



2020-21
Annual Program Review

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

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Section 1: Program Planning

Internal Analysis and Program Effectiveness: Anthropology

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	732	1,021	976	1,087	1,108
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	66.94	93.65	87.56	99.79	102.31
Sections	13	17	19	20	19
Fill Rate	85.3%	84.7%	78.6%	79.3%	79.6%
WSCH/FTEF 595 Efficiency	926	976	899	874	852
FTEF/30	1.2	1.6	1.6	1.9	2.0
Extended Learning Enrollment	212	174	228	171	146

The percentage change in the number of Anthropology **enrollments** in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15.

The percentage change in e

The percentage change in the number of **sections** in Anthropology courses in 2018-19 showed a slight decrease from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Anthropology courses showed a minimal difference from 2017-18 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 2018-19 showed a slight decrease from 2017-18 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Anthropology courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Anthropology **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	732	1,021	976	1,087	1,108

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	6.6%	5.7%	5.5%	4.7%	4.4%
Online	37.8%	34.4%	38.3%	42.3%	45.2%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	55.6%	59.9%	56.1%	53.0%	50.4%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	33.1%	30.3%	28.5%	30.1%	33.2%
Male	66.3%	69.0%	70.7%	68.1%	65.3%
Unknown	0.7%	0.7%	0.8%	1.8%	1.5%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	19.3%	16.6%	15.4%	12.8%	10.1%
American Indian/AK Native	1.0%	0.9%	0.6%	0.9%	1.3%
Asian	12.2%	10.0%	12.2%	12.8%	13.7%
Hispanic	20.5%	23.0%	26.6%	24.7%	22.9%
Pacific Islander/HI Native	0.5%	0.2%	0.6%	0.6%	0.6%
White	32.0%	34.4%	27.9%	33.4%	35.7%
Multi-Ethnicity	13.0%	13.3%	15.4%	13.8%	14.1%
Other/Unknown	1.6%	1.7%	1.3%	1.0%	1.5%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	10.5%	11.4%	10.5%	13.4%	14.1%
20 to 24	18.0%	17.4%	17.7%	19.2%	19.7%
25 to 29	15.8%	15.1%	15.6%	13.4%	12.5%
30 to 34	15.8%	16.0%	13.2%	13.2%	13.3%
35 to 39	10.8%	12.6%	12.6%	11.8%	12.1%
40 to 49	17.6%	16.8%	19.5%	18.7%	16.9%
50 and Older	11.3%	10.7%	11.0%	10.3%	11.8%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Anthropology courses made up 1.9% of all state-funded enrollment for 2018-19. The percentage difference in Anthropology course **enrollment** in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. Enrollment in Anthropology during 2018-19 showed 4.4% of courses were taught **traditional (face-to-face)**, 45.2% were taught **online**, 0.0% were taught in the **hybrid** modality, and 50.4% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Anthropology enrollment consisted of 33.2% **female**, 65.3% **male**, and 1.5% students of **unknown** gender. In 2018-19, Anthropology enrollment consisted of 10.1% **African American** students, 1.3% **American Indian/AK Native** students, 13.7% **Asian** students, 22.9% **Hispanic** students, 0.6% **Pacific Islander/HI Native** students, 35.7% **White** students, 14.1% **multi-ethnic** students, and 1.5% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Anthropology revealed 14.1% aged **19 or less**, 19.7% aged **20 to 24**, 12.5% aged **25 to 29**, 13.3% aged **30 to 34**, 12.1% aged **35 to 39**, 16.9% aged **40 to 49**, 11.8% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Anthropology

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	73.0%	73.6%	69.0%	71.2%	78.7%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	74.5%	87.9%	92.6%	94.1%	87.8%
Online	80.6%	74.9%	73.3%	72.2%	78.6%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	67.8%	71.5%	63.7%	68.4%	78.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	76.4%	75.0%	72.7%	74.9%	78.7%
Male	71.1%	73.2%	67.5%	69.2%	78.3%
Unknown	100.0%	57.1%	62.5%	85.0%	94.1%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	67.1%	74.3%	62.7%	59.0%	67.0%
American Indian/AK Native	14.3%	55.6%	33.3%	70.0%	100.0%
Asian	82.0%	70.6%	64.7%	77.0%	85.5%
Hispanic	70.0%	67.2%	65.4%	63.2%	75.6%
Pacific Islander/HI Native	75.0%	50.0%	83.3%	50.0%	28.6%
White	76.3%	80.0%	76.8%	79.9%	83.0%
Multi-Ethnicity	74.5%	70.9%	71.3%	71.3%	75.6%
Other/Unknown	72.7%	76.5%	69.2%	72.7%	70.6%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	76.6%	89.7%	92.2%	82.2%	85.9%
20 to 24	67.4%	66.1%	72.8%	70.3%	73.8%
25 to 29	70.4%	69.5%	63.2%	69.2%	76.8%
30 to 34	70.7%	69.1%	72.9%	67.8%	81.0%
35 to 39	70.9%	73.6%	65.0%	70.3%	81.3%
40 to 49	75.0%	77.6%	65.8%	66.0%	74.9%
50 and Older	84.3%	75.0%	54.2%	75.9%	80.2%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Anthropology courses in 2018-19 showed a substantial increase from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the Anthropology 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Anthropology **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 Anthropology success rate for 2018-19, the success rate was a moderate increase for **traditional (face-to-**

face) Anthropology courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and a minimal difference for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Anthropology success rate for 2018-19, the success rate was a minimal difference for **female** students in Anthropology courses, a minimal difference for **male** students, and a substantial increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Anthropology success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Anthropology courses, a substantial increase for **American Indian/AK Native** students, a moderate increase for **Asian** students, a slight decrease for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a slight increase for **White** students, a slight decrease for **multi-ethnic** students, and a moderate decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Anthropology success rate for 2018-19, the success rate was a moderate increase for students aged **19 or less** in Anthropology courses, a slight decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight increase for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight decrease for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	90.1%	89.0%	83.4%	88.5%	94.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	95.7%	96.6%	96.3%	98.0%	95.9%
Online	90.8%	88.2%	87.2%	88.5%	92.4%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	88.9%	88.7%	79.6%	87.7%	95.3%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	92.6%	90.6%	87.4%	91.1%	92.6%
Male	88.8%	88.6%	82.0%	87.3%	94.6%
Unknown	100.0%	57.1%	62.5%	90.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	90.0%	92.8%	86.0%	86.3%	93.8%
American Indian/AK Native	57.1%	66.7%	83.3%	90.0%	100.0%
Asian	92.1%	82.4%	84.0%	88.5%	97.4%
Hispanic	88.0%	86.4%	78.8%	84.4%	92.5%
Pacific Islander/HI Native	100.0%	50.0%	100.0%	83.3%	100.0%
White	92.2%	92.6%	86.4%	92.0%	93.7%
Multi-Ethnicity	88.3%	87.3%	82.7%	89.3%	93.6%
Other/Unknown	90.9%	82.4%	76.9%	90.9%	94.1%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	90.9%	94.8%	96.1%	91.8%	94.9%
20 to 24	91.5%	87.0%	87.3%	86.6%	91.6%
25 to 29	87.8%	89.0%	82.2%	86.3%	92.8%
30 to 34	86.2%	85.8%	84.5%	92.3%	93.2%
35 to 39	88.6%	86.8%	80.5%	87.5%	98.5%
40 to 49	89.1%	91.8%	78.9%	84.2%	93.6%
50 and Older	98.8%	88.9%	76.6%	94.6%	95.4%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Anthropology courses in 2018-19 showed a moderate increase from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Anthropology 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Anthropology **course retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Anthropology retention rate for 2018-19, the retention rate was a slight increase for **traditional (face-to-face)** Anthropology courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Anthropology retention rate for 2018-19, the retention rate was a slight decrease for **female** students in Anthropology courses, a minimal difference for **male** students, and a moderate increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Anthropology retention rate for 2018-19, the retention rate was a minimal difference for **African American** students in Anthropology courses, a moderate increase for **American Indian/AK Native** students, a slight increase for **Asian** students, a slight decrease for **Hispanic** students, a moderate increase for **Pacific Islander/HI Native** students, a minimal difference for **White** students, a minimal difference for **multi-ethnic** students, and a minimal difference for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Anthropology retention rate for 2018-19, the retention rate was a minimal difference for students aged **19 or less** in Anthropology courses, a slight decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a minimal difference for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Internal Analysis and Program Effectiveness: Geography

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	315	367	324	489	490
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	28.46	33.19	28.89	44.43	44.43
Sections	7	10	8	14	15
Fill Rate	85.6%	82.5%	76.7%	77.8%	77.3%
WSCH/FTEF 595 Efficiency	643	554	575	532	528
FTEF/30	0.7	1.0	0.9	1.4	1.4
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of Geography **enrollments** in 2018-19 showed a minimal difference from 2017-18 and a substantial increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in Geography credit courses showed a minimal difference from 2017-18 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Geography courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Geography courses showed a minimal difference from 2017-18 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Geography courses in 2018-19 showed a minimal difference from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Geography courses in 2018-19 showed a minimal difference from 2017-18 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 2018-19 from 2017-18 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	315	367	324	489	490

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	8.6%	4.4%	0.0%	0.0%	0.0%
Online	91.4%	95.6%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	58.7%	56.4%	54.3%	56.0%	63.1%
Male	39.7%	41.7%	44.4%	41.3%	35.7%
Unknown	1.6%	1.9%	1.2%	2.7%	1.2%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	4.4%	8.7%	6.2%	5.5%	4.9%
American Indian/AK Native	1.0%	0.5%	0.3%	1.4%	0.2%
Asian	33.3%	19.3%	23.1%	22.3%	22.0%
Hispanic	8.9%	12.8%	12.0%	14.9%	11.0%
Pacific Islander/HI Native	0.0%	1.1%	0.0%	0.4%	0.8%
White	32.1%	40.9%	34.0%	38.2%	34.7%
Multi-Ethnicity	20.0%	15.3%	24.4%	14.7%	23.7%
Other/Unknown	0.3%	1.4%	0.0%	2.5%	2.7%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	15.2%	15.0%	21.0%	17.6%	18.8%
20 to 24	37.8%	37.1%	36.1%	35.2%	37.8%
25 to 29	15.9%	16.6%	13.9%	13.5%	13.3%
30 to 34	5.7%	7.4%	11.4%	10.4%	11.6%
35 to 39	6.3%	6.0%	4.0%	7.2%	6.9%
40 to 49	7.9%	8.2%	6.5%	9.2%	6.5%
50 and Older	11.1%	9.8%	7.1%	7.0%	5.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Geography courses made up 0.8% of all state-funded enrollment for 2018-19. The percentage difference in Geography course **enrollment** in 2018-19 showed a minimal difference from 2017-18 and a substantial increase from 2014-15. Enrollment in Geography during 2018-19 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 2018-19, Geography enrollment consisted of 63.1% **female**, 35.7% **male**, and 1.2% students of **unknown** gender. In 2018-19, Geography enrollment consisted of 4.9% **African American** students, 0.2% **American Indian/AK Native** students, 22.0% **Asian** students, 11.0% **Hispanic** students, 0.8% **Pacific Islander/HI Native** students, 34.7% **White** students, 23.7% **multi-ethnic** students, and 2.7% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Geography revealed 18.8% aged **19 or less**, 37.8% aged **20 to 24**, 13.3% aged **25 to 29**, 11.6% aged **30 to 34**, 6.9% aged **35 to 39**, 6.5% aged **40 to 49**, 5.1% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Geography

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	71.1%	69.2%	79.6%	79.1%	85.1%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	88.9%	62.5%	-	-	-
Online	69.4%	69.5%	79.6%	79.1%	85.1%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	74.6%	67.6%	77.8%	79.6%	83.2%
Male	66.4%	72.5%	81.3%	77.2%	88.0%
Unknown	60.0%	42.9%	100.0%	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	28.6%	28.1%	70.0%	51.9%	83.3%
American Indian/AK Native	100.0%	50.0%	100.0%	100.0%	100.0%
Asian	82.9%	78.9%	76.0%	83.5%	86.1%
Hispanic	57.1%	66.0%	71.8%	78.1%	85.2%
Pacific Islander/HI Native	-	75.0%	-	100.0%	50.0%
White	70.3%	73.3%	86.4%	82.9%	88.8%
Multi-Ethnicity	66.7%	69.6%	79.7%	70.8%	80.2%
Other/Unknown	100.0%	100.0%	-	83.3%	84.6%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	81.3%	76.4%	89.7%	86.0%	89.1%
20 to 24	66.4%	73.5%	76.9%	79.1%	87.6%
25 to 29	78.0%	55.7%	84.4%	77.3%	80.0%
30 to 34	66.7%	70.4%	78.4%	64.7%	82.5%
35 to 39	70.0%	54.5%	76.9%	88.6%	82.4%
40 to 49	56.0%	70.0%	90.5%	84.4%	84.4%
50 and Older	77.1%	72.2%	47.8%	70.6%	76.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Geography courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Geography 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Geography **course success rate** was substantially 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 2018-19, the success rate was no comparative data for **traditional (face-to-**

face) Geography courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Geography success rate for 2018-19, the success rate was a slight decrease for **female** students in Geography courses, a slight increase for **male** students, and a substantial increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Geography success rate for 2018-19, the success rate was a slight decrease for **African American** students in Geography courses, a substantial increase for **American Indian/AK Native** students, a slight increase for **Asian** students, a minimal difference for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a slight increase for **White** students, a slight decrease for **multi-ethnic** students, and a minimal difference for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Geography success rate for 2018-19, the success rate was a slight increase for students aged **19 or less** in Geography courses, a slight increase for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight decrease for students aged **35 to 39**, a minimal difference for students aged **40 to 49**, a moderate decrease for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	75.9%	79.3%	88.0%	84.9%	91.2%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	92.6%	75.0%	-	-	-
Online	74.3%	79.5%	88.0%	84.9%	91.2%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	79.5%	75.8%	84.7%	85.4%	89.3%
Male	70.4%	84.3%	91.7%	83.2%	94.3%
Unknown	80.0%	71.4%	100.0%	100.0%	100.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	42.9%	43.8%	80.0%	59.3%	91.7%
American Indian/AK Native	100.0%	50.0%	100.0%	100.0%	100.0%
Asian	84.8%	90.1%	85.3%	86.2%	88.9%
Hispanic	67.9%	76.6%	87.2%	87.7%	90.7%
Pacific Islander/HI Native	-	75.0%	-	100.0%	75.0%
White	78.2%	83.3%	92.7%	87.7%	93.5%
Multi-Ethnicity	66.7%	76.8%	86.1%	79.2%	90.5%
Other/Unknown	100.0%	100.0%	-	91.7%	92.3%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	85.4%	83.6%	94.1%	93.0%	93.5%
20 to 24	72.3%	82.4%	87.2%	86.6%	94.6%
25 to 29	82.0%	70.5%	93.3%	81.8%	89.2%
30 to 34	83.3%	77.8%	83.8%	70.6%	91.2%
35 to 39	75.0%	81.8%	92.3%	91.4%	85.3%
40 to 49	56.0%	76.7%	95.2%	84.4%	84.4%
50 and Older	77.1%	77.8%	60.9%	76.5%	80.0%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Geography courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Geography 2018-19 course retention rate to the College’s overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Geography **course retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Geography retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Geography courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Geography retention rate for 2018-19, the retention rate was a slight decrease for **female** students in Geography courses, a slight increase for **male** students, and a moderate increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Geography retention rate for 2018-19, the retention rate was a minimal difference for **African American** students in Geography courses, a moderate increase for **American Indian/AK Native** students, a slight decrease for **Asian** students, a minimal difference for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a slight increase for **White** students, a minimal difference for **multi-ethnic** students, and a slight increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Geography retention rate for 2018-19, the retention rate was a slight increase for students aged **19 or less** in Geography courses, a slight increase for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a moderate decrease for students aged **35 to 39**, a moderate decrease for students aged **40 to 49**, a substantial decrease for students aged **50 and older**, and no comparative data for students of **unknown** age.

Internal Analysis and Program Effectiveness: History

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	2,901	3,107	3,142	3,176	3,158
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	262.57	281.17	283.16	289.81	289.19
Sections	47	43	50	52	53
Fill Rate	82.5%	86.6%	83.3%	80.2%	80.1%
WSCH/FTEF 595 Efficiency	936	953	884	865	796
FTEF/30	4.7	4.9	5.3	5.6	6.0
Extended Learning Enrollment	1,357	1,207	1,150	695	449

The percentage change in the number of History **enrollments** in 2018-19 showed a minimal difference from 2017-18 and a moderate increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in History credit courses showed a minimal difference from 2017-18 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in History courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for History courses showed a minimal difference from 2017-18 and a slight decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in History courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for History courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of History **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	2,901	3,107	3,142	3,176	3,158

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	5.4%	5.0%	3.9%	4.4%	1.4%
Online	46.9%	49.5%	56.0%	55.1%	61.1%
Hybrid	2.3%	1.8%	0.6%	0.5%	0.2%
Correspondence (Cable, Telecourse, Other DL)	45.4%	43.7%	39.5%	40.0%	37.3%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	35.7%	37.2%	38.5%	38.9%	37.3%
Male	63.4%	61.4%	59.9%	59.6%	61.1%
Unknown	0.9%	1.4%	1.6%	1.6%	1.6%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	13.5%	14.0%	12.5%	12.2%	9.8%
American Indian/AK Native	1.0%	0.4%	0.8%	0.7%	0.8%
Asian	15.9%	15.0%	15.4%	13.6%	14.4%
Hispanic	19.3%	20.5%	19.3%	20.9%	19.5%
Pacific Islander/HI Native	0.5%	0.4%	0.4%	0.6%	0.6%
White	35.2%	34.0%	34.1%	35.2%	36.3%
Multi-Ethnicity	12.7%	14.1%	16.0%	15.7%	17.0%
Other/Unknown	2.0%	1.6%	1.6%	1.0%	1.6%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	9.9%	11.3%	15.2%	14.6%	16.0%
20 to 24	25.0%	23.3%	22.3%	22.7%	22.3%
25 to 29	16.2%	15.6%	15.3%	14.0%	13.9%
30 to 34	14.2%	14.8%	13.1%	12.0%	11.3%
35 to 39	11.0%	10.7%	11.6%	10.5%	10.7%
40 to 49	14.3%	14.3%	13.5%	14.7%	14.7%
50 and Older	9.4%	10.1%	9.0%	11.5%	11.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

History courses made up 5.3% of all state-funded enrollment for 2018-19. The percentage difference in History course **enrollment** in 2018-19 showed a minimal difference from 2017-18 and a moderate increase from 2014-15. Enrollment in History during 2018-19 showed 1.4% of courses were taught **traditional (face-to-face)**, 61.1% were taught **online**, 0.2% were taught in the **hybrid** modality, and 37.3% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, History enrollment consisted of 37.3% **female**, 61.1% **male**, and 1.6% students of **unknown** gender. In 2018-19, History enrollment consisted of 9.8% **African American** students, 0.8% **American Indian/AK Native** students, 14.4% **Asian** students, 19.5% **Hispanic** students, 0.6% **Pacific Islander/HI Native** students, 36.3% **White** students, 17.0% **multi-ethnic** students, and 1.6% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in History revealed 16.0% aged **19 or less**, 22.3% aged **20 to 24**, 13.9% aged **25 to 29**, 11.3% aged **30 to 34**, 10.7% aged **35 to 39**, 14.7% aged **40 to 49**, 11.1% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: History

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	61.1%	63.5%	68.6%	73.1%	77.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	79.5%	81.2%	87.7%	88.7%	76.7%
Online	59.4%	64.4%	68.9%	73.2%	74.8%
Hybrid	37.3%	36.8%	50.0%	75.0%	57.1%
Correspondence (Cable, Telecourse, Other DL)	61.8%	61.6%	66.6%	71.2%	80.8%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	59.3%	64.5%	70.6%	73.8%	72.9%
Male	62.1%	63.0%	67.6%	72.5%	79.7%
Unknown	55.6%	62.8%	60.0%	78.0%	72.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	47.2%	47.7%	55.3%	57.0%	64.0%
American Indian/AK Native	51.7%	25.0%	43.5%	54.5%	91.7%
Asian	71.4%	75.2%	76.0%	84.0%	78.9%
Hispanic	54.8%	57.9%	62.8%	65.9%	73.7%
Pacific Islander/HI Native	40.0%	84.6%	63.6%	55.0%	63.2%
White	67.5%	68.4%	76.8%	80.6%	84.4%
Multi-Ethnicity	55.6%	64.2%	65.0%	70.7%	71.4%
Other/Unknown	63.8%	60.0%	49.0%	72.7%	72.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	66.3%	75.6%	80.7%	81.3%	82.6%
20 to 24	57.5%	60.6%	66.8%	71.3%	70.2%
25 to 29	55.2%	57.3%	63.1%	67.3%	75.6%
30 to 34	63.1%	62.4%	63.3%	70.4%	78.9%
35 to 39	63.5%	63.0%	70.6%	74.1%	75.5%
40 to 49	64.8%	61.8%	70.0%	72.8%	78.8%
50 and Older	63.2%	71.0%	65.6%	75.9%	81.9%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in History courses in 2018-19 showed a moderate increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the History 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) 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 2018-19, the success rate was a minimal difference for **traditional (face-to-face)** History

courses, a slight decrease for **online** courses, a substantial decrease for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall History success rate for 2018-19, the success rate was a slight decrease for **female** students in History courses, a slight increase for **male** students, and a moderate decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall History success rate for 2018-19, the success rate was a substantial decrease for **African American** students in History courses, a substantial increase for **American Indian/AK Native** students, a slight increase for **Asian** students, a slight decrease for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a moderate decrease for **multi-ethnic** students, and a moderate decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall History success rate for 2018-19, the success rate was a moderate increase for students aged **19 or less** in History courses, a moderate decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight increase for students aged **30 to 34**, a slight decrease for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	82.6%	83.1%	84.3%	87.6%	90.2%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	91.7%	92.2%	93.4%	97.9%	88.4%
Online	81.7%	81.7%	83.3%	86.9%	87.7%
Hybrid	59.7%	61.4%	77.8%	87.5%	100.0%
Correspondence (Cable, Telecourse, Other DL)	83.7%	84.6%	84.8%	87.3%	94.4%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	81.3%	82.6%	84.7%	87.4%	86.9%
Male	83.2%	83.5%	84.0%	87.7%	92.3%
Unknown	96.3%	81.4%	84.0%	88.0%	90.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	79.4%	73.4%	75.4%	83.0%	89.0%
American Indian/AK Native	75.9%	75.0%	69.6%	81.8%	91.7%
Asian	85.2%	87.5%	87.4%	92.1%	89.3%
Hispanic	81.7%	81.1%	82.2%	84.8%	90.3%
Pacific Islander/HI Native	60.0%	92.3%	81.8%	80.0%	89.5%
White	84.7%	84.9%	88.4%	89.8%	92.9%
Multi-Ethnicity	80.5%	86.1%	83.7%	86.4%	85.7%
Other/Unknown	79.3%	88.0%	73.5%	87.9%	96.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	84.7%	87.6%	89.7%	93.1%	92.7%
20 to 24	81.1%	83.3%	84.5%	87.2%	85.9%
25 to 29	80.0%	77.8%	81.5%	83.2%	87.7%
30 to 34	83.1%	82.8%	81.3%	87.7%	93.0%
35 to 39	84.9%	84.8%	84.3%	86.4%	90.0%
40 to 49	84.0%	83.0%	84.4%	86.7%	93.3%
50 and Older	83.8%	84.4%	83.3%	88.5%	92.3%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in History courses in 2018-19 showed a slight increase from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the History 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the History **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall History retention rate for 2018-19, the retention rate was a slight decrease for **traditional (face-to-face)** History courses, a slight decrease for **online** courses, a moderate increase for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall History retention rate for 2018-19, the retention rate was a slight decrease for **female** students in History courses, a slight increase for **male** students, and a minimal difference for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall History retention rate for 2018-19, the retention rate was a slight decrease for **African American** students in History courses, a slight increase for **American Indian/AK Native** students, a minimal difference for **Asian** students, a minimal difference for **Hispanic** students, a minimal difference for **Pacific Islander/HI Native** students, a slight increase for **White** students, a slight decrease for **multi-ethnic** students, and a moderate increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall History retention rate for 2018-19, the retention rate was a slight increase for students aged **19 or less** in History courses, a slight decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight increase for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	65	92	128	157	192
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of History degrees awarded in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of History certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Internal Analysis and Program Effectiveness: Political Science

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,284	1,262	1,162	1,174	1,097
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	111.47	110.84	106.06	107.33	99.56
Sections	24	22	23	23	24
Fill Rate	73.4%	72.3%	70.8%	69.4%	72.8%
WSCH/FTEF 595 Efficiency	758	804	815	759	708
FTEF/30	2.6	2.4	2.2	2.4	2.4
Extended Learning Enrollment	146	150	91	106	76

The percentage change in the number of Political Science **enrollments** in 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Political Science credit courses showed a moderate decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Political Science courses in 2018-19 showed a slight increase from 2017-18 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Political Science courses showed a slight increase from 2017-18 and a minimal difference in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Political Science courses in 2018-19 showed a moderate decrease from 2017-18 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Political Science courses in 2018-19 showed a minimal difference from 2017-18 and a moderate 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,284	1,262	1,162	1,174	1,097

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	11.0%	13.7%	16.2%	14.8%	11.5%
Online	55.1%	47.9%	50.3%	54.3%	51.0%
Hybrid	2.2%	1.7%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	31.8%	36.6%	33.5%	30.9%	37.5%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	43.8%	39.7%	40.8%	44.5%	39.4%
Male	55.5%	58.7%	58.1%	53.9%	58.4%
Unknown	0.7%	1.6%	1.1%	1.5%	2.2%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	17.4%	15.1%	14.0%	11.2%	11.0%
American Indian/AK Native	0.5%	0.5%	0.5%	0.9%	0.6%
Asian	14.8%	17.3%	19.6%	20.8%	12.3%
Hispanic	17.1%	21.2%	19.4%	20.7%	22.2%
Pacific Islander/HI Native	0.5%	0.3%	0.3%	0.4%	0.2%
White	33.7%	30.5%	30.2%	31.3%	34.7%
Multi-Ethnicity	14.0%	13.9%	14.0%	14.0%	17.0%
Other/Unknown	1.8%	1.3%	1.9%	0.8%	2.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	10.8%	12.1%	14.3%	15.7%	16.1%
20 to 24	28.5%	25.5%	27.8%	27.0%	22.1%
25 to 29	16.9%	16.4%	13.7%	15.7%	17.1%
30 to 34	13.7%	14.7%	12.3%	11.2%	10.0%
35 to 39	10.4%	9.2%	7.9%	9.0%	11.6%
40 to 49	11.8%	13.2%	14.4%	12.9%	13.3%
50 and Older	7.9%	8.8%	9.6%	8.6%	8.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Political Science courses made up 1.8% of all state-funded enrollment for 2018-19. The percentage difference in Political Science course **enrollment** in 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Political Science during 2018-19 showed 11.5% of courses were taught **traditional (face-to-face)**, 51.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 37.5% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Political Science enrollment consisted of 39.4% **female**, 58.4% **male**, and 2.2% students of **unknown** gender. In 2018-19, Political Science enrollment consisted of 11.0% **African American** students, 0.6% **American Indian/AK Native** students, 12.3% **Asian** students, 22.2% **Hispanic** students, 0.2% **Pacific Islander/HI Native** students, 34.7% **White** students, 17.0% **multi-ethnic** students, and 2.0% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Political Science revealed 16.1% aged **19 or less**, 22.1% aged **20 to 24**, 17.1% aged **25 to 29**, 10.0% aged **30 to 34**, 11.6% aged **35 to 39**, 13.3% aged **40 to 49**, 8.1% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Political Science

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	48.8%	55.8%	60.4%	57.8%	56.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	86.5%	82.1%	86.7%	82.2%	82.5%
Online	44.1%	46.8%	53.6%	51.0%	39.7%
Hybrid	25.0%	45.5%	-	-	-
Correspondence (Cable, Telecourse, Other DL)	44.8%	58.2%	57.8%	58.1%	70.8%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	49.8%	55.1%	60.5%	57.4%	47.1%
Male	47.8%	55.7%	60.9%	58.1%	62.1%
Unknown	55.6%	75.0%	30.8%	61.1%	66.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	25.2%	40.0%	49.1%	42.0%	55.4%
American Indian/AK Native	66.7%	66.7%	50.0%	60.0%	85.7%
Asian	63.8%	68.3%	71.4%	69.7%	57.8%
Hispanic	42.3%	52.1%	49.6%	50.2%	52.7%
Pacific Islander/HI Native	57.1%	50.0%	33.3%	60.0%	100.0%
White	55.2%	59.5%	66.1%	62.2%	61.3%
Multi-Ethnicity	53.7%	53.4%	60.7%	54.9%	51.1%
Other/Unknown	40.9%	68.8%	54.5%	44.4%	36.4%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	54.9%	54.2%	62.7%	53.3%	56.5%
20 to 24	45.7%	47.5%	56.5%	55.5%	41.5%
25 to 29	50.0%	55.6%	66.7%	51.6%	48.9%
30 to 34	49.1%	58.6%	58.0%	60.3%	69.7%
35 to 39	51.2%	69.0%	63.0%	50.0%	60.6%
40 to 49	47.2%	60.5%	58.7%	67.5%	69.2%
50 and Older	47.8%	56.8%	62.5%	75.2%	70.8%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Political Science courses in 2018-19 showed a slight decrease from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Political Science 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Political Science **course success rate** was substantially lower than the **college average** and slightly lower 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 2018-19, the success rate was a substantial increase for **traditional (face-to-face)**

Political Science courses, a substantial decrease for **online** courses, no comparative data for **hybrid courses**, and a substantial increase 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 2018-19, the success rate was a moderate decrease for **female** students in Political Science courses, a moderate increase for **male** students, and a substantial increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Political Science success rate for 2018-19, the success rate was a minimal difference for **African American** students in Political Science courses, a substantial increase for **American Indian/AK Native** students, a slight increase for **Asian** students, a slight decrease for **Hispanic** students, a substantial increase for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Political Science success rate for 2018-19, the success rate was a minimal difference for students aged **19 or less** in Political Science courses, a substantial decrease for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a substantial increase for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a substantial increase for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	78.5%	75.7%	77.4%	74.4%	72.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	94.3%	91.9%	96.3%	94.8%	90.5%
Online	76.6%	66.3%	67.5%	64.4%	55.6%
Hybrid	85.7%	95.5%	-	-	-
Correspondence (Cable, Telecourse, Other DL)	75.4%	81.0%	83.3%	82.4%	90.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	79.5%	72.7%	74.6%	70.7%	61.9%
Male	77.5%	77.5%	79.4%	77.4%	79.4%
Unknown	88.9%	85.0%	76.9%	77.8%	79.2%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	71.8%	66.8%	77.3%	73.3%	76.9%
American Indian/AK Native	83.3%	100.0%	83.3%	80.0%	85.7%
Asian	82.7%	78.0%	83.7%	77.9%	68.9%
Hispanic	76.4%	77.9%	72.1%	72.8%	74.9%
Pacific Islander/HI Native	71.4%	50.0%	66.7%	60.0%	100.0%
White	79.6%	76.9%	79.2%	76.9%	73.9%
Multi-Ethnicity	81.1%	76.1%	73.0%	67.7%	67.7%
Other/Unknown	86.4%	75.0%	72.7%	66.7%	54.5%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	86.5%	79.1%	78.9%	72.8%	71.8%
20 to 24	78.7%	69.9%	70.8%	70.0%	58.5%
25 to 29	74.0%	75.8%	81.8%	66.8%	70.2%
30 to 34	84.3%	79.6%	75.5%	77.1%	80.7%
35 to 39	76.0%	82.8%	85.9%	75.5%	83.5%
40 to 49	71.8%	73.7%	82.0%	85.4%	82.2%
50 and Older	80.0%	76.6%	76.8%	84.2%	78.7%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Political Science courses in 2018-19 showed a slight decrease from 2017-18 and a moderate decrease from 2014-15. When comparing the percentage point difference in the Political Science 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Political Science **course retention rate** was substantially lower than the **college average** and minimal to no difference than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Political Science retention rate for 2018-19, the retention rate was a substantial increase for **traditional (face-to-face)** Political Science courses, a substantial decrease for **online** courses, no comparative data for **hybrid courses**, and a substantial increase 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 2018-19, the retention rate was a substantial decrease for **female** students in Political Science courses, a moderate increase for **male** students, and a moderate increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Political Science retention rate for 2018-19, the retention rate was a slight increase for **African American** students in Political Science courses, a substantial increase for **American Indian/AK Native** students, a slight decrease for **Asian** students, a slight increase for **Hispanic** students, a substantial increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a slight decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Political Science retention rate for 2018-19, the retention rate was a minimal difference for students aged **19 or less** in Political Science courses, a substantial decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a moderate increase for students aged **30 to 34**, a substantial increase for students aged **35 to 39**, a moderate increase for students aged **40 to 49**, a moderate increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Internal Analysis and Program Effectiveness: Sociology

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	2,141	2,287	2,410	2,636	2,247
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	194.86	207.76	219.92	242.35	206.66
Sections	21	26	28	34	40
Fill Rate	84.5%	78.1%	83.1%	80.6%	73.4%
WSCH/FTEF 595 Efficiency	1,223	1,114	1,139	1,074	830
FTEF/30	2.6	3.0	3.2	3.7	4.1
Extended Learning Enrollment	378	360	308	227	188

The percentage change in the number of Sociology **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a slight increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in Sociology credit courses showed a substantial decrease from 2017-18 and a moderate increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Sociology courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Sociology courses showed a moderate decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Sociology courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Sociology courses in 2018-19 showed a substantial increase from 2017-18 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	2,141	2,287	2,410	2,636	2,247

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	2.7%	1.9%	3.3%	1.5%	2.2%
Online	28.4%	32.6%	33.9%	38.5%	39.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	68.9%	65.5%	62.9%	60.1%	58.8%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	25.9%	28.7%	28.9%	29.7%	31.3%
Male	73.6%	70.2%	69.8%	68.9%	67.5%
Unknown	0.6%	1.1%	1.4%	1.4%	1.2%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	22.5%	22.4%	18.8%	18.6%	15.4%
American Indian/AK Native	1.0%	0.9%	1.0%	0.6%	1.2%
Asian	11.3%	11.8%	14.4%	15.2%	13.0%
Hispanic	23.6%	23.5%	25.6%	23.9%	24.6%
Pacific Islander/HI Native	0.5%	0.6%	0.4%	0.6%	0.8%
White	28.4%	27.4%	26.2%	28.8%	30.6%
Multi-Ethnicity	10.6%	11.5%	12.2%	11.2%	13.4%
Other/Unknown	2.1%	1.9%	1.4%	1.3%	1.1%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	4.4%	4.6%	7.1%	7.2%	8.3%
20 to 24	15.1%	17.9%	13.9%	14.4%	14.2%
25 to 29	16.4%	16.0%	15.9%	17.3%	14.3%
30 to 34	15.6%	15.7%	16.1%	13.6%	14.6%
35 to 39	14.9%	14.2%	13.7%	14.3%	13.1%
40 to 49	21.3%	18.2%	19.7%	19.5%	19.1%
50 and Older	12.1%	13.3%	13.6%	13.8%	14.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Sociology courses made up 3.8% of all state-funded enrollment for 2018-19. The percentage difference in Sociology course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a slight increase from 2014-15. Enrollment in Sociology during 2018-19 showed 2.2% of courses were taught **traditional (face-to-face)**, 39.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 58.8% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Sociology enrollment consisted of 31.3% **female**, 67.5% **male**, and 1.2% students of **unknown** gender. In 2018-19, Sociology enrollment consisted of 15.4% **African American** students, 1.2% **American Indian/AK Native** students, 13.0% **Asian** students, 24.6% **Hispanic** students, 0.8% **Pacific Islander/HI Native** students, 30.6% **White** students, 13.4% **multi-ethnic** students, and 1.1% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Sociology revealed 8.3% aged **19 or less**, 14.2% aged **20 to 24**, 14.3% aged **25 to 29**, 14.6% aged **30 to 34**, 13.1% aged **35 to 39**, 19.1% aged **40 to 49**, 14.1% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Sociology

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	62.7%	66.3%	68.6%	68.9%	70.9%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	75.9%	81.8%	81.0%	66.7%	62.0%
Online	73.2%	67.3%	75.6%	68.7%	67.8%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	57.9%	65.4%	64.2%	69.1%	73.3%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	69.5%	65.1%	74.7%	69.9%	66.6%
Male	60.3%	66.8%	66.3%	68.5%	72.9%
Unknown	66.7%	68.0%	57.6%	67.6%	71.4%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	51.7%	58.6%	63.1%	57.3%	58.7%
American Indian/AK Native	57.1%	57.9%	76.0%	73.3%	69.2%
Asian	77.7%	74.6%	83.5%	78.0%	78.8%
Hispanic	61.0%	64.8%	62.1%	64.6%	68.5%
Pacific Islander/HI Native	27.3%	69.2%	70.0%	73.3%	52.9%
White	67.6%	72.6%	71.2%	77.1%	78.6%
Multi-Ethnicity	62.5%	59.8%	67.8%	63.6%	64.7%
Other/Unknown	65.2%	74.4%	64.7%	69.7%	76.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	67.0%	70.5%	78.5%	71.1%	71.1%
20 to 24	54.9%	62.9%	67.3%	66.3%	66.2%
25 to 29	58.7%	63.0%	68.3%	67.9%	71.0%
30 to 34	62.8%	65.9%	67.2%	66.0%	68.5%
35 to 39	67.6%	69.8%	66.2%	72.3%	72.1%
40 to 49	67.3%	69.1%	69.3%	71.3%	72.3%
50 and Older	62.2%	66.9%	68.5%	67.8%	75.6%
Unknown	-	0.0%	-	-	-

The percentage difference in the **course success rate** in Sociology courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Sociology 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) 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 2018-19, the success rate was a moderate decrease for **traditional (face-to-**

face) Sociology courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Sociology success rate for 2018-19, the success rate was a slight decrease for **female** students in Sociology courses, a slight increase for **male** students, and a minimal difference for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Sociology success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Sociology courses, a slight decrease for **American Indian/AK Native** students, a moderate increase for **Asian** students, a slight decrease for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a moderate decrease for **multi-ethnic** students, and a moderate increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Sociology success rate for 2018-19, the success rate was a minimal difference for students aged **19 or less** in Sociology courses, a slight decrease for students aged **20 to 24**, a minimal difference for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	79.9%	86.2%	87.4%	86.7%	89.1%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	91.4%	93.2%	92.4%	87.2%	96.0%
Online	84.8%	82.4%	90.3%	83.3%	83.9%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	77.5%	87.8%	85.6%	88.9%	92.3%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	84.9%	82.9%	91.4%	85.2%	84.2%
Male	78.3%	87.4%	86.0%	87.3%	91.4%
Unknown	66.7%	92.0%	75.8%	91.9%	85.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	76.2%	86.3%	88.3%	85.1%	85.0%
American Indian/AK Native	76.2%	89.5%	92.0%	86.7%	96.2%
Asian	87.0%	85.8%	89.9%	88.3%	88.4%
Hispanic	78.9%	85.3%	86.9%	85.4%	90.0%
Pacific Islander/HI Native	54.5%	92.3%	100.0%	100.0%	94.1%
White	82.6%	87.1%	86.5%	88.8%	91.3%
Multi-Ethnicity	78.1%	84.9%	86.4%	83.7%	86.7%
Other/Unknown	76.1%	88.4%	79.4%	90.9%	92.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	83.0%	89.5%	91.3%	87.4%	89.8%
20 to 24	76.5%	82.9%	86.3%	85.5%	85.3%
25 to 29	77.8%	85.8%	89.3%	86.6%	89.1%
30 to 34	79.0%	88.0%	87.6%	84.7%	89.0%
35 to 39	82.7%	87.5%	84.6%	87.2%	88.1%
40 to 49	81.5%	87.6%	88.0%	89.3%	90.4%
50 and Older	81.1%	84.1%	86.2%	85.7%	92.4%
Unknown	-	100.0%	-	-	-

The percentage difference in the **course retention rate** in Sociology courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Sociology 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Sociology **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Sociology retention rate for 2018-19, the retention rate was a moderate increase for **traditional (face-to-face)** Sociology courses, a moderate decrease for **online** courses, no comparative data for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Sociology retention rate for 2018-19, the retention rate was a slight decrease for **female** students in Sociology courses, a slight increase for **male** students, and a slight decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Sociology retention rate for 2018-19, the retention rate was a slight decrease for **African American** students in Sociology courses, a moderate increase for **American Indian/AK Native** students, a minimal difference for **Asian** students, a minimal difference for **Hispanic** students, a moderate increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a slight decrease for **multi-ethnic** students, and a slight increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Sociology retention rate for 2018-19, the retention rate was a minimal difference for students aged **19 or less** in Sociology courses, a slight decrease for students aged **20 to 24**, a minimal difference for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a slight decrease for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	272	332	372	433	505
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of Sociology degrees awarded in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Sociology certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Equity

While the demographic data varies between its five disciplines, the Social Sciences department has been keenly aware of equity gaps across the program. Therefore, the department has taken steps toward diversifying course offerings to ensure students more options, both in terms of classes and learning modalities. With the addition of new courses such as Perspectives of Sex and Gender, Racial and Ethnic Relations (Sociology), and Food and Global Culture (Anthropology), equity gaps are expected to be narrowed. In addition, most instructors have adopted OER textbooks, closing the gap which once existed for underprivileged and underrepresented students.

Achievement

In comparison to college-wide success rates, subject success rates are higher than institution rates in four of the five Social Sciences disciplines, with three being substantially higher. All achievement rates continue to show steady increases from previous years in four of the five disciplines. Political Science continues to show a slight decrease. Overall, data indicates 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.

Program Efficiency

Although all five disciplines showed only slight differences over the past year, FTES and enrollment rates increased moderately to substantially since 2014-15 in four disciplines. Sociology showed moderate increase in comparison with resident FTES in 2014-15 and Anthropology, Geography, and History showed substantial increases in comparison with resident FTES in 2014-15. Political Science showed moderate decreases in both FTES and enrollment compared to 2017-18. Overall, Social Sciences continues to demonstrate strength in enrollments. With the addition of courses which have been added in three disciplines and two new degrees which are near completion, the department continues to work toward its overall role in helping students achieve their goals of obtaining a degree or certificate from Coastline.

Student (SLOs) and Program Student Learning Outcomes (PSLOs)

A SLO Map was created in the previous year (2018-19) which indicated when each course will be SLO assessed and reassessed. Each course in each discipline was to be similarly evaluated, however, 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 on how to collect and report SLOs in their courses. It was also decided that we will discuss the SLO outcome results in each future meeting to determine where our courses have strongly supported student learning and where improvements need to be made. This plan was not completed Fall 2019 and was stalled completely in Spring 2020 when the Covid-19 pandemic caused a college-wide reprioritization of tasks. With adjustments to communication strategies which have been made in our department, chair will address SLO reporting with SLO officer, develop a plan, and communicate with the Social Sciences faculty in Fall 2020 to get SLO reporting up-to-date, accurate, and current.

Aggregate Social Sciences Program Student Learning Outcomes (PSLOs), 2015-2016 through 2018-2019

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.	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 quantitative and qualitative evidence regarding the human experience as an individual and in the context of the larger society.	44	70.4%	22.7%	4.5%	2.3%

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

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

Course	Title	Term Reviewed	Status
ANTH C185	Physical Anthropology	2019	Current
GEOG C100	World Regional Geography	2015	To be reviewed
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	2018	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)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop Geography transfer major (AD-T)	In-Progress	A GIS COR was written and approved, to be offered Fall 2021. Department Chair will work with Geography Instructors to develop AD-T in CurricuNET Fall 2021.	Outcome will be diversity of course offerings for students wishing to major in Geography and/or obtain a degree for transfer.

Initiative(s)	Status	Progress Status Description	Outcome(s)
Develop Anthropology transfer major (AD-T)	In-Progress	With the addition of ANTH 175, the AD-T has continued to build. The remaining courses to be added (CORs written and courses approved) will be completed by Spring 2021.	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	<p>The course success rate in Political Science courses in 2018-19 showed a slight decrease from 2017-18. Compared to the College's overall success average* (72.2%), the Political Science course success rate was substantially lower than the college average.</p> <p>The success rate for 2018-19 showed a substantial increase for traditional (face-to-face) Political Science courses.</p> <p>Nonetheless, overall decreases in success and retention rates must be addressed.</p>	Department Chair will work with full-time instructor and Dean of Instruction to create a plan for improving retention rates, increasing/modifying courses. As a result of full-time instructor's retirement, Chair and Dean will initiate project by Spring 2021.
Work with the faculty and the college to lower costs for students, specifically with regard to textbooks	Completed	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
In conjunction with the Distance Learning department, ensure that all telecourses offered in the program are current.	Completed	Development began on working with the DL department to update our Political Science telecourse which required collaboration with Distance Learning Office.	Updates to Political Science telecourse has been completed and improvements in retention and success rates are expected.

Response to Program and Department Review Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Explore opportunities to offer degrees in general education areas that do not award any program specific degrees (ANTH, GEOG, PSCI).	In-progress	Since the retirement of full-time PSCI Instructor, the plan to write new courses which will lead to the development of AD-T has stalled. Two part-time instructors have volunteered to create new courses, however, and department chair will meet with them to discuss by Spring 2021.
	Addressed	A new GIS course has been completed which will help complete the requirements for the GEOG AD-T which will be sent to curriculum Spring 2021.
	Addressed	The ANTH AD-T is near completion and will be offered Fall 2021.
Continue working with faculty and the Faculty Center to improve RSI in online courses.	Addressed	Ensuring new instructors are Canvas trained in RSI and that all instructors are current in RSI training

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 had been conducted in-person (now via Zoom) with Dean of Instruction, Chair, and Full-time Faculty. Approximately two to three part-time instructors had been hired each semester and we anticipate hiring one Political Science instructor to staff classes open since full-time faculty member's retirement.

A SLO Map was created in the previous year (2018-19) which indicated when each course will be SLO assessed and reassessed. Each course in each discipline was to be similarly evaluated, however, 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 on how to collect and report SLOs in their courses. It was also decided that we will discuss the SLO outcome results in each future meeting to determine where our courses have strongly supported student learning and where improvements need to be made. This plan was not completed Fall 2019 and was stalled completely in Spring 2020 when the Covid-19 pandemic caused a college-wide reprioritization of tasks. With adjustments to communication strategies which have been made in our department, chair will address SLO reporting with SLO officer, develop a plan, and communicate with the Social Sciences faculty in Fall 2020 to get SLO reporting up-to-date, accurate, and current.

Coastline Pathways

Department Chair/Assistant Professor, Laura Enomoto, served as a co-leader for the Guided Pathways Career Exploration Work Group July to October 2019 during which time she communicated the information received from these groups to the faculty and Dean of Instruction via emails, phone calls, in-person meetings, and during department meetings. She also helped facilitate department faculty creating faculty biographies for the new, anticipated department website page.

Professor Sasha Montero continues to serve in the Academic Persistence group and will be asked to keep faculty informed of Pathways progress, initiatives, and goals to create more equity for our students. During a summer retreat in 2019, she worked diligently with her group to identify objectives for Academic Persistence. Professor Montero was one of the members who presented on Academic Persistence to the President and the board. By being part of this project, she was able to gain insight into the future path that the college has to practice and facilitate student success.

Professor Enomoto and Professor Montero attended the 3-day summer 2019 Pathways retreat which established directives for each group and created strategies to implement in the upcoming year.

Implications of Change

The process of developing an AD-T in Anthropology and an AD-T in Geography is nearly complete. With input from Anthropology and Geography faculty, we have determined which best courses to add and/or to keep active. Having added Global Food and Culture, Anthropology faculty may develop courses for Native American, Cultural Linguistics, or Primate Behavior, any of which will round out the ANTH AD-T. A new GIS course in Geography has been written and has been approved through curriculum. We are also considering exploring a GIS certificate in the future.

Our goal has been to offer greater elective options for students. Over the past two years, with input from History faculty, the department began offering Chicano History, Latin American History, and the American West. We are considering adding Native American History as it is a good elective course for the Anthropology AD-T. We are exploring 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, Perspectives of Sex and Gender, Racial and Ethnic Relations.

Section 2: Human Capital Planning

Staffing

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 (2)	Instructor/ Associate Professor (25)	N/A	N/A
1 year	Dean of Instruction (1)	Instructor/ Professor (2)	Instructor/ Associate Professor (25)	N/A	N/A
2 years	Dean of Instruction (1)	Instructor/ Professor (2)	Instructor/ Associate Professor (25)	N/A	N/A
3 years	Dean of Instruction (1)	Instructor/ Professor (2)	Instructor/ Associate Professor (25)	N/A	N/A

With the retirement of Political Science full-time faculty member, one new part-time instructor will be hired. The Social Sciences Department will then be sufficiently staffed with excellent instructors who readily fill any openings including when new sections are added and need to be staffed. Due to a slight drop in enrollment due to COVID-19, the department does not anticipate increasing staffing in the next year.

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome
Kristina Brown, Instructor	Completed dissertation course toward doctoral degree: EDD 697 Research Design & Implementation, CSUF	Gained knowledge in doctoral research method, design, and implementation
	Completed workshop: "Facilitating Accommodations and Supporting Students with Disabilities in a Remote Environment," Chaffey College	Improved knowledge in pedagogical techniques and gained tools to improve instruction of students from varying backgrounds

	Completed webinar with Victor Rios, The Pushouts, Film and Q and A	Improvement in pedagogical techniques and knowledge
William Diaz-Brown, Instructor	Taught basic Canvas to professors in the LACCD	Served fellow community college faculty and students by providing knowledge and teaching skills attained through teaching online at Coastline
	Currently learning Italian independently with italki	Increased analyzing and inferencing skills through study of a foreign language; improved understanding of another culture
	Volunteered to read aloud to children on instructor's YouTube channel.	Provided isolated students interaction with a teacher and the ability to connect
Laura Enomoto, Assistant Professor/Department Chair	Completed dissertation course toward doctoral degree: EDD 703 Dissertation	Gained knowledge in doctoral research method, design, and implementation toward completion of doctoral dissertation
	Served as co-leader in Guided Pathways Career Exploration work group; attended 2-day planning retreat	Contributed to Coastline Pathway's mission to <i>facilitate student success by directing students to clear pathways; provided leadership to create objectives for career exploration</i>
	Co-authored and developed COR for new course: EDUC 202, Community College Teaching	Made significant contribution to college by developing course at Coastline that is a benefit to students
William Freeman, Instructor	Wrote an article for the Capitol Dome, the journal of the US Capitol Historical Association, about the three speeches that Winston Churchill made to Congress	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 Washington, D.C.	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 Churchill Bulletin	Demonstrated and improved research and writing abilities and knowledge of subject matter (History)
	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)

Timothy Garvin, Instructor	Virtual Reader for AP World History through the College Board	Improved knowledge of course content; improved teaching pedagogy such as assessment as a result of scoring exams using a rubric to ensure student work reflects college-level achievement
Dan Johnson, Professor	Attended ASCCC Curriculum Institute	Increased knowledge of curriculum to improve serving on Coastline curriculum committee
	Viewed "Documentary 13 th " and participated in discussion sponsored by VPI	Gained knowledge of subject matter which improved classroom instruction; demonstrated subject matter expertise in presentation to VPI
Todd Menzing, Instructor	Attended 3-day online teaching conference (OTC) through Barstow College	Gained knowledge in pedagogical techniques such as regular and substantive interaction (RSI), implementing online assignments, and managing non-participating students
Sasha Montero, Associate Professor	Completed classes through Advancement Courses: Helping Children Overcome Depression, Motivating Unmotivated Students, Kindness: Can It Be Taught, The Effects of Divorce on Children, and Bullying Today.	Increased knowledge of equity-based learning and gained tools to improve instruction of students from varying backgrounds
	Served in Guided Pathways Academic Persistence work group; attended 2-day planning retreat	Contributed to Coastline Pathway's mission to <i>facilitate student success by directing students to clear pathways; created objectives through work group for academic persistence; presented goals and objectives to President and the board</i>
	Applied for academic rank and became an associate professor	Met qualifications to move up in rank: five full years of teaching; significant contributions to the college; serving on a senate or college committee

Glenna Pieri, Instructor	Completed Tier II Online Educator Certificate	Improvement in pedagogical techniques and strategies such as engaging students at initial interaction and creating meaningful learning communication
	Participated in a pilot Mentorship program at Saddleback College	Provided leader and mentorship to fellow peer mentor
	Completed AVID Training Level II (higher education and peer review)	Gained knowledge in the holistic approach to teaching such as creating high-engagement exercises and activities
Moises Plascencia, Instructor	Spoke at Webinar at Fullerton College with the Geography Department for Reimagining Our World	Demonstrated and improved presentation techniques and knowledge of subject matter (Anthropology); collaborated with academic and community development individuals ranging in Geography, Ethnic Studies, and Anthropology
	Completed and received Santa Ana College Online Certification (comparable to @one online certification)	Gained knowledge to improve online pedagogical techniques and strategies
Lisa Salvi, Associate Professor	Completed the following webinars through NISOD: White Privilege: What is It Really? How Can It Be Used to Help Others Who Lack That Privilege?; Dante Meets Einstein at Café Paradiso: Renewing the Vows Between Humanities and Science; Writing the World; Ensuring Equity and Success in Community Colleges: Using iClicker for Active Learning; Shifting Entrepreneurship from the Perimeter to the Core	Improvement in pedagogical techniques and knowledge
	Completed the following webinars through Keenan Safe Colleges: Mandated Reporter: Child Abuse and Neglect; Sexual Harassment Prevention for Non-Managers (SB 1343)	Improved knowledge in pedagogical techniques and gained awareness of state mandates
Michelle Walsh, Instructor	Developed and designed new course for Geography program: GEOG 155, Introduction to GIS	Made significant contribution to college by developing course at Coastline that is a benefit to students

	Completed online conferences: ESRI 2019 User Conference Plenary and AAG 2019: Washington DC	Gained and improved knowledge of subject matter (Geography)
	Completed ESRI Online Lessons: Getting started with GIS and Teaching with ArcGIS Living Atlas of the World	Gained and improved knowledge of GIS systems

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: Ongoing/New Initiatives

Initiative: No new initiative

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority

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

Complete 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.