

Annual report submitted to the Program Review Committee on November 3, 2014



Signature of Department Chair/Lead Faculty Member:

Signature of Dean/Director/Administrator

Data and Analysis: Program Data for Social Sciences: Anthropology

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	429	375	448	476	712
FTEs:	40	37	45	47	64
FTEF30:	1.0	0.8	0.9	1.0	1.2
WSCH/FTEF:	698	759	874	767	909
Fill Rates:	69.4%	66.1%	95.6%	91.7%	82.3%
SUCCESS AND RETENTION DATA					
Success Rate:	68.5%	70.7%	66.7%	63.9%	58.0%
Retention Rate:	84.4%	92.0%	90.2%	88.7%	88.1%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	2	3	2	6	10
F-to-S Persistence:	1%	2%	1%	4%	7%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	n/a	n/a	n/a	n/a	n/a

Enrollments in Anthropology have remained robust and increased sharply in 2013-14 as more funding became available. There was a drop in the Fill Rate in 2013-14 but this may be an artifact of an ambitious increase in the number of sections as well as a great offering of course topics – some of which don't have the same GE draw as the introductory class. Success rates did drop in 2012-13 and 2013-14 and that is an area of some concern.

(Box will explain as needed)

Data and Analysis: Program Data for Social Sciences: **Geography**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	36	46	42	37	153
FTES:	20	5	4	4	15
FTEF30:	0.7	0.1	0.1	0.1	0.4
WSCH/FTEF:	462	844	709	608	619
Fill Rates:	66.3%	111.1%	93.3%	112.5%	94.2%
SUCCESS AND RETENTION DATA					
Success Rate:	83.3%	95.7%	95.2%	94.6%	74.5%
Retention Rate:	97.2%	97.8%	100.0%	94.6%	82.4%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	One Term	One Term	One Term	One Term	One Term
F-to-S Persistence:					
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	n/a	n/a	n/a	n/a	n/a

Program Data Analysis

For years Coastline's Geography program was extremely limited – typically we only offered one onsite class a year. Beginning in 2013-14, however, the decision was made to expand our program by adding online sections. This is reflected in the large jump in enrollments and FTES in 2013-14. It is anticipated that the program will continue to grow. Fill rates have been outstanding, indicating a strong demand for this discipline. There was a drop in the Success and Retention rates in 2013-14, but this is probably largely related to the addition of multiple online sections, which typically have a lower success and retention rate than onsite classes.

(Box will explain as needed)

Data and Analysis: Program Data for Social Sciences: **History**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	1,725	1,995	2,133	1,965	2,649
FTEs:	173	206	217	194	253
FTEF30:	3.5	4.1	3.9	4.0	4.7
WSCH/FTEF:	823	834	914	807	872
Fill Rates:	88.7%	80.1%	87.5%	87.4%	82.0%
SUCCESS AND RETENTION DATA					
Success Rate:	62.1%	62.0%	60.7%	59.9%	59.3%
Retention Rate:	86.4%	86.8%	86.6%	81.9%	85.2%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	26	34	30	43	47
F-to-S Persistence:	5%	7%	7%	12%	15%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	0	0	0	3	4

Data Term Definitions available on last page of this report template.

Program Data Analysis

History enrollments remained stable or increased slightly from the 2009-10 to 2012-13 period, then jumped sharply in 2013-14 as more funding became available. As indicated by FTEs, student demand remains high although there was a drop in the Fill Rate in 2013-14 (perhaps because of more ambitious scheduling in terms of the number of sections being offered). Overall Success and Retention Rates have remained comparatively stable, although there was a dip in the Success Rate beginning in 2012-13, perhaps related to the large growth in student enrollments. It is encouraging that the Fall to Spring Persistence rate has increased, indicating that the student experience in History courses was positive and that they were interesting in continuing to study this subject. There has also been a slight increase in the number of AA Degrees granted in History.

(Box will explain as needed)

Data and Analysis: Program Data for **Social Sciences: Human Services**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	283	384	316	315	325
FTEs:	29	39	32	30	30
FTEF30:	0.8	1.0	0.8	0.8	0.8
WSCH/FTEF:	587	637	650	615	615
Fill Rates:	83.4%	89.6%	92.4%	87.5%	87.5%
SUCCESS AND RETENTION DATA					
Success Rate:	59.7%	61.5%	55.1%	49.8%	58.8%
Retention Rate:	85.9%	89.1%	90.2%	87.6%	87.1%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	9	12	8	13	17
F-to-S Persistence:	17%	22%	15%	25%	28%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	4	1	4	1	6

Data Term Definitions available on last page of this report template.

Program Data Analysis

Enrollment trends for Human Services has generally remained stable over time. There was a troubling drop in the Success rate in 2012-13, but the program rebounded in 2013-14. It is also encouraging that the Fall to Spring Persistence has increased, as are the number of AA Degrees being completed. It is hoped that the addition of a Full-Time Faculty member in Sociology/Human Services in Spring 2015 will help boost the program.

(Box will explain as needed)

Data and Analysis: Program Data for Social Sciences: **Political Science**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	1,055	1,420	1,119	1,293	1,216
FTES:	105	141	121	129	131
FTEF30:	1.6	2.7	2.4	2.5	2.6
WSCH/FTEF:	1,076	873	841	862	844
Fill Rates:	86.9%	86.9%	90.7%	83.8%	84.0%
SUCCESS AND RETENTION DATA					
Success Rate:	62.7%	60.9%	52.2%	48.9%	48.6%
Retention Rate:	85.6%	89.2%	89.1%	85.6%	83.7%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	4	8	6	6	10
F-to-S Persistence:	1%	2%	2%	2%	5%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	6	10	9	15	43

Data Term Definitions available on last page of this report template.

Program Data Analysis

Enrollments in Political Science have remained stable or grown slightly over time. There was a troubling drop in the Success Rate from 2009-10 to 2013-14. Action was taken (additional training for faculty) to improve instructional methods used in the online courses which will hopefully reverse this trend. The growth in AA degrees granted in Political Science is seemingly impressive: however, we do not actually offer an AA Degree in Political Science. The office of Research will be contacted to correct this problem.

(Box will explain as needed)

Data and Analysis: Program Data for **Social Sciences: Sociology**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	1,145	1,097	1,274	1,222	1,584
FTES:	109	113	130	115	154
FTEF30:	1.8	1.8	1.9	1.7	2.3
WSCH/FTEF:	1,025	1,063	1,156	1,113	1,123
Fill Rates:	82.7%	83.1%	89.6%	90.5%	85.5%
SUCCESS AND RETENTION DATA					
Success Rate:	58.2%	57.5%	54.3%	53.8%	58.2%
Retention Rate:	88.3%	88.0%	87.6%	81.8%	83.2%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	15	21	18	24	28
F-to-S Persistence:	4%	8%	6%	8%	11%
DEGREES AND CERTIFICATES					
Certificates:	0	0	0	0	0
Associate Degrees:	1	1	4	6	8

Data Term Definitions available on last page of this report template.

Program Data Analysis

The general trend in Sociology has been for increased growth in enrollments. Fill rates have also remained robust, indicating good student demand. Success rates have been stable, but comparatively low: this may be because a large portion of the enrollments in Sociology have historically been in telecourses. Sociology has both an AA and an AA-T and the number of degrees offered has grown. Because of the growth in enrollments, the decision was made to hire a Full-Time Sociology/Human Services instructor who will begin in Spring 2015. It is anticipated that this will enable the program to continue to grow.

(Box will explain as needed)

Curriculum Data -- Use data from the previous academic year (*Provide Numbers below*)

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:	3	16			43
Certificates 18 units or greater:		1			1
Certificates less than 18 units:					0
Degrees: (AA, AS or AA-T, AS-T)		1			5

Curriculum Data Analysis

Courses: Three new courses were approved in 2013-14. These include PSCI C160 (Law and Justice) which was developed as part of a grant opportunity; HIST C101 U.S. Military History and HIST C126 African-American History which were developed at the request of contract education. There was one course revision since the last annual report. A review of the Social Sciences curriculum was done in 2013-14 as part of the comprehensive five-year Program Review, however the curriculum revision was not completed. There are still a number of courses that need to be reviewed and sent to the Curriculum Committee for approval of revision. It is anticipated that this task will be completed in Spring 2015.

Certificates: There is only one certificate currently being offered in the Social Sciences: Human Services. There have no certificates issued in recent years, perhaps because most students in the program are opting to complete the A.A. degree in Human Services instead.

Degrees: There are currently five Associates Degrees in the Social Sciences, including two ADTs. There are also two Areas of Emphasis (Social and Behavioral Sciences and American Studies) whose curriculum falls largely within the scope of the Social Sciences department. There are tentative plans to create an ADT in Geography for the college.

(Box will explain as needed)

Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)*

Review the SLOs printouts for the previous semester's achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

Select:

- A. Coastline
- B. Statistical Reports by Term (previous semester)
- C. Click Submit
- D. Then select: Term
- E. SLO Level: (select Program)
- F. Select your discipline
- G. For Select Course Number (select "All")
- H. Wait 3-7 seconds for it to load

From the "Course Number" column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	11
From the "Fully Achieved" column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	0
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	0.0%

Discussions what can be done to improve the Percent of courses that meet PSLOs

Discussion about achievement of CSLOS and PSLOS are part of the regular conversation at Social Sciences department meetings. A variety of strategies have been discussed to help students better achieve Learning Outcomes, including selection of textbooks, additional guidance on writing assignments, and alternative teaching techniques.

(Box will explain as needed)

Progress on 5-year Goals from most recent Program Review.

Goal	100% Complete	Partially Complete	Not Started	Abandoned <small>Provide Reason</small>	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Diversify course offerings to ensure students more options, both in terms of classes and learning modalities.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	In Fall 2014 the department offered British History for the first time. The course was well enrolled and indicates that there is student demand for a more diversified offering in History. Also in Fall the program offered Physical Geography for the first time in years – the course was over enrolled.
Develop Geography transfer major	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Currently under review. Anticipate moving forward on this once a full-time Dean takes up their position at Newport Beach.
Improve retention and success rates throughout the program, but particularly in Political Science.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Additional training has been provided to some faculty. Data from the 2014-15 academic year will indicate if there has been improvement.
Work with the faculty and the college to lower costs for students, specifically with regard to textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	This will be a topic for our next department meeting.
Work with the Dean at Newport Beach to develop alternative scheduling patterns which will improve onsite enrollments.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	There has been some discussion of this with the current interim Dean, the Instructional Council, and the Vice-President of Instruction. Because this is part of a larger planning process for the college, no specific actions have been taken. Decisions will be contingent, in part, on college needs.

<p>In conjunction with the Distance Learning department, ensure that all telecourses offered in the program are current.</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<p>There has been work started on revising the PSCI C180 telecourse. There needs to be a review of the other telecourses in the program to determine whether they need to be “refreshed” and to determine a process by which this will occur.</p>
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Action Plan and Resource Request Based on Annual Data

Action	Institutional planning goals*	How action will improve student learning	Type of Resource	Resource needs, if any	Department priority**	Approximate cost	Potential Funding Source
			Equipment				
			Facilities				
Hire an additional Full Time History Instructor	*Coastline will make learner success its core focus *Coastline will increase student access, and improve persistence, retention, and completion	Improve diversification of course offerings; more sections taught by F/T Faculty	Personnel		22	\$47-67K	General Fund
			Software				
			Supplies				
			Technology				
			Training				
Telecourse Refresh	*Coastline will make learner	Improve student experience in Social Sciences telecourses by	Other	The Distance Learning department is currently allocating resources to update	1	\$15,000-\$30,000	General Fund

Coastline Community College
Annual Institutional Planning Report

Social Sciences: ANTH, GEOG, HIST, HVSC, PSCI, SOC

Reporting & Planning Years: **Reporting for 2014 & Planning for 2015**

	<p>success its core focus *Coastline will increase student access, and improve persistence, retention, and completion This is also a 5-year dept. goal</p>	<p>updating them to current standards.</p>		<p>telecourses in all disciplines. They are presently allocating approximately \$15,000 per course that has been identified as needing refreshing.</p>		<p>DL is currently allocating \$15,000 Per course. Anticipate 1-2 courses per year. Need to identify high priority courses.</p>	
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*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

**Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.

Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR form in the table below.

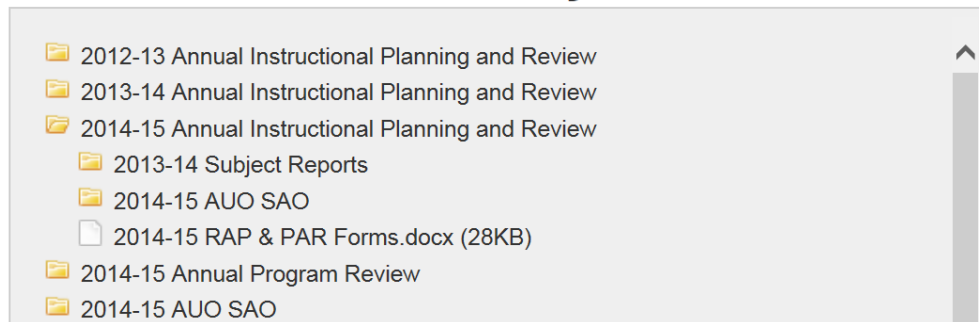
Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority

The RESOURCE ALLOCATION PROPOSAL & the PRIORITIZATION ALLOCATION RUBRIC form can be found at the link below.

<http://www.coastline.edu/about/research-planning/>

Research and Planning Documents



GLOSSARY OF DATA TERMS

Enrolled (Census): The official enrollment count based on attendance at the 20% point in the course.

FTEs: Total **full-time equivalent students** (FTEs) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Fill Rate: A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring in Subject Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F-to-S Persistence Rate as Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.

Certificates: Number of certificates conferred per year.

Degrees: Number of Associate degrees conferred per year.