023-2024

Course Name	2023-24 Enrollment	2023-24 Retention Rate	2023-24 Success Rate
ADS-101	229	96.50%	88.60%
ADS-102	130	88.10%	80.20%
ADS-103	163	93.20%	79.60%
ADS-104	143	95.00%	82.70%
ADS-105	106	92.40%	80.00%
ADS-106	77	84.70%	48.60%
ADS-107	132	93.80%	83.10%
ADS-108	136	97.00%	80.70%
ADS-109	86	96.50%	84.70%
ADS-150	48	93.80%	85.40%

ADS-151	38	100.00%	93.90%
ANT-100	109	90.60%	67.00%
ANT-101	138	89.30%	74.00%
ANT-102	64	83.90%	67.70%
ANT-107	82	86.40%	71.60%
ANT-201	11	77.80%	77.80%
ASL-131	529	96.30%	81.30%
ASL-132	274	97.00%	91.10%
ASL-134	14	85.70%	85.70%
ASL-135	9	87.50%	87.50%
CHD-101	28	85.20%	66.70%
CHD-102	29	96.20%	88.50%
CHD-103	28	91.70%	70.80%
CHD-104	21	90.50%	66.70%
CHD-105	18	88.90%	77.80%
CHD-106	26	92.30%	80.80%
CHD-107	24	95.50%	68.20%
CHD-108	12	90.90%	81.80%
CHD-111	13	91.70%	91.70%
CHD-120	(Blank)	(Blank)	(Blank)
CHD-130	20	94.40%	72.20%
CHD-131	11	90.00%	70.00%
CHD-135	(Blank)	(Blank)	(Blank)
CHD-145	20	95.00%	90.00%
CHD-205	1	100.00%	100.00%
CHD-215	8	87.50%	75.00%
CHD-216	1	100.00%	100.00%
CHD-220	12	100.00%	81.80%
CHD-221	12	100.00%	91.70%
CHD-227	(Blank)	(Blank)	(Blank)
CHD-232	17	100.00%	88.20%
CHD-250	(Blank)	(Blank)	(Blank)
CHD-251	(Blank)	(Blank)	(Blank)
ETH-101	130	91.20%	83.20%
ETH-210	42	89.50%	52.60%
GES-101	19	82.40%	70.60%
GES-115	725	95.90%	81.60%
HIS-110	122	94.10%	79.00%
HIS-115	45	83.30%	61.90%
HIS-120	115	88.70%	77.40%
HIS-125	244	96.20%	77.60%
HIS-130	95	97.80%	86.70%

HIS-140	137	94.10%	80.00%
PHI-100	122	90.80%	76.50%
PHI-120	5	80.00%	80.00%
POS-145	210	98.00%	77.90%
PSY-101	480	93.30%	77.30%
PSY-110	201	95.90%	88.30%
PSY-115	69	95.70%	91.30%
PSY-145	(Blank)	(Blank)	(Blank)
PSY-150	33	100.00%	93.90%
PSY-155	60	91.10%	87.50%
PSY-201	123	96.60%	81.40%
PSY-202	43	95.20%	95.20%
PSY-203	19	83.30%	83.30%
PSY-205	42	100.00%	90.50%
PSY-210	75	100.00%	91.90%
PSY-215	43	100.00%	90.50%
PSY-220	241	92.20%	74.10%
SOC-101	316	90.60%	70.40%
SOC-111	205	96.50%	82.70%
SOC-115	47	100.00%	93.50%
SOC-120	7	85.70%	42.90%

Name of Award	2020-21	2021-22	2022-23	2023-24
AA, Emphasis in Social & Behavioral Sciences	94	111	91	96

14. 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.

15. 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 History, Social and Behavioral Sciences instruction. However,

with the expanded offerings of a Biological Anthropology Laboratory course at PVC (which is expected to receive articulation approval in Spring 2025), necessary storage of laboratory equipment is a pressing concern.

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

Storage space for Biological Anthropology Laboratory equipment is needed to ensure students may fulfill their CAL-GETC Life Sciences Laboratory requirement.

16. Appendix

Table 1: Courses mapped to Associate of Arts in Liberal Arts, Emphasis in Social and Behavior Science

Associate of Arts in Liberal Arts, Emphasis in Social and Behavior Science Course	Associate of Arts in Liberal Arts, Emphasis in Social and Behavior Science	
	1.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.	2. Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.
ADS101		
ADS102	2	2
ADS103	2	2
ADS104		
ADS105	2	2
ADS106		
ADS107		
ADS108		
ADS109	3	3
ADS110	4	4
ADS111		
ADS150	3	3
ADS151	3	3
ANT100	3	3
ANT101	3	3
ANT102	3	3
ANT107	3	3
ANT115		
ANT120		
ANT130		
ANT201	3	3
CHD101		
ADS101		
ADS102	2	2
ADS103	2	2
ADS104		
ADS105	2	2
ADS106		
ADS107		
ADS108		
ADS109	3	3
ADS110	4	4
ADS111		
ADS150	3	3

ADS151	3	3
ANT100	3	3
ANT101	3	3
ANT102	3	3
ANT107	3	3
ANT115		
ANT120		
ANT130		
ANT201	3	3
CHD101		
HIS110		
HIS115		
HIS120		
HIS125		
HIS130		
HIS140		
PHI100		
PHI120		
PHS100	3	3
PHS101	3	3
PHS102		
PHS103		
POS145		
PSY101		
PSY110		
PSY115		
PSY145	3	3
PSY150	2	2
PSY155	3	3
PSY201		
PSY202	2	2
PSY203	2	2
PSY205		
PSY210	2	2
PSY215	2	2
PSY220		
PSY280	2	2
PSY290	2	2
SOC101		
SOC111		
SOC115	3	3
SOC120	3	3
SOC121		
SOC140		
SOC160		
	111	**111**