

**COASTLINE**  
COLLEGE



**2019-2020**  
**Annual Program Review**

**Social Sciences**

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

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## Section 1: Program Planning:

### Internal Analysis: Anthropology

<b>Productivity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Anthropology Enrollment	1,016	976	1,096
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Anthropology Resident FTES	93.20	85.37	98.12
Sections	17	19	20
Fill Rate	84.7%	78.6%	79.9%
WSCH/FTEF 595 Efficiency	976	899	874
FTEF/30	1.6	1.6	1.9
Extended Learning Enrollment	175	232	173

The percentage change in the number of Anthropology **enrollments** in 2017-18 showed a substantial increase from 2016-17 and a moderate increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Anthropology credit courses showed a substantial increase from 2016-17 and a moderate increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Anthropology courses in 2017-18 showed a moderate increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Anthropology courses showed a slight increase from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Anthropology courses in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Anthropology courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Anthropology **Extended Learning enrollments** in 2017-18 from 2016-17 and a slight decrease from 2015-16.

<b>Comparison of Enrollment Trends</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Anthropology Enrollment	1,016	976	1,096

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	5.7%	5.5%	4.7%
Online	34.2%	38.3%	42.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	60.1%	56.1%	53.4%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	30.3%	28.5%	30.1%
Male	69.0%	70.7%	68.1%
Unknown	0.7%	0.8%	1.8%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	16.4%	15.4%	12.8%
American Indian/AK Native	0.9%	0.6%	0.9%
Asian	10.0%	12.2%	12.8%
Hispanic	23.1%	26.6%	24.8%
Pacific Islander/HI Native	0.2%	0.6%	0.5%
White	34.4%	27.9%	33.4%
Multi-Ethnicity	13.2%	15.4%	13.8%
Other/Unknown	1.7%	1.3%	1.0%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	11.4%	10.5%	13.3%
20 to 24	17.4%	17.7%	19.1%
25 to 29	15.2%	15.6%	13.4%
30 to 34	15.9%	13.2%	13.2%
35 to 39	12.7%	12.6%	11.8%
40 to 49	16.7%	19.5%	18.7%
50 and Older	10.6%	11.0%	10.5%

Anthropology courses made up 1.8% of all state-funded enrollment for 2017-18. The percentage difference in Anthropology course **enrollment** in 2017-18 showed a substantial increase from 2016-17 and a moderate increase from 2015-16. Enrollment in Anthropology during 2017-18 showed 4.7% of courses were taught **traditional (face-to-face)**, 42.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 53.4% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Anthropology enrollment consisted of 30.1% **female**, 68.1% **male**, and 1.8% students of **unknown** gender. In 2017-18, Anthropology enrollment consisted of 12.8% **African American** students, 0.9% **American Indian/AK Native** students, 12.8% **Asian** students, 24.8% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 33.4% **White** students, 13.8% **multi-ethnic** students, and 1.0% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Anthropology revealed 13.3% aged **19 or less**, 19.1% aged **20 to 24**, 13.4% aged **25 to 29**, 13.2% aged **30 to 34**, 11.8% aged **35 to 39**, 18.7% aged **40 to 49**, and 10.5% aged **50 and older**.

<b>Awards</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College Awarded Degrees	2,047	2,221	2,213
Anthropology Degrees	0	0	0
College Awarded Certificates	600	602	628
Anthropology Certificates	0	0	0

The percentage change in the number of Anthropology **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Anthropology **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

## Success and Retention: Anthropology

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Anthropology Success Rate	73.6%	69.0%	70.2%

Modality	2015-16	2016-17	2017-18
Traditional	87.9%	92.6%	94.1%
Online	74.9%	73.3%	72.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	71.5%	63.7%	66.6%

Gender	2015-16	2016-17	2017-18
Female	75.0%	72.7%	74.9%
Male	73.2%	67.5%	67.7%
Unknown	57.1%	62.5%	85.0%

Ethnicity	2015-16	2016-17	2017-18
African American	74.3%	62.7%	58.3%
American Indian/AK Native	55.6%	33.3%	70.0%
Asian	70.6%	64.7%	77.0%
Hispanic	67.2%	65.4%	62.5%
Pacific Islander/HI Native	50.0%	83.3%	50.0%
White	80.0%	76.8%	78.3%
Multi-Ethnicity	70.9%	71.3%	70.0%
Other/Unknown	76.5%	69.2%	72.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	89.7%	92.2%	82.2%
20 to 24	66.1%	72.8%	69.4%
25 to 29	69.5%	63.2%	68.5%
30 to 34	69.1%	72.9%	66.4%
35 to 39	73.6%	65.0%	70.3%
40 to 49	77.6%	65.8%	64.0%
50 and Older	75.0%	54.2%	74.3%

The percentage difference in the **course success rate** in Anthropology courses in 2017-18 showed a slight decrease from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Anthropology 2017-18 course success rate to the College's overall success average\* (70.4%) and the institution-set standard\* (58.3%) for credit course success, the Anthropology **course success rate** was minimally different 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 success rate for 2017-18, the success 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 success rate for 2017-18, the success rate was slightly higher for **female** students in Anthropology courses, slightly lower for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Anthropology success rate for 2017-18, the success rate was substantially lower for **African American** students in Anthropology courses, minimally different 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, minimally different for **multi-ethnic** students, and slightly higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Anthropology success rate for 2017-18, the success rate was substantially higher for students aged **19 or less** in Anthropology 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**, moderately lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Anthropology Retention Rate	89.0%	83.4%	88.4%

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	96.6%	96.3%	98.0%
Online	88.2%	87.2%	88.5%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	88.7%	79.6%	87.5%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	90.6%	87.4%	91.1%
Male	88.6%	82.0%	87.2%
Unknown	57.1%	62.5%	90.0%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	92.8%	86.0%	86.3%
American Indian/AK Native	66.7%	83.3%	90.0%
Asian	82.4%	84.0%	88.5%
Hispanic	86.4%	78.8%	84.4%
Pacific Islander/HI Native	50.0%	100.0%	83.3%
White	92.6%	86.4%	91.8%
Multi-Ethnicity	87.3%	82.7%	89.3%
Other/Unknown	82.4%	76.9%	90.9%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	94.8%	96.1%	91.8%
20 to 24	87.0%	87.3%	86.6%
25 to 29	89.0%	82.2%	86.3%
30 to 34	85.8%	84.5%	92.3%
35 to 39	86.8%	80.5%	87.5%
40 to 49	91.8%	78.9%	84.2%
50 and Older	88.9%	76.6%	93.8%

The percentage difference in the **retention rate** in Anthropology courses in 2017-18 showed a moderate increase from 2016-17 and minimal difference from 2015-16. When comparing the percentage point difference in the Anthropology 2017-18 retention rate to the College's overall retention average\* (85.1%) and the institution-set standard\* (71.1%) for credit course success, the Anthropology **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 Anthropology retention rate for 2017-18, the retention rate was moderately higher for **traditional (face-to-face)** Anthropology courses, minimally different for **online** courses, not applicable 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 Anthropology retention rate for 2017-18, the retention rate was slightly higher for **female** students in Anthropology courses, slightly lower for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Anthropology retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Anthropology courses, slightly higher for **American Indian/AK Native** students, minimally different for **Asian** students, slightly lower for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and slightly higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Anthropology retention rate for 2017-18, the retention rate was slightly higher for students aged **19 or less** in Anthropology courses, slightly lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, minimally different for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and moderately 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%

## Internal Analysis: Geography

<b>Productivity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Geography Enrollment	367	324	489
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Geography Resident FTES	33.01	28.89	44.44
Sections	10	8	14
Fill Rate	82.5%	76.7%	77.8%
WSCH/FTEF 595 Efficiency	554	575	532
FTEF/30	1.0	0.9	1.4
Extended Learning Enrollment	0	0	0

The percentage change in the number of Geography **enrollments** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Geography credit courses showed a substantial increase from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Geography courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Geography courses showed a slight increase from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Geography courses in 2017-18 showed a moderate decrease from 2016-17 and a slight decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Geography courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of Geography **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

<b>Comparison of Enrollment Trends</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Geography Enrollment	367	324	489

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	4.4%	0.0%	0.0%
Online	95.6%	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>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	56.4%	54.3%	56.0%
Male	41.7%	44.4%	41.3%
Unknown	1.9%	1.2%	2.7%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	8.7%	6.2%	5.5%
American Indian/AK Native	0.5%	0.3%	1.4%
Asian	19.3%	23.1%	22.3%
Hispanic	12.8%	12.0%	14.9%
Pacific Islander/HI Native	1.1%	0.0%	0.4%
White	40.9%	34.0%	38.2%
Multi-Ethnicity	15.3%	24.4%	14.7%
Other/Unknown	1.4%	0.0%	2.5%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	15.0%	21.0%	17.6%
20 to 24	37.1%	36.1%	35.2%
25 to 29	16.6%	13.9%	13.5%
30 to 34	7.4%	11.4%	10.4%
35 to 39	6.0%	4.0%	7.2%
40 to 49	8.2%	6.5%	9.2%
50 and Older	9.8%	7.1%	7.0%

Geography courses made up 0.8% of all state-funded enrollment for 2017-18. The percentage difference in Geography course **enrollment** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. Enrollment in Geography during 2017-18 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 2017-18, Geography enrollment consisted of 56.0% **female**, 41.3% **male**, and 2.7% students of **unknown** gender. In 2017-18, Geography enrollment consisted of 5.5% **African American** students, 1.4% **American Indian/AK Native** students, 22.3% **Asian** students, 14.9% **Hispanic** students, 0.4% **Pacific Islander/HI Native** students, 38.2% **White** students, 14.7% **multi-ethnic** students, and 2.5% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Geography revealed 17.6% aged **19 or less**, 35.2% aged **20 to 24**, 13.5% aged **25 to 29**, 10.4% aged **30 to 34**, 7.2% aged **35 to 39**, 9.2% aged **40 to 49**, and 7.0% aged **50 and older**.

<b>Awards</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College Awarded Degrees	2,047	2,221	2,213
Geography Degrees	0	0	0
College Awarded Certificates	600	602	628
Geography Certificates	0	0	0

The percentage change in the number of Geography **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Geography **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

## Success and Retention: Geography

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Geography Success Rate	69.2%	79.6%	79.1%

Modality	2015-16	2016-17	2017-18
Traditional	62.5%	-	-
Online	69.5%	79.6%	79.1%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	67.6%	77.8%	79.6%
Male	72.5%	81.3%	77.2%
Unknown	42.9%	100.0%	100.0%

Ethnicity	2015-16	2016-17	2017-18
African American	28.1%	70.0%	51.9%
American Indian/AK Native	50.0%	100.0%	100.0%
Asian	78.9%	76.0%	83.5%
Hispanic	66.0%	71.8%	78.1%
Pacific Islander/HI Native	75.0%	-	100.0%
White	73.3%	86.4%	82.9%
Multi-Ethnicity	69.6%	79.7%	70.8%
Other/Unknown	100.0%	-	83.3%

Age Group	2015-16	2016-17	2017-18
19 or Less	76.4%	89.7%	86.0%
20 to 24	73.5%	76.9%	79.1%
25 to 29	55.7%	84.4%	77.3%
30 to 34	70.4%	78.4%	64.7%
35 to 39	54.5%	76.9%	88.6%
40 to 49	70.0%	90.5%	84.4%
50 and Older	72.2%	47.8%	70.6%

The percentage difference in the **course success rate** in Geography courses in 2017-18 showed a substantial increase from 2016-17 and a minimal difference from 2015-16. When comparing the percentage point difference in the Geography 2017-18 course success rate to the College's overall success average\* (70.4%) and the institution-set standard\* (58.3%) for credit course success, the Geography **course success rate** was moderately 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 success rate for 2017-18, 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 2017-18, the success rate was minimally different for **female** students in Geography courses, slightly lower 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 2017-18, the success rate was substantially lower for **African American** students in Geography courses, substantially higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and slightly higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Geography success rate for 2017-18, the success rate was moderately higher for students aged **19 or less** in Geography courses, minimally different for students aged **20 to 24**, slightly lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, moderately higher for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Geography Retention Rate	79.3%	88.0%	84.9%

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	75.0%	-	-
Online	79.5%	88.0%	84.9%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	75.8%	84.7%	85.4%
Male	84.3%	91.7%	83.2%
Unknown	71.4%	100.0%	100.0%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	43.8%	80.0%	59.3%
American Indian/AK Native	50.0%	100.0%	100.0%
Asian	90.1%	85.3%	86.2%
Hispanic	76.6%	87.2%	87.7%
Pacific Islander/HI Native	75.0%	-	100.0%
White	83.3%	92.7%	87.7%
Multi-Ethnicity	76.8%	86.1%	79.2%
Other/Unknown	100.0%	-	91.7%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	83.6%	94.1%	93.0%
20 to 24	82.4%	87.2%	86.6%
25 to 29	70.5%	93.3%	81.8%
30 to 34	77.8%	83.8%	70.6%
35 to 39	81.8%	92.3%	91.4%
40 to 49	76.7%	95.2%	84.4%
50 and Older	77.8%	60.9%	76.5%

The percentage difference in the **retention rate** in Geography courses in 2017-18 showed a slight decrease from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the Geography 2017-18 retention rate to the College's overall retention average\* (85.1%) and the institution-set standard\* (71.1%) for credit course success, the Geography **retention rate** was minimally different 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 2017-18, 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 2017-18, the retention rate was minimally different for **female** students in Geography courses, slightly lower 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 2017-18, the retention rate was substantially lower for **African American** students in Geography courses, substantially higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly higher for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and moderately higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Geography retention rate for 2017-18, the retention rate was moderately higher for students aged **19 or less** in Geography courses, slightly higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, substantially lower for students aged **30 to 34**, moderately higher for students aged **35 to 39**, minimally different 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%



## Internal Analysis: History

<b>Productivity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
History Enrollment	3,095	3,142	3,181
College Student Resident FTES	6,343.35	5,928.76	6,189.62
History Resident FTES	281.34	282.50	289.16
Sections	43	50	52
Fill Rate	86.6%	83.3%	80.3%
WSCH/FTEF 595 Efficiency	953	884	865
FTEF/30	4.9	5.3	5.6
Extended Learning Enrollment	1,214	1,155	699

The percentage change in the number of History **enrollments** in 2017-18 showed a slight increase from 2016-17 and a slight increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in History credit courses showed a slight increase from 2016-17 and a slight increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in History courses in 2017-18 showed a slight increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for History courses showed a slight decrease from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in History courses in 2017-18 showed a slight decrease from 2016-17 and a moderate decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for History courses in 2017-18 showed a slight increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of History **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

<b>Comparison of Enrollment Trends</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
History Enrollment	3,095	3,142	3,181

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	5.0%	3.9%	4.4%
Online	49.3%	56.0%	55.0%
Hybrid	1.8%	0.6%	0.5%
Correspondence (Cable, Telecourse, Other DL)	43.8%	39.5%	40.1%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	37.1%	38.5%	38.8%
Male	61.5%	59.9%	59.6%
Unknown	1.4%	1.6%	1.6%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	14.0%	12.5%	12.3%
American Indian/AK Native	0.4%	0.8%	0.7%
Asian	15.0%	15.4%	13.5%
Hispanic	20.5%	19.3%	20.9%
Pacific Islander/HI Native	0.4%	0.4%	0.7%
White	34.0%	34.1%	35.1%
Multi-Ethnicity	14.2%	16.0%	15.7%
Other/Unknown	1.6%	1.6%	1.0%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	11.2%	15.2%	14.6%
20 to 24	23.3%	22.3%	22.6%
25 to 29	15.6%	15.3%	14.0%
30 to 34	14.8%	13.1%	12.0%
35 to 39	10.7%	11.6%	10.5%
40 to 49	14.3%	13.5%	14.7%
50 and Older	10.1%	9.0%	11.5%

History courses made up 5.2% of all state-funded enrollment for 2017-18. The percentage difference in History course **enrollment** in 2017-18 showed a slight increase from 2016-17 and a slight increase from 2015-16. Enrollment in History during 2017-18 showed 4.4% of courses were taught **traditional (face-to-face)**, 55.0% were taught **online**, 0.5% were taught in the **hybrid** modality, and 40.1% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, History enrollment consisted of 38.8% **female**, 59.6% **male**, and 1.6% students of **unknown** gender. In 2017-18, History enrollment consisted of 12.3% **African American** students, 0.7% **American Indian/AK Native** students, 13.5% **Asian** students, 20.9% **Hispanic** students, 0.7% **Pacific Islander/HI Native** students, 35.1% **White** students, 15.7% **multi-ethnic** students, and 1.0% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in History revealed 14.6% aged **19 or less**, 22.6% aged **20 to 24**, 14.0% aged **25 to 29**, 12.0% aged **30 to 34**, 10.5% aged **35 to 39**, 14.7% aged **40 to 49**, and 11.5% aged **50 and older**.

<b>Awards</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College Awarded Degrees	2,047	2,221	2,213
History Degrees	86	121	150
College Awarded Certificates	600	602	628
History Certificates	0	0	0

The percentage change in the number of History **degrees** awarded in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of degrees awarded in 2015-16.

The percentage change in the number of History **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

## Success and Retention: History

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
History Success Rate	63.5%	68.6%	72.2%

Modality	2015-16	2016-17	2017-18
Traditional	81.2%	87.7%	88.7%
Online	64.4%	68.9%	73.1%
Hybrid	36.8%	50.0%	75.0%
Correspondence (Cable, Telecourse, Other DL)	61.6%	66.6%	69.2%

Gender	2015-16	2016-17	2017-18
Female	64.5%	70.6%	73.7%
Male	63.0%	67.6%	71.1%
Unknown	62.8%	60.0%	78.0%

Ethnicity	2015-16	2016-17	2017-18
African American	47.7%	55.3%	54.9%
American Indian/AK Native	25.0%	43.5%	50.0%
Asian	75.2%	76.0%	84.0%
Hispanic	57.9%	62.8%	64.7%
Pacific Islander/HI Native	84.6%	63.6%	55.0%
White	68.4%	76.8%	79.9%
Multi-Ethnicity	64.2%	65.0%	70.3%
Other/Unknown	60.0%	49.0%	72.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	75.6%	80.7%	81.3%
20 to 24	60.6%	66.8%	71.0%
25 to 29	57.3%	63.1%	66.6%
30 to 34	62.4%	63.3%	69.9%
35 to 39	63.0%	70.6%	72.5%
40 to 49	61.8%	70.0%	70.9%
50 and Older	71.0%	65.6%	74.2%

The percentage difference in the **course success rate** in History courses in 2017-18 showed a substantial increase from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the History 2017-18 course success rate to the College's overall success average\* (70.4%) and the institution-set standard\* (58.3%) for credit course success, the History **course success 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 History success rate for 2017-18, the success rate was substantially higher for **traditional (face-to-face)** History courses, minimally different for **online** courses, slightly higher 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 2017-18, the success rate was slightly higher for **female** students in History courses, slightly lower for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall History success rate for 2017-18, the success rate was substantially lower for **African American** students in History courses, substantially lower for **American Indian/AK Native** students, substantially 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 minimally different for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall History success rate for 2017-18, the success rate was moderately 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**, slightly lower for students aged **30 to 34**, minimally different 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>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
History Retention Rate	83.1%	84.3%	87.6%

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	92.2%	93.4%	97.9%
Online	81.7%	83.3%	86.9%
Hybrid	61.4%	77.8%	87.5%
Correspondence (Cable, Telecourse, Other DL)	84.6%	84.8%	87.4%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	82.6%	84.7%	87.4%
Male	83.5%	84.0%	87.8%
Unknown	81.4%	84.0%	88.0%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	73.4%	75.4%	83.1%
American Indian/AK Native	75.0%	69.6%	81.8%
Asian	87.5%	87.4%	92.1%
Hispanic	81.1%	82.2%	85.0%
Pacific Islander/HI Native	92.3%	81.8%	80.0%
White	84.9%	88.4%	89.8%
Multi-Ethnicity	86.1%	83.7%	86.4%
Other/Unknown	88.0%	73.5%	87.9%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	87.6%	89.7%	93.1%
20 to 24	83.3%	84.5%	87.2%
25 to 29	77.8%	81.5%	83.2%
30 to 34	82.8%	81.3%	87.7%
35 to 39	84.8%	84.3%	86.8%
40 to 49	83.0%	84.4%	86.7%
50 and Older	84.4%	83.3%	88.5%

The percentage difference in the **retention rate** in History courses in 2017-18 showed a slight increase from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the History 2017-18 retention rate to the College's overall retention average\* (85.1%) and the institution-set standard\* (71.1%) for credit course success, the History **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 History retention rate for 2017-18, the retention rate was substantially higher for **traditional (face-to-face)** History courses, minimally different for **online** courses, minimally different 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 2017-18, 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 2017-18, the retention rate was slightly lower for **African American** students in History courses, moderately lower for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower 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 History retention rate for 2017-18, 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**, minimally different 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%

## Internal Analysis: Political Science

<b>Productivity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Political Science Enrollment	1,262	1,162	1,177
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Political Science Resident FTES	115.19	105.78	107.02
Sections	22	23	23
Fill Rate	72.3%	70.8%	69.7%
WSCH/FTEF 595 Efficiency	804	815	759
FTEF/30	2.4	2.2	2.4
Extended Learning Enrollment	151	91	106

The percentage change in the number of Political Science **enrollments** in 2017-18 showed a slight increase from 2016-17 and a moderate decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Political Science credit courses showed a slight increase from 2016-17 and a moderate decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Political Science courses in 2017-18 showed a minimal difference from 2016-17 and a slight increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Political Science courses showed a slight decrease from 2016-17 and a slight decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Political Science courses in 2017-18 showed a moderate decrease from 2016-17 and a moderate decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Political Science courses in 2017-18 showed a substantial increase from 2016-17 and a minimal difference in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial increase in the number of Political Science **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.



<b>Comparison of Enrollment Trends</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Political Science Enrollment	1,262	1,162	1,177

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	13.7%	16.2%	14.8%
Online	47.9%	50.3%	54.1%
Hybrid	1.7%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	36.6%	33.5%	31.1%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	39.7%	40.8%	44.4%
Male	58.7%	58.1%	54.0%
Unknown	1.6%	1.1%	1.5%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	15.1%	14.0%	11.2%
American Indian/AK Native	0.5%	0.5%	0.8%
Asian	17.3%	19.6%	20.7%
Hispanic	21.2%	19.4%	20.6%
Pacific Islander/HI Native	0.3%	0.3%	0.4%
White	30.5%	30.2%	31.4%
Multi-Ethnicity	13.9%	14.0%	13.9%
Other/Unknown	1.3%	1.9%	0.8%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	12.1%	14.3%	15.6%
20 to 24	25.5%	27.8%	26.9%
25 to 29	16.4%	13.7%	15.6%
30 to 34	14.7%	12.3%	11.1%
35 to 39	9.2%	7.9%	9.1%
40 to 49	13.2%	14.4%	13.0%
50 and Older	8.8%	9.6%	8.6%

Political Science courses made up 1.9% of all state-funded enrollment for 2017-18. The percentage difference in Political Science course **enrollment** in 2017-18 showed a slight increase from 2016-17 and a moderate decrease from 2015-16. Enrollment in Political Science during 2017-18 showed 14.8% of courses were taught **traditional (face-to-face)**, 54.1% were taught **online**, 0.0% were taught in the **hybrid** modality, and 31.1% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Political Science enrollment consisted of 44.4% **female**, 54.0% **male**, and 1.5% students of **unknown** gender. In 2017-18, Political Science enrollment consisted of 11.2% **African American** students, 0.8% **American Indian/AK Native** students, 20.7% **Asian** students, 20.6% **Hispanic** students, 0.4% **Pacific Islander/HI Native** students, 31.4% **White** students, 13.9% **multi-ethnic** students, and 0.8% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Political Science revealed 15.6% aged **19 or less**, 26.9% aged **20 to 24**, 15.6% aged **25 to 29**, 11.1% aged **30 to 34**, 9.1% aged **35 to 39**, 13.0% aged **40 to 49**, and 8.6% aged **50 and older**.

<b>Awards</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College Awarded Degrees	2,047	2,221	2,213
Political Science Degrees	0	0	0
College Awarded Certificates	600	602	628
Political Science Certificates	0	0	0

The percentage change in the number of Political Science **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Political Science **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

## Success and Retention: Political Science

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Political Science Success Rate	55.8%	60.4%	57.5%

Modality	2015-16	2016-17	2017-18
Traditional	82.1%	86.7%	82.2%
Online	46.8%	53.6%	50.9%
Hybrid	45.5%	-	-
Correspondence (Cable, Telecourse, Other DL)	58.2%	57.8%	57.3%

Gender	2015-16	2016-17	2017-18
Female	55.1%	60.5%	57.2%
Male	55.7%	60.9%	57.7%
Unknown	75.0%	30.8%	61.1%

Ethnicity	2015-16	2016-17	2017-18
African American	40.0%	49.1%	42.0%
American Indian/AK Native	66.7%	50.0%	60.0%
Asian	68.3%	71.4%	69.7%
Hispanic	52.1%	49.6%	49.8%
Pacific Islander/HI Native	50.0%	33.3%	60.0%
White	59.5%	66.1%	61.7%
Multi-Ethnicity	53.4%	60.7%	54.3%
Other/Unknown	68.8%	54.5%	44.4%

Age Group	2015-16	2016-17	2017-18
19 or Less	54.2%	62.7%	53.3%
20 to 24	47.5%	56.5%	55.5%
25 to 29	55.6%	66.7%	51.6%
30 to 34	58.6%	58.0%	60.3%
35 to 39	69.0%	63.0%	48.1%
40 to 49	60.5%	58.7%	66.9%
50 and Older	56.8%	62.5%	74.3%

The percentage difference in the **course success rate** in Political Science courses in 2017-18 showed a slight increase from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the Political Science 2017-18 course success rate to the College's overall success average\* (70.4%) and the institution-set standard\* (58.3%) for credit course success, the Political Science **course success rate** was substantially lower than the **college average** and minimally different than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Political Science success rate for 2017-18, 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 minimally different 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 2017-18, the success rate was minimally different for **female** students in Political Science courses, minimally different for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Political Science success rate for 2017-18, the success rate was substantially lower for **African American** students in Political Science courses, slightly 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, 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 Political Science success rate for 2017-18, the success rate was slightly lower for students aged **19 or less** in Political Science courses, slightly lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and substantially higher for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Political Science Retention Rate	75.7%	77.4%	74.4%

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	91.9%	96.3%	94.8%
Online	66.3%	67.5%	64.4%
Hybrid	95.5%	-	-
Correspondence (Cable, Telecourse, Other DL)	81.0%	83.3%	82.4%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	72.7%	74.6%	70.7%
Male	77.5%	79.4%	77.4%
Unknown	85.0%	76.9%	77.8%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	66.8%	77.3%	73.3%
American Indian/AK Native	100.0%	83.3%	80.0%
Asian	78.0%	83.7%	77.9%
Hispanic	77.9%	72.1%	72.8%
Pacific Islander/HI Native	50.0%	66.7%	60.0%
White	76.9%	79.2%	76.9%
Multi-Ethnicity	76.1%	73.0%	67.7%
Other/Unknown	75.0%	72.7%	66.7%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	79.1%	78.9%	72.8%
20 to 24	69.9%	70.8%	70.0%
25 to 29	75.8%	81.8%	66.8%
30 to 34	79.6%	75.5%	77.1%
35 to 39	82.8%	85.9%	75.5%
40 to 49	73.7%	82.0%	85.4%
50 and Older	76.6%	76.8%	84.2%

The percentage difference in the **retention rate** in Political Science courses in 2017-18 showed a slight decrease from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the Political Science 2017-18 retention rate to the College's overall retention average\* (85.1%) and the institution-set standard\* (71.1%) for credit course success, the Political Science **retention rate** was substantially 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 2017-18, the retention rate was substantially higher for **traditional (face-to-face)** Political Science courses, substantially 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 2017-18, the retention rate was slightly lower for **female** students in Political Science courses, slightly higher for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Political Science retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Political Science courses, moderately higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower 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 retention rate for 2017-18, the retention rate was slightly lower for students aged **19 or less** in Political Science courses, slightly lower for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, substantially higher for students aged **40 to 49**, and moderately 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%

## Internal Analysis: Sociology

<b>Productivity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Sociology Enrollment	2,256	2,410	2,644
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Sociology Resident FTES	203.18	218.55	242.16
Sections	26	28	34
Fill Rate	78.1%	83.1%	80.9%
WSCH/FTEF 595 Efficiency	1,114	1,139	1,074
FTEF/30	3.0	3.2	3.7
Extended Learning Enrollment	362	306	228

The percentage change in the number of Sociology **enrollments** in 2017-18 showed a moderate increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Sociology credit courses showed a substantial increase from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Sociology courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Sociology courses showed a slight decrease from 2016-17 and a slight increase in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Sociology courses in 2017-18 showed a moderate decrease from 2016-17 and a slight decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Sociology courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Sociology **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

<b>Comparison of Enrollment Trends</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Enrollment	63,485	60,149	61,512
Sociology Enrollment	2,256	2,410	2,644

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	2.0%	3.3%	1.5%
Online	32.5%	33.9%	38.4%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	65.5%	62.9%	60.2%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	28.7%	28.9%	29.7%
Male	70.2%	69.8%	68.9%
Unknown	1.1%	1.4%	1.4%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	22.3%	18.8%	18.7%
American Indian/AK Native	0.8%	1.0%	0.6%
Asian	11.9%	14.4%	15.1%
Hispanic	23.4%	25.6%	23.9%
Pacific Islander/HI Native	0.6%	0.4%	0.6%
White	27.6%	26.2%	28.7%
Multi-Ethnicity	11.5%	12.2%	11.2%
Other/Unknown	1.9%	1.4%	1.2%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	4.7%	7.1%	7.2%
20 to 24	17.9%	13.9%	14.4%
25 to 29	15.9%	15.9%	17.3%
30 to 34	15.9%	16.1%	13.7%
35 to 39	14.2%	13.7%	14.3%
40 to 49	18.3%	19.7%	19.4%
50 and Older	13.1%	13.6%	13.8%

Sociology courses made up 4.3% of all state-funded enrollment for 2017-18. The percentage difference in Sociology course **enrollment** in 2017-18 showed a moderate increase from 2016-17 and a substantial increase from 2015-16. Enrollment in Sociology during 2017-18 showed 1.5% of courses were taught **traditional (face-to-face)**, 38.4% were taught **online**, 0.0% were taught in the **hybrid** modality, and 60.2% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Sociology enrollment consisted of 29.7% **female**, 68.9% **male**, and 1.4% students of **unknown** gender. In 2017-18, Sociology enrollment consisted of 18.7% **African American** students, 0.6% **American Indian/AK Native** students, 15.1% **Asian** students, 23.9% **Hispanic** students, 0.6% **Pacific Islander/HI Native** students, 28.7% **White** students, 11.2% **multi-ethnic** students, and 1.2% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Sociology revealed 7.2% aged **19 or less**, 14.4% aged **20 to 24**, 17.3% aged **25 to 29**, 13.7% aged **30 to 34**, 14.3% aged **35 to 39**, 19.4% aged **40 to 49**, and 13.8% aged **50 and older**.



<b>Awards</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College Awarded Degrees	2,047	2,221	2,213
Sociology Degrees	332	372	433
College Awarded Certificates	600	602	628
Sociology Certificates	0	0	0

The percentage change in the number of Sociology **degrees** awarded in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of degrees awarded in 2015-16.

The percentage change in the number of Sociology **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

## Success and Retention: Sociology

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Sociology Success Rate	66.3%	68.6%	68.4%

Modality	2015-16	2016-17	2017-18
Traditional	81.8%	81.0%	66.7%
Online	67.3%	75.6%	68.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	65.4%	64.2%	68.3%

Gender	2015-16	2016-17	2017-18
Female	65.1%	74.7%	69.9%
Male	66.8%	66.3%	67.8%
Unknown	68.0%	57.6%	67.6%

Ethnicity	2015-16	2016-17	2017-18
African American	58.6%	63.1%	56.8%
American Indian/AK Native	57.9%	76.0%	73.3%
Asian	74.6%	83.5%	78.0%
Hispanic	64.8%	62.1%	64.4%
Pacific Islander/HI Native	69.2%	70.0%	73.3%
White	72.6%	71.2%	76.3%
Multi-Ethnicity	59.8%	67.8%	62.6%
Other/Unknown	74.4%	64.7%	69.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	70.5%	78.5%	71.1%
20 to 24	62.9%	67.3%	66.1%
25 to 29	63.0%	68.3%	67.5%
30 to 34	65.9%	67.2%	66.0%
35 to 39	69.8%	66.2%	71.6%
40 to 49	69.1%	69.3%	70.0%
50 and Older	66.9%	68.5%	67.8%

The percentage difference in the **course success rate** in Sociology courses in 2017-18 showed a slight increase from 2016-17 and a minimal difference from 2015-16. When comparing the percentage point difference in the Sociology 2017-18 course success rate to the College's overall success average\* (70.4%) and the institution-set standard\* (58.3%) for credit course success, the Sociology **course success 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 Sociology success rate for 2017-18, the success rate was slightly lower for **traditional (face-to-face)** Sociology courses, minimally different for **online** courses, not applicable 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 Sociology success rate for 2017-18, the success rate was slightly higher for **female** students in Sociology 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 Sociology success rate for 2017-18, the success rate was substantially lower for **African American** students in Sociology courses, slightly higher for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly lower for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and slightly higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Sociology success rate for 2017-18, the success rate was slightly 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 higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and minimally different for students aged **50 and older**.

<b>Comparison of Retention Rates</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Sociology Retention Rate	86.2%	87.4%	86.8%

<b>Modality</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Traditional	93.2%	92.4%	87.2%
Online	82.4%	90.3%	83.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	87.8%	85.6%	89.0%

<b>Gender</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Female	82.9%	91.4%	85.2%
Male	87.4%	86.0%	87.3%
Unknown	92.0%	75.8%	91.9%

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
African American	86.3%	88.3%	85.1%
American Indian/AK Native	89.5%	92.0%	86.7%
Asian	85.8%	89.9%	88.3%
Hispanic	85.3%	86.9%	85.4%
Pacific Islander/HI Native	92.3%	100.0%	100.0%
White	87.1%	86.5%	88.9%
Multi-Ethnicity	84.9%	86.4%	83.7%
Other/Unknown	88.4%	79.4%	90.9%

<b>Age Group</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
19 or Less	89.5%	91.3%	87.4%
20 to 24	82.9%	86.3%	85.5%
25 to 29	85.8%	89.3%	86.6%
30 to 34	88.0%	87.6%	84.7%
35 to 39	87.5%	84.6%	87.3%
40 to 49	87.6%	88.0%	89.3%
50 and Older	84.1%	86.2%	86.0%

The percentage difference in the **retention rate** in Sociology courses in 2017-18 showed minimal difference from 2016-17 and minimal difference from 2015-16. When comparing the percentage point difference in the Sociology 2017-18 retention rate to the College's overall retention average\* (85.1%) and the institution-set standard\* (71.1%) 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 2017-18, the retention rate was minimally different for **traditional (face-to-face)** Sociology courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Sociology retention rate for 2017-18, the retention rate was slightly lower for **female** students in Sociology courses, minimally different for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Sociology retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Sociology courses, minimally different for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and slightly higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Sociology retention rate for 2017-18, the retention rate was minimally different 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**, minimally different 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%

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

Table X *SLO Assessment and Plan*

SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
Anthropology: SLOs collected in ANTH 100 and ANTH 185	Rubric in written assignments; exams	ANTH 100: 80 ANTH 185: 50	~ 94% met ~94% met
Geography: SLOs collected in GEOG 100	Rubric in written assignments; exams	65	~90% met
History: SLOs collected in HIST 170 and HIST 175	Rubric in written assignments; exams	HIST 170: 200 HIST 175: 50	SLO1: ~82% met; SLO2: ~91% met SLO1: ~73% met; SLO2: ~80% met
Sociology: SLOs collected in SOC 100	Rubric in written assignments; exams	40	~99.8% met

Outline of dialog/conversations plan: Beginning Spring 2020, Social Sciences department meetings will consist of SLO discussion which will include results of current SLO collection data, course and programmatic change(s), and anticipated outcomes. Department Chair will continue to train faculty on collecting and reporting SLOs in each of their classes, will update SLO Reporting Schedule, and will notify faculty when their class is due to report. Department Chair will then gather data from SLO Cloud prior to department meetings and will report results to faculty at which time faculty and chair will discuss ideas for recommended changes in pedagogy, necessary changes to courses or programs, and how to improve student learning outcomes.

### 2017-2018 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.	7	71.4%	28.6%	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.	7	85.7%	14.3%	0.0%	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.	7	100.0%	0.0%	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.	7	71.4%	28.6%	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.	7	100.0%	0.0%	0.0%	0.0%
Employ methods and theories from different disciplines to analyze social and behavioral	7	85.7%	14.3%	0.0%	0.0%

problems, policies related to these problems, and how they both change over time.					
Evaluate the impact of social and cultural diversity upon the development of past societies.	7	100.0%	0.0%	0.0%	0.0%
Follow directions and apply effective communication skills in a variety of settings.	7	85.7%	14.3%	0.0%	0.0%
Support opinions/ideas using solid research principles.	7	85.7%	14.3%	0.0%	0.0%
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.	6	83.3%	16.7%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2017-2018 post-graduate survey for the Social Sciences Program to produce meaningful data.

2015-2016 through 2018-2019

#### Aggregate Social Sciences Program Student Learning Outcomes (PSLOs)

<b>Social Sciences PSLOs</b>	<b>N</b>	<b>Able and Confident</b>	<b>Able and Somewhat Confident</b>	<b>Able and Not Confident</b>	<b>Not Able</b>
Analyze the meaning of primary and/or secondary historical sources and their significance as evidence.	45	68.9%	24.5%	6.7%	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.	45	80.0%	17.8%	2.2%	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.	45	75.5%	22.2%	2.2%	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.	45	66.7%	31.1%	2.2%	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.	45	77.8%	13.3%	2.2%	6.7%
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.	45	66.6%	28.9%	4.5%	0.0%
Evaluate the impact of social and cultural diversity upon the development of past societies.	45	75.5%	20.0%	4.5%	0.0%
Follow directions and apply effective communication skills in a variety of settings.	45	86.6%	11.1%	2.2%	0.0%
Support opinions/ideas using solid research principles.	45	75.6%	17.8%	6.7%	0.0%
Utilize methods and theories from the social and behavioral sciences to collect, interpret, and apply	44	70.4%	22.7%	4.5%	2.3%

quantitative and qualitative evidence regarding the human experience as an individual and in the context of the larger society.					
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The aggregate post-graduation survey results show that the majority of graduates of the Social Sciences Program were able and confident or somewhat confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence in following directions and applying effective communication skills in a variety of settings was highest. In contrast, confidence and ability was lowest in critically evaluating the social, cultural, political and/or economic characteristics of past societies and explaining how and why these characteristics change over time.

## Curriculum Review

Table Curriculum Review

Course	Title	Term Reviewed	Status
ANTH C100	Cultural Anthropology	2018	Current
ANTH C120	Introduction to Archeology	2019	Current
ANTH C150	World Cultures	2019	Current
ANTH C185	Physical Anthropology	2019	Current
GEOG C100	World Regional Geography	2015	Current
GEOG C150	California Geography	2017	Current
GEOG C180	Physical Geography	2019	Current
GEOG C185	Cultural Geography	2019	Current
HIST C101	Military History of the United States	2019	Suspended
HIST C115	Latin American History and Culture	2019	Current
HIST C121	History of American Women	2019	Current
HIST C122	Chicano History	2019	Current
HIST C124	Vietnamese American History and Culture	2019	Suspended
HIST C125	Modern Iraqi History and Culture	2019	Suspended
HIST C126	African-American History	2019	Suspended
HIST C128	History Of Modern China	2019	Suspended
HIST C132	History of Britain and Ireland 1	2019	Suspended
HIST C135	History of Britain and Ireland 2	2019	Suspended
HIST C146	History of Mexico	2019	Current
HIST C150	History of California	2019	Current
HIST C155	The American West	2019	Current
HIST C161	World History 1	2019	Current
HIST C162	World History 2	2019	Current
HIST C170	United States History to 1876	2019	Current
HIST C175	United States History Since 1876	2019	Current
HIST C180	Western Civilization 1	2019	Current
HIST C185	Western Civilization 2	2019	Current
PSCI C101	Survey of Current Issues	2019	Current
PSCI C140	Politics of the Middle East	2019	Current
PSCI C160	Law and Democracy	2019	Current
PSCI C180	American Government	2019	Current
PSCI C185	Comparative Government and Politics	2014	Current



SOC C100	Introduction to Sociology	2018	Current
SOC C110	Introduction to Marriage and Family	2018	Current
SOC C185	Analysis of Social Problems	2018	Current
SOC C120	Introduction to Gerontology	2018	Current
SOC C130	Globalization and Social Change	2018	Current

## Progress on Initiative(s)

Table X Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Diversify Course offerings	Completed	We have added additional courses in Anthropology, Geography, History, and Sociology. Dean of Instruction has offered additional course suggestions.	Enrollments in the new classes have been good.
Develop Geography transfer major (AD-T)	In-Progress	A GIS COR was written and is awaiting approval, to be offered Fall 2020. Department Chair will work with Geography Instructors to develop AD-T in CurricuNET Spring 2020.	Outcome will be diversity of course offerings for students wishing to major in Geography and/or obtain a degree for transfer.
Develop Anthropology transfer major (AD-T)	In-Progress	Department Chair and Anthropology Instructor Moises Plascencia wrote a COR for a new course which was offered Fall 2019. Department Chair met with Dan Weber to lay out AD-T and will complete it by Spring 2020.	Outcome will be diversity of course offerings for students wishing to major in Anthropology and/or obtain a degree for transfer.
Improve retention and success rates throughout the program, but particularly in Political Science	In-Progress	After rising slightly in 2016-17, success and retention rates declined again in the 2017-18 academic year, therefore, Political Science remains a problem area.	Department Chair has not yet worked with full-time faculty and Dean of Instruction to create a plan for improving retention rates, increasing/modifying courses, however, will do so in Spring 2020.
Work with the faculty and the college to lower costs for students, specifically with regard to textbooks	Completed/In-Progress	Several faculty in the program have adopted OER textbooks and each new faculty hire has been informed of the goal	Lower Costs for all students
Work with the Dean at Newport Beach to develop alternative	Completed	Enrollments in onsite classes have increased slightly.	Dean of Instruction and Department Chair will continue to add courses

scheduling patterns which will improve onsite enrollments.			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 has communicated with Director of Online & Distance Learning for his input and assistance/expertise in hopes of moving this process forward.
Development of Model Courses	In-Progress	Department 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 (which he refers to as "master 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 in Spring 2020. This will help new faculty hires who will receive a model course which can be modified as they wish.
Hire one full-time history instructor Fall 2019.	Terminated		
Hire one full-time ATHR/GEOG instructor Fall 2019.	Terminated		

## Response to Program/Department Committee Recommendation(s)

Table X Progress on Recommendations

<b>Recommendation(s)</b>	<b>Status</b>	<b>Response Summary</b>
Explore opportunities to offer degrees in general education areas that do not award any program specific degrees.	In-progress	Currently working with full-time PSCI Instructor to write new courses which will lead to the development of AD-T
Continue working with faculty and the Faculty Center to improve RSI in online courses.	In-progress	Ensuring new instructors are Canvas trained in RSI and that all instructors are current in RSI training
Complete the curriculum review for courses that have outdated course outlines of record (CORs)	Addressed	All courses and programs have been updated and completed curriculum review process

## Program Planning and Communication Strategies

Chair continues to meet with Geography, Anthropology, and Political Science 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 have been hired each semester and we anticipate hiring a similar amount in the upcoming year because of new course additions.

An SLO Map was created in the previous year which indicated (with a 1) when we will report the first SLO assessment and indicated (with a 2) when we will repeat the SLO reassessment. Each course in each discipline will be similarly evaluated, although not all courses were assessed in the previous year. Department Chair will notify faculty when their class(es) are to be assessed and will provide training, if necessary, for those new faculty who have not been trained. During the Fall 2019 Social Sciences Department Meeting, three new faculty were trained. It was also decided that we will discuss the SLO outcome results in each future meeting so determine where our courses have strongly supported student learning and where improvements need to be made.

## Coastline Pathways

Department Chair, Laura Enomoto, served on the Guided Pathways Focus Group/Steering Committee and is currently serving as a co-leader for the Guided Pathways Career Exploration Work Group. Professor Enomoto relays the information received from these groups to the faculty and Dean of Instruction via emails, phone calls, in-person meetings, and during department meetings. In the upcoming year, she will encourage faculty to create faculty biographies for the new, anticipated department website page. Faculty will also be encouraged to comply with the marketing departments requests to have photos taken for the website.

## Implications of Change

The program has seen consistent growth with a slight decrease in the 2018-2019.

Academic Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percent of FTES	10.7%	11.1%	12.2%	12.7%	12.1%

## Section 2: Human Capital Planning

### Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean of Instruction (1)	Instructor/ Professor (3)	Instructor/ Associate Professor (24)	N/A	N/A
Current year	Dean of Instruction (1)	Instructor/ Professor (3)	Instructor/ Associate Professor (24)	N/A	N/A
1 year	Dean of Instruction (1)	Professor (4)	Instructor/ Associate Professor (25)	N/A	N/A
2 years	Dean of Instruction (1)	Professor (5)	Instructor/ Associate Professor (26)	N/A	N/A
3 years	Dean of Instruction (1)	Professor (6)	Instructor/ Associate Professor (27)	N/A	N/A

### Professional Development

Table X 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
	Served as Board Member (Historian) for the California Cultural Resource Preservation Alliance	Increased knowledge of local historic sites and cultural resources
	Completed 48 units toward Ed.D.	Gained knowledge in doctoral research methods; leadership theory; effective communication; strategic planning and finance; higher education administration; student development theory; current issues in higher education; professional development and mentoring
Kristina Brown, Instructor	Completed courses toward doctoral degree at CSUF: EDD 604 Forecasting & Planning, Session Dates: May 29, 2018 to Jul 20, 2018;	Gained knowledge in doctoral forecasting, planning,

	EDD 630 Leadership Change & Collaboration, Session Dates: May 29, 2018 to Jul 20, 2018; EDD 670F IRB and Proposal Defense, Session Dates: May 29, 2018 to Jul 20, 2018	leadership, and dissertation writing
William Freeman, Instructor	Continue to serve as editor of <i>Finest Hour</i> , the journal of the International Churchill Society	Demonstrated and improved research and writing abilities and knowledge of subject matter (History)
	Continue to serve as editor of the International Churchill Society's monthly online newsletter, the <i>Churchill Bulletin</i>	Demonstrated and improved research and writing abilities and knowledge of subject matter (History)
	Served as program chair for the International Churchill Society's annual conference, which took place in Williamsburg, VA with former Supreme Court Justice Anthony M. Kennedy as the Keynote Speaker	Demonstrated and improved research and writing abilities and knowledge of subject matter (History)
	Spoke at the John Wayne Birthplace and Museum in Winterset, Iowa	Demonstrated and improved presentation techniques and knowledge of subject matter (History)
	Wrote an article for the US Capitol Historical Society's journal the <i>Capitol Dome</i> , which will publish in the fall	Demonstrated and improved research and writing abilities and knowledge of subject matter (History)
Sara Long, Instructor	Served as the Scholarship Committee Chairwoman for the Southwest Oral History Association (SOHA)	Demonstrated and improved research and writing abilities and leadership skills
	Nominated for 2 <sup>nd</sup> Vice President on the SOHA Board of Directors	Demonstrated leadership and knowledge of subject matter (History)
	Began the process to found a museum of cosmetic history including drafting a master development plan, compiling the Board of Directors, and writing the first draft of the museum's bylaws	Demonstrated and improved research and writing abilities, leadership skills, and knowledge of subject matter (History)
	Guest appearance on the <i>World's Most Amazing People</i> radio show and the <i>Best Morning Routine, Ever!</i> Podcast; discussed the forthcoming Museum of Cosmetic History	Demonstrated and improved presentation techniques and knowledge of subject matter (History)
Lisa Salvi, Associate Professor	Completed the following webinars through NISOD: Everyone Communicates, but Few Connect: Effectively Engaging Today's Learner; Jumpstart to Successful Instruction; Claiming Our Right to Be Here: The Art of Overcoming Self-Sabotage; Impacting Student Success Through the Power of Hope; Widening the Aperture: Experiential; Teaching for Engaged	Improvement in pedagogical techniques and knowledge

	Learning; The Known Unknowns: Some Best Practices for Onboarding and; Training New Full-Time Faculty; The Office Hours Initiative (OHI): Outreach, Support, and Success; Keeping Students Engaged; Tips and Strategies for Managing Your Professional Identity Online; Integrating Current Events Into Any College Course; What's the Secret to Creating Classroom Discussions That Work?	
Sasha Montero, Instructor	Served in Guided Pathways work group	Contributed to Coastline Pathway's mission to facilitate student success by creating a clear, coherent, and structured educational experience for students by leading them effectively and efficiently from entry into the College to degrees or certificates needed for their careers.

### 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.

### Section 4: Technology Planning

#### Technology Assessment

The program does not use any specialized technology.

# Section 5: New Initiatives

**Initiative:** Strengthen department through the addition of new courses, certificates, and degrees

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

The hiring of additional full-time faculty 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, add courses/certificates/degrees, and provide additional support for the department. Additional FT faculty members will support the college by serving on committees, attending meetings, and guiding curriculum development.

**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).

**How does this initiative play a part in Coastline Pathways?**

By providing additional courses/certificates/degrees with the support of additional full-time faculty, the Social Sciences Department will contribute to Pathways equity-based mindset and its mission to facilitate student success.

**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.**

Additional full-time faculty members 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 per faculty member

**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.**

Sociology instructor year one; History instructor year two; Anthropology instructor year three; Geography instructor year four.

## Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Strengthen department through the addition of new courses, certificates, and degrees	FT SOC instructor		Ongoing	No	Internal Research; SLOs	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Access and Student Support; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	Fall 2021	1
Strengthen department through the addition of new courses, certificates, and degrees	FT HIST instructor		Ongoing	No	Internal Research; SLOs	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Access and Student Support; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	Fall 2021	2
Strengthen department through the addition of new courses, certificates, and degrees	FT ANTH Instructor		Ongoing	No	Internal Research; SLOs	Student Success, Completion, and Achievement; Instructional and Programmatic Excellence; Access and Student Support; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	Fall 2022	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 service 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