



2016-17

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:

The number of enrollments in Anthropology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Anthropology credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

### Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Anthropology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Anthropology courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Anthropology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Anthropology courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Course Success Rate:

The course success rate in Anthropology courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in Anthropology courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in Anthropology in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Anthropology in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

**Modality:**

The success and retention rates for online and telecourse instruction has improved over time. Instructors are to be commended for successfully improving their courses.

**Demographics:**

There was a drop in the enrollment of people under 19, which probably relates to the scheduling of STAR program courses. Scheduling and enrollment in STAR sections varies widely. This may also relate to other demographic trends, such as a drop in female versus male enrollments. Because Anthropology currently offers two telecourses, a substantial portion of our student population is incarcerated. This population tends to skew male versus female. It also tends to skew the data towards ethnic and racial groups such as African-American and Hispanic. It is notable that success and retention rates have generally improved across the board for all ethnic/racial groups, genders and ages (although there are some outliers in smaller populations, such as Pacific Islanders and Native-Americans).

## Implications of Change

Current trends in Anthropology are positive. Success and retention rates for distance learning modalities has increased, as have enrollments. The one low point has been the low enrollments in onsite sections.

Table 1.1 Program Productivity Data for Anthropology

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>465</b>	<b>636</b>	<b>732</b>
FTES	43.6	58.5	67.5
FTEF30	0.8	1.0	1.2
WSCH/FTEF	893	993	935
Sections	8.0	9.0	11.0
Fill Rate	91.7%	83.7%	87.3%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>454</b>	<b>635</b>	<b>727</b>
<b>GENDER</b>			
Female	39.9%	34.2%	33.3%
Male	58.8%	64.9%	66.2%
Unknown	1.3%	0.9%	0.6%
<b>AGE at TERM</b>			
Less than 19	22.7%	6.9%	10.7%
20 to 24	22.0%	23.8%	17.5%
25 to 29	11.7%	17.0%	15.8%
30 to 34	12.8%	15.9%	16.1%
35 to 39	9.0%	11.5%	10.9%
40 to 49	13.9%	15.7%	17.6%
50 and Older	7.9%	9.1%	11.4%
<b>RACE/ETHNICITY</b>			
African American	11.9%	20.6%	20.4%
American Indian	4.0%	4.4%	2.9%
Asian	13.4%	15.7%	14.7%
Hispanic/Latino	25.1%	19.4%	20.8%
Pacific Islander	1.5%	1.4%	1.2%
White	39.4%	34.5%	38.4%
Unknown	4.6%	3.9%	1.7%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	26.7%	26.6%	37.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	53.1%	68.5%	55.8%
Traditional	20.3%	4.9%	6.6%

Table 12 Program Review Data for Anthropology by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>454</b>	<b>635</b>	<b>727</b>
-Overall Success Rate	66.7%	61.7%	73.0%
-Overall Retention Rate	88.8%	86.8%	90.0%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	121	169	273
Self-Paced	0	0	0
Telecourse	241	435	406
Traditional	92	31	48

**Success Rate**

Cable			
Correspondence			
Hybrid			
Online	66.9%	75.1%	80.6%
Self-Paced			
Telecourse	68.0%	56.3%	68.0%
Traditional	63.0%	64.5%	72.9%

**Retention Rate**

Cable			
Correspondence			
Hybrid			
Online	86.0%	90.5%	90.8%
Self-Paced			
Telecourse	86.7%	84.8%	88.9%
Traditional	97.8%	93.5%	93.8%

Table 1.3 Program Review Data for Anthropology by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>454</b>	<b>635</b>	<b>727</b>
-Overall Success Rate	66.7%	61.7%	73.0%
-Overall Retention Rate	88.8%	86.8%	90.0%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	181	217	242
Male	267	412	481
Unknown	6	6	4
<b><u>Success Rate</u></b>			
- Female	65.2%	65.0%	76.4%
- Male	67.0%	60.4%	71.1%
- Unknown	100.0%	33.3%	100.0%
<b><u>Retention Rate</u></b>			
- Female	90.1%	88.9%	92.1%
- Male	87.6%	85.4%	88.8%
- Unknown	100.0%	100.0%	100.0%

Table 1.4 Program Review Data for Anthropology by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>454</b>	<b>635</b>	<b>727</b>
-Overall Success Rate	66.7%	61.7%	73.0%
-Overall Retention Rate	88.8%	86.8%	90.0%

<b>AGE at TERM</b>			
Less than 19	103	44	78
20 to 24	100	151	127
25 to 29	53	108	115
30 to 34	58	101	117
35 to 39	41	73	79
40 to 49	63	100	128
50 and Older	36	58	83

<b>Success Rate</b>			
Less than 19	65.0%	70.5%	75.6%
20 to 24	60.0%	60.3%	66.9%
25 to 29	60.4%	65.7%	71.3%
30 to 34	70.7%	56.4%	70.9%
35 to 39	75.6%	65.8%	70.9%
40 to 49	79.4%	63.0%	75.0%
50 and Older	61.1%	53.4%	84.3%

<b>Retention Rate</b>			
Less than 19	95.1%	93.2%	89.7%
20 to 24	90.0%	88.7%	91.3%
25 to 29	84.9%	88.9%	87.8%
30 to 34	86.2%	83.2%	86.3%
35 to 39	87.8%	84.9%	88.6%
40 to 49	87.3%	87.0%	89.1%
50 and Older	80.6%	81.0%	98.8%



Table 1.5 Program Review Data for Anthropology by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>454</b>	<b>635</b>	<b>727</b>
-Overall Success Rate	66.7%	61.7%	73.0%
-Overall Retention Rate	88.8%	86.8%	90.0%

<b>RACE/ETHNICITY</b>			
African American	54	131	148
American Indian	18	28	21
Asian	61	100	107
Hispanic/Latino	114	123	151
Pacific Islander	7	9	9
White	179	219	279
Unknown	21	25	12

<b>Success Rate</b>			
African American	59.3%	44.3%	68.2%
American Indian	55.6%	53.6%	38.1%
Asian	70.5%	65.0%	82.2%
Hispanic/Latino	62.3%	57.7%	69.5%
Pacific Islander	85.7%	88.9%	66.7%
White	70.9%	74.4%	76.7%
Unknown	66.7%	48.0%	75.0%

<b>Retention Rate</b>			
African American	83.3%	88.5%	90.5%
American Indian	83.3%	82.1%	66.7%
Asian	93.4%	81.0%	93.5%
Hispanic/Latino	93.0%	87.0%	88.1%
Pacific Islander	100.0%	100.0%	88.9%
White	86.0%	88.6%	91.0%
Unknown	90.5%	84.0%	91.7%

## Internal Analysis: Geography

### Enrollment and FTES:

The number of enrollments in Geography courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Geography credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with FTES in 2012-2013.

### Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Geography courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Geography courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Geography courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Geography courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Course Success Rate:

The course success rate in Geography courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in Geography courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in Geography in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Geography in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

**Modality:**

Success and retention in traditional onsite classes have remained relatively static. There has been some drop in the success and retention of our online courses since they were first offered in 2013-14, although this probably reflects in part the addition of more advanced specialized courses in Cultural and Physical Geography.

**Demographics:**

There have been some shifts in demographics. Overall the population in this discipline has tended to skew younger and less Asian than in the past. Previously the program had only offered one onsite class which tended to be heavily populated by Vietnamese students – the additional of a number of online sections has changed the overall demographic profile. Currently there are no telecourses in geography, so demographic data does not include any incarcerated students.

## Implications of Change

There has been a substantial increase in enrollments in Geography. This has been driven in part by the offering of more class sections and offering a greater variety of courses. The fill rates have dropped a bit, but this reflects overall the rapid increase in the number of sections being offered and more specialized courses (other than the basic World Regional Geography course) which tend to get slightly smaller enrollments. There has been an overall drop in success and retention rates, but this largely reflects the shift from having only one onsite class during the 2012-13 term to an additional six online classes for 2014-15 term.

Table 1.6 Program Productivity Data for Geography

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>36</b>	<b>150</b>	<b>314</b>
FTEs	3.7	14.0	29.0
FTEF30	0.1	0.3	0.7
WSCH/FTEF	608	748	642
Sections	1.0	4.0	7.0
Fill Rate	112.5%	103.8%	85.6%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>36</b>	<b>150</b>	<b>316</b>
<b>GENDER</b>			
Female	47.2%	56.7%	58.5%
Male	52.8%	40.7%	39.9%
Unknown	0.0%	2.7%	1.6%
<b>AGE at TERM</b>			
Less than 19	16.7%	9.3%	14.6%
20 to 24	25.0%	33.3%	37.7%
25 to 29	11.1%	16.7%	16.8%
30 to 34	11.1%	8.0%	5.7%
35 to 39	5.6%	4.0%	6.3%
40 to 49	13.9%	11.3%	7.6%
50 and Older	16.7%	17.3%	11.4%
<b>RACE/ETHNICITY</b>			
African American	2.8%	6.0%	4.7%
American Indian	8.3%	4.0%	4.7%
Asian	69.4%	35.3%	37.3%
Hispanic/Latino	0.0%	12.0%	9.8%
Pacific Islander	0.0%	0.7%	1.3%
White	16.7%	37.3%	40.8%
Unknown	2.8%	4.7%	1.3%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	0.0%	81.3%	91.1%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	100.0%	18.7%	8.9%

Table 1.7 Program Review Data for Geography by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>36</b>	<b>150</b>	<b>316</b>
-Overall Success Rate	94.4%	75.3%	70.9%
-Overall Retention Rate	94.4%	83.3%	75.9%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	0	122	288
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	36	28	28

**Success Rate**

Cable			
Correspondence			
Hybrid			
Online		72.1%	69.1%
Self-Paced			
Telecourse			
Traditional	94.4%	89.3%	89.3%

**Retention Rate**

Cable			
Correspondence			
Hybrid			
Online		81.1%	74.3%
Self-Paced			
Telecourse			
Traditional	94.4%	92.9%	92.9%

Table 1.8 Program Review Data for Geography by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>36</b>	<b>150</b>	<b>316</b>
-Overall Success Rate	94.4%	75.3%	70.9%
-Overall Retention Rate	94.4%	83.3%	75.9%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	17	85	185
Male	19	61	126
Unknown	0	4	5
<b><u>Success Rate</u></b>			
- Female	94.1%	74.1%	74.6%
- Male	94.7%	77.0%	65.9%
- Unknown	0.0%	75.0%	60.0%
<b><u>Retention Rate</u></b>			
- Female	94.1%	83.5%	79.5%
- Male	94.7%	82.0%	70.6%
- Unknown	0.0%	100.0%	80.0%

Table 1.9 Program Review Data for Geography by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>36</b>	<b>150</b>	<b>316</b>
-Overall Success Rate	94.4%	75.3%	70.9%
-Overall Retention Rate	94.4%	83.3%	75.9%

  

<b>AGE at TERM</b>			
Less than 19	6	14	46
20 to 24	9	50	119
25 to 29	4	25	53
30 to 34	4	12	18
35 to 39	2	6	20
40 to 49	5	17	24
50 and Older	6	26	36

  

<b>Success Rate</b>			
Less than 19	83.3%	78.6%	80.4%
20 to 24	100.0%	74.0%	67.2%
25 to 29	100.0%	64.0%	75.5%
30 to 34	75.0%	58.3%	66.7%
35 to 39	100.0%	83.3%	70.0%
40 to 49	100.0%	94.1%	54.2%
50 and Older	100.0%	80.8%	77.8%

  

<b>Retention Rate</b>			
Less than 19	83.3%	92.9%	84.8%
20 to 24	100.0%	84.0%	73.1%
25 to 29	100.0%	72.0%	81.1%
30 to 34	75.0%	75.0%	83.3%
35 to 39	100.0%	83.3%	75.0%
40 to 49	100.0%	94.1%	54.2%
50 and Older	100.0%	84.6%	77.8%

Table 1.10 Program Review Data for Geography by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>36</b>	<b>150</b>	<b>316</b>
-Overall Success Rate	94.4%	75.3%	70.9%
-Overall Retention Rate	94.4%	83.3%	75.9%

RACE/ETHNICITY			
African American	1	9	15
American Indian	3	6	15
Asian	25	53	118
Hispanic/Latino	0	18	31
Pacific Islander	0	1	4
White	6	56	129
Unknown	1	7	4

<b>Success Rate</b>			
African American	100.0%	44.4%	26.7%
American Indian	100.0%	50.0%	53.3%
Asian	96.0%	84.9%	83.1%
Hispanic/Latino		55.6%	61.3%
Pacific Islander		100.0%	100.0%
White	83.3%	78.6%	67.4%
Unknown	100.0%	85.7%	100.0%

<b>Retention Rate</b>			
African American	100.0%	77.8%	40.0%
American Indian	100.0%	83.3%	53.3%
Asian	96.0%	88.7%	84.7%
Hispanic/Latino		72.2%	71.0%
Pacific Islander		100.0%	100.0%
White	83.3%	82.1%	74.4%
Unknown	100.0%	85.7%	100.0%



## Internal Analysis: History

### Enrollment and FTES:

The number of enrollments in History courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in History credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

### Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in History courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in History courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in History courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in History courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Couse Success Rate:

The course success rate in History courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially higher (> 10.0%)** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in History courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in History in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in History in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

### **Modality:**

Over the past couple of years our enrollments in telecourses has increased relative to both online and traditional modalities. Traditional (onsite) enrollments have also decreased in absolute terms, from 226 in 2012-13 to 156 in 2014-15. While success rates have increased in the telecourses, they have declined slightly in online courses.

### **Demographics:**

There have not been major changes in the demographics of students taking our history courses, although there has been a slight shift in the male to female ratio and a slight increase in the African-American and Hispanic populations. It is not quite clear why this should occur, although it probably relates to enrollments in telecourses which serve our incarcerated populations (History offers four telecourses). Over the past couple of years telecourse enrollments have increased relative to other modalities.

## Implications of Change

Enrollments in our history sections continues to increase, going from 180 FTES in 2012-13 to 266 in 2014-15. Similarly we've seen an increase in the number of history degrees being conferred. Over the past couple of years we've offered more sections and a wider variety of courses and we've been successful in filling these classes. Overall, success and retention rates have remained relatively static, indicating an area where we need improvement. The data indicates that while telecourse success rates have actually improved, the success rates for online courses has declined a bit, indicating that this is another area where we need to focus our attention. The data also indicates a continuing struggle to get students into onsite classrooms.

Table 1.11 Program Productivity Data for History

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>1,937</b>	<b>2,519</b>	<b>2,896</b>
FTEs	179.6	231.9	266.5
FTEF30	3.6	4.0	4.7
WSCH/FTEF	830	951	936
Sections	32.0	38.0	43.0
Fill Rate	87.4%	83.2%	85.8%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	18	47	53
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>1,870</b>	<b>2,502</b>	<b>2,876</b>
<b>GENDER</b>			
Female	46.4%	40.2%	35.5%
Male	52.5%	58.9%	63.5%
Unknown	1.2%	0.9%	1.0%
<b>AGE at TERM</b>			
Less than 19	15.1%	11.6%	9.7%
20 to 24	28.0%	26.9%	25.0%
25 to 29	16.2%	15.7%	16.3%
30 to 34	11.8%	12.8%	14.1%
35 to 39	8.3%	9.7%	11.0%
40 to 49	13.4%	14.7%	14.4%
50 and Older	7.3%	8.6%	9.5%
<b>RACE/ETHNICITY</b>			
African American	10.6%	13.3%	14.9%
American Indian	2.8%	3.5%	3.8%
Asian	23.2%	19.7%	18.4%
Hispanic/Latino	13.7%	16.4%	19.3%
Pacific Islander	0.7%	1.3%	0.9%
White	41.1%	43.2%	40.3%
Unknown	7.8%	2.7%	2.5%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	2.3%
Online	58.0%	52.7%	46.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	29.9%	41.6%	45.7%
Traditional	12.1%	5.7%	5.4%

Table 1.12 Program Review Data for History by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,870</b>	<b>2,502</b>	<b>2,876</b>
-Overall Success Rate	62.1%	61.4%	61.1%
-Overall Retention Rate	81.9%	84.5%	82.8%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	67
Online	1,084	1,318	1,339
Self-Paced	0	0	0
Telecourse	560	1,042	1,314
Traditional	226	142	156

**Success Rate**

Cable			
Correspondence			
Hybrid			37.3%
Online	64.6%	63.8%	59.5%
Self-Paced			
Telecourse	55.0%	55.6%	61.7%
Traditional	68.1%	82.4%	79.5%

**Retention Rate**

Cable			
Correspondence			
Hybrid			59.7%
Online	80.5%	84.3%	81.9%
Self-Paced			
Telecourse	81.1%	82.9%	83.8%
Traditional	90.3%	97.2%	91.7%

Table 1.13 Program Review Data for History by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,870</b>	<b>2,502</b>	<b>2,876</b>
-Overall Success Rate	62.1%	61.4%	61.1%
-Overall Retention Rate	81.9%	84.5%	82.8%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	867	1,006	1,022
Male	981	1,474	1,826
Unknown	22	22	28
<b><u>Success Rate</u></b>			
- Female	62.5%	64.5%	59.4%
- Male	61.8%	59.5%	62.2%
- Unknown	63.6%	50.0%	53.6%
<b><u>Retention Rate</u></b>			
- Female	81.9%	85.5%	81.4%
- Male	81.9%	83.8%	83.3%
- Unknown	81.8%	81.8%	96.4%

Table 1.14 Program Review Data for History by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,870</b>	<b>2,502</b>	<b>2,876</b>
-Overall Success Rate	62.1%	61.4%	61.1%
-Overall Retention Rate	81.9%	84.5%	82.8%

<b>AGE at TERM</b>			
Less than 19	282	290	280
20 to 24	523	672	718
25 to 29	303	393	468
30 to 34	220	321	406
35 to 39	155	243	317
40 to 49	251	368	413
50 and Older	136	215	274

<b>Success Rate</b>			
Less than 19	72.0%	70.3%	66.8%
20 to 24	56.4%	59.7%	57.8%
25 to 29	59.7%	58.5%	55.1%
30 to 34	65.9%	62.6%	62.8%
35 to 39	61.9%	57.6%	64.0%
40 to 49	64.5%	63.3%	64.4%
50 and Older	58.8%	59.5%	63.1%

<b>Retention Rate</b>			
Less than 19	89.0%	89.7%	85.7%
20 to 24	80.1%	84.8%	81.1%
25 to 29	79.9%	82.7%	79.9%
30 to 34	78.2%	83.2%	83.3%
35 to 39	80.6%	80.7%	84.9%
40 to 49	84.5%	84.0%	84.0%
50 and Older	80.9%	86.5%	83.9%

Table 1.15 Program Review Data for History by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,870</b>	<b>2,502</b>	<b>2,876</b>
-Overall Success Rate	62.1%	61.4%	61.1%
-Overall Retention Rate	81.9%	84.5%	82.8%
<b>RACE/ETHNICITY</b>			
African American	199	333	429
American Indian	52	87	108
Asian	434	492	530
Hispanic/Latino	257	410	554
Pacific Islander	13	32	26
White	769	1,080	1,158
Unknown	146	68	71
<b>Success Rate</b>			
African American	38.2%	43.5%	46.9%
American Indian	40.4%	54.0%	52.8%
Asian	65.7%	71.5%	69.6%
Hispanic/Latino	61.1%	53.9%	54.7%
Pacific Islander	53.8%	62.5%	42.3%
White	68.1%	66.1%	66.5%
Unknown	63.0%	55.9%	64.8%
<b>Retention Rate</b>			
African American	74.4%	79.6%	79.5%
American Indian	73.1%	77.0%	80.6%
Asian	84.3%	89.4%	84.7%
Hispanic/Latino	83.3%	81.2%	81.4%
Pacific Islander	76.9%	84.4%	73.1%
White	83.0%	85.6%	84.4%
Unknown	80.1%	83.8%	78.9%

## Internal Analysis: Human Services

### Enrollment and FTES:

The number of enrollments in Human Services courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the number of enrollments in 2012-2013.

The FTES in Human Services credit courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in with in comparison with FTES in 2012-2013.

### Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Human Services courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **minimal to no difference** in comparison with the number of sections in 2012-2013.

The fill rate in Human Services courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Human Services courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **minimal to no difference** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Human Services courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Couse Success Rate:

The course success rate in Human Services courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially lower (>-10.0%)** than the college average (65.4%) and was **slightly higher (1.0% to 4.9%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in Human Services courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **minimal to no difference** in comparison with the term retention rate in 2012-2013.

The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in Human Services in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Human Services in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.



**Modality:**

The Human Services program classes are currently offered only in an online modality. There has been some increase in the success rate in these courses, but they remain relatively low (less than 60%) and lower than the college average.

**Demographics:**

There doesn't seem to be any substantial changes in the demographics of the program, but we need to get revised data from the Research Office, as some of the data provided is for Real Estate rather than Human Services.

## Implications of Change

There has been some decline in the number of students enrolled in the Human Services program and the number of degrees and certificates being conferred. This indicates we need further efforts to promote the program – it is hoped that the addition of a full-time faculty member in Human Services/Sociology will help accomplish this goal.

Table 1.17 Program Review Data for Human Services by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>292</b>	<b>309</b>	<b>287</b>
-Overall Success Rate	51.7%	58.9%	58.2%
-Overall Retention Rate	87.0%	86.4%	87.5%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	292	309	287
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

**Success Rate**

Cable			
Correspondence			
Hybrid			
Online	51.7%	58.9%	58.2%
Self-Paced			
Telecourse			
Traditional			

**Retention Rate**

Cable			
Correspondence			
Hybrid			
Online	87.0%	86.4%	87.5%
Self-Paced			
Telecourse			
Traditional			

Table 1.18 Program Review Data for Real Estate by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>292</b>	<b>309</b>	<b>287</b>
-Overall Success Rate	51.7%	58.9%	58.2%
-Overall Retention Rate	87.0%	86.4%	87.5%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	215	235	208
Male	76	72	77
Unknown	1	2	2
<b><u>Success Rate</u></b>			
- Female	52.6%	57.0%	58.7%
- Male	48.7%	65.3%	57.1%
- Unknown	100.0%	50.0%	50.0%
<b><u>Retention Rate</u></b>			
- Female	83.3%	85.5%	88.9%
- Male	97.4%	90.3%	84.4%
- Unknown	100.0%	50.0%	50.0%

Table 1.19 Program Review Data for Real Estate by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>292</b>	<b>309</b>	<b>287</b>
-Overall Success Rate	51.7%	58.9%	58.2%
-Overall Retention Rate	87.0%	86.4%	87.5%

<b>AGE at TERM</b>			
Less than 19	13	14	8
20 to 24	69	74	44
25 to 29	43	45	42
30 to 34	31	23	35
35 to 39	33	28	39
40 to 49	56	66	57
50 and Older	47	59	62

<b>Success Rate</b>			
Less than 19	30.8%	78.6%	62.5%
20 to 24	47.8%	75.7%	59.1%
25 to 29	41.9%	57.8%	54.8%
30 to 34	35.5%	39.1%	54.3%
35 to 39	60.6%	42.9%	53.8%
40 to 49	55.4%	47.0%	66.7%
50 and Older	72.3%	62.7%	56.5%

<b>Retention Rate</b>			
Less than 19	100.0%	85.7%	87.5%
20 to 24	87.0%	94.6%	88.6%
25 to 29	81.4%	86.7%	97.6%
30 to 34	80.6%	73.9%	91.4%
35 to 39	93.9%	89.3%	89.7%
40 to 49	80.4%	83.3%	86.0%
50 and Older	95.7%	83.1%	77.4%

Table 1.20 Program Review Data for Real Estate by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>292</b>	<b>309</b>	<b>287</b>
-Overall Success Rate	51.7%	58.9%	58.2%
-Overall Retention Rate	87.0%	86.4%	87.5%

<b>RACE/ETHNICITY</b>			
African American	37	61	52
American Indian	9	12	2
Asian	61	57	66
Hispanic/Latino	42	46	41
Pacific Islander	1	2	6
White	132	119	115
Unknown	10	12	5

<b>Success Rate</b>			
African American	32.4%	60.7%	32.7%
American Indian	66.7%	41.7%	50.0%
Asian	65.6%	61.4%	68.2%
Hispanic/Latino	61.9%	47.8%	56.1%
Pacific Islander	0.0%	50.0%	100.0%
White	47.0%	62.2%	61.7%
Unknown	50.0%	66.7%	80.0%

<b>Retention Rate</b>			
African American	94.6%	83.6%	90.4%
American Indian	77.8%	66.7%	50.0%
Asian	88.5%	84.2%	89.4%
Hispanic/Latino	88.1%	84.8%	90.2%
Pacific Islander	100.0%	100.0%	100.0%
White	84.1%	90.8%	83.5%
Unknown	90.0%	91.7%	100.0%

## Internal Analysis: Political Science

### Enrollment and FTES:

The number of enrollments in Political Science courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **minimal to no difference** in comparison with the number of enrollments in 2012-2013.

The FTES in Political Science credit courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **minimal to no difference** in with in comparison with FTES in 2012-2013.

### Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Political Science courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Political Science courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Political Science courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Political Science courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Course Success Rate:

The course success rate in Political Science courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **moderately lower (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in Political Science courses in 2014-2015 showed **a moderate decrease (-5.0% to -10.0%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in Political Science in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Political Science in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

**Modality:**

As in other disciplines which offer telecourses, there has been a significant rise in telecourse enrollments over the past three years relative to other modalities. Success rates in both online and telecourse modalities remain poor. In the telecourse the success rate has declined from 62% to 45%. Online success rates have remained relatively static, but are overall poor – as of 2014-15 only 44% of students taking an online political science course are successful.

**Demographics:**

There has not been major changes in the demographics of students taking political science courses, although there has been some shift, probably because of the increased number of incarcerated students taking the Political Science telecourse.

## Implications of Change

Most data indicates relatively little change over the three years being tracked. Overall success rates remain quite low (around 50%) which indicates an area where we need improvement. This is particularly evident in telecourses and online courses.

Table 1.21 Program Productivity Data for Political Science

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>1,284</b>	<b>1,309</b>	<b>1,279</b>
FTEs	119.3	121.3	118.5
FTEF30	2.3	2.5	2.6
WSCH/FTEF	870	807	756
Sections	19.0	21.0	22.0
Fill Rate	83.9%	84.1%	76.8%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>1,247</b>	<b>1,186</b>	<b>1,206</b>
<b>GENDER</b>			
Female	48.9%	49.0%	45.5%
Male	49.5%	49.8%	53.7%
Unknown	1.6%	1.2%	0.7%
<b>AGE at TERM</b>			
Less than 19	16.6%	12.1%	10.7%
20 to 24	29.2%	26.5%	29.1%
25 to 29	15.3%	15.9%	17.5%
30 to 34	12.0%	12.4%	13.3%
35 to 39	6.7%	9.9%	10.0%
40 to 49	14.0%	13.1%	11.9%
50 and Older	6.1%	10.2%	7.5%
<b>RACE/ETHNICITY</b>			
African American	10.5%	15.8%	18.5%
American Indian	2.4%	3.3%	2.7%
Asian	22.6%	22.5%	18.0%
Hispanic/Latino	15.4%	16.7%	17.2%
Pacific Islander	0.9%	1.1%	1.1%
White	42.3%	38.1%	40.3%
Unknown	5.9%	2.5%	2.2%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	3.1%	2.4%	2.3%
Online	63.5%	55.5%	56.5%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	19.5%	30.0%	29.5%
Traditional	13.9%	12.1%	11.7%



Table 1.22 Program Review Data for Political Science by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,247</b>	<b>1,186</b>	<b>1,206</b>
-Overall Success Rate	50.4%	49.4%	48.9%
-Overall Retention Rate	85.6%	83.4%	78.6%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	39	29	28
Online	792	658	681
Self-Paced	0	0	0
Telecourse	243	356	356
Traditional	173	143	141

**Success Rate**

Cable			
Correspondence			
Hybrid	43.6%	44.8%	25.0%
Online	42.3%	39.8%	44.2%
Self-Paced			
Telecourse	61.7%	51.7%	44.9%
Traditional	73.4%	88.8%	86.5%

**Retention Rate**

Cable			
Correspondence			
Hybrid	82.1%	93.1%	85.7%
Online	85.5%	82.4%	76.7%
Self-Paced			
Telecourse	80.2%	79.8%	75.6%
Traditional	94.8%	95.1%	94.3%

Table 1.23 Program Pro Data for Political Science by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,247</b>	<b>1,186</b>	<b>1,206</b>
-Overall Success Rate	50.4%	49.4%	48.9%
-Overall Retention Rate	85.6%	83.4%	78.6%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	610	581	549
Male	617	591	648
Unknown	20	14	9
<b><u>Success Rate</u></b>			
- Female	48.4%	48.5%	49.9%
- Male	51.9%	49.9%	48.0%
- Unknown	70.0%	64.3%	55.6%
<b><u>Retention Rate</u></b>			
- Female	87.2%	83.8%	79.6%
- Male	84.3%	82.7%	77.6%
- Unknown	80.0%	92.9%	88.9%

Table 1.24 Program Review Data for Political Science by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,247</b>	<b>1,186</b>	<b>1,206</b>
-Overall Success Rate	50.4%	49.4%	48.9%
-Overall Retention Rate	85.6%	83.4%	78.6%

  

<b>AGE at TERM</b>			
Less than 19	207	143	129
20 to 24	364	314	351
25 to 29	191	189	211
30 to 34	150	147	160
35 to 39	84	117	121
40 to 49	175	155	144
50 and Older	76	121	90

  

<b>Success Rate</b>			
Less than 19	61.8%	51.7%	55.0%
20 to 24	44.2%	46.2%	45.9%
25 to 29	44.0%	46.6%	49.8%
30 to 34	52.0%	51.0%	49.4%
35 to 39	59.5%	52.1%	51.2%
40 to 49	56.0%	54.8%	47.9%
50 and Older	39.5%	47.9%	47.8%

  

<b>Retention Rate</b>			
Less than 19	91.8%	86.0%	86.0%
20 to 24	84.9%	85.4%	78.9%
25 to 29	81.7%	82.5%	74.4%
30 to 34	83.3%	83.0%	83.8%
35 to 39	88.1%	76.1%	76.0%
40 to 49	85.1%	83.9%	72.9%
50 and Older	85.5%	83.5%	80.0%

Table 1.25 Program Review Data for Political Science by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,247</b>	<b>1,186</b>	<b>1,206</b>
-Overall Success Rate	50.4%	49.4%	48.9%
-Overall Retention Rate	85.6%	83.4%	78.6%

RACE/ETHNICITY			
African American	131	187	223
American Indian	30	39	33
Asian	282	267	217
Hispanic/Latino	192	198	208
Pacific Islander	11	13	13
White	528	452	486
Unknown	73	30	26

<b>Success Rate</b>			
African American	42.7%	35.3%	28.7%
American Indian	46.7%	30.8%	48.5%
Asian	48.6%	57.3%	62.2%
Hispanic/Latino	45.3%	45.5%	44.7%
Pacific Islander	63.6%	69.2%	53.8%
White	54.7%	54.6%	54.1%
Unknown	53.4%	30.0%	46.2%

<b>Retention Rate</b>			
African American	80.9%	80.7%	73.5%
American Indian	76.7%	76.9%	75.8%
Asian	87.2%	89.9%	81.6%
Hispanic/Latino	82.3%	74.7%	77.4%
Pacific Islander	90.9%	100.0%	69.2%
White	88.1%	85.6%	80.0%
Unknown	82.2%	66.7%	88.5%

## Internal Analysis: Sociology

### Enrollment and FTES:

The number of enrollments in Sociology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Sociology credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

### Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Sociology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Sociology courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Sociology courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Sociology courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

### Course Success Rate:

The course success rate in Sociology courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **minimal to no difference** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

### Term Retention Rate:

The term retention rate in Sociology courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **minimal to no difference** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

### Awards (Degrees and Certificates):

The number of degrees in Sociology in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Sociology in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

**Modality:**

As in other disciplines, the number of telecourse enrollments has increased over time. Success rates have remained relatively static over time, although there has been some improvement in our telecourse success rates and success in our online courses remains comparatively high (around 75%).

**Demographics:**

Increases in telecourse enrollments which primarily serve the incarcerated population has led to a slight increase in the African-American and Hispanic populations and some change in terms of the gender ratios.

## Implications of Change

Overall we've seen a significant expansion of the Sociology program over the three years being tracked. The number of sections and courses being offered and overall enrollments have grown substantially. The data provided indicates that no degrees have been conferred in Sociology over the past three years – I believe this is inaccurate. The state chancellor's data mart indicates that Coastline granted 9 AA degrees in Sociology in 2012-13 and 19 in 2014-15. The generally high levels of success rates in our online and telecourse offerings are encouraging, although there is always room for improvement.

Table 1.26 Program Productivity Data for Sociology

Academic Year	2012-13	2013-14	2014-15
<b>CENSUS Enrollment</b>	<b>1,154</b>	<b>1,535</b>	<b>2,114</b>
FTEs	105.4	141.0	193.8
FTEF30	1.3	1.8	2.6
WSCH/FTEF	1,313	1,273	1,223
Sections	11.0	15.0	21.0
Fill Rate	90.5%	86.1%	84.6%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment</b>	<b>1,124</b>	<b>1,497</b>	<b>2,128</b>
<b>GENDER</b>			
Female	35.2%	28.3%	25.8%
Male	63.7%	70.5%	73.6%
Unknown	1.1%	1.1%	0.6%
<b>AGE at TERM</b>			
Less than 19	6.7%	5.3%	4.3%
20 to 24	20.4%	17.2%	15.0%
25 to 29	14.5%	14.1%	16.5%
30 to 34	16.5%	15.7%	15.6%
35 to 39	13.0%	13.0%	15.0%
40 to 49	21.2%	21.7%	21.4%
50 and Older	7.8%	13.0%	12.2%
<b>RACE/ETHNICITY</b>			
African American	22.5%	24.0%	24.2%
American Indian	2.1%	3.5%	3.9%
Asian	15.1%	14.8%	12.7%
Hispanic/Latino	19.5%	22.4%	23.8%
Pacific Islander	0.5%	1.1%	1.1%
White	33.1%	31.2%	32.0%
Unknown	7.1%	3.0%	2.3%
<b>INSTRUCTIONAL MODALITY</b>			
Cable			
Correspondence			
Hybrid			
Online	31.3%	24.4%	28.1%
Self-Paced			
Telecourse	68.7%	72.3%	69.2%
Traditional	0.0%	3.3%	2.7%

Table 1.27 Program Review Data for Sociology by Modality

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,124</b>	<b>1,497</b>	<b>2,128</b>
-Overall Success Rate	57.6%	61.1%	62.7%
-Overall Retention Rate	81.0%	82.6%	80.0%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	352	365	598
Self-Paced	0	0	0
Telecourse	772	1,082	1,472
Traditional	0	50	58

**Success Rate**

Cable			
Correspondence			
Hybrid			
Online	73.0%	77.5%	73.2%
Self-Paced			
Telecourse	50.5%	54.8%	57.9%
Traditional		76.0%	75.9%

**Retention Rate**

Cable			
Correspondence			
Hybrid			
Online	86.6%	92.1%	84.8%
Self-Paced			
Telecourse	78.4%	78.9%	77.6%
Traditional		92.0%	91.4%



Table 1.28 Program Review Data for Sociology by Gender

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,124</b>	<b>1,497</b>	<b>2,128</b>
-Overall Success Rate	57.6%	61.1%	62.7%
-Overall Retention Rate	81.0%	82.6%	80.0%
<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	396	424	549
Male	716	1,056	1,567
Unknown	12	17	12
<b><u>Success Rate</u></b>			
- Female	62.9%	66.0%	69.6%
- Male	54.9%	59.6%	60.2%
- Unknown	41.7%	29.4%	66.7%
<b><u>Retention Rate</u></b>			
- Female	83.6%	88.4%	85.1%
- Male	79.6%	80.4%	78.3%
- Unknown	75.0%	70.6%	66.7%

Table 1.29 Program Review Data for Sociology by Age Group

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,124</b>	<b>1,497</b>	<b>2,128</b>
-Overall Success Rate	57.6%	61.1%	62.7%
-Overall Retention Rate	81.0%	82.6%	80.0%

  

<b>AGE at TERM</b>			
Less than 19	75	79	92
20 to 24	229	257	320
25 to 29	163	211	351
30 to 34	185	235	332
35 to 39	146	195	319
40 to 49	238	325	455
50 and Older	88	195	259

  

<b>Success Rate</b>			
Less than 19	49.3%	60.8%	66.3%
20 to 24	60.3%	62.3%	55.0%
25 to 29	57.7%	63.0%	58.7%
30 to 34	51.9%	57.9%	62.7%
35 to 39	59.6%	58.5%	67.7%
40 to 49	55.9%	62.2%	67.3%
50 and Older	70.5%	62.1%	62.2%

  

<b>Retention Rate</b>			
Less than 19	82.7%	88.6%	82.6%
20 to 24	85.2%	83.3%	76.6%
25 to 29	74.8%	83.4%	77.8%
30 to 34	80.5%	77.0%	79.2%
35 to 39	80.8%	81.5%	82.8%
40 to 49	76.9%	82.2%	81.5%
50 and Older	92.0%	86.7%	81.1%

Table 1.30 Program Review Data for Sociology by Ethnicity

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,124</b>	<b>1,497</b>	<b>2,128</b>
-Overall Success Rate	57.6%	61.1%	62.7%
-Overall Retention Rate	81.0%	82.6%	80.0%

RACE/ETHNICITY			
African American	253	359	516
American Indian	24	53	82
Asian	170	221	270
Hispanic/Latino	219	335	506
Pacific Islander	6	17	24
White	372	467	680
Unknown	80	45	50

<b>Success Rate</b>			
African American	51.4%	43.7%	52.1%
American Indian	29.2%	58.5%	56.1%
Asian	60.6%	71.0%	76.3%
Hispanic/Latino	51.6%	62.7%	62.5%
Pacific Islander	0.0%	52.9%	45.8%
White	68.0%	70.0%	66.8%
Unknown	51.2%	51.1%	64.0%

<b>Retention Rate</b>			
African American	81.0%	81.3%	75.6%
American Indian	66.7%	81.1%	78.0%
Asian	81.2%	85.5%	86.3%
Hispanic/Latino	77.2%	80.3%	79.8%
Pacific Islander	66.7%	70.6%	66.7%
White	82.5%	84.8%	81.9%
Unknown	88.8%	77.8%	76.0%

## Program Student Learning Outcome(s)

The program engaged in a discussion of Program Review outcomes during our Spring 2016 meeting. Overall we did not see dramatic changes in our PSLOs outcomes, either negative or positive. Much of our discussion involved future developments. Specifically, how the transition to Canvas might change the success rates in our Program Outcomes and how we will be assessing Program Outcomes in the future. Previously all SLOs assessments was reported through a tool in the Seaport Learning Management system. With the switch to Canvas this tool is no longer available and it has not yet been determined how we will assess and report SLOs data for Fall 2016 moving forward. This should be resolved by the college as soon as possible.

## Progress on Forward Strategy Initiative(s)

Table 1.31 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Diversify Course offerings	Ongoing	We have added additional courses in Geography, History and Sociology.	Enrollments in the new classes has been good.
Develop Geography transfer major	Ongoing	Need to develop an additional course. Anticipate this course will be added this year.	Will work on this this year. Probably won't be able to implement until 2016-17 term.
Improve retention and success rates throughout the program, but particularly in Political Science	Ongoing	Relatively speaking, our success and retention rates have remained relatively static. It's also clear that Political Science continues to be a problem area with very low success rates.	Continue working on success and retention rates, particularly in online modalities. It is hoped that the recent conversion to Canvas will facilitate this process.
Work with the faculty and the college to lower costs for students, specifically with regard to textbooks	Ongoing	The program will be working with the OER coordinator to determine feasibility of adopting OER textbooks. The f/t History faculty member has committed to converting all his courses to OER for Spring 2016	To be determined. One course currently employing an OER textbook and a larger number will be using them in Spring 2016.
Work with the Dean at Newport Beach to develop alternative scheduling patterns which will improve onsite enrollments.	Ongoing	To date we have not had a great deal of success. Enrollments in onsite classes remain low. Will work with incoming Dean on this issue.	Enrollments in onsite courses remain low.
In conjunction with the Distance Learning department, ensure that all telecourses offered in the program are current.	Ongoing	Development began on working with the DL department to update our Political Science telecourse, but because of instructor illness, the project was not completed.	Incomplete. Need to follow up on this issue.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	Dean	N/A	2	21	N/A	N/A
Current year 2015-2016	Dean	N/A	3	23	N/A	N/A
1 year 2016-2017	Dean	N/A	3	24	N/A	N/A
2 years 2017-2018	Dean	N/A	3	24	N/A	N/A
3 years 2018-2019	Dean	N/A	3	24	N/A	N/A

The Social Sciences Department currently employs three full-time faculty members and approximately 23 part-time faculty. The department does not anticipate the need for another full-time faculty member at this time. We do anticipate a gradual expansion in some of our programs (notably Geography and History) which will require additional part-time faculty.

### Professional Development

Professional development in the previous year was focused primarily upon Canvas training in anticipation of the wholesale conversion to this system by Summer of 2016. Four part-time faculty members did not complete the training and were not assigned any online courses for Fall 2016.

## Section 3: Facilities Planning

### Facility Assessment

The programs does not require any facilities other than normal classrooms and office spaces for the full-time faculty. We are still waiting on the assignment of an office space to our new full-time faculty member (Human Services/Sociology), but we expect that this will be resolved shortly. Work areas for part-time faculty at the existing learning centers appear to be sufficient for current demand.

## Section 4: Technology Planning

### Technology Assessment

The program does not use any specialized technology. It is possible that there will be an increasing demand for software related to the improvement and development of our courses, such as Camtasia (to develop videos) or Softchalk (to develop interactive learning objects). We will work with the FSC to determine the needs of the department.

# Section 5: New Initiatives

**Initiative:** Development of Model Courses.

**Describe how the initiative supports the college mission:**

Provide an explanation of how the initiative supports the College mission.

**What college goal does the initiative align with?**

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

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

- Educational Master Plan
- Facilities
- Staffing
- 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.**

Throughout our disciplines, the success and retention rates for online courses is substantially lower than for our onsite courses. By developing Model Courses for key high volume classes, we hope to achieve two things:

- 1 – Improve performance of recently hired new part-time faculty. Rather than having to develop an entire course from scratch in our system, using the Coastline template, newly hired faculty will be able to adopt this high quality model courses and then adapt them to their needs.
- 2 – Overall improvement of instruction. By creating these models and making them available to all faculty, we hope that it will spur them to integrate some of the innovations and best practices modeled to their own courses.

**Recommended resource(s) needed for initiative achievement:**

To achieve this goal we anticipate requesting some funding in terms of stipends for faculty members who are working to develop model courses. We believe that this funding will be available through the Faculty Success Center. The precise level of funding remains to be determined, but we estimate it will be in the range of \$500 to \$1000 per faculty member, per model course.

**What is the anticipated outcome of completing the initiative?**

Specify the anticipated result(s) of completing the initiative.

**Provide a timeline and timeframe from initiative inception to completion.**

It is possible that this initiative could be begun in Fall 2016, but it is more likely that it will be Spring 2016. The exact number of model courses that we would develop remains to be seen – we anticipate that there will be a minimum of three courses.

