

# COASTLINE COLLEGE

2018-2019

Comprehensive Program Review

Social Sciences

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

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# Executive Summary

The Social Sciences department continues to grow in enrollment with the vast majority of our enrollments in distance learning modalities, including a large number of telecourses. Overall, students are satisfied with the overall quality of the program, the quality of instruction, the variety of classes, and the extent to which faculty and staff meet the needs of culturally diverse students.

Since our last program review the department has successfully initiated a variety of curriculum changes, including new courses in Human Services and Sociology, and the successful revision of SLOs throughout the curriculum. Many faculty have also adopted no- or low-cost textbook options including five instructors who are now using OERs.

## Five-year Goals:

- Diversify course offerings to ensure students more options, both in terms of classes and learning modalities.
- Develop Anthropology and Geography AD-T degrees
- Improve retention and success rates throughout the program
- In conjunction with the Distance Learning department, ensure that all telecourses offered in the program are current.

This program review has demonstrated that the FTES per FT faculty members in the Social and Behavior Sciences is significantly higher than for other disciplines, indicating that growth of FT faculty members in the Social and Behavior Sciences has not kept pace with growth in FTES in the Social and Behavioral Sciences over the past four years. To maintain our excellence and ability to continue to grow these disciplines, additions of faculty members within these disciplines as soon as is possible is requested and recommended.

## Five-Year Recommendations:

- Work with the college to obtain additional full-time faculty members in History, Anthropology, Geography, and Human Services/Sociology

## Mission Statement

The Social Sciences Department offer courses which focus on understanding human behavior within social, political, cultural, and historical contexts. Comprised of six disciplines which include Anthropology, Geography, History, Human Services, Political Science, and Sociology, the Social Sciences Department is dedicated to providing opportunities for students to collect, interpret, and apply quantitative and qualitative evidence regarding the human experience as an individual and in the context of the larger society and to employ methods and theories from different disciplines to analyze social and behavioral problems, policies related to these problems, and how they both change over time.

## Overview

The Social Sciences Department is an important part of the college, as demonstrated by our continued strength in enrollments and our overall role in helping students achieve their goals of obtaining a degree or certificate from Coastline. The program is particularly strong in our distance learning offerings which enable our students (many of whom work full-time) to complete their degrees in a timely manner. As indicated in student surveys, the level of satisfaction with our program is very high.

The hiring of a permanent Dean in 2016 has enabled the program to make significant progress in growing our course, certificate, and degree offerings. Courses have been added in four disciplines and continue to be added each semester. In addition, over the next two to three years, two new degrees and at least one new certificate will be created. A listing of the courses, certificates, and degrees can be found in the Curriculum Section of this Program Review.

The Social Sciences are a vital component of the liberal arts curriculum for the college. We offer classes which enable students to fulfill general education requirements for the A.A. degree or for transfer to a four-year college. At the same time, the disciplines within our department play an important role in helping students achieve the college's core degree level outcomes, including the ability to:

- Understand and act upon their ethical civic, environmental, and social responsibilities
- Apply critical thinking and analysis skills
- Develop an understanding and respect for cultural and global diversity
- Competently evaluate information
- Use effective communication and interpersonal skills

In addition, elements of our program relate directly to helping students achieve vocational goals. This refers particularly to our Human Services program, which offers both a major and a certificate of accomplishment.

During the 2012-13 school year the disciplines in the Social Sciences department accounted for 9.4% of the FTEs for Coastline Community College. This was an increase from 2009-10 when the Social Sciences accounted for 7.6% of enrollments. The program has seen consistent growth since then with current data for the 2017-2018 year at 13.3%.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent of FTES	10.3%	11.1%	11.5%	12.6%	13.3%

# Section 1: Program Planning: Anthropology

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Anthropology Enrollment	734	1,022	977
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Anthropology Resident FTES	66.74	93.16	85.36
Sections	12	15	16
Fill Rate	86.0%	85.9%	81.3%
WSCH/FTEF 595 Efficiency	926	976	899
FTEF/30	1.2	1.6	1.6
Extended Learning Enrollment	212	175	232

The percentage change in the number of Anthropology **enrollments** in 2016-17 showed a slight decrease from 2015-16 and a substantial increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in Anthropology credit courses showed a moderate decrease from 2015-2016 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Anthropology courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Anthropology courses showed a moderate decrease from 2015-16 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Anthropology courses in 2016-17 showed a moderate decrease from 2015-16 and a slight decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Anthropology courses in 2016-17 showed a minimal difference from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial increase in the number of Anthropology **Extended Learning enrollments** in 2016-17 from 2015-16 and a moderate increase from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Anthropology Enrollment	734	1,022	977

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	6.5%	5.7%	5.6%
Online	37.7%	34.4%	38.3%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	55.7%	59.9%	56.1%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	33.0%	30.3%	28.6%
Male	66.3%	69.0%	70.6%
Unknown	0.7%	0.7%	0.8%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	19.5%	16.5%	15.4%
American Indian/AK Native	1.0%	0.9%	0.6%
Asian	12.1%	10.0%	12.2%
Hispanic	20.4%	23.0%	26.7%
Pacific Islander/HI Native	0.5%	0.2%	0.6%
White	31.9%	34.4%	27.8%
Multi-Ethnicity	12.9%	13.3%	15.4%
Other/Unknown	1.6%	1.7%	1.3%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	10.5%	11.4%	10.5%
20 to 24	18.1%	17.4%	17.7%
25 to 29	15.8%	15.1%	15.6%
30 to 34	15.9%	15.9%	13.2%
35 to 39	10.8%	12.6%	12.6%
40 to 49	17.6%	16.8%	19.4%
50 and Older	11.3%	10.7%	11.0%

Anthropology courses made up 1.6% of all state-funded enrollment for 2016-17. The percentage difference in Anthropology course **enrollment** in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. Enrollment in Anthropology during 2016-17 showed 5.6% of courses were taught **traditional (face-to-face)**, 38.3% were taught **online**, 0.0% were taught in the **hybrid** modality, and 56.1% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Anthropology enrollment consisted of 28.6% **female**, 70.6% **male**, and 0.8% students of **unknown** gender. In 2016-17, Anthropology enrollment consisted of 15.4% **African American** students, 0.6% **American Indian/AK Native** students, 12.2% **Asian** students, 26.7% **Hispanic** students, 0.6% **Pacific Islander/HI Native** students, 27.8% **White** students, 15.4% **multi-ethnic** students, and 1.3% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Anthropology revealed 10.5% aged **19 or less**, 17.7% aged **20 to 24**, 15.6% aged **25 to 29**, 13.2% aged **30 to 34**, 12.6% aged **35 to 39**, 19.4% aged **40 to 49**, and 11.0% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Anthropology Degrees	0	0	0
College Awarded Certificates	748	644	602
Anthropology Certificates	0	0	0

The percentage change in the number of Anthropology **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Anthropology **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Anthropology Success Rate	73.0%	73.6%	68.9%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	74.5%	87.9%	92.6%
Online	80.6%	74.9%	73.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	67.8%	71.5%	63.5%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	76.4%	75.0%	72.7%
Male	71.1%	73.2%	67.4%
Unknown	100.0%	57.1%	62.5%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	67.1%	74.3%	62.7%
American Indian/AK Native	14.3%	55.6%	33.3%
Asian	82.0%	70.6%	64.7%
Hispanic	70.0%	67.2%	65.0%
Pacific Islander/HI Native	75.0%	50.0%	83.3%
White	76.3%	80.0%	76.8%
Multi-Ethnicity	74.5%	70.9%	71.3%
Other/Unknown	72.7%	76.5%	69.2%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	76.6%	89.7%	92.2%
20 to 24	67.4%	66.1%	72.8%
25 to 29	70.4%	69.5%	63.2%
30 to 34	70.7%	69.1%	72.9%
35 to 39	70.9%	73.6%	65.0%
40 to 49	75.0%	77.6%	65.3%
50 and Older	84.3%	75.0%	54.2%

The percentage difference in the **course success rate** in Anthropology courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. When comparing the percentage point difference in the Anthropology 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Anthropology **course success rate** was minimally different than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.



When comparing the percentage point difference between instructional modalities to the overall Anthropology success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Anthropology courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and moderately lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Anthropology success rate for 2016-17, the success rate was slightly higher for **female** students in Anthropology courses, slightly lower for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Anthropology success rate for 2016-17, the success rate was moderately lower for **African American** students in Anthropology courses, substantially lower for **American Indian/AK Native** students, slightly lower for **Asian** students, slightly lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly higher for **multi-ethnic** students, and minimally different for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Anthropology success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Anthropology courses, slightly higher for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Anthropology Retention Rate	90.1%	89.0%	83.4%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	95.7%	96.6%	96.3%
Online	90.8%	88.2%	87.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	88.9%	88.7%	79.6%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	92.6%	90.6%	87.4%
Male	88.8%	88.6%	82.0%
Unknown	100.0%	57.1%	62.5%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	90.0%	92.8%	86.0%
American Indian/AK Native	57.1%	66.7%	83.3%
Asian	92.1%	82.4%	84.0%
Hispanic	88.0%	86.4%	78.8%
Pacific Islander/HI Native	100.0%	50.0%	100.0%
White	92.2%	92.6%	86.4%
Multi-Ethnicity	88.3%	87.3%	82.7%
Other/Unknown	90.9%	82.4%	76.9%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	90.9%	94.8%	96.1%
20 to 24	91.5%	87.0%	87.3%
25 to 29	87.8%	89.0%	82.2%
30 to 34	86.2%	85.8%	84.5%
35 to 39	88.6%	86.8%	80.5%
40 to 49	89.1%	91.8%	78.9%
50 and Older	98.8%	88.9%	76.6%

The percentage difference in the **retention rate** in Anthropology courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. When comparing the percentage point difference in the Anthropology 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Anthropology **retention rate** was slightly lower than the **college average** and substantially higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Anthropology retention rate for 2016-17, the retention rate was substantially higher for **traditional (face-to-face)** Anthropology courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Anthropology retention rate for 2016-17, the retention rate was slightly higher for **female** students in Anthropology courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Anthropology retention rate for 2016-17, the retention rate was slightly higher for **African American** students in Anthropology courses, minimally different for **American Indian/AK Native** students, minimally different for **Asian** students, slightly lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and moderately lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Anthropology retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Anthropology courses, slightly higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

#### Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

# Section 1: Program Planning: Geography

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Geography Enrollment	316	369	326
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Geography Resident FTES	28.37	32.99	28.89
Sections	7	10	8
Fill Rate	85.6%	82.5%	76.7%
WSCH/FTEF 595 Efficiency	643	553	575
FTEF/30	0.7	1.0	0.9
Extended Learning Enrollment	0	0	0

The percentage change in the number of Geography **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a slight increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in Geography credit courses showed a substantial decrease from 2015-2016 and a slight increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Geography courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Geography courses showed a moderate decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Geography courses in 2016-17 showed a slight increase from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Geography courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Geography **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Geography Enrollment	316	369	326

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	8.5%	4.3%	0.0%
Online	91.5%	95.7%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	58.5%	56.6%	54.6%
Male	39.9%	41.5%	44.2%
Unknown	1.6%	1.9%	1.2%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	4.4%	8.7%	6.1%
American Indian/AK Native	0.9%	0.5%	0.3%
Asian	33.2%	19.5%	23.3%
Hispanic	8.9%	12.7%	12.0%
Pacific Islander/HI Native	0.0%	1.1%	0.0%
White	32.0%	40.9%	33.7%
Multi-Ethnicity	20.3%	15.2%	24.5%
Other/Unknown	0.3%	1.4%	0.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	15.2%	15.2%	21.2%
20 to 24	38.0%	36.9%	35.9%
25 to 29	15.8%	16.5%	13.8%
30 to 34	5.7%	7.3%	11.7%
35 to 39	6.3%	6.2%	4.0%
40 to 49	7.9%	8.1%	6.4%
50 and Older	11.1%	9.8%	7.1%

Geography courses made up 0.5% of all state-funded enrollment for 2016-17. The percentage difference in Geography course **enrollment** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. Enrollment in Geography during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Geography enrollment consisted of 54.6% **female**, 44.2% **male**, and 1.2% students of **unknown** gender. In 2016-17, Geography enrollment consisted of 6.1% **African American** students, 0.3% **American Indian/AK Native** students, 23.3% **Asian** students, 12.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 33.7% **White** students, 24.5% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Geography revealed 21.2% aged **19 or less**, 35.9% aged **20 to 24**, 13.8% aged **25 to 29**, 11.7% aged **30 to 34**, 4.0% aged **35 to 39**, 6.4% aged **40 to 49**, and 7.1% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Geography Degrees	0	0	0
College Awarded Certificates	748	644	602
Geography Certificates	0	0	0

The percentage change in the number of Geography **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Geography **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Geography Success Rate	71.1%	69.2%	79.6%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	88.9%	62.5%	-
Online	69.4%	69.5%	79.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	74.6%	67.6%	77.8%
Male	66.4%	72.5%	81.3%
Unknown	60.0%	42.9%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	28.6%	28.1%	70.0%
American Indian/AK Native	100.0%	50.0%	100.0%
Asian	82.9%	78.9%	76.0%
Hispanic	57.1%	66.0%	71.8%
Pacific Islander/HI Native	-	75.0%	-
White	70.3%	73.3%	86.4%
Multi-Ethnicity	66.7%	69.6%	79.7%
Other/Unknown	100.0%	100.0%	-

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	81.3%	76.4%	89.7%
20 to 24	66.4%	73.5%	76.9%
25 to 29	78.0%	55.7%	84.4%
30 to 34	66.7%	70.4%	78.4%
35 to 39	70.0%	54.5%	76.9%
40 to 49	56.0%	70.0%	90.5%
50 and Older	77.1%	72.2%	47.8%

The percentage difference in the **course success rate** in Geography courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Geography 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Geography **course success rate** was substantially higher than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Geography success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Geography courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Geography success rate for 2016-17, the success rate was slightly lower for **female** students in Geography courses, slightly higher for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Geography success rate for 2016-17, the success rate was moderately lower for **African American** students in Geography courses, substantially higher for **American Indian/AK Native** students, slightly lower for **Asian** students, moderately lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, moderately higher for **White** students, minimally different for **multi-ethnic** students, and not applicable for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Geography success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Geography courses, slightly lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, substantially higher for students aged **40 to 49**, and substantially lower for students aged **50 and older**.



<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Geography Retention Rate	75.9%	79.3%	88.0%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	92.6%	75.0%	-
Online	74.3%	79.5%	88.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	79.5%	75.8%	84.7%
Male	70.4%	84.3%	91.7%
Unknown	80.0%	71.4%	100.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	42.9%	43.8%	80.0%
American Indian/AK Native	100.0%	50.0%	100.0%
Asian	84.8%	90.1%	85.3%
Hispanic	67.9%	76.6%	87.2%
Pacific Islander/HI Native	-	75.0%	-
White	78.2%	83.3%	92.7%
Multi-Ethnicity	66.7%	76.8%	86.1%
Other/Unknown	100.0%	100.0%	-

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	85.4%	83.6%	94.1%
20 to 24	72.3%	82.4%	87.2%
25 to 29	82.0%	70.5%	93.3%
30 to 34	83.3%	77.8%	83.8%
35 to 39	75.0%	81.8%	92.3%
40 to 49	56.0%	76.7%	95.2%
50 and Older	77.1%	77.8%	60.9%

The percentage difference in the **retention rate** in Geography courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Geography 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Geography **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Geography retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Geography courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Geography retention rate for 2016-17, the retention rate was slightly lower for **female** students in Geography courses, slightly higher for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Geography retention rate for 2016-17, the retention rate was moderately lower for **African American** students in Geography courses, substantially higher for **American Indian/AK Native** students, slightly lower for **Asian** students, minimally different for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Geography retention rate for 2016-17, the retention rate was moderately higher for students aged **19 or less** in Geography courses, minimally different for students aged **20 to 24**, moderately higher for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

# Section 1: Program Planning: History

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
History Enrollment	2,904	3,114	3,147
College Student Resident FTES	6,073.20	6,343.35	5,928.76
History Resident FTES	262.48	281.22	282.46
Sections	43	43	47
Fill Rate	83.5%	86.6%	84.0%
WSCH/FTEF 595 Efficiency	936	952	884
FTEF/30	4.7	4.9	5.3
Extended Learning Enrollment	1,380	1,219	1,171

The percentage change in the number of History **enrollments** in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in History credit courses showed a minimal difference from 2015-2016 and a moderate increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in History courses in 2016-17 showed a moderate increase from 2015-16 and a moderate increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for History courses showed a slight decrease from 2015-16 and a minimal difference in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in History courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for History courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a slight decrease in the number of History **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
History Enrollment	2,904	3,114	3,147

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	5.4%	4.9%	3.9%
Online	47.0%	49.5%	56.1%
Hybrid	2.3%	1.9%	0.6%
Correspondence (Cable, Telecourse, Other DL)	45.3%	43.6%	39.4%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	35.7%	37.3%	38.5%
Male	63.3%	61.3%	59.9%
Unknown	0.9%	1.4%	1.6%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	13.5%	14.0%	12.5%
American Indian/AK Native	1.0%	0.4%	0.8%
Asian	15.9%	14.9%	15.4%
Hispanic	19.2%	20.5%	19.3%
Pacific Islander/HI Native	0.5%	0.4%	0.3%
White	35.2%	34.0%	34.1%
Multi-Ethnicity	12.6%	14.1%	16.0%
Other/Unknown	2.0%	1.6%	1.6%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	9.9%	11.2%	15.2%
20 to 24	25.0%	23.3%	22.4%
25 to 29	16.2%	15.6%	15.3%
30 to 34	14.2%	14.8%	13.1%
35 to 39	11.0%	10.7%	11.6%
40 to 49	14.4%	14.3%	13.5%
50 and Older	9.4%	10.1%	9.0%

History courses made up 5.2% of all state-funded enrollment for 2016-17. The percentage difference in History course **enrollment** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. Enrollment in History during 2016-17 showed 3.9% of courses were taught **traditional (face-to-face)**, 56.1% were taught **online**, 0.6% were taught in the **hybrid** modality, and 39.4% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, History enrollment consisted of 38.5% **female**, 59.9% **male**, and 1.6% students of **unknown** gender. In 2016-17, History enrollment consisted of 12.5% **African American** students, 0.8% **American Indian/AK Native** students, 15.4% **Asian** students, 19.3% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 34.1% **White** students, 16.0% **multi-ethnic** students, and 1.6% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in History revealed 15.2% aged **19 or less**, 22.4% aged **20 to 24**, 15.3% aged **25 to 29**, 13.1% aged **30 to 34**, 11.6% aged **35 to 39**, 13.5% aged **40 to 49**, and 9.0% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
History Degrees	65	92	128
College Awarded Certificates	748	644	602
History Certificates	0	0	0

The percentage change in the number of History **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of History **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
History Success Rate	61.1%	63.5%	68.6%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	79.5%	81.2%	87.7%
Online	59.4%	64.4%	68.9%
Hybrid	37.3%	36.8%	50.0%
Correspondence (Cable, Telecourse, Other DL)	61.8%	61.6%	66.5%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	59.3%	64.5%	70.6%
Male	62.1%	63.0%	67.5%
Unknown	55.6%	62.8%	60.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	47.2%	47.7%	55.3%
American Indian/AK Native	51.7%	25.0%	43.5%
Asian	71.4%	75.2%	76.0%
Hispanic	54.8%	57.9%	62.6%
Pacific Islander/HI Native	40.0%	84.6%	63.6%
White	67.5%	68.4%	76.8%
Multi-Ethnicity	55.6%	64.2%	64.9%
Other/Unknown	63.8%	60.0%	49.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	66.3%	75.6%	80.7%
20 to 24	57.5%	60.6%	66.7%
25 to 29	55.2%	57.3%	63.1%
30 to 34	63.1%	62.4%	63.3%
35 to 39	63.5%	63.0%	70.3%
40 to 49	64.8%	61.8%	70.0%
50 and Older	63.2%	71.0%	65.6%

The percentage difference in the **course success rate** in History courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the History 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the History **course success rate** was minimally different than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall History success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** History courses, minimally different for **online** courses, substantially lower for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall History success rate for 2016-17, the success rate was slightly higher for **female** students in History courses, slightly lower for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall History success rate for 2016-17, the success rate was substantially lower for **African American** students in History courses, substantially lower for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately lower for **Hispanic** students, slightly lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall History success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in History courses, slightly lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, moderately lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
History Retention Rate	82.6%	83.1%	84.2%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	91.7%	92.2%	93.4%
Online	81.7%	81.7%	83.3%
Hybrid	59.7%	61.4%	77.8%
Correspondence (Cable, Telecourse, Other DL)	83.7%	84.6%	84.8%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	81.3%	82.6%	84.6%
Male	83.2%	83.5%	84.0%
Unknown	96.3%	81.4%	84.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	79.4%	73.4%	75.4%
American Indian/AK Native	75.9%	75.0%	69.6%
Asian	85.2%	87.5%	87.4%
Hispanic	81.7%	81.1%	82.2%
Pacific Islander/HI Native	60.0%	92.3%	81.8%
White	84.7%	84.9%	88.4%
Multi-Ethnicity	80.5%	86.1%	83.5%
Other/Unknown	79.3%	88.0%	73.5%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	84.7%	87.6%	89.7%
20 to 24	81.1%	83.3%	84.3%
25 to 29	80.0%	77.8%	81.5%
30 to 34	83.1%	82.8%	81.3%
35 to 39	84.9%	84.8%	84.3%
40 to 49	84.0%	83.0%	84.4%
50 and Older	83.8%	84.4%	83.3%

The percentage difference in the **retention rate** in History courses in 2016-17 showed a slight increase from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the History 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the History **retention rate** was slightly lower than the **college average** and substantially higher than the **institution-set standard\*** for credit course success.



When comparing the percentage point difference between instructional modalities to the overall History retention rate for 2016-17, the retention rate was moderately higher for **traditional (face-to-face)** History courses, minimally different for **online** courses, moderately lower for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall History retention rate for 2016-17, the retention rate was minimally different for **female** students in History courses, minimally different for **male** students, and minimally different for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall History retention rate for 2016-17, the retention rate was moderately lower for **African American** students in History courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, slightly lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall History retention rate for 2016-17, the retention rate was moderately higher for students aged **19 or less** in History courses, minimally different for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, minimally different for students aged **35 to 39**, minimally different for students aged **40 to 49**, and minimally different for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

#### Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

# Section 1: Program Planning: Human Services

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Human Services Enrollment	288	320	289
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Human Services Resident FTES	26.06	28.89	26.33
Sections	8	8	8
Fill Rate	83.7%	92.4%	71.8%
WSCH/FTEF 595 Efficiency	540	594	517
FTEF/30	0.8	0.8	0.9
Extended Learning Enrollment	173	153	97

The percentage change in the number of Human Services **enrollments** in 2016-17 showed a moderate decrease from 2015-16 and a minimal difference from 2014-15.

The percentage change in 2016-17 **resident FTES** in Human Services credit courses showed a moderate decrease from 2015-2016 and a slight increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Human Services courses in 2016-17 showed a minimal difference from 2015-16 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Human Services courses showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Human Services courses in 2016-17 showed a substantial decrease from 2015-16 and a slight decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Human Services courses in 2016-17 showed a moderate increase from 2015-16 and a moderate increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Human Services **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Human Services Enrollment	288	320	289

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	72.2%	74.1%	78.9%
Male	27.1%	25.3%	20.8%
Unknown	0.7%	0.6%	0.3%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	16.3%	20.0%	14.9%
American Indian/AK Native	0.0%	0.6%	1.0%
Asian	21.2%	25.9%	20.1%
Hispanic	12.5%	10.0%	12.5%
Pacific Islander/HI Native	0.0%	0.0%	0.3%
White	31.3%	29.1%	36.3%
Multi-Ethnicity	17.7%	13.8%	14.2%
Other/Unknown	1.0%	0.6%	0.7%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	3.1%	0.9%	2.8%
20 to 24	15.3%	16.3%	24.6%
25 to 29	14.6%	15.3%	12.5%
30 to 34	12.2%	11.3%	11.4%
35 to 39	13.5%	12.2%	13.1%
40 to 49	19.8%	19.1%	18.7%
50 and Older	21.5%	25.0%	17.0%

Human Services courses made up 0.5% of all state-funded enrollment for 2016-17. The percentage difference in Human Services course **enrollment** in 2016-17 showed a moderate increase from 2015-16 and a moderate increase from 2014-15. Enrollment in Human Services during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Human Services enrollment consisted of 78.9% **female**, 20.8% **male**, and 0.3% students of **unknown** gender. In 2016-17, Human Services enrollment consisted of 14.9% **African American** students, 1.0% **American Indian/AK Native** students, 20.1% **Asian** students, 12.5% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 36.3% **White** students, 14.2% **multi-ethnic** students, and 0.7% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Human Services revealed 2.8% aged **19 or less**, 24.6% aged **20 to 24**, 12.5% aged **25 to 29**, 11.4% aged **30 to 34**, 13.1% aged **35 to 39**, 18.7% aged **40 to 49**, and 17.0% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Human Services Degrees	16	11	14
College Awarded Certificates	748	644	602
Human Services Certificates	9	14	18

The percentage change in the number of Human Services **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Human Services **certificates** awarded in 2016-17 showed a substantial increase from 2015-16 and showed a substantial increase in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Human Services Success Rate	59.6%	61.9%	67.8%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	59.6%	61.9%	67.8%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	60.1%	60.8%	71.9%
Male	58.4%	64.2%	53.3%
Unknown	50.0%	100.0%	0.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	25.5%	57.8%	48.8%
American Indian/AK Native	-	50.0%	33.3%
Asian	72.1%	77.1%	72.4%
Hispanic	63.9%	53.1%	61.1%
Pacific Islander/HI Native	-	-	100.0%
White	65.6%	61.3%	80.0%
Multi-Ethnicity	62.0%	50.0%	56.1%
Other/Unknown	66.7%	0.0%	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	55.6%	33.3%	62.5%
20 to 24	61.4%	53.8%	85.9%
25 to 29	58.5%	55.1%	50.0%
30 to 34	54.3%	47.2%	51.5%
35 to 39	56.4%	53.8%	73.7%
40 to 49	66.7%	72.1%	59.3%
50 and Older	58.1%	75.0%	71.4%

The percentage difference in the **course success rate** in Human Services courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Human Services 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Human Services **course success rate** was minimally different than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Human Services success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Human Services courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Human Services success rate for 2016-17, the success rate was slightly higher for **female** students in Human Services courses, substantially lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Human Services success rate for 2016-17, the success rate was substantially lower for **African American** students in Human Services courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, moderately lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, substantially higher for **White** students, substantially lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Human Services success rate for 2016-17, the success rate was moderately lower for students aged **19 or less** in Human Services courses, substantially higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, moderately higher for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Human Services Retention Rate	87.5%	88.4%	88.6%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	-	-	-
Online	87.5%	88.4%	88.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	88.9%	87.3%	88.2%
Male	84.4%	91.4%	91.7%
Unknown	50.0%	100.0%	0.0%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	89.4%	89.1%	95.3%
American Indian/AK Native	-	100.0%	100.0%
Asian	88.5%	91.6%	87.9%
Hispanic	88.9%	90.6%	83.3%
Pacific Islander/HI Native	-	-	100.0%
White	83.3%	86.0%	92.4%
Multi-Ethnicity	90.0%	88.6%	75.6%
Other/Unknown	100.0%	0.0%	100.0%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	88.9%	100.0%	87.5%
20 to 24	88.6%	88.5%	93.0%
25 to 29	97.6%	81.6%	80.6%
30 to 34	91.4%	91.7%	81.8%
35 to 39	89.7%	87.2%	94.7%
40 to 49	86.0%	90.2%	87.0%
50 and Older	77.4%	90.0%	89.8%

The percentage difference in the **retention rate** in Human Services courses in 2016-17 showed minimal difference from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Human Services 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Human Services **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Human Services retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Human Services courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Human Services retention rate for 2016-17, the retention rate was minimally different for **female** students in Human Services courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Human Services retention rate for 2016-17, the retention rate was moderately higher for **African American** students in Human Services courses, substantially higher for **American Indian/AK Native** students, minimally different for **Asian** students, moderately lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, substantially lower for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Human Services retention rate for 2016-17, the retention rate was slightly lower for students aged **19 or less** in Human Services courses, slightly higher for students aged **20 to 24**, moderately lower for students aged **25 to 29**, moderately lower for students aged **30 to 34**, moderately higher for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

#### Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%



# Section 1: Program Planning: Political Science

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Political Science Enrollment	1,284	1,264	1,161
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Political Science Resident FTES	115.57	115.06	105.73
Sections	22	21	19
Fill Rate	75.2%	73.1%	73.1%
WSCH/FTEF 595 Efficiency	758	803	815
FTEF/30	2.6	2.4	2.2
Extended Learning Enrollment	147	151	91

The percentage change in the number of Political Science **enrollments** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Political Science credit courses showed a moderate decrease from 2015-2016 and a moderate decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Political Science courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Political Science courses showed a minimal difference from 2015-16 and a slight decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Political Science courses in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15.

The percentage change in the **FTEF/30** ratio for Political Science courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Political Science **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Political Science Enrollment	1,284	1,264	1,161

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	11.0%	13.7%	16.2%
Online	55.1%	47.9%	50.3%
Hybrid	2.2%	1.7%	0.0%
Correspondence (Cable, Telecourse, Other DL)	31.8%	36.6%	33.5%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	43.8%	39.7%	40.7%
Male	55.5%	58.7%	58.1%
Unknown	0.7%	1.6%	1.1%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	17.4%	15.0%	14.0%
American Indian/AK Native	0.5%	0.5%	0.5%
Asian	14.8%	17.2%	19.6%
Hispanic	17.1%	21.1%	19.5%
Pacific Islander/HI Native	0.5%	0.3%	0.3%
White	33.7%	30.5%	30.2%
Multi-Ethnicity	14.0%	14.0%	14.0%
Other/Unknown	1.8%	1.3%	1.9%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	10.8%	12.1%	14.3%
20 to 24	28.5%	25.6%	27.7%
25 to 29	16.9%	16.5%	13.7%
30 to 34	13.7%	14.7%	12.3%
35 to 39	10.4%	9.2%	7.9%
40 to 49	11.8%	13.2%	14.4%
50 and Older	7.9%	8.8%	9.6%

Political Science courses made up 1.9% of all state-funded enrollment for 2016-17. The percentage difference in Political Science course **enrollment** in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15. Enrollment in Political Science during 2016-17 showed 16.2% of courses were taught **traditional (face-to-face)**, 50.3% were taught **online**, 0.0% were taught in the **hybrid** modality, and 33.5% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Political Science enrollment consisted of 40.7% **female**, 58.1% **male**, and 1.1% students of **unknown** gender. In 2016-17, Political Science enrollment consisted of 14.0% **African American** students, 0.5% **American Indian/AK Native** students, 19.6% **Asian** students, 19.5% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 30.2% **White** students, 14.0% **multi-ethnic** students, and 1.9% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Political Science revealed 14.3% aged **19 or less**, 27.7% aged **20 to 24**, 13.7% aged **25 to 29**, 12.3% aged **30 to 34**, 7.9% aged **35 to 39**, 14.4% aged **40 to 49**, and 9.6% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Political Science Degrees	0	0	0
College Awarded Certificates	748	644	602
Political Science Certificates	0	0	0

The percentage change in the number of Political Science **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Political Science **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Political Science Success Rate	48.8%	55.8%	60.4%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	86.5%	82.1%	86.7%
Online	44.1%	46.8%	53.6%
Hybrid	25.0%	45.5%	-
Correspondence (Cable, Telecourse, Other DL)	44.8%	58.2%	57.8%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	49.8%	55.1%	60.5%
Male	47.8%	55.7%	60.9%
Unknown	55.6%	75.0%	30.8%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	25.2%	40.0%	49.1%
American Indian/AK Native	66.7%	66.7%	50.0%
Asian	63.8%	68.3%	71.4%
Hispanic	42.3%	52.1%	49.6%
Pacific Islander/HI Native	57.1%	50.0%	33.3%
White	55.2%	59.5%	66.1%
Multi-Ethnicity	53.7%	53.4%	60.7%
Other/Unknown	40.9%	68.8%	54.5%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	54.9%	54.2%	62.7%
20 to 24	45.7%	47.5%	56.5%
25 to 29	50.0%	55.6%	66.7%
30 to 34	49.1%	58.6%	58.0%
35 to 39	51.2%	69.0%	63.0%
40 to 49	47.2%	60.5%	58.7%
50 and Older	47.8%	56.8%	62.5%

The percentage difference in the **course success rate** in Political Science courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Political Science 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Political Science **course success rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Political Science success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Political Science courses, moderately lower for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Political Science success rate for 2016-17, the success rate was minimally different for **female** students in Political Science courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Political Science success rate for 2016-17, the success rate was substantially lower for **African American** students in Political Science courses, substantially lower for **American Indian/AK Native** students, substantially higher for **Asian** students, substantially lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, moderately higher for **White** students, minimally different for **multi-ethnic** students, and moderately lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Political Science success rate for 2016-17, the success rate was slightly higher for students aged **19 or less** in Political Science courses, slightly lower for students aged **20 to 24**, moderately higher for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Political Science Retention Rate	78.5%	75.7%	77.4%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	94.3%	91.9%	96.3%
Online	76.6%	66.3%	67.5%
Hybrid	85.7%	95.5%	-
Correspondence (Cable, Telecourse, Other DL)	75.4%	81.0%	83.3%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	79.5%	72.7%	74.6%
Male	77.5%	77.5%	79.4%
Unknown	88.9%	85.0%	76.9%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	71.8%	66.8%	77.3%
American Indian/AK Native	83.3%	100.0%	83.3%
Asian	82.7%	78.0%	83.7%
Hispanic	76.4%	77.9%	72.1%
Pacific Islander/HI Native	71.4%	50.0%	66.7%
White	79.6%	76.9%	79.2%
Multi-Ethnicity	81.1%	76.1%	73.0%
Other/Unknown	86.4%	75.0%	72.7%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	86.5%	79.1%	78.9%
20 to 24	78.7%	69.9%	70.8%
25 to 29	74.0%	75.8%	81.8%
30 to 34	84.3%	79.6%	75.5%
35 to 39	76.0%	82.8%	85.9%
40 to 49	71.8%	73.7%	82.0%
50 and Older	80.0%	76.6%	76.8%

The percentage difference in the **retention rate** in Political Science courses in 2016-17 showed a slight increase from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Political Science 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Political Science **retention rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Political Science retention rate for 2016-17, the retention rate was substantially higher for **traditional (face-to-face)** Political Science courses, moderately lower for **online** courses, not applicable for **hybrid courses**, and moderately higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Political Science retention rate for 2016-17, the retention rate was slightly lower for **female** students in Political Science courses, slightly higher for **male** students, and minimally different for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Political Science retention rate for 2016-17, the retention rate was minimally different for **African American** students in Political Science courses, moderately higher for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and slightly lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Political Science retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Political Science courses, moderately lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly lower for students aged **30 to 34**, moderately higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and minimally different for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

# Section 1: Program Planning: Sociology

## Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Sociology Enrollment	2,141	2,291	2,411
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Sociology Resident FTES	192.75	203.16	218.61
Sections	21	25	26
Fill Rate	84.5%	78.4%	84.1%
WSCH/FTEF 595 Efficiency	1,223	1,114	1,140
FTEF/30	2.6	3.0	3.2
Extended Learning Enrollment	380	367	310

The percentage change in the number of Sociology **enrollments** in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in Sociology credit courses showed a moderate increase from 2015-2016 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Sociology courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Sociology courses showed a moderate increase from 2015-16 and a minimal difference in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Sociology courses in 2016-17 showed a slight increase from 2015-16 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Sociology courses in 2016-17 showed a slight increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Sociology **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.



<b>Comparison of Enrollment Trends</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Enrollment	61,418	64,029	60,242
Sociology Enrollment	2,141	2,291	2,411

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	2.7%	1.9%	3.3%
Online	28.4%	32.6%	33.8%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	68.9%	65.4%	62.9%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	25.9%	28.7%	28.9%
Male	73.6%	70.2%	69.8%
Unknown	0.6%	1.1%	1.4%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	22.5%	22.4%	18.7%
American Indian/AK Native	1.0%	0.9%	1.0%
Asian	11.3%	11.8%	14.4%
Hispanic	23.6%	23.5%	25.6%
Pacific Islander/HI Native	0.5%	0.6%	0.4%
White	28.4%	27.4%	26.2%
Multi-Ethnicity	10.6%	11.5%	12.2%
Other/Unknown	2.1%	1.9%	1.4%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	4.4%	4.6%	7.1%
20 to 24	15.1%	17.9%	13.9%
25 to 29	16.4%	16.1%	15.8%
30 to 34	15.6%	15.7%	16.1%
35 to 39	14.9%	14.2%	13.7%
40 to 49	21.3%	18.2%	19.7%
50 and Older	12.1%	13.3%	13.6%

Sociology courses made up 4.0% of all state-funded enrollment for 2016-17. The percentage difference in Sociology course **enrollment** in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15. Enrollment in Sociology during 2016-17 showed 3.3% of courses were taught **traditional (face-to-face)**, 33.8% were taught **online**, 0.0% were taught in the **hybrid** modality, and 62.9% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Sociology enrollment consisted of 28.9% **female**, 69.8% **male**, and 1.4% students of **unknown** gender. In 2016-17, Sociology enrollment consisted of 18.7% **African American** students, 1.0% **American Indian/AK Native** students, 14.4% **Asian** students, 25.6% **Hispanic** students, 0.4% **Pacific Islander/HI Native** students, 26.2% **White** students, 12.2% **multi-ethnic** students, and 1.4% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Sociology revealed 7.1% aged **19 or less**, 13.9% aged **20 to 24**, 15.8% aged **25 to 29**, 16.1% aged **30 to 34**, 13.7% aged **35 to 39**, 19.7% aged **40 to 49**, and 13.6% aged **50 and older**.

<b>Awards</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College Awarded Degrees	1,882	2,109	2,220
Sociology Degrees	19	34	38
College Awarded Certificates	748	644	602
Sociology Certificates	0	0	0

The percentage change in the number of Sociology **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Sociology **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

<b>Comparison of Success Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Sociology Success Rate	62.7%	66.3%	68.6%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	75.9%	81.8%	81.0%
Online	73.2%	67.3%	75.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	57.9%	65.4%	64.1%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	69.5%	65.1%	74.7%
Male	60.3%	66.8%	66.2%
Unknown	66.7%	68.0%	57.6%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	51.7%	58.6%	63.1%
American Indian/AK Native	57.1%	57.9%	76.0%
Asian	77.7%	74.6%	83.5%
Hispanic	61.0%	64.8%	61.9%
Pacific Islander/HI Native	27.3%	69.2%	70.0%
White	67.6%	72.6%	71.0%
Multi-Ethnicity	62.5%	59.8%	67.8%
Other/Unknown	65.2%	74.4%	64.7%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	67.0%	70.5%	78.5%
20 to 24	54.9%	62.9%	67.3%
25 to 29	58.7%	63.0%	68.3%
30 to 34	62.8%	65.9%	67.0%
35 to 39	67.6%	69.8%	66.2%
40 to 49	67.3%	69.1%	69.1%
50 and Older	62.2%	66.9%	68.5%

The percentage difference in the **course success rate** in Sociology courses in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Sociology 2016-17 course success rate to the College's overall success average\* (66.6%) and the institution-set standard\* (56.6%) for credit course success, the Sociology **course success rate** was minimally different than the **college average** and substantially higher than the **institution-set standard\*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Sociology success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Sociology courses, moderately higher for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Sociology success rate for 2016-17, the success rate was moderately higher for **female** students in Sociology courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Sociology success rate for 2016-17, the success rate was moderately lower for **African American** students in Sociology courses, moderately higher for **American Indian/AK Native** students, substantially higher for **Asian** students, moderately lower for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and slightly lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Sociology success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Sociology courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and minimally different for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Sociology Retention Rate	79.9%	86.2%	87.4%

<b>Modality</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Traditional	91.4%	93.2%	92.4%
Online	84.8%	82.4%	90.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	77.5%	87.8%	85.6%

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Female	84.9%	82.9%	91.4%
Male	78.3%	87.4%	86.0%
Unknown	66.7%	92.0%	75.8%

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	76.2%	86.3%	88.3%
American Indian/AK Native	76.2%	89.5%	92.0%
Asian	87.0%	85.8%	89.9%
Hispanic	78.9%	85.3%	86.9%
Pacific Islander/HI Native	54.5%	92.3%	100.0%
White	82.6%	87.1%	86.6%
Multi-Ethnicity	78.1%	84.9%	86.4%
Other/Unknown	76.1%	88.4%	79.4%

<b>Age Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
19 or Less	83.0%	89.5%	91.3%
20 to 24	76.5%	82.9%	86.3%
25 to 29	77.8%	85.8%	89.3%
30 to 34	79.0%	88.0%	87.6%
35 to 39	82.7%	87.5%	84.6%
40 to 49	81.5%	87.6%	88.0%
50 and Older	81.1%	84.1%	86.2%

The percentage difference in the **retention rate** in Sociology courses in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Sociology 2016-17 retention rate to the College's overall retention average\* (85.8%) and the institution-set standard\* (73.2%) for credit course success, the Sociology **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard\*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Sociology retention rate for 2016-17, the retention rate was slightly higher for **traditional (face-to-face)** Sociology courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Sociology retention rate for 2016-17, the retention rate was slightly higher for **female** students in Sociology courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Sociology retention rate for 2016-17, the retention rate was minimally different for **African American** students in Sociology courses, slightly higher for **American Indian/AK Native** students, slightly higher for **Asian** students, minimally different for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, minimally different for **White** students, minimally different for **multi-ethnic** students, and moderately lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Sociology retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in Sociology courses, slightly lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

\*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

## Student Survey Results

Eighty-one percent of students surveyed indicated that the primary reason for taking Social Sciences classes was to meet satisfy A.A. degree requirements. Twenty-one percent of students indicated that they were taking these courses to satisfy transfer requirements. Thirty-five percent indicated they were taking courses to earn a certificate.

Sixty-six percent of students were satisfied with the overall quality of the program. Sixty-two percent of students surveyed indicated they were satisfied with the quality of instruction; sixty-two percent were satisfied with the variety of classes; sixty-nine percent indicated classes were relevant to their academic or vocational needs; sixty-three percent indicated they were satisfied with clarity and comprehensiveness of the instructions for completing assignments; and sixty-seven percent of students were satisfied with the extent to which faculty and staff meet the needs of culturally diverse students.

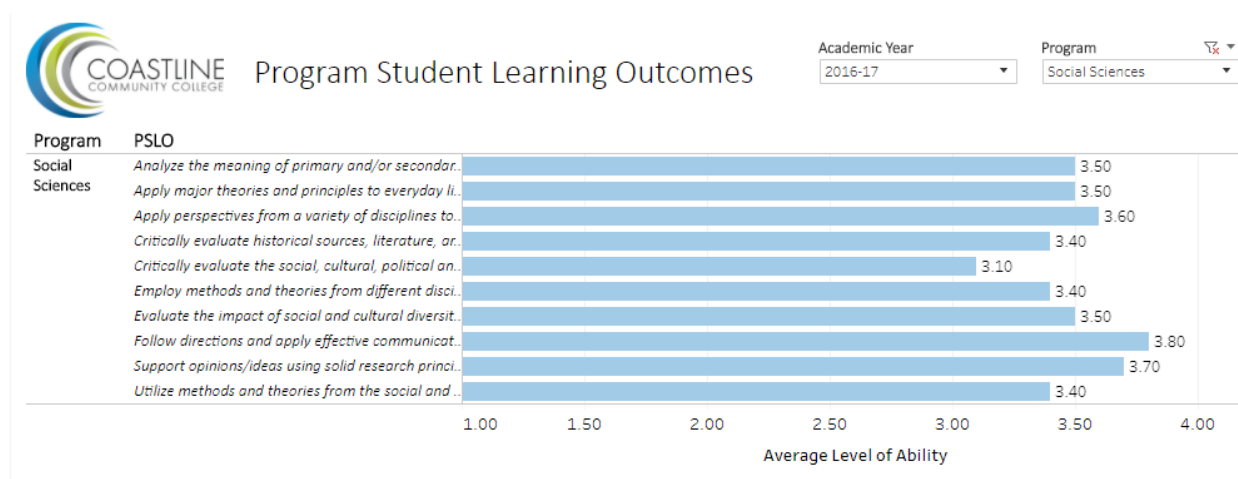
## Student (SLOs) and Program Student Learning Outcome (PSLOs)

### 2016-2017 Social Sciences Program Student Learning Outcomes (PSLOs)

Social Sciences PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	10	50.0%	50.0%	0.0%	0.0%
Apply major theories and principles to everyday life and determine the impact of these theories on the individual and/or society as a whole.	10	60.0%	30.0%	10.0%	0.0%
Apply perspectives from a variety of disciplines to develop an understanding of American culture, past and present, and its impact upon both the peoples of the United States and those outside its borders.	10	60.0%	40.0%	0.0%	0.0%
Critically evaluate historical sources, literature, art, film, music, or other types of cultural expressions in terms of their relevance to the American experience.	10	40.0%	60.0%	0.0%	0.0%
Critically evaluate the social, cultural, political and/or economic characteristics of past societies and explain how and why these characteristics change over time.	10	50.0%	30.0%	0.0%	20.0%
Employ methods and theories from different disciplines to analyze social and behavioral problems, policies related to these problems, and how they both change over time.	10	50.0%	40.0%	10.0%	0.0%
Evaluate the impact of social and cultural diversity upon the development of past societies.	10	50.0%	50.0%	0.0%	0.0%
Follow directions and apply effective communication skills in a variety of settings.	10	80.0%	20.0%	0.0%	0.0%
Support opinions/ideas using solid research principles.	10	70.0%	30.0%	0.0%	0.0%

Social Sciences PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Utilize methods and theories from the social and behavioral sciences to collect, interpret, and apply quantitative and qualitative evidence regarding the human experience as an individual and in the context of the larger society.	10	50.0%	40.0%	10.0%	0.0%

The 2016-2017 post-graduate survey found that the majority of graduates of the Social Sciences Program were able and confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence to follow directions and apply effective communication skills in a variety of settings was highest. In contrast, graduates indicated having a lower ability and confidence in critically evaluating the social, cultural, political and/or economic characteristics of past societies and explaining how and why these characteristics change over time.



Department Chair created SLO Map which indicated (with a 1) when the first SLO assessment will be conducted and indicated (with a 2) when SLO reassessment will be conducted. Once one course per discipline was identified, faculty in those courses were notified which courses should report.

Full-time faculty members (HIST, PSCI, SOC), part-time faculty members (ANTH, GEOG) and Department Chair each created SLO reporting in one of their courses. SLOs were collected in these courses Fall 2017. In Spring 2018, additional courses collected SLOs.

Subject	Plans for change
All Disciplines	Department Chair will present to the whole department for discussion and for all faculty input at the Spring Meeting.



## Curriculum Review

ALL the curriculum in the Social Sciences will be reviewed and updated by Spring 2019.

Table Curriculum Review

Course	Date Reviewed	Status
ANTH 100	2018	Current
ANTH 120	2010	Planned to suspend but decided to keep for ANTH AD-T, to be reviewed/revise Fall 2018
ANTH 150	2008	To be reviewed/revise Fall 2018
ANTH 175 Food and Culture	COR Initiated 9/27/18	To be taught Fall 2019
ANTH 185	2011	To be reviewed/revise Fall 2018
GEOG 100	2015	Current
GEOG 150	2017	Current
GEOG 180	2010	To be reviewed/revise Fall 2018
GEOG 185	2008	To be reviewed/revise Fall 2018
GEOG 190 Intro to GIS	COR Initiated	To be taught Summer 2019
HIST 101 Military History	Suspended process begun	To go through Curriculum for removal in Spring 2019
HIST 115	To be reviewed/revise October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 121	To be reviewed/revise October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 122	To be reviewed/revise October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 124 Vietnamese American History	Suspended process begun	To go through Curriculum for removal in Spring 2019
HIST 125 Modern Iraqi History	Suspended process begun	To go through Curriculum for removal in Spring 2019
HIST 126 African-American History	Suspended process begun	To go through Curriculum for removal in Spring 2019
HIST 128 History of Modern China	Suspended process begun	To go through Curriculum for removal in Spring 2019
HIST 132 History of Britain and Ireland 1	Suspended process begun	To go through Curriculum for removal in Spring 2019
HIST 135	To be reviewed/revise October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 150	To be reviewed/revise October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it

<b>Course</b>	<b>Date Reviewed</b>	<b>Status</b>
HIST 155	To be reviewed/revised October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 161	To be reviewed/revised October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 162	To be reviewed/revised October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 170	To be reviewed/revised October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 175	To be reviewed/revised October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 180	To be reviewed/revised October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HIST 185	To be reviewed/revised October 2018	Full-time Professor Dan Johnson conducting review/revision after consultation with other faculty who teach it
HSVC 100	2008	To be reviewed/revised Fall 2018
HSVC 101	2009	To be reviewed/revised Fall 2018
HSVC 102	2009	To be reviewed/revised Fall 2018
HSVC 104	2008	To be reviewed/revised Fall 2018
HSVC 105 Case Management	COR Created 4/20/18	Taught Fall 2018 with good enrollment
HSVC 115	Suspended 9/11/18	To go through Curriculum for removal in Spring 2019
HSVC 273	2013	To be reviewed/revised Fall 2018
PSCI 101	2011	To be reviewed/revised Fall 2018
PSCI 140	Suspended process begun	To go through Curriculum for removal in Spring 2019
PSCI 160	2014	To be reviewed/revised Fall 2018
PSCI 180	2014	To be reviewed/revised Fall 2018
PSCI 185	2018	Current
SOC 100	2018	Current
SOC 110	2018	Current
SOC 120	2017	Current
SOC 130	2014	To be reviewed/revised Fall 2018

Course	Date Reviewed	Status
SOC 185	2018	Current
SOC 233	2018	Current; Taught Fall 2018
SOC 245	2018	Current; To be taught Spring 2018
HSVC Certificate	To be reviewed/revise Fall 2018	Full-time Professor Sasha Montero conducting review/revision with Department Chair
HSVC Major	To be reviewed/revise Fall 2018	Full-time Professor Sasha Montero conducting review/revision with Department Chair
Arts & Humanities AA (Area of Emphasis)	To be reviewed/revise Fall 2018	Full-time Professor Sasha Montero conducting review/revision with Department Chair
Social and Behavioral Sciences AA (Area of Emphasis)	To be reviewed/revise Fall 2018	Full-time Professor Dan Johnson conducting review/revision with Department Chair

### External Compliance

Department Chair will meet with Accreditation Officer Fall 2018 to discuss which courses have C-IDs and which ones we can revise. We will also discuss AD-Ts for Anthropology and Geography. Articulation Officer will advise on courses which are in need of transferability corrections such as ANTH 185.

### 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, Human Services, and Sociology. Dean of Instruction has offered additional course suggestions.	Enrollments in the new classes have been good.
Develop Geography transfer major (AD-T)	Ongoing	A GIS COR was written and is awaiting approval, to be offered Fall 2019.	We added the California Geography which was offered in Fall 2017. Enrollment was good, ended with 19 students. Department Chair will work with Geography Instructors to develop AD-T in CurricuNET Spring 2019.
Develop Anthropology transfer major (AD-T)	Ongoing	Department Chair and Anthropology Instructor Moises Plascencia are	Outcome will be diversity of course offerings for students wishing to major

		writing a COR for a new course to be offered Fall 2019. Dean of Instruction wishes to add one new ANTH course each semester until AD-T is built.	in Anthropology and/or obtain a degree for transfer.
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. Political science still appears to be a bit of a problem area. Department Chair will work with full-time faculty and Dean of Instruction to create a plan for improving retention rates, increasing/modifying courses.
Work with the faculty and the college to lower costs for students, specifically with regard to textbooks	Ongoing	Several faculty in the program have adopted OER textbooks. The full-time History faculty member 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 3 courses with OER materials; Michelle Walsh in Geography (1 course); William Diaz-Brown in History (2 courses); William Freeman in History (1 course); Laura Enomoto in History (1 course)
Work with the Dean at Newport Beach to develop alternative scheduling patterns which will improve onsite enrollments.	Ongoing	Enrollments in onsite classes have increased slightly.	Dean of Instruction and Department Chair will continue to add courses onsite to develop alternative scheduling patterns.
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 need to follow up with Distance Learning Office.	Updates to Political Science telecourse need to be completed. Department Chair will find out the results of the college-wide taskforce which met Fall 2017 to address the problems of telecourses

			and incarcerated instruction in hopes of this process moving forward.
Development of Model Courses	In Progress	Incoming Chair and full-time History faculty member met to discuss who could develop model courses. It was determined that compensation was not possible since VP of Instruction has suggested model courses be mandatory which is not what our program desires.	Full-time History faculty member will work with Department Chair to develop the first model course for History Spring 2019.

**Program Planning and Communication Strategies**

Chair has met with Geography faculty and Anthropology faculty to determine curriculum offerings/suggestions. 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. Approximately two to three part-time instructors are hire each semester.

All faculty were invited to meet in person to discuss SLO assessment within the first month of the Fall 2017 semester, few showed up. An SLO Map was created which indicated (with a 1) when we will report the first SLO assessment and indicated (with a 2) when we will report the SLO reassessment. Each course in each discipline will be similarly evaluated. The determinations are made and faculty were notified which courses should report.

Full-time faculty members (HIST, PSCI, SOC), part-time faculty members (ANTH, GEOG) and Department Chair each created SLO reporting in one of their courses. SLOs were collected in these courses Fall 2017. In Spring 2018, additional courses collected SLOs. Faculty members now need to evaluate SLOs which were collected and upload them into the SLO Cloud and Department Chair will meet with them in person for training on how to implement this process.

**Implications of Change**

The program has seen consistent growth with current data for the 2017-2018 year at 13.3%.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent of FTES	10.3%	11.1%	11.5%	12.6%	13.3%

## Forward Strategy

We are currently in the process of developing an AD-T in Anthropology and an AD-T in Geography. Department Chair consulted Anthropology and Geography faculty for their input on which new courses we could add in the next few semesters. We reviewed whether to keep Archaeology on the books or delete it from the catalog and decided to keep it since it will provide a good course for the AD-T. Some possible additional Anthropology courses include Food and Culture, Primate Behavior, Cultural Linguistics, and Religion. A new GIS course in Geography has been written and is currently under curriculum review. As we expand the Anthropology and Geography programs, we will have to hire more part-time faculty as the current part-time faculty are maxed out with 9 LHE each.

Our goal is to offer greater elective options for students. Dean and Chair worked with History faculty for their input on which new courses we could add in the next few semesters and have started offering Chicano History and Latin American History. Laura Enomoto is developing a Modern West course to be taught Spring 2019. We are considering adding Native American History as it is a good elective course for the Anthropology AD-T. As we expand the program, we will probably have to hire more part-time faculty and another full-time faculty member.

Growth over the next three to five years will be found in curriculum that expands our connected emphasis to course offerings in the Human Services which will include Wellness Coaching, Life Coaching, and Addiction Studies areas. An Intro to Case Management Course has been developed and is being taught Fall 2018.

We will explore which additional Political Science courses will round out the program. Some considerations are Crime & Criminal Justice, Comparative Politics, and Law & Democracy (already on the books – to be taught).

We have expanded the Sociology program with the addition of two new courses, Sex & Gender and Race & Ethnicity. Sasha Montero is currently writing a Diversity course.

Creation of model courses and improvements in the telecourses are being pursued.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Dean of Instruction (1)		Instructor/Professor (3)	Instructor/Associate Professor (24)	N/A	N/A
Current year 2018-19	Dean of Instruction (1)		Instructor/Professor (3)	Instructor/Assistant Professor/Associate Professor (27)		
1 year 2019-20	Dean of Instruction (1)		Professor (4)	Instructor/Assistant Professor/Associate Professor (25)		
2 years 2020-21	Dean of Instruction (1)		Professor (6)	Instructor/Assistant Professor/Associate Professor (22)		
3 years 2021-22	Dean of Instruction (1)		Professor (6)	Instructor/Assistant Professor/Associate Professor (22)		

The Social Sciences Department currently employs three full-time faculty members and 27 part-time faculty. We hired 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, one more part-time instructor to teach a Political Science course in Fall 2018, and four more part-time instructors to teach two new Sociology/Human Services courses in Fall 2018. We anticipate a gradual expansion in our Anthropology and Geography programs since we are creating an AD-T in Anthropology and an AD-T in Geography and adding courses, which will require additional part-time faculty.

### Professional Development

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Laura Enomoto, Assistant Professor; Department Chair	Presented Research Paper at Missouri Valley History Conference	Presentation techniques improved; received feedback for improvement or expansion of research
	Developed two courses for OEI	Course content and teaching pedagogy improved through input from instructional designer
	Served as Board Member (Historian) for the California Cultural Resource Preservation Alliance	Increased knowledge of local historic sites and cultural resources

Name (Title)	Professional Development	Outcome
	Completed 28 units toward Ed.D.	Research methods; leadership theory; effective communication; strategic planning and finance
William Diaz-Brown, Instructor	Worked with Coastline Instructional Designer to update online courses for RSI Compliance	Course content and teaching pedagogy improved through input from instructional designer
William Freeman, Instructor	Serve as Director of Publications for the International Churchill Society; Editor for two publications: <i>Finest Hour</i> (a quarterly available in both electronic and print format) and <i>The Churchill Bulletin</i> (an online newsletter)	Demonstrated and improved research and writing abilities
	Served as host for the 2017 International Churchill Conference in New York City, which was covered by C-SPAN	Demonstrated and improved presentation techniques
	Organized a meeting on the <i>Queen Mary</i> for the ribbon cutting ceremony associated for the ship's new Churchill exhibition	Demonstrated and improved presentation techniques
	Appeared on a live broadcast from the <i>Queen Mary</i> for KTLA Channel 5 morning show	Demonstrated and improved presentation techniques
	Spoke to civic groups and consulted by news media including the <i>Washington Post</i> on Churchill-related topics including the Long Beach Rotary, Orange Country Roosters, Orange Country Professional Women, and the John Wayne Birthplace and Museum in Winterset, Iowa	Demonstrated and improved presentation techniques
Dan Johnson, Professor	Attended district training for the Equivalency Committee for History	Gained knowledge of equivalency requirements
	Attended the IEPI workshop	Learned how to strengthen the effectiveness of the college
	Attended the 2017 State Academic Senate Summer Curriculum Institute	Pedagogy training and improvement
Sasha Montero, Instructor	Created three new courses: HSVC 105 Case Management; SOC 233 Race & Ethnicity; SOC 245 Sex & Gender	Increased knowledge of Sociology topics; improvement in pedagogy
	Attended district training for the Equivalency Committee	Gained knowledge of equivalency requirements
	Attended a 21-hour training called Gender Odyssey with talked about the transgender community	Increased knowledge of transgender community will improve instructor's ability to create an inclusive classroom



Name (Title)	Professional Development	Outcome
Moises Plascencia, Instructor	Presented research at Earth Day Food Justice Symposium at Fullerton College	Presentation techniques improved; received feedback for improvement or expansion of research
Lisa Rodriguez, Associate Professor	Completed webinars through National Institute for Staff and Organizational Development: Classroom Management; Student Engagement in College; Assessment Advocate	Improvement in pedagogical techniques
	Completed course at Antelope Valley Community College District: Title IX and Sexual Misconduct	Increased knowledge will inform instructor in awareness of Title IX issues

### What additional PD do we need?

Faculty members are encouraged to attend academic conferences in their field. Department Chair will send emails with information about funding opportunities through Coastline's PDI (Professional Development Institute). Faculty members are encouraged to complete workshops offered through the Faculty Success Center and will be informed of upcoming opportunities.

What PD is needed to support your forward strategy?

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 look forward to the Faculty Success Center offering more faculty development workshops and continuing education courses. We hope additional faculty will be asked to submit their courses for OEI submission as the program grows. Laura Enomoto will attend a history conference in March 2019 to present current research. Lisa Rodriguez will complete additional webinars on teaching pedagogy.

### Forward Strategy

The FTES per FT faculty members in the Social and Behavior Sciences is significantly higher than for other disciplines, indicating that growth of FT faculty members in the Social and Behavior Sciences has not kept pace with growth in FTES in the Social and Behavioral Sciences over the past four years. To maintain our excellence and ability to continue to grow these disciplines, additions of faculty members within these disciplines as soon as is possible is requested and recommended.

In Fall 2013 the Social Sciences department made a formal request for two additional full-time faculty members. Based upon the FTEF30 scores for 2012-13 it was clear that the History discipline could benefit from another faculty member and that we easily have sufficient load to support this. However, no new full-time History faculty member was hired. In addition to serving the needs of increasing FTES in HIST, having another Historian would benefit the program by enabling us to more easily diversify our offerings and to provide additional support for the department.

Enrollment in Social and Behavior Sciences courses has increased strongly over the past 5 years at CCC, with FTES in these disciplines growing ~67.6% over the past 4 years

Over the next five years, Socials Sciences will:

- Grow offerings in the Human Services curriculum. We are the only college with the Coast District to offer these courses, and increasing our efforts and broadening our course offerings here should result in strong growth.
- Team with Nutrition Department to create a Wellness Certificate
- To add depth to our curricular offerings in the Social Sciences, we will continue to broaden the course offerings within the Social Sciences as noted in the Curriculum Section above. Courses will be added in ANTH, GEOG, HIST, HSVC, PSCI, and SOC.

To meet the needs of growing curriculum/course offerings, we recommend and request the following:

**Year One:**

- HIST - We currently have only 1 FT faculty member, despite nearly 300 FTES. Another FT instructor is needed here to provide long-term stability, continuity, and diversity of curricular offerings. We are considering the idea of hiring an interdisciplinary instructor who could teach in HIST as well as in another discipline.

**Year Two**

- ANTH and Cultural GEOG - No FT faculty member, but serving approximately 100 FTES annually in ANTH alone. Addition of an FT here will allow us to increase the depth of offerings in this area, which has grown significantly in FTES (more than doubling) over the previous 4 years. Our curricular offerings in this area are threadbare and can easily be diversified with a FT to guide the planning.
- SOC/HSVC - Combined FTES in these two areas is over 250. There is a lot of growth potential in both areas as we move forward. Currently, there is only one tenure-track FT covering both areas. Addition of a second FT here would allow one FT to focus on SOC growth and the other to focus on HSVC growth. FTES in HSVC is likely to double over the next few of years as we broaden our offerings in that area (neither OCC nor GWC offer courses in HSVC allowing us to provide key curricular leadership within the District in this area). This growth will be driven by having a FT tenure-track in place helping us steer the marketing and discipline direction.

The college plan states that Coastline recognizes the enduring value of its full-time faculty and is committed to meeting the compliance requirements of the 50% Law and the Full-time Obligation Number (FON). With high FTES data in History, Anthropology, Geography, Human Services, and Sociology, hiring additional full-time faculty members would enable Coastline to remain in compliance and meet their goal.

## **Section 3: Facilities Planning**

### **Facility Assessment**

The program does not require any facilities other than normal classrooms and office spaces for the fulltime faculty. Work areas for part-time faculty at the existing distance learning offices and faculty success center appear to be sufficient for current demand.

### **Forward Strategy**

Not Applicable

## **Section 4: Technology Planning**

### **Technology Assessment**

The program does not use any specialized technology.

### **Forward Strategy**

Not Applicable

## Section 5: New Initiatives

**Initiative:** Hire one full-time history instructor Fall 2019.

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

An additional historian/history instructor will contribute to Coastline's mission to support student success and achievement and will benefit the program by enabling us to more easily diversify our offerings and to provide additional support for the department.

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

- 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 Educational Master Plan objective does the initiative support? Select all that apply**

- 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)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

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

An additional full-time history instructor will enable department to offer additional sections, providing students with increased opportunities, diverse courses, and flexible scheduling.

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

\$60-80,000 salary

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

Increased student enrollment, improved student retention and completion rates.

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

## Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Hire one full-time history instructor Fall 2019.	FT HIST instructor		Ongoing	No	Internal Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence	2019-20	1
Hire one full-time ATHR/GEOG instructor Fall 2019.	FT ANTH or GEOG Instructor		Ongoing	No	Internal Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence	2020-21	2
Hire one full-time SOC/HMS instructor Fall 2019.	FT SOC/HSVC instructor		Ongoing	No	Internal Research	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence	2019-20	3

### 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.