



2015

Annual Program Review

Social Sciences

(Anthropology, Geography, History, Human Services,
Political Science, Sociology)

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Section 1: Program Planning:

Internal Analysis: Anthropology

Enrollment and FTES:

No data supplied for 2014-15. 2013-14 data indicates strong growth in Anthropology offerings – approximately 42% growth in FTES since 2011-12. The overall program is still comparatively small with only 4-5 classes offered per term.

Efficiency (FTEF/30 and fill rates):

Although the FTEF has gone up a bit because of increased overall enrollments, there are still currently no full-time faculty in this program. With a FTEF of 1.2 for 2013-14, it is not anticipated that we will be requesting a full-time faculty in the immediate future, although this may change if enrollments continue to increase. Fill rates have dropped – this may be because of additional onsite courses being offered at Newport Beach and through the high school program have low enrollments. Online enrollments remain robust.

Student Demographics:

There seems to be some changes in the gender, age, and racial characteristics of the student population taking Anthropology courses. Since 2011-12 there has been a shift towards slightly greater numbers of men and slightly older students. There was also a jump in the number of African-American students. It is unclear whether this is a long term trend or an enrollment blip. Given the comparatively few sections of Anthropology being offered, it may well be the former.

Success:

Success rates have dropped a bit since 2011-12, although the success rate in our online Anthropology courses actually exceeds the college average.

Retention:

Retention rates have remained fairly consistent and in fact exceed the college averages.

Persistence in Subject:

Persistence rates have gone up.

Awards (Degrees and Certificates):

Currently there are no degrees or certificates offered in Anthropology.

Table 1.1 Program Review Data for Anthropology

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	449	483	714
FTES:	45	47	64
FTEF30:	0.9	1.0	1.2
WSCH/FTEF:	874	767	909
Fill Rates:	95.6%	91.7%	82.3%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	2	6	10
F-to-S Persistence:	1%	4%	7%
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

STUDENT DEMOGRAPHICS			
GENDER			
Female:	43.0%	39.3%	31.7%
Male:	55.7%	59.4%	67.3%
Unknown:	1.3%	1.2%	1.0%
AGE at TERM			
Less than 19	19.2%	21.3%	6.5%
20 to 24	24.5%	21.7%	21.9%
25 to 29	18.0%	12.0%	17.0%
30 to 34	12.2%	13.5%	16.3%
35 to 39	10.5%	9.1%	11.9%
40 to 49	10.2%	14.5%	17.4%
50 and Older	5.3%	7.9%	9.1%
RACE/ETHNICITY			
African American:	9.4%	11.8%	20.3%
Asian/Pac Islander:	13.4%	10.6%	13.5%
Hispanic:	24.2%	24.2%	22.3%
Multiple Race:	12.9%	9.9%	6.6%
White:	39.9%	35.8%	31.6%
Unknown:	6.9%	7.7%	5.8%

Table 1.2 Program Review Data for Anthropology by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	449	483	714
- Success Rate	66.5%	64.2%	58.1%
- Retention Rate	90.0%	88.8%	88.1%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	127	123	173
- Success Rate	76.4%	65.9%	74.6%
- Retention Rate	96.1%	86.2%	90.2%
Telecourse Enrollment	253	268	510
- Success Rate	64.0%	63.8%	52.2%
- Retention Rate	85.0%	86.9%	87.1%
Traditional Enrollment	69	92	31
- Success Rate	58.0%	63.0%	64.5%
- Retention Rate	97.1%	97.8%	93.5%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Internal Analysis: **Geography**

Enrollment and FTES:

There has been a sharp jump in Geography FTES. This reflects the addition of several new sections of Geography online and increased diversification of the courses being offered. Online sections have enjoyed very robust enrollments.

Efficiency (FTEF/30 and fill rates):

The program currently has no full-time faculty member, although the FTEF/30 rate has gone up a bit. Fill rates have remained excellent.

Student Demographics:

There seems to be some shift towards a more male population. No clear indication of any significant change in the age of the population. The program has become more racially and ethnically diverse - this reflects the fact that in the past there was a single onsite course offered which heavily attracted Vietnamese student population. The addition of online courses has changed this.

Success:

Success rates have dropped, which probably reflects the growing number of online classes being offered. Online success rates exceed the college average.

Retention:

Retention rates have dropped, probably also reflecting the shift towards more online sections. Retention rates are comparable to the college average.

Persistence in Subject:

No data provided.

Awards (Degrees and Certificates):

There are currently no degrees or certificates offered in Geography.

Table 1.3 Program Review Data for Geography

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	42	37	153
FTES:	4	4	15
FTEF30:	0.1	0.1	0.4
WSCH/FTEF:	709	608	619
Fill Rates:	93.3%	112.5%	94.2%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	One Term	One Term	One Term
F-to-S Persistence:			
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	n/a	n/a	n/a

STUDENT DEMOGRAPHICS			
GENDER			
Female:	52.4%	48.6%	57.5%
Male:	45.2%	51.4%	39.9%
Unknown:	2.4%	.0%	2.6%
AGE at TERM			
Less than 19	14.3%	18.9%	9.2%
20 to 24	38.1%	24.3%	32.7%
25 to 29	16.7%	10.8%	17.0%
30 to 34	9.5%	10.8%	8.5%
35 to 39	.0%	5.4%	3.9%
40 to 49	4.8%	13.5%	11.8%
50 and Older	16.7%	16.2%	17.0%
RACE/ETHNICITY			
African American:	2.4%	5.4%	5.9%
Asian/Pac Islander:	71.4%	62.2%	35.3%
Hispanic:	.0%	.0%	12.4%
Multiple Race:	.0%	13.5%	7.8%
White:	19.0%	13.5%	32.7%
Unknown:	7.1%	5.4%	5.9%

Table 1.4 Program Review Data for Geography by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	42	37	153
- Success Rate	95.2%	94.6%	74.5%
- Retention Rate	100.0%	94.6%	82.4%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	---	---	124
- Success Rate	0.0%	0.0%	71.0%
- Retention Rate	0.0%	0.0%	79.8%
Telecourse Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Traditional Enrollment	42	37	29
- Success Rate	95.2%	94.6%	89.7%
- Retention Rate	100.0%	94.6%	93.1%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Internal Analysis: **History**

Enrollment and FTES:

FTES has grown significantly, reflecting in part the addition of new courses being offered in an online modality (Western Civilization and British History).

Efficiency (FTEF/30 and fill rates):

As enrollments have grown, so have the FTEF30. The discipline is extremely efficient in the sense that a very large number of students are being served with only one full-time instructor being available. Fill rates have dropped a little bit, but this may be a one-year blip.

Student Demographics:

As with other disciplines, there seems to be a slight increase in the number of male students. There does not appear to be a significant change in the age characteristics of the student population, but there is greater diversity in terms of ethnicity and race.

Success:

Success rates have remained relatively static over the three years of data provided. The discipline success rate in online classes is comparable to the college averages, but slightly below college averages in telecourses and onsite enrollments.

Retention:

Retention rates have remained largely static. Across all modalities the discipline is in line with college averages.

Persistence in Subject:

There has been a jump in Persistence in Subject, possibly because of increased diversification in offerings.

Awards (Degrees and Certificates):

There has been a slight increase in the number of AA degrees completed in History.

Table 1.5 Program Review Data for History

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	2,132	1,977	2,656
FTES:	217	194	253
FTEF30:	3.9	4.0	4.7
WSCH/FTEF:	914	807	872
Fill Rates:	87.5%	87.4%	82.0%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	30	43	47
F-to-S Persistence:	7%	12%	15%
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	0	3	4

STUDENT DEMOGRAPHICS			
GENDER			
Female:	47.3%	45.8%	39.0%
Male:	51.6%	53.1%	60.0%
Unknown:	1.1%	1.1%	1.0%
AGE at TERM			
Less than 19	14.9%	14.7%	11.3%
20 to 24	27.9%	28.0%	26.3%
25 to 29	16.2%	15.9%	15.8%
30 to 34	13.5%	12.1%	13.0%
35 to 39	8.0%	8.2%	10.1%
40 to 49	13.2%	13.6%	14.9%
50 and Older	6.3%	7.4%	8.6%
RACE/ETHNICITY			
African American:	10.7%	10.1%	13.0%
Asian/Pac Islander:	15.9%	20.4%	18.1%
Hispanic:	14.7%	14.7%	18.5%
Multiple Race:	11.4%	9.7%	6.4%
White:	42.1%	35.6%	39.5%
Unknown:	5.9%	9.5%	4.6%

Table 1.6 Program Review Data for History by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	2,132	1,977	2,656
- Success Rate	60.6%	59.9%	59.3%
- Retention Rate	86.6%	82.0%	85.2%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	44	---	---
- Success Rate	72.7%	0.0%	0.0%
- Retention Rate	93.2%	0.0%	0.0%
Online Enrollment	1,069	1,120	1,344
- Success Rate	66.0%	63.1%	62.9%
- Retention Rate	86.1%	80.2%	84.4%
Telecourse Enrollment	874	630	1,167
- Success Rate	51.6%	51.3%	52.3%
- Retention Rate	85.9%	82.2%	84.7%
Traditional Enrollment	145	227	145
- Success Rate	72.4%	68.3%	82.1%
- Retention Rate	93.1%	90.3%	97.2%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Internal Analysis: **Human Services**

Enrollment and FTES:

Enrollments have remained largely static over the three years of data provided. It is hoped that the anticipated addition of a new faculty member in Sociology/Human Services will help expand the program.

Efficiency (FTEF/30 and fill rates):

There has been no change in FTEF/30. The fill rates are good but relatively static over time.

Student Demographics:

There does not appear to be any overall significant changes in student demographics. This discipline continues to attract a disproportionately female student population.

Success:

Success rates are somewhat low, although there does not seem to be significant change over time. All courses in human services are currently offered only in an online format, which may partially explain the relatively low success rates. However, the program does have a slightly lower overall success rate in the online modality compared to the rest of the college.

Retention:

Retention rates are relatively good (higher than the college averages for online enrollments) and static over time.

Persistence in Subject:

There has been very good persistence within the subject.

Awards (Degrees and Certificates):

There has been a slight increase in the number of AA degrees complete in Human Services.

Table 1.7 Program Review Data for Human Services

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	316	325	325
FTES:	32	30	30
FTEF30:	0.8	0.8	0.8
WSCH/FTEF:	650	615	615
Fill Rates:	92.4%	87.5%	87.5%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	8	13	17
F-to-S Persistence:	15%	25%	28%
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	4	1	6

STUDENT DEMOGRAPHICS			
GENDER			
Female:	74.1%	75.1%	76.6%
Male:	24.4%	24.6%	22.8%
Unknown:	1.6%	.3%	.6%
AGE at TERM			
Less than 19	3.2%	4.6%	4.3%
20 to 24	25.0%	21.8%	23.7%
25 to 29	16.1%	14.8%	14.8%
30 to 34	14.6%	9.8%	7.4%
35 to 39	6.0%	12.6%	8.9%
40 to 49	22.2%	20.0%	21.8%
50 and Older	13.0%	16.3%	19.1%
RACE/ETHNICITY			
African American:	17.7%	11.4%	20.3%
Asian/Pac Islander:	17.1%	19.4%	16.3%
Hispanic:	14.8%	14.8%	16.0%
Multiple Race:	14.2%	10.2%	7.1%
White:	32.9%	40.0%	34.2%
Unknown:	3.8%	4.3%	6.2%

Table 1.8 Program Review Data for Human Services by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	316	325	325
- Success Rate	55.0%	50.5%	58.8%
- Retention Rate	90.2%	88.0%	87.1%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	316	325	325
- Success Rate	55.1%	50.5%	58.8%
- Retention Rate	90.2%	88.0%	87.1%
Telecourse Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Traditional Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Internal Analysis: **Political Science**

Enrollment and FTES:

Enrollments and FTES have remained largely static over time. Currently only two political science classes are being offered (PSCI C101 – Current Events and PSCI C180 – American Government) and it appears that we have maxed out the demand for these particular classes. If we wish to see increased enrollments, we will probably have to further diversify our offerings.

Efficiency (FTEF/30 and fill rates):

FTEF/30 has remained largely static. There is one full-time instructor in this discipline. Fill rates have dropped somewhat over time.

Student Demographics:

There has been no great change in the student demographics, aside from a slight increase in the ethnic and racial diversity of the students.

Success:

Success rates for this discipline remain poor. The success rates for courses offered in the online format is significantly below the college average and in telecourses, slightly below.

Retention:

Retention rates have dropped a bit over time, but appear to be roughly around the college average in the various modalities.

Persistence in Subject:

Persistence in Subject seems relatively static. There are currently only two courses being offered in Political Science.

Awards (Degrees and Certificates):

There are currently no degrees or certificates offered in Political Science.

Table 1.9 Program Review Data for Political Science

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	1,119	1,305	1,218
FTES:	121	129	131
FTEF30:	2.4	2.5	2.6
WSCH/FTEF:	841	862	844
Fill Rates:	90.7%	83.8%	84.0%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	6	6	10
F-to-S Persistence:	2%	2%	5%
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	9	15	43

STUDENT DEMOGRAPHICS			
GENDER			
Female:	50.1%	48.7%	49.3%
Male:	48.5%	49.7%	49.6%
Unknown:	1.3%	1.5%	1.1%
AGE at TERM			
Less than 19	17.2%	16.2%	11.8%
20 to 24	29.9%	29.2%	26.2%
25 to 29	16.2%	15.5%	15.8%
30 to 34	12.1%	12.2%	12.5%
35 to 39	7.5%	6.9%	10.0%
40 to 49	11.2%	13.9%	13.3%
50 and Older	6.0%	6.1%	10.4%
RACE/ETHNICITY			
African American:	11.6%	9.7%	15.3%
Asian/Pac Islander:	19.9%	18.9%	21.1%
Hispanic:	15.4%	15.4%	18.2%
Multiple Race:	13.1%	12.1%	6.9%
White:	37.4%	36.3%	34.1%
Unknown:	4.9%	7.5%	4.4%

Table 1.10 Program Review Data for Political Science by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	1,119	1,305	1,218
- Success Rate	52.1%	48.8%	48.7%
- Retention Rate	89.1%	85.7%	83.7%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	83	39	29
- Success Rate	62.7%	43.6%	44.8%
- Retention Rate	89.2%	82.1%	93.1%
Online Enrollment	649	826	671
- Success Rate	44.7%	40.9%	39.5%
- Retention Rate	89.1%	85.5%	82.6%
Telecourse Enrollment	249	260	371
- Success Rate	56.2%	58.8%	49.6%
- Retention Rate	85.9%	80.8%	80.6%
Traditional Enrollment	138	180	147
- Success Rate	73.9%	71.7%	89.1%
- Retention Rate	94.9%	95.0%	95.2%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Internal Analysis: **Sociology**

Enrollment and FTES:

Enrollment and FTES jumped significantly in 2013-14 and we anticipated continued strong growth in the future. We are continuing to add sections and courses and experience solid enrollments.

Efficiency (FTEF/30 and fill rates):

FTEF30 has gone up as enrollments increased. Last year the discipline was granted a full-time faculty member, a search conducted, and a candidate hired. Unfortunately this instructor left after one term (Spring 2015) and the department must begin the process anew in Fall 2015.

Student Demographics:

As witnessed in some other disciplines, there does seem to be a shift towards a greater male population. There also seems to be a little shift towards a slightly older population, and greater ethnic and racial diversity.

Success:

The success rate has improved slightly. Online course offerings have a high success rate than the college average, but our telecourse offerings have a lower rate.

Retention:

Retention rates have remained largely static or dropped slightly.

Persistence in Subject:

Persistence in subject has gone up slight as we diversify our offerings in this discipline.

Awards (Degrees and Certificates):

There has been a slight increase in the number of students completing an AA degree in Sociology.

Table 1.11 Program Review Data for Sociology

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	1,277	1,227	1,588
FTES:	130	115	154
FTEF30:	1.9	1.7	2.3
WSCH/FTEF:	1,156	1,113	1,123
Fill Rates:	89.6%	90.5%	85.5%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	18	24	28
F-to-S Persistence:	6%	8%	11%
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	4	6	8

STUDENT DEMOGRAPHICS			
GENDER			
Female:	40.6%	34.6%	28.0%
Male:	58.6%	64.5%	70.8%
Unknown:	.8%	1.0%	1.1%
AGE at TERM			
Less than 19	9.7%	6.4%	5.1%
20 to 24	20.5%	19.9%	16.9%
25 to 29	18.1%	13.8%	14.3%
30 to 34	16.1%	17.0%	16.1%
35 to 39	11.0%	12.8%	13.3%
40 to 49	18.1%	21.5%	21.5%
50 and Older	6.5%	8.6%	13.0%
RACE/ETHNICITY			
African American:	18.6%	22.3%	23.9%
Asian/Pac Islander:	15.0%	12.5%	13.9%
Hispanic:	20.6%	20.6%	24.5%
Multiple Race:	7.7%	6.1%	4.0%
White:	33.6%	29.9%	28.7%
Unknown:	6.3%	8.6%	5.0%

Table 1.12 Program Review Data for Sociology by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	1,277	1,227	1,588
- Success Rate	54.3%	53.7%	58.2%
- Retention Rate	87.6%	81.7%	83.2%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	340	362	376
- Success Rate	73.2%	71.0%	76.6%
- Retention Rate	90.9%	86.7%	92.0%
Telecourse Enrollment	937	865	1,162
- Success Rate	47.5%	46.5%	51.5%
- Retention Rate	86.4%	79.7%	80.0%
Traditional Enrollment	---	---	50
- Success Rate	0.0%	0.0%	76.0%
- Retention Rate	0.0%	0.0%	92.0%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
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- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Program Student Learning Outcome(s)

Two of the disciplines within the Social Sciences department collected data on PSLOs for Fall 2014. These results from Human Services and Sociology were discussed at the Spring 2015 department meeting.

Human Services: Examining the change between the data collected in Fall 2014 and Fall 2013, there appears to be a significant drop in achievement rates – for some outcomes this represents an almost 10% drop.

Sociology: Examining the change between the data collected in Fall 2014 and Fall 2013, there appears to be a slight upward blip in achievement rates. Overall there appears to be a 2-3% increase the success rate in most Program Outcomes.

Department discussion involved ongoing mechanical strategies for ensuring accurate reporting such as ensuring that non-attending students are being dropped from courses promptly. There was also a discussion of the comparative value of the data being generated, with the point being raised that particularly since data was being collected from just a handful of classes (3-5) each term and there are frequently differences in the caliber of students for each class, there is an intrinsic problem with the variability of the data. It was not clear to us whether this data really tells us anything useful which will help us improve student achievement of the learning outcomes.

Progress on Forward Strategy Initiative(s)

Table 1.13 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Diversify course offerings to ensure students more options, both in terms of classes and learning modalities	In-Progress	This is really an ongoing goal with no clear end date	There has been a recent expansion in course offerings in two disciplines: Geography and Sociology. For years the only Geography course being offered was an onsite GEOG C100 (World Regional). We now not only offer this in an online format as well, but we've added online sections of GEOG C180 (Physical Geography) and GEOG C185 (Cultural Geography) which have achieved excellent enrollment. For Fall 2015 we are also offering a Sociology class (SOC C185 – Social Problems) that has been in the catalog for years, but never offered. It enjoys robust enrollment.
Develop Geography transfer major	In-Progress	We have successfully diversified our offerings in	No outcome yet.

		Geography, but the task of creating and obtaining approval for a new major has not been accomplished. Because Coastline does not have a full-time Geography instructor, this task depends upon the efforts of our part-time faculty.	
Improve retention and success rates throughout the program, but particularly in Political Science.	In-Progress	Part of the problem we're having is clearly identifying the reasons for poor student success and retention rates and the extent to which these factors are controllable by the department, by the college, or which are dependent upon external factors. It is hoped that over the coming year as we switch to a new college LMS (Canvas) we will have opportunities to improve instruction, particularly in the online modality.	Based upon data provided for the period between 2011-12 and 2013-14, success and retention rates have generally remained static or in some cases declined slightly. This seems to reflect a general trend in the college.
Work with the faculty and the college to lower costs for students, specifically with regard to textbooks	In-Progress	No specific data was collected in the department to indicate whether there have been any changes in the cost of textbooks. Part of this initiative may depend upon events at the state level, in specific the state sponsorship of Open Source textbooks.	This issue was discussed at the Spring 2015 department meeting to make faculty aware that their choices in textbooks (with regard to cost) have a significant impact upon students. There will be a follow up discussion during the Spring 2016 department meeting.
Work with the Dean at Newport Beach to develop alternative scheduling patterns which will improve onsite enrollments.	In-Progress	Newport Beach Center acquired a new Dean in Spring 2015. There has been a constant dialogue between the new Dean and the department chair regarding scheduling, but so far no real changes have been implemented.	There have been changes in scheduling mandated by the creation or revival of programs such as STAR, Early College High School, and Credits for College. Scheduling and staffing for these programs has proven to be challenging, in part because of low enrollments and frequently cancelled sections in STAR.

In conjunction with the Distance Learning department, ensure that all telecourses offered in the program are current.	In-Progress	Some work was accomplished on updating the Political Science telecourse, but no further initiatives have been developed at this time.	
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Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year			3	24		
Current year			2	31		
1 year			3	28		

The Social Science program currently has two full-time faculty members in History and Political Science. A third full-time faculty member in Sociology/Human Services was approved and hired last year, but the faculty member left after the Spring 2015 term. It is anticipated that we will go out again and have a full-time Sociology/Human Services instructor hired and teaching by Fall 2016. There has also been an increase in the number of part-time instructors because of the demands of certain programs, such as STAR, Credits for College and Early College High school and a general expansion of course offerings in some areas, such as Geography and History. There will be a drop in the number of part-time instructors next year as we hire a full-time instructor in Sociology/Human Services.

Professional Development

Both of the full-time faculty members have been active in professional development activities offered by the college and district, such as Coastline's Summer Institute. This has also been true, to a lesser extent, with our part-time faculty members.

Section 3: Facilities Planning

Facility Assessment

The program is currently housed out of the Newport Beach Center. Because of the nature of the courses we offer – mostly General Education – we do not anticipate any significant changes in our facilities needs.

Section 4: Technology Planning

Technology Assessment

The programs technology needs are typical for disciplines involved in General Education. We do not currently have a need for any type of specialized technology. We are hoping that the shift towards a new LMS (Canvas) will prove useful to us in terms of improving course quality and boosting success and retention rates.

Section 5: New Initiatives

Initiative: There are no new initiatives planned for this year.

Describe how the initiative supports the college mission:

What college goal does the initiative align with?

- | | |
|--|--|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with?

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Technology |

What evidence supports this initiative?

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Recommended resource(s) needed for initiative achievement:

What is the anticipated outcome of completing the initiative?

Provide a timeline and timeframe from initiative inception to completion.

Section 6: Prioritization

No Resource Requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority

Prioritization Glossary

- Initiative: Provide a short description of the plan
- Resource(s): The resource(s) are needed to support the completion of the initiative
- Est. Cost: Estimated financial cost of the resource(s)
- Funding Type: Specify if the resource request one-time or ongoing
- Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)
- Evidence: Specify what data type(s) supported the initiative
- College Goal: Specify what College goal does the initiative align with
- To be completed by: Specify year of anticipated completion
- Priority: Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of 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 Attendance Accounting Method 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 (15 LHEs per fall and spring terms). 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.

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 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.

F2S 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.

Checklist

Program Planning

- Internal Analysis
- PSLO Assessment
- Progress on Forward Strategies

Human Capital Planning

- Staffing
- Professional Development

Facility Planning

- Progress on Forward Strategies

Technology Planning

- Progress on Forward Strategies