



2017-2018

Annual Program Review

Social Sciences

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

# Table of Contents

Section 1: Program Planning

Section 2: Human Capital Planning

Section 3: Facilities Planning

Section 4: Technology Planning

Section 5: New Initiatives

Section 6: Prioritization

# Section 1: Program Planning: Anthropology

## Internal Analysis

### ENROLLMENT AND FTES:

The number of enrollments in Anthropology courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Anthropology credit courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Anthropology courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in Anthropology courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Anthropology courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Anthropology courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Anthropology courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **moderately higher rate (5.0% to 9.9%)** than the college success average\* (**66.6%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Anthropology courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **moderately higher rate (5.0% to 9.9%)** than the college retention average\* (**83.3%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Anthropology in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Anthropology in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

## MODALITY:

In 2015-2016 **none (0%)** of the **Anthropology** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **more than half (50% to 74%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

## GENDER

In 2015-16 there **was NOT a disproportional impact** in **Anthropology** course success rates for *female students*; and there **was NOT a disproportional impact** in **Anthropology** course success rates for *male students*.

## AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **Anthropology** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Anthropology** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Anthropology** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Anthropology** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Anthropology** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Anthropology** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Anthropology** course success rates for students *50+ years old*.

## RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in **Anthropology** course success rates for *African American* students; there **was NOT a disproportional impact** in **Anthropology** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Anthropology** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Anthropology** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Anthropology** course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in **Anthropology** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **Anthropology** course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

## Implications of Change

Current trends in Anthropology are positive. Success and retention rates for distance learning modalities has increased, as have enrollments, which is likely to do the addition of some sections and the transition to Canvas. Faculty have completed Canvas training, transferred their courses over from Seaport, and have successfully passed the course review process. The one low point has been the low enrollments in onsite sections. Chair will work with Dean to assess enrollment and will add online sections if needed.

What was done differently? Major change was addition of a few sections plus implications of transition to Canvas, with training in improving online teaching.

What else could we do? Data indicates this discipline is doing very well. Retention and success rates are excellent. Dean wants to consider an ADT in Anthropology. Dean and Chair are working with Anthropology faculty for their input on which new courses we could add in the next few semesters. We are also reviewing whether to keep Archaeology on the books or delete it from the catalog. Creation of model courses and improvements in the telecourses should also be pursued.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>636</b>	<b>733</b>	<b>1,018</b>
FTES	59.0	67.0	93.7
FTEF30	1.0	1.2	1.6
WSCH/FTEF	993	935	977
Sections	9.0	12.0	14.0
Fill Rate	83.7%	87.0%	85.8%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>635</b>	<b>724</b>	<b>1,016</b>
<b>GENDER</b>			
Female	34.2%	33.1%	30.3%
Male	64.9%	66.3%	69.0%
Unknown	0.9%	0.6%	0.7%
<b>AGE at TERM</b>			
Less than 19	6.9%	10.8%	11.2%
20 to 24	23.8%	17.5%	17.4%
25 to 29	17.0%	15.7%	15.3%
30 to 34	15.9%	16.2%	16.0%
35 to 39	11.5%	10.8%	12.7%
40 to 49	15.7%	17.5%	16.6%
50 and Older	9.1%	11.5%	10.7%
<b>RACE/ETHNICITY</b>			
African American	19.7%	19.1%	16.4%
American Indian	0.9%	1.0%	1.3%
Asian/Pacific Islander	14.6%	13.0%	10.3%
Hispanic/Latino	26.5%	29.3%	30.6%
2 or More Race	3.8%	4.1%	5.4%
White	31.3%	32.0%	34.1%
Unknown	3.1%	1.5%	2.6%
<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	26.6%	37.6%	34.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	68.5%	55.8%	60.1%
Traditional	4.9%	6.6%	5.7%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	61.7%	73.0%	73.6%
Course Retention (A-F, P, NP)	86.8%	90.0%	89.0%

\* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>635</b>	<b>723</b>	<b>1,013</b>
-Overall Success Rate	61.7%	73.4%	73.6%
-Overall Retention Rate	86.8%	90.0%	89.0%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	217	240	308
Male	412	479	698
Unknown	6	4	7

<b><u>Success Rate</u></b>			
- Female	65.0%	77.1%	75.0%
- Male	60.4%	71.4%	73.2%
- Unknown	33.3%	100.0%	57.1%

<b><u>Retention Rate</u></b>			
- Female	88.9%	92.1%	90.6%
- Male	85.4%	88.9%	88.7%
- Unknown	100.0%	100.0%	57.1%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>635</b>	<b>723</b>	<b>1,013</b>
-Overall Success Rate	61.7%	73.4%	73.6%
-Overall Retention Rate	86.8%	90.0%	89.0%

<b>AGE at TERM</b>			
Less than 19	44	78	114
20 to 24	151	127	175
25 to 29	108	114	155
30 to 34	101	116	162
35 to 39	73	78	129
40 to 49	100	127	169
50 and Older	58	83	109

<b>Success Rate</b>			
Less than 19	70.5%	75.6%	89.5%
20 to 24	60.3%	66.9%	67.4%
25 to 29	65.7%	71.9%	69.0%
30 to 34	56.4%	71.6%	68.5%
35 to 39	65.8%	71.8%	73.6%
40 to 49	63.0%	75.6%	77.5%
50 and Older	53.4%	84.3%	75.2%

<b>Retention Rate</b>			
Less than 19	93.2%	89.7%	94.7%
20 to 24	88.7%	91.3%	86.9%
25 to 29	88.9%	87.7%	89.0%
30 to 34	83.2%	86.2%	86.4%
35 to 39	84.9%	89.7%	86.8%
40 to 49	87.0%	89.0%	91.7%
50 and Older	81.0%	98.8%	89.0%



Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>635</b>	<b>723</b>	<b>1,013</b>
-Overall Success Rate	61.7%	73.4%	73.6%
-Overall Retention Rate	86.8%	90.0%	89.0%

RACE/ETHNICITY			
African American	169	212	310
American Indian	93	93	104
Asian	125	137	166
Hispanic/Latino	24	30	52
Pacific Islander	20	11	18
White	198	233	350
Unknown	6	7	13

<b>Success Rate</b>	<b>169</b>	<b>212</b>	<b>310</b>
African American	59.2%	71.2%	68.1%
American Indian	67.7%	81.7%	69.2%
Asian	44.8%	69.3%	74.7%
Hispanic/Latino	66.7%	76.7%	73.1%
Pacific Islander	50.0%	72.7%	77.8%
White	72.2%	76.0%	79.7%
Unknown	66.7%	14.3%	61.5%

<b>Retention Rate</b>			
African American	88.2%	87.3%	86.5%
American Indian	80.6%	92.5%	81.7%
Asian	88.0%	90.5%	92.8%
Hispanic/Latino	95.8%	90.0%	90.4%
Pacific Islander	85.0%	90.9%	83.3%
White	86.9%	91.8%	92.6%
Unknown	83.3%	71.4%	69.2%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>635</b>	<b>723</b>	<b>1,013</b>
-Overall Success Rate	61.7%	73.4%	73.6%
-Overall Retention Rate	86.8%	90.0%	89.0%

<b>INSTRUCTIONAL MODALITY</b>			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	169	272	346
Self-Paced	0	0	0
Telecourse	435	403	609
Traditional	31	48	58

<b>Success Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	75.1%	80.9%	75.1%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	56.3%	68.5%	71.4%
Traditional	64.5%	72.9%	87.9%

<b>Retention Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	90.5%	90.8%	88.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	84.8%	89.1%	88.8%
Traditional	93.5%	93.8%	96.6%

# Section 1: Program Planning: Geography

## Internal Analysis

### ENROLLMENT AND FTES:

The number of enrollments in Geography courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Geography credit courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Geography courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in Geography courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial decrease (>= -10.0%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Geography courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Geography courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and a **substantial decrease (>= -10.0%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Geography courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **slightly higher rate (1.0% to 4.9%)** than the college success average\* (**66.6%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Geography courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **slightly lower rate (-1.0% to -4.9%)** than the college retention average\* (**83.3%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Geography in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Geography in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the Geography courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, the majority (**75%**) to

99%) of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

### GENDER

In 2015-16 there **was NOT a disproportional impact** in Geography course success rates for *female students*; and there **was NOT a disproportional impact** in Geography course success rates for *male students*.

### AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in Geography course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Geography course success rates for students *20 to 24 years old*; there **was a disproportional impact** in Geography course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Geography course success rates for students *30 to 34 years old*; there **was a disproportional impact** in Geography course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Geography course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in Geography course success rates for students *50+ years old*.

### RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in Geography course success rates for *African American* students; there **was a disproportional impact** in Geography course success rates for *American Indian* students; there **was NOT a disproportional impact** in Geography course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Geography course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Geography course success rates for *White/Non-Hispanic* students; there **was a disproportional impact** in Geography course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Geography course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

## 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. There has been an increase in success and retention rates since 2016-2017, which is likely due to Coastline's adoption of Canvas. Faculty have completed Canvas training, transferred their courses over from Seaport, and have successfully passed the course review process. The process to create an ADT in Geography is ongoing and has moved from the developmental stage to the curriculum review stage. The degree is expected to be available for students in the upcoming year.

What was done different? There has been a substantial increase in the number of sections of geography being offered as well as diversity in offerings. There has been some decline in efficiency (fill rates and WSCH/FTEF) which suggests we should be cautious about further expansion. This probably reflects the fact that we are now offering more specialized courses such as Physical Geography that are less in demand, so they don't fill as well. If we do expand, it should probably be in the intro course (World Regional Geography), since this seems to have the highest demand. Success and retention rates have gone down a little bit, so that might be something to explore, although this might reflect the addition of additional sections in Physical and Culture Geography, which are probably a little more advanced and demanding than the introductory Geography course (World Regional Geography).

What's new? We are offering California Geography for the first time this semester. It is getting decent enrollments.

What else could we do? Dean wants to consider an ADT in Anthropology. Dean and Chair are working with Geography faculty for their input on which new courses we could add in the next few semesters. As we expand the program, we will probably have to hire more p/t faculty as the two part-time faculty are maxed out with 9 LHE each. We've also stopped offering Geography classes onsite because we've had to cancel them in the past couple of rounds. We might bring back on onsite class if we can figure out a new strategy for attracting students. Creation of model courses should be pursued.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>150</b>	<b>314</b>	<b>367</b>
FTES	14.0	29.0	33.7
FTEF30	0.3	0.7	1.0
WSCH/FTEF	748	642	553
Sections	4.0	7.0	10.0
Fill Rate	103.8%	85.6%	82.5%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>150</b>	<b>316</b>	<b>367</b>
<b>GENDER</b>			
Female	56.7%	58.5%	56.4%
Male	40.7%	39.9%	41.7%
Unknown	2.7%	1.6%	1.9%
<b>AGE at TERM</b>			
Less than 19	9.3%	14.6%	15.0%
20 to 24	33.3%	37.7%	36.8%
25 to 29	16.7%	16.8%	16.3%
30 to 34	8.0%	5.7%	7.9%
35 to 39	4.0%	6.3%	6.0%
40 to 49	11.3%	7.6%	7.9%
50 and Older	17.3%	11.4%	10.1%
<b>RACE/ETHNICITY</b>			
African American	6.0%	4.4%	8.7%
American Indian	1.3%	0.9%	0.5%
Asian/Pacific Islander	36.0%	32.9%	20.4%
Hispanic/Latino	20.7%	23.4%	25.1%
2 or More Race	0.0%	6.0%	3.3%
White	31.3%	31.6%	40.6%
Unknown	4.7%	0.6%	1.6%
<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	81.3%	91.1%	95.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	18.7%	8.9%	4.4%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	75.3%	70.9%	69.4%
Course Retention (A-F, P, NP)	83.3%	75.9%	79.5%

\* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>151</b>	<b>316</b>	<b>366</b>
-Overall Success Rate	75.5%	70.9%	69.4%
-Overall Retention Rate	83.4%	75.9%	79.5%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	85	185	206
Male	62	126	153
Unknown	4	5	7

<b><u>Success Rate</u></b>			
- Female	74.1%	74.6%	68.0%
- Male	77.4%	65.9%	72.5%
- Unknown	75.0%	60.0%	42.9%

<b><u>Retention Rate</u></b>			
- Female	83.5%	79.5%	76.2%
- Male	82.3%	70.6%	84.3%
- Unknown	100.0%	80.0%	71.4%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>151</b>	<b>316</b>	<b>366</b>
-Overall Success Rate	75.5%	70.9%	69.4%
-Overall Retention Rate	83.4%	75.9%	79.5%

<b>AGE at TERM</b>			
Less than 19	14	46	55
20 to 24	50	119	134
25 to 29	26	53	60
30 to 34	12	18	29
35 to 39	6	20	22
40 to 49	17	24	29
50 and Older	26	36	37

<b>Success Rate</b>			
Less than 19	78.6%	80.4%	76.4%
20 to 24	74.0%	67.2%	74.6%
25 to 29	65.4%	75.5%	55.0%
30 to 34	58.3%	66.7%	69.0%
35 to 39	83.3%	70.0%	54.5%
40 to 49	94.1%	54.2%	69.0%
50 and Older	80.8%	77.8%	73.0%

<b>Retention Rate</b>			
Less than 19	92.9%	84.8%	83.6%
20 to 24	84.0%	73.1%	83.6%
25 to 29	73.1%	81.1%	70.0%
30 to 34	75.0%	83.3%	75.9%
35 to 39	83.3%	75.0%	81.8%
40 to 49	94.1%	54.2%	75.9%
50 and Older	84.6%	77.8%	78.4%



Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>151</b>	<b>316</b>	<b>366</b>
-Overall Success Rate	75.5%	70.9%	69.4%
-Overall Retention Rate	83.4%	75.9%	79.5%

RACE/ETHNICITY			
African American	31	74	92
American Indian	55	105	74
Asian	9	14	32
Hispanic/Latino	0	18	12
Pacific Islander	7	2	5
White	47	100	149
Unknown	2	3	2

<b>Success Rate</b>	<b>31</b>	<b>74</b>	<b>92</b>
African American	61.3%	62.2%	69.6%
American Indian	85.5%	82.9%	79.7%
Asian	44.4%	28.6%	28.1%
Hispanic/Latino	0.0%	72.2%	50.0%
Pacific Islander	85.7%	100.0%	100.0%
White	78.7%	69.0%	73.8%
Unknown	50.0%	100.0%	50.0%

<b>Retention Rate</b>			
African American	77.4%	66.2%	77.2%
American Indian	89.1%	84.8%	90.5%
Asian	77.8%	42.9%	43.8%
Hispanic/Latino	0.0%	72.2%	75.0%
Pacific Islander	85.7%	100.0%	100.0%
White	80.9%	78.0%	83.2%
Unknown	100.0%	100.0%	50.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>151</b>	<b>316</b>	<b>366</b>
-Overall Success Rate	75.5%	70.9%	69.4%
-Overall Retention Rate	83.4%	75.9%	79.5%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	123	288	350
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	28	28	16

<b>Success Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	72.4%	69.1%	69.7%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	89.3%	89.3%	62.5%

<b>Retention Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	81.3%	74.3%	79.7%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	92.9%	92.9%	75.0%

# Section 1: Program Planning: History

## Internal Analysis

### ENROLLMENT AND FTES:

The number of enrollments in History courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the number of enrollments in 2013-2014.

The FTES in History credit courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in History courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the number of sections in 2013-2014.

The fill rate in History courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in History courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in History courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and **minimal to no difference** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in History courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **slightly lower rate (-1.0% to -4.9%)** than the college success average\* (**66.6%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in History courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **minimal to no rate difference** than the college retention average\* (**83.3%**) and showed a **substantially higher rate ( $\geq 10.0\%$ )** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in History in 2015-2016 showed a **substantial decrease ( $\geq -10.0\%$ )** from 2014-2015 and showed a **substantial decrease ( $\geq -10.0\%$ )** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in History in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the **History** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **less than a quarter (1% to 24%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **close to half (25% to 50%)** of the courses offered were **teletcourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

### GENDER

In 2015-16 there **was NOT a disproportional impact** in **History** course success rates for *female students*; and there **was NOT a disproportional impact** in **History** course success rates for *male students*.

### AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **History** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **History** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **History** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **History** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **History** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **History** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **History** course success rates for students *50+ years old*.

### RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in **History** course success rates for *African American* students; there **was a disproportional impact** in **History** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **History** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **History** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **History** course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in **History** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **History** course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

## Implications of Change

Enrollments in our history sections continues to increase, and we have seen an increase in the number of history degrees being conferred. Our more diverse courses continue to fill and enrollment is up. For the past three semesters, Instructional Dean has added sections of transfer courses due to high enrollment. Success and retention rates have shown a slight increase which is likely due to Coastline's adoption of Canvas. Faculty have completed Canvas training, transferred their courses over from Seaport, and have successfully passed the course review process. The data also indicates a continuing struggle to get students into onsite classrooms and Dean regularly assesses which courses would most likely obtain the highest enrollment.

Provide a summation of perspective around the implications associated with shift in the program performance trends: General trends appear positive. Slight upward trajectory in terms of FTEs generated, success and fill rates, etc. The number of degrees has remained relatively static (we granted 9 History degrees on the regular (non-contract ed) side in 2013-14 and 4 or 5 in 2015-16.

What was done different? Increased offering of sections as well as diversity in course offerings.

What's new? Will be offering Latin American History for the first time in Spring 2018.

What else could we do? Offer greater elective options for students. Instructional Dean wants to offer create a more diverse course offering. Dean and Chair are working with History faculty for their input on which new courses we could add in the next few semesters. As we expand the program, we will probably have to hire more part-time faculty and possibly another full-time faculty member. We are going to be doing a comprehensive review of the Curriculum as part of the 5-year program review and we should develop a clear plan about which electives we want to offer and how frequently. Creation of model courses and improvements in the telecourses should be pursued.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>2,519</b>	<b>2,895</b>	<b>3,108</b>
FTES	232.0	266.0	285.9
FTEF30	4.0	4.7	4.9
WSCH/FTEF	951	936	954
Sections	38.0	43.0	43.0
Fill Rate	83.2%	85.8%	86.7%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	47	53	3
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>2,497</b>	<b>2,844</b>	<b>3,098</b>
<b>GENDER</b>			
Female	40.2%	35.4%	37.1%
Male	58.9%	63.6%	61.5%
Unknown	0.9%	1.0%	1.4%
<b>AGE at TERM</b>			
Less than 19	11.6%	9.8%	10.9%
20 to 24	26.9%	24.9%	23.5%
25 to 29	15.7%	16.2%	15.5%
30 to 34	12.8%	14.1%	14.9%
35 to 39	9.7%	11.0%	10.6%
40 to 49	14.7%	14.4%	14.4%
50 and Older	8.6%	9.6%	10.2%
<b>RACE/ETHNICITY</b>			
African American	12.2%	13.5%	14.0%
American Indian	0.7%	1.1%	0.4%
Asian/Pacific Islander	18.2%	16.7%	15.4%
Hispanic/Latino	24.6%	27.3%	29.0%
2 or More Race	3.9%	4.1%	5.5%
White	38.0%	35.2%	33.9%
Unknown	2.5%	2.3%	2.0%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	2.3%	1.8%
Online	52.7%	46.6%	49.3%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	41.6%	45.7%	43.8%
Traditional	5.7%	5.4%	5.0%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	61.4%	61.1%	63.7%
Course Retention (A-F, P, NP)	84.5%	82.8%	83.1%

\* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>2,497</b>	<b>2,842</b>	<b>3,085</b>
-Overall Success Rate	61.6%	61.9%	63.7%
-Overall Retention Rate	84.5%	83.0%	83.1%

STUDENT DEMOGRAPHICS			
GENDER			
Female	1,004	1,006	1,143
Male	1,471	1,808	1,900
Unknown	22	28	42

<u>Success Rate</u>			
- Female	64.6%	60.3%	64.7%
- Male	59.7%	62.9%	63.2%
- Unknown	50.0%	53.6%	64.3%

<u>Retention Rate</u>			
- Female	85.7%	81.3%	82.5%
- Male	83.8%	83.8%	83.5%
- Unknown	81.8%	96.4%	81.0%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>2,497</b>	<b>2,842</b>	<b>3,085</b>
-Overall Success Rate	61.6%	61.9%	63.7%
-Overall Retention Rate	84.5%	83.0%	83.1%

<b>AGE at TERM</b>			
Less than 19	290	279	339
20 to 24	671	705	720
25 to 29	392	460	480
30 to 34	319	402	461
35 to 39	242	313	329
40 to 49	368	410	443
50 and Older	215	273	313

<b>Success Rate</b>			
Less than 19	70.3%	67.0%	76.1%
20 to 24	59.8%	58.9%	60.8%
25 to 29	58.7%	56.3%	58.1%
30 to 34	63.3%	63.4%	61.8%
35 to 39	57.9%	64.9%	63.5%
40 to 49	63.3%	65.4%	61.9%
50 and Older	59.5%	63.4%	71.2%

<b>Retention Rate</b>			
Less than 19	89.7%	85.7%	87.6%
20 to 24	84.9%	81.1%	83.3%
25 to 29	82.9%	80.2%	78.3%
30 to 34	83.1%	83.6%	82.4%
35 to 39	81.0%	85.6%	85.1%
40 to 49	84.0%	84.6%	82.8%
50 and Older	86.5%	83.9%	84.0%



Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>2,497</b>	<b>2,842</b>	<b>3,085</b>
-Overall Success Rate	61.6%	61.9%	63.7%
-Overall Retention Rate	84.5%	83.0%	83.1%

RACE/ETHNICITY			
African American	616	776	892
American Indian	455	474	475
Asian	304	382	431
Hispanic/Latino	97	120	169
Pacific Islander	60	62	57
White	948	998	1,048
Unknown	17	30	13

<b>Success Rate</b>	<b>616</b>	<b>776</b>	<b>892</b>
African American	56.5%	55.7%	60.2%
American Indian	72.3%	71.1%	75.8%
Asian	44.7%	48.2%	48.3%
Hispanic/Latino	57.7%	62.5%	62.7%
Pacific Islander	53.3%	64.5%	61.4%
White	66.6%	67.7%	68.2%
Unknown	35.3%	53.3%	38.5%

<b>Retention Rate</b>			
African American	81.8%	81.7%	82.2%
American Indian	89.7%	84.8%	87.8%
Asian	80.6%	79.6%	73.3%
Hispanic/Latino	78.4%	83.3%	87.6%
Pacific Islander	83.3%	79.0%	87.7%
White	86.0%	84.9%	84.8%
Unknown	76.5%	80.0%	76.9%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>2,497</b>	<b>2,842</b>	<b>3,085</b>
-Overall Success Rate	61.6%	61.9%	63.7%
-Overall Retention Rate	84.5%	83.0%	83.1%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	66	57
Online	1,317	1,323	1,520
Self-Paced	0	0	0
Telecourse	1,038	1,299	1,353
Traditional	142	154	155

<b>Success Rate</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	37.9%	36.8%
Online	63.9%	60.2%	64.7%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	55.9%	62.7%	61.8%
Traditional	82.4%	80.5%	80.6%

<b>Retention Rate</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	59.1%	61.4%
Online	84.4%	81.9%	81.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	82.9%	84.4%	84.6%
Traditional	97.2%	92.2%	91.6%

# Section 1: Program Planning: Human Services

## Internal Analysis

### ENROLLMENT AND FTES:

The number of enrollments in Human Services courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Human Services credit courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Human Services courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **minimal to no difference** in comparison with the number of sections in 2013-2014.

The fill rate in Human Services courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Human Services courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **minimal to no difference** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Human Services courses in 2015-2016 showed **a substantial increase (>= 10.0%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Human Services courses in 2015-2016 showed **a moderate increase (5.0% to 9.9%)** from 2014-2015 and **a moderate increase (5.0% to 9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **a slightly lower rate (-1.0% to -4.9%)** than the college success average\* (**66.6%**) and showed **a moderately higher rate (5.0% to 9.9%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Human Services courses in 2015-2016 showed **a slight increase (1.0% to 4.9%)** from 2014-2015 and **a slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **a moderately higher rate (5.0% to 9.9%)** than the college retention average\* (**83.3%**) and showed **a substantially higher rate (>= 10.0%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Human Services in 2015-2016 showed **minimal to no difference** from 2014-2015 and showed **a substantial decrease (>= -10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Human Services in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the **Human Services** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

### GENDER

In 2015-16 there **was NOT a disproportional impact** in **Human Services** course success rates for *female students*; and there **was NOT a disproportional impact** in **Human Services** course success rates for *male students*.

### AGE GROUPS

In 2015-2016 there **was a disproportional impact** in **Human Services** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Human Services** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Human Services** course success rates for students *25 to 29 years old*; there **was a disproportional impact** in **Human Services** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Human Services** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Human Services** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Human Services** course success rates for students *50+ years old*.

### RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in **Human Services** course success rates for *African American* students; there **was NOT a disproportional impact** in **Human Services** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Human Services** course success rates for *Asian/Pacific Islander* students; there **was a disproportional impact** in **Human Services** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Human Services** course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in **Human Services** course success rates for *Multi-race* students; there **was a disproportional impact** in **Human Services** course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

## Implications of Change

There has been an increase in the number of students enrolled in the Human Services program although there is minimal or no difference in the number of degrees and certificates being conferred. With the addition of a full-time faculty member in Human Services/Sociology, however, we are now offering a variety of new courses and have hired additional part-time instructors to teach the more diverse offerings. Faculty, Chair, and Dean have discussed whether these courses could be used to create a certificate program in Human Services. Progress is ongoing and will be reassessed when enrollment in the new courses is identifiable.

Provide a summation of perspective around the implications associated with shift in the program performance trends: Generally positive trends, slight increase across the board.

What was done different? Hiring of a full-time Sociology/Human Services instructor for 2016-17. Slight increase in the number of sections being offered.

What else could we do? This is an area where we seem to be seeing increasing demand. We anticipate increased offerings for Human Services and the creation of some additional elective courses. We anticipate growth in the number of certificates and degrees being completed. Creation of model courses should be pursued.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>299</b>	<b>287</b>	<b>317</b>
FTEs	27.0	26.0	29.0
FTEF30	0.8	0.8	0.8
WSCH/FTEF	561	538	594
Sections	8.0	8.0	8.0
Fill Rate	87.2%	83.7%	92.4%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	6	5	5
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>309</b>	<b>281</b>	<b>320</b>
<b>GENDER</b>			
Female	76.1%	72.6%	74.1%
Male	23.3%	26.7%	25.3%
Unknown	0.6%	0.7%	0.6%
<b>AGE at TERM</b>			
Less than 19	4.5%	2.8%	0.9%
20 to 24	23.9%	15.7%	16.3%
25 to 29	14.6%	14.9%	15.3%
30 to 34	7.4%	12.1%	10.9%
35 to 39	9.1%	13.5%	12.5%
40 to 49	21.4%	18.9%	18.4%
50 and Older	19.1%	22.1%	25.6%
<b>RACE/ETHNICITY</b>			
African American	18.1%	16.7%	20.6%
American Indian	0.0%	0.0%	0.6%
Asian/Pacific Islander	17.8%	20.3%	25.9%
Hispanic/Latino	24.6%	28.5%	19.7%
2 or More Race	5.5%	2.5%	3.8%
White	31.4%	31.0%	28.8%
Unknown	2.6%	1.1%	0.7%
<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	100.0%	100.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	58.9%	58.2%	62.2%
Course Retention (A-F, P, NP)	86.4%	87.5%	88.4%

\* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>309</b>	<b>281</b>	<b>320</b>
-Overall Success Rate	58.9%	60.9%	62.2%
-Overall Retention Rate	86.4%	88.6%	88.4%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	235	204	237
Male	72	75	81
Unknown	2	2	2

<b><u>Success Rate</u></b>			
- Female	57.0%	61.3%	61.2%
- Male	65.3%	60.0%	64.2%
- Unknown	50.0%	50.0%	100.0%

<b><u>Retention Rate</u></b>			
- Female	85.5%	89.7%	87.3%
- Male	90.3%	86.7%	91.4%
- Unknown	50.0%	50.0%	100.0%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>309</b>	<b>281</b>	<b>320</b>
-Overall Success Rate	58.9%	60.9%	62.2%
-Overall Retention Rate	86.4%	88.6%	88.4%

<b>AGE at TERM</b>			
Less than 19	14	8	3
20 to 24	74	44	52
25 to 29	45	42	49
30 to 34	23	34	35
35 to 39	28	38	40
40 to 49	66	53	59
50 and Older	59	62	82

<b>Success Rate</b>			
Less than 19	78.6%	62.5%	33.3%
20 to 24	75.7%	59.1%	53.8%
25 to 29	57.8%	59.5%	55.1%
30 to 34	39.1%	55.9%	48.6%
35 to 39	42.9%	57.9%	55.0%
40 to 49	47.0%	71.7%	71.2%
50 and Older	62.7%	58.1%	75.6%

<b>Retention Rate</b>			
Less than 19	85.7%	87.5%	100.0%
20 to 24	94.6%	88.6%	88.5%
25 to 29	86.7%	97.6%	81.6%
30 to 34	73.9%	94.1%	91.4%
35 to 39	89.3%	89.5%	87.5%
40 to 49	83.3%	90.6%	89.8%
50 and Older	83.1%	77.4%	90.2%



Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>309</b>	<b>281</b>	<b>320</b>
-Overall Success Rate	58.9%	60.9%	62.2%
-Overall Retention Rate	86.4%	88.6%	88.4%

RACE/ETHNICITY			
African American	76	80	63
American Indian	55	57	83
Asian	56	47	66
Hispanic/Latino	17	7	12
Pacific Islander	8	3	2
White	97	87	92
Unknown	0	0	2

<b>Success Rate</b>	<b>76</b>	<b>80</b>	<b>63</b>
African American	46.1%	58.8%	49.2%
American Indian	60.0%	77.2%	77.1%
Asian	57.1%	27.7%	57.6%
Hispanic/Latino	64.7%	85.7%	75.0%
Pacific Islander	75.0%	66.7%	0.0%
White	67.0%	67.8%	60.9%
Unknown	0.0%	0.0%	50.0%

<b>Retention Rate</b>			
African American	84.2%	88.8%	87.3%
American Indian	83.6%	93.0%	91.6%
Asian	82.1%	89.4%	89.4%
Hispanic/Latino	88.2%	85.7%	100.0%
Pacific Islander	87.5%	100.0%	0.0%
White	91.8%	85.1%	85.9%
Unknown	0.0%	0.0%	100.0%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>309</b>	<b>281</b>	<b>320</b>
-Overall Success Rate	58.9%	60.9%	62.2%
-Overall Retention Rate	86.4%	88.6%	88.4%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	309	281	320
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

**Success Rate**

Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	58.9%	60.9%	62.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

**Retention Rate**

Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	86.4%	88.6%	88.4%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

# Section 1: Program Planning: Political Science

## Internal Analysis

### ENROLLMENT AND FTES:

The number of enrollments in Political Science courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Political Science credit courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Political Science courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and **minimal to no difference** in comparison with the number of sections in 2013-2014.

The fill rate in Political Science courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial decrease ( $\geq -10.0\%$ )** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Political Science courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Political Science courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and **minimal to no difference** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Political Science courses in 2015-2016 showed a **substantial increase ( $\geq 10.0\%$ )** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **substantially lower rate ( $\geq -10.0\%$ )** than the college success average\* (**66.6%**) and showed **minimal to no rate difference** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Political Science courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **moderately lower rate (-5.0% to -9.9%)** than the college retention average\* (**83.3%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Political Science in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Political Science in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

## MODALITY:

In 2015-2016 **none (0%)** of the **Political Science** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **less than a quarter (1% to 24%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **close to half (25% to 50%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

## GENDER

In 2015-16 there **was NOT a disproportional impact** in **Political Science** course success rates for *female students*; and there **was NOT a disproportional impact** in **Political Science** course success rates for *male students*.

## AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **Political Science** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Political Science** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Political Science** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Political Science** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Political Science** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Political Science** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Political Science** course success rates for students *50+ years old*.

## RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in **Political Science** course success rates for *African American* students; there **was NOT a disproportional impact** in **Political Science** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Political Science** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Political Science** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Political Science** course success rates for *White/Non-Hispanic* students; there **was a disproportional impact** in **Political Science** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **Political Science** course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

## Implications of Change

There has been some decline in the number of students enrolled in Political Science courses as well as a slight decrease in the term retention rate. However, there has been a slight increase in course success rate which is likely due to Coastline's adoption of Canvas. Faculty have completed Canvas training, transferred their courses over from Seaport, and have successfully passed the course review process. Chair will continue to work with Dean to assess course offerings and enrollment.

What's new? We will be offering a new elective course (Comparative Government ) in Spring 2018.

What else could we do? Creation of a model course and improvements to the telecourse offerings. Not clear we can really offer more elective courses without a major.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>1,309</b>	<b>1,279</b>	<b>1,264</b>
FTES	121.0	119.0	117.5
FTEF30	2.5	2.6	2.4
WSCH/FTEF	807	756	804
Sections	21.0	22.0	21.0
Fill Rate	84.1%	76.8%	73.1%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	4	4	0
Certificates	7	14	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>1,186</b>	<b>1,192</b>	<b>1,262</b>
<b>GENDER</b>			
Female	49.0%	45.8%	39.7%
Male	49.8%	53.4%	58.7%
Unknown	1.2%	0.8%	1.6%
<b>AGE at TERM</b>			
Less than 19	12.1%	10.7%	11.9%
20 to 24	26.5%	29.0%	25.7%
25 to 29	15.9%	17.6%	16.3%
30 to 34	12.4%	13.4%	14.8%
35 to 39	9.9%	9.9%	9.2%
40 to 49	13.1%	11.8%	13.2%
50 and Older	10.2%	7.5%	9.0%
<b>RACE/ETHNICITY</b>			
African American	14.6%	17.0%	15.2%
American Indian	0.8%	0.4%	0.6%
Asian/Pacific Islander	21.2%	16.1%	17.5%
Hispanic/Latino	25.2%	25.9%	30.5%
2 or More Race	3.8%	4.4%	4.4%
White	32.3%	34.2%	30.5%
Unknown	2.2%	1.9%	1.4%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	2.4%	2.3%	1.7%
Online	55.5%	56.5%	47.9%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	30.0%	29.4%	36.6%
Traditional	12.1%	11.8%	13.7%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	49.4%	48.9%	56.0%
Course Retention (A-F, P, NP)	83.4%	78.6%	75.8%

\* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>1,185</b>	<b>1,192</b>	<b>1,258</b>
-Overall Success Rate	49.5%	49.5%	56.0%
-Overall Retention Rate	83.5%	79.2%	75.8%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	580	546	498
Male	591	637	740
Unknown	14	9	20

<b><u>Success Rate</u></b>			
- Female	48.6%	50.2%	55.4%
- Male	49.9%	48.8%	55.8%
- Unknown	64.3%	55.6%	75.0%

<b><u>Retention Rate</u></b>			
- Female	84.0%	79.9%	72.9%
- Male	82.7%	78.5%	77.6%
- Unknown	92.9%	88.9%	85.0%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>1,185</b>	<b>1,192</b>	<b>1,258</b>
-Overall Success Rate	49.5%	49.5%	56.0%
-Overall Retention Rate	83.5%	79.2%	75.8%

<b>AGE at TERM</b>			
Less than 19	143	128	150
20 to 24	313	346	321
25 to 29	189	210	205
30 to 34	147	160	187
35 to 39	117	118	116
40 to 49	155	141	166
50 and Older	121	89	113

<b>Success Rate</b>			
Less than 19	51.7%	55.5%	54.7%
20 to 24	46.3%	46.5%	48.0%
25 to 29	46.6%	50.0%	55.1%
30 to 34	51.0%	49.4%	59.4%
35 to 39	52.1%	52.5%	68.1%
40 to 49	54.8%	48.9%	60.8%
50 and Older	47.9%	48.3%	56.6%

<b>Retention Rate</b>			
Less than 19	86.0%	85.9%	80.0%
20 to 24	85.6%	79.5%	70.4%
25 to 29	82.5%	74.8%	75.1%
30 to 34	83.0%	83.8%	79.7%
35 to 39	76.1%	77.1%	82.8%
40 to 49	83.9%	74.5%	74.1%
50 and Older	83.5%	80.9%	76.1%



Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>1,185</b>	<b>1,192</b>	<b>1,258</b>
-Overall Success Rate	49.5%	49.5%	56.0%
-Overall Retention Rate	83.5%	79.2%	75.8%

RACE/ETHNICITY			
African American	300	308	384
American Indian	251	190	221
Asian	173	203	191
Hispanic/Latino	45	54	54
Pacific Islander	26	23	17
White	381	408	384
Unknown	9	6	7

<b>Success Rate</b>	<b>300</b>	<b>308</b>	<b>384</b>
African American	42.3%	46.1%	54.7%
American Indian	58.6%	64.2%	68.3%
Asian	36.4%	25.6%	39.8%
Hispanic/Latino	42.2%	64.8%	40.7%
Pacific Islander	30.8%	39.1%	64.7%
White	57.5%	55.4%	59.6%
Unknown	33.3%	66.7%	71.4%

<b>Retention Rate</b>			
African American	78.0%	79.5%	79.4%
American Indian	90.0%	83.2%	77.8%
Asian	79.8%	72.9%	66.5%
Hispanic/Latino	82.2%	79.6%	64.8%
Pacific Islander	69.2%	87.0%	70.6%
White	86.6%	79.7%	77.1%
Unknown	66.7%	83.3%	100.0%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>1,185</b>	<b>1,192</b>	<b>1,258</b>
-Overall Success Rate	49.5%	49.5%	56.0%
-Overall Retention Rate	83.5%	79.2%	75.8%

<b>INSTRUCTIONAL MODALITY</b>			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	29	28	22
Online	657	673	601
Self-Paced	0	0	0
Telecourse	356	350	462
Traditional	143	141	173

<b><u>Success Rate</u></b>	<b>0</b>	<b>0</b>	<b>0</b>
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	44.8%	25.0%	45.5%
Online	39.9%	44.7%	47.1%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	51.7%	45.7%	58.2%
Traditional	88.8%	86.5%	82.1%

<b><u>Retention Rate</u></b>	<b>0</b>	<b>0</b>	<b>0</b>
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	93.1%	85.7%	95.5%
Online	82.5%	77.1%	66.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	79.8%	76.6%	81.0%
Traditional	95.1%	94.3%	91.9%

# Section 1: Program Planning: Sociology

## Internal Analysis

### ENROLLMENT AND FTES:

The number of enrollments in Sociology courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the number of enrollments in 2013-2014.

The FTES in Sociology credit courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Sociology courses in 2015-2016 showed a **substantial increase ( $\geq 10.0\%$ )** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the number of sections in 2013-2014.

The fill rate in Sociology courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Sociology courses in 2015-2016 showed a **substantial increase ( $\geq 10.0\%$ )** from 2014-2015 and a **substantial increase ( $\geq 10.0\%$ )** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Sociology courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial decrease ( $\geq -10.0\%$ )** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Sociology courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed **minimal to no rate difference** than the college success average\* (**66.6%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Sociology courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **slightly higher rate (1.0% to 4.9%)** than the college retention average\* (**83.3%**) and showed a **substantially higher rate ( $\geq 10.0\%$ )** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Sociology in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Sociology in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the **Sociology** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **more than half (50% to 74%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

### GENDER

In 2015-16 there **was NOT a disproportional impact** in **Sociology** course success rates for *female students*; and there **was NOT a disproportional impact** in **Sociology** course success rates for *male students*.

### AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in **Sociology** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Sociology** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Sociology** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Sociology** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Sociology** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Sociology** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Sociology** course success rates for students *50+ years old*.

### RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in **Sociology** course success rates for *African American* students; there **was NOT a disproportional impact** in **Sociology** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Sociology** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Sociology** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Sociology** course success rates for *White/Non-Hispanic* students; there **was a disproportional impact** in **Sociology** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **Sociology** course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*

## Implications of Change

Overall, we have 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 increased. The data provided indicates that no degrees have been conferred in Sociology over the past three years, as reported in the APR last year, this may be inaccurate. The state chancellor's data mart indicates that Coastline granted 9 AA degrees in Sociology in 2012-13 and 19 in 2014-15. There has been a slight increase in success rates which is likely due to Coastline's adoption of Canvas. Faculty have completed Canvas training, transferred their courses over from Seaport, and have successfully passed the course review process. With the addition of a full-time Sociology professor, faculty, Chair and Dean will continue to discuss possible course additions.

What was done different? Overall trends appear to be positive. Success and retention rates have gone up a little bit. Efficiency has declined a bit, but that may reflect the addition of elective courses beyond the Intro class (intro classes typically generate the best enrollments because they are highest demand as students take them for GE. Elective courses are more often taken only by people pursuing the major).

What's new? We added a full-time faculty member in Sociology in the 2016-17 school year. That addition would not be reflected in the 2015-16 data. In conjunction with the addition of this new faculty member, we've expanded the diversity of course offerings. We are currently developing additional Sociology elective courses in Race & Ethnicity and Gender. Sasha Montero has also created a LGBTQ club.

What else could we do? We anticipate expansion of the program with the addition of a f/t faculty member. Instructional Dean and Department Chair are working with Sociology faculty for their input on which new courses we could add in the next few semesters. Creation of model courses and improvements in the telecourses should be pursued.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>1,535</b>	<b>2,112</b>	<b>2,234</b>
FTES	141.0	194.0	204.8
FTEF30	1.8	2.6	3.0
WSCH/FTEF	1,273	1,223	1,114
Sections	15.0	21.0	25.0
Fill Rate	86.1%	84.5%	78.3%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	1	31
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>1,495</b>	<b>2,110</b>	<b>2,256</b>
<b>GENDER</b>			
Female	28.4%	25.8%	28.7%
Male	70.5%	73.6%	70.2%
Unknown	1.1%	0.6%	1.1%
<b>AGE at TERM</b>			
Less than 19	5.3%	4.4%	4.5%
20 to 24	17.1%	15.0%	17.9%
25 to 29	14.1%	16.6%	16.1%
30 to 34	15.7%	15.6%	15.9%
35 to 39	13.0%	14.9%	14.1%
40 to 49	21.7%	21.5%	18.3%
50 and Older	13.0%	12.0%	13.2%
<b>RACE/ETHNICITY</b>			
African American	23.1%	22.5%	22.4%
American Indian	1.0%	1.0%	0.9%
Asian/Pacific Islander	13.9%	11.6%	12.3%
Hispanic/Latino	28.7%	30.1%	31.5%
2 or More Race	3.4%	3.8%	3.5%
White	27.2%	28.7%	27.4%
Unknown	2.7%	2.2%	2.2%
<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	24.4%	28.2%	32.5%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	72.2%	69.0%	65.5%
Traditional	3.3%	2.7%	2.0%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	61.1%	62.7%	66.4%
Course Retention (A-F, P, NP)	82.6%	80.0%	86.2%

\* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>1,496</b>	<b>2,110</b>	<b>2,255</b>
-Overall Success Rate	61.2%	63.3%	66.4%
-Overall Retention Rate	82.6%	80.2%	86.2%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	424	545	647
Male	1,055	1,553	1,583
Unknown	17	12	25

<b><u>Success Rate</u></b>			
- Female	66.0%	70.1%	65.2%
- Male	59.7%	60.8%	66.9%
- Unknown	29.4%	66.7%	68.0%

<b><u>Retention Rate</u></b>			
- Female	88.4%	85.1%	82.8%
- Male	80.4%	78.6%	87.4%
- Unknown	70.6%	66.7%	92.0%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>1,496</b>	<b>2,110</b>	<b>2,255</b>
-Overall Success Rate	61.2%	63.3%	66.4%
-Overall Retention Rate	82.6%	80.2%	86.2%

<b>AGE at TERM</b>			
Less than 19	79	92	101
20 to 24	256	317	404
25 to 29	212	350	362
30 to 34	235	330	358
35 to 39	195	314	319
40 to 49	325	454	414
50 and Older	194	253	297

<b>Success Rate</b>			
Less than 19	60.8%	66.3%	70.3%
20 to 24	62.5%	55.5%	63.1%
25 to 29	63.2%	58.9%	63.0%
30 to 34	57.9%	63.3%	66.2%
35 to 39	58.5%	68.8%	69.6%
40 to 49	62.2%	67.4%	69.3%
50 and Older	62.4%	63.6%	66.7%

<b>Retention Rate</b>			
Less than 19	88.6%	82.6%	89.1%
20 to 24	83.2%	76.7%	83.2%
25 to 29	83.5%	78.0%	85.6%
30 to 34	77.0%	79.1%	88.0%
35 to 39	81.5%	83.4%	87.5%
40 to 49	82.2%	81.7%	87.7%
50 and Older	86.6%	81.8%	84.2%



Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>1,496</b>	<b>2,110</b>	<b>2,255</b>
-Overall Success Rate	61.2%	63.3%	66.4%
-Overall Retention Rate	82.6%	80.2%	86.2%

RACE/ETHNICITY			
African American	433	637	710
American Indian	210	245	278
Asian	343	475	502
Hispanic/Latino	52	82	79
Pacific Islander	39	46	45
White	404	603	621
Unknown	15	22	20

<b>Success Rate</b>	<b>433</b>	<b>637</b>	<b>710</b>
African American	62.6%	61.5%	64.8%
American Indian	71.4%	77.1%	74.5%
Asian	44.0%	52.4%	58.8%
Hispanic/Latino	55.8%	64.6%	49.4%
Pacific Islander	51.3%	65.2%	75.6%
White	71.0%	68.0%	72.6%
Unknown	46.7%	54.5%	60.0%

<b>Retention Rate</b>			
African American	80.4%	79.6%	84.9%
American Indian	83.8%	85.7%	86.3%
Asian	81.0%	76.6%	86.3%
Hispanic/Latino	90.4%	76.8%	86.1%
Pacific Islander	79.5%	73.9%	88.9%
White	85.4%	82.8%	87.1%
Unknown	66.7%	72.7%	90.0%

Academic Year	2013-14	2014-15	2015-16
<b>GRADED ENROLLMENT</b>	<b>1,496</b>	<b>2,110</b>	<b>2,255</b>
-Overall Success Rate	61.2%	63.3%	66.4%
-Overall Retention Rate	82.6%	80.2%	86.2%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	366	596	734
Self-Paced	0	0	0
Telecourse	1,080	1,456	1,477
Traditional	50	58	44

<u>Success Rate</u>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	77.6%	73.5%	67.3%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	54.9%	58.6%	65.5%
Traditional	76.0%	75.9%	81.8%

<u>Retention Rate</u>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	92.1%	84.9%	82.4%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	78.9%	77.9%	87.8%
Traditional	92.0%	91.4%	93.2%

## Program Student Learning Outcome(s)

While PSLOs are integral to the college and program, we are focusing our effort of SLOs at the course level and have mapped a reporting cycle for SLOs. We are exploring ways to measure PSLOs.

### DIRECTIONS

Please place a **1** in the table to indicate when you will report your **first SLO assessment** for the corresponding course.

Please place a **2** to indicate your **SLO reassessment** for the corresponding course.

At minimum, you must complete and report both a first assessment and reassessment within five years.

### Social Sciences SLO Reporting Schedule

Course	Title	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
ANTH C100	Cultural Anthropology			1		2					
ANTH C120	Introduction to Archeology							1		2	
ANTH C150	World Cultures					1			2		
ANTH C185	Physical Anthropology				1		2		1		2
GEOG C100	World Regional Geography				1		2				
GEOG C150	California Geography								1		2
GEOG C180	Physical Geography							1		2	
GEOG C185	Cultural Geography			1		2					
HIST C101	Military History of the United States									1	2
HIST C115	Latin American History and Culture					1		2			
HIST C121	History of American Women					1		2			
HIST C122	Chicano History						1		2		
HIST C124	Vietnamese American History and Culture						1		2		
HIST C125	Modern Iraqi History and Culture									1	2
HIST C126	African-American History									1	2
HIST C128	History Of Modern China									1	2
HIST C132	History of Britain and Ireland 1							1		2	
HIST C135	History of Britain and Ireland 2							1		2	
HIST C146	History of Mexico									1	2
HIST C150	History of California					1		2			

Course	Title	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
HIST C155	The American West									1	2
HIST C161	World History 1				1		2				
HIST C162	World History 2				1		2				
HIST C170	United States History to 1876			1		2					
HIST C175	United States History Since 1876			1		2					
HIST C180	Western Civilization 1					1		2			
HIST C185	Western Civilization 2					1		2			
HSVC C100	Introduction to Human Services			1		2					
HSVC C101	Helping Theories And Intervention Strategies				1		2				
HSVC C102	Introduction to Crisis Intervention							1		2	
HSVC C104	Treatment Issues in Substance Abuse							1		2	
HSVC C115	Youth Mentoring								1		2
HSVC C273	Human Services Practicum								1		2
PSCI C101	Survey of Current Issues				1		2				
PSCI C140	Politics of the Middle East								1		2
PSCI C160	Law and Democracy							1		2	
PSCI C180	American Government			1		2					
PSCI C185	Comparative Government and Politics				1		2				
SOC C100	Introduction to Sociology			1		2					
SOC C110	Introduction to Marriage and Family				1		2				
SOC C120	Introduction to Gerontology							1		2	
SOC C130	Globalization and Social Change								1		2
SOC C185	Analysis of Social Problems							1		2	

## Curriculum Review

Table Curriculum Review

Course	Date Reviewed	Status

## Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Diversify Course offerings	Ongoing	We have added additional courses in Geography, History and Sociology. Dean of Instruction has offered additional course suggestions.	Enrollments in the new classes have been good.
Develop Geography transfer major	Ongoing	Need to develop an additional course. Anticipate this course will be added this year.	We added the California Geography course and are offering it in Fall 2017. The next step is to actually work on getting the degree prepared and approved by the Curriculum Committee.
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.	Success and retention rates seem to be up slightly. We don't have the data from 2016-17, which is the first full year of Canvas implementation, so we won't really know the impact until then. Political science still appears to be a bit of a problem area..
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	All of Dan Johnson's current courses are using an OER textbook. The one course he is not using OER for is California History (offered in Spring) since there is no OER option. Other instructors in the department have also adopted OER: Bob Franklin in Geography is running 2 courses with OER materials and William Diaz-Brown in History (1 course). We should continue to discuss this option as a department.
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.	This is an ongoing issue. We do not see any improvement since our last annual report.
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	Preliminary efforts were made to update the Political Science telecourse, but it was not completed. There is a college wide taskforce which will begin

		illness, the project was not completed.	meeting this Fall to address the problems of telecourses and incarcerated instruction – hopefully this will have an impact on moving forward.
Development of Model Courses.	In Progress	Incoming Chair and f/t History faculty member have met to discuss who could develop model courses. Will need to determine possible compensation for instructors (additional LHE?) and approval from Dean	Waiting on FSC to set parameters in terms of instructor compensation, what work will be required, etc. Dan Johnson has had conversations with Shelley Blair (the Dean of Innovation who is over the FSC) and she indicated that this is on their radar.

## Program Planning and Communication Strategies

Chair has met with Geography faculty to determine curriculum offerings/suggestions and plans to meet with other disciplines for similar determinations. Social Science Faculty and Chair meet during and after All-College Meeting to discuss SLOs, program changes, curriculum offerings and programmatic development. Chair communicates via email and phone for scheduling information including when new sections are added and need to be staffed. Interviews for potential additional adjuncts are conducted in-person with Dean of Instruction, Chair, and Full-time Faculty.

All faculty will meet in person to discuss SLO assessment within the first month of the Fall semester. The first step will be to determine which courses should be deleted from the catalog. The next step will be to evaluate current SLOs and make changes as needed. The final step will be to complete the SLO Map by indicating (with a 1) when we will report the first SLO assessment and indicating (with a 2) when we will report the SLO reassessment. Each course in each discipline will be similarly evaluated. Once the determinations are made, any faculty unable to attend meeting in person will be notified via email of the results.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	Dean	N/A	3	21	N/A	N/A
Current year 2017-18	Dean	N/A	3	24	N/A	N/A
1 year 2018-19	Dean	N/A	4	25	N/A	N/A
2 years 2019-2020	Dean	N/A	5	24	N/A	N/A
3 years 2020-2021	Dean	N/A	6	23	N/A	N/A

The Social Sciences Department currently employs three full-time faculty members and approximately 24 part-time faculty. We will be hiring one more part-time instructor to teach a Sociology section in Fall 2017, three more part-time instructors to teach History courses in Spring 2018, and one more part-time instructor to teach two new Sociology courses in Fall 2018. We anticipate a gradual expansion in our Geography program since we are creating an ADT in Geography and adding courses, 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. Additional professional development activities are as follows:

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Dan Johnson, History Professor	Attended district training for the Equivalency Committee for History	
	Attended the IEPI workshop	
	Attended the 2017 State Academic Senate Summer Curriculum Institute	
Sasha Montero, Sociology Professor	Completed Safe Zone training and am now trained to be a trainer at Coastline	
	Joined and collaborated with work group on accreditation	
	Established the Pride Club at Coastline	
	Visited the student success committee during the year before deciding to become a member	

Michael Bach, Political Science Professor	Attended Coastline's Summer Institute	
Lisa Rodriguez, Part-time Anthropology Instructor	Completed training through National Institute for Staff and Organizational Development	
	Completed training for MindTap Cengage	
	Completed @ONE for the Accessibility Training	
Robert Franklin, Part-time Geography Instructor	Attended Coastline's Summer Institute	
Michelle Walsh, Geography Instructor	Submitted course for OEI Exchange	
Laura Enomoto, Part-time History Instructor	Board Member for California Cultural Resources Preservation Alliance	

Social Sciences faculty will continue to participate in professional development activities and are encouraged to request funding for conferences, additional coursework, and professional organization work. We hope additional faculty will be asked to submit their courses for OEI submission as the program grows. Laura Enomoto will attend two history conferences (one in November 2017, one in March 2018) to present current research and is submitting History course for OEI Exchange. Michelle Walsh will be participating in Faculty Information Meetings. Dan Johnson is taking a sabbatical Spring 2018 to develop videos for his HIST 175 course, to be completed by Fall 2018.



## 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. *Does this still apply?*

## 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:**

Model Courses will support Coastline’s mission of supporting student success and achievement by providing innovative, student-centered curriculum. Model Courses will help provide cohesion within disciplines and provide opportunities for our students to attain associate degrees, certificates, career readiness, or to transfer to four-year colleges/universities.

**What college goal does the initiative support? Select one**

- X Student Success, Completion, and Achievement
- X 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 Educational Master Plan objective does the initiative support? Select all that apply**

- X Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor’s degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College’s Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**What evidence supports this initiative? Select all that apply**

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

**Describe how the evidence supports this initiative.**

External data shows that model courses are successful because they advocate the creation of co-equal learning environments where instructors work together to generate a shared syllabus based on solid academic coursework, creating cohesion within disciplines.

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

Non-instructional assignments (\$6,000)

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

6 model courses that will foster quality and increase student success.

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

Create a timeline and provide a timeframe that can be used to complete the initiative

## Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Develop Model online courses	Stipends for faculty working on courses	\$6,000	Funding likely coming through FSC		Low student success and retention rates in Online courses	Student Success, Instructional and Programmatic Excellence	End of Spring 2018	Moderate

### Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is 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 (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns 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.