



Annual Unit Plan Template

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The mission of the Social Sciences Department is to promote student success and critical thinking by offering high quality course offerings that enable student to fulfill general education, major and transfer requirements.

b. Program Applicability

Through course offerings in Economics, History, Human Services, Political Science, Psychology, and Sociology, the Social Sciences Department promotes students' understanding of themselves and other individuals in a social context and global framework. Students may earn an A.A. degree in Liberal Arts or take individual courses to partially fulfill their general education requirements, or complete a degree or a certificate in Human Services. In addition, completing Social Sciences courses assists students in transferring to four-year colleges or universities.

c. Partnerships

Human Services has a variety of partnerships:

Kern County Dept of Human Services

IWV Women's Center

IWV Family Resource Center

IWV DART Client Services

KRV Family Resource Center

KRV Salvation Army

Center for Positive Change, Lake Isabella

Kern County Aging & Adult Services

Mary K Shell - Crisis Hotline, Bakersfield

IMAH - Inyo Mono Asso for Handicapped

IMACA - Inyo Mono Advocates for Community Action

Inyo Mono Dept of Health and Human Services

OAISM - Ombudsman Advocacy Services for Inyo/Mono

Owens Valley Career and Development Center



Wild Iris - Bishop
Progress House - Bishop

c. Distance Education

Classes in Social Sciences have a distance education component and are offered via either online or iTV. The classes fulfill the college mission by allowing remote learners to complete their A.A. degrees in Liberal Arts and to complete general education requirements.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Past Goals

A. The department, in conjunction with the Humanities Department, will develop assessment methods for state reporting on the Social and Behavioral area of two SLOs in the General Education pattern:

- Identify and analyze theories explaining the individual, social, historical, political or economic activities of men and women.
- Identify and apply methods used by social scientists to study human behavior, such as observation, hypothesis development, experimentation, evaluation of evidence or measurement and data collection, used by social scientists to study human behavior.



b. Review of Overall Department/Unit

The last unit plan revealed that the department needed two new faculty. Instead, the department got one new faculty.

The most recent SLO assessments did not reveal any gaps to be addressed. Future SLO assessments may reveal gaps; if so, those gaps will be addressed in the future.

c. Current Year Goal:

Goal 1

Connection to College Strategic Goals: Strengthen instructional programs and services.

Specific internal or external** condition(s) the goal is a response to:* Increase student retention and success rates throughout the department.

Action Plan: The department will meet several times a year to discuss methods of increasing and measuring student retention and success rates.

Measure of Success: The department will review program review data to determine if student retention and success rates have increased.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized. Please see the attached Criteria for Prioritization of Resource Requests chart for a complete list of codes and explanations for prioritization.)



a. Classified Staffing

Position Title	Position Description	Priority	Strategic Plan goal addressed by this position	Provide a detailed rationale for the requested position. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
a1.									
a2.									

Classified Staffing: Explain why the work of this position cannot be assigned to current staff

N/A

Classified Staffing: Describe impact on the college if the position is not filled

N/A

b. Full-Time Faculty Staffing

Position	Department	Location	Priority	Strategic Plan goal addressed by this position	Enrollment Data/Growth Trends	Full-time/Part-time Faculty Ratio	Productivity	Funding Source: G=General Fund R=Restricted (be specific)
b1.								
b2.								

Full-Time Faculty Staffing: Provide a detailed rationale for the requested position

N/A

c. Supplies (per unit cost less than \$500). Enter requests on lines below.



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
c1.							
c2.							
c3.							
c4.							
c5.							

d. Non-Technology Equipment (per unit cost greater than \$500). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
d1.							
d2.							
d3.							
d4.							

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
e1.							
e2.							
e3.							
e4.							

f. Facilities. Enter requests on lines below.



Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
f1.							
f2.							

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
g1.							
g2.							
g3.							
g4.							
g5.							

h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below.

Resource	Describe resource requested	Priority	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted (be specific)
h1.							
h2.							
h3.							

STEP 4: ATTACH LAST YEAR'S SLO ASSESSMENT DATA

	Student Learning Outcome	Assessment	Analysis
A	Distinguish among the different market forces of supply and demand and the changes that can affect the final product.	This will be assessed and scored by an exam.	On the midterm exam students were asked: 1) Define opportunity cost. What is the opportunity cost to you of attending college? What was your opportunity cost of coming to class today? 2) What is the difference between a "change in demand" and a "change in quantity demanded?" Graph your answer. 3) For each of the following changes, determine whether there will be a change in quantity demanded or a change in demand. a) a change in the price of a related good b) a change in tastes c) a change in the number of buyers d) a change in price e) a change in consumer expectations f) a change in income. In the Spring 2011 Bishop/Mammoth section, 16 students participated in the exam. The average score on this section of the exam was 72% with 8 students (50%) scoring over 80%.



B Contrast various economic growth theories and the forces that affect economic and political decisions.	This will be assessed and scored by an exam.	Students responded in writing to the following: Which of the following policies do you think would be most effective at boosting growth and living standards in a poor country over the long run? A) Offer tax incentives for investment by local firms b) Offer tax incentives for investment by foreign firms c) Give cash payments for good school attendance d) Crack down on gvt corruption e) Restrict imports to protect domestic industries f) allow free trade g) Give away condoms. In the Spring 2011 Bishop/Mammoth section, 9 students participated. All 9 (100%) provided meaningful analyses and rationales for their policy rankings.
C Measure the different types of costs that affect the final output.	This will be assessed and scored by an exam.	Students participated in questions revolving around the topic of, "Measuring a Nations Income". In the Spring 2011 Bishop/Mammoth section, 13 students participated. The average score was 61.5% with 3 students scoring 80% or higher.
D Demonstrate a level of economic literacy that results in critical evaluation of economic issues.	This will be assessed by a paper, scored with a rubric.	Students read an article titled, "The Most Important Economic Indicator", analyzed it, and responded to several questions and scenarios. In the Spring 2011 Bishop Mammoth section, 9 students participated. The average score was 77.8% with 5 of the 9 students scoring 80% or higher.



E Explain economic efficiency of resources allocation through market mechanisms.

This will be assessed and scored by an exam.

Students participated in questions revolving around the topic of, "Consumers, Producers, and Efficiency of Markets". In the Spring 2011 Bishop/Mammoth section, 11 students participated. The average score was 84% with 6 students scoring 80% or higher.

ECON 102 - Macroeconomics

Fall 2011 - Stephens, Hightower, Edwards

	Student Learning Outcome	Assessment	Analysis
A	Identify and distinguish among the basic tools of economic analysis as they apply to macroeconomic issues and the intricacies of simultaneous macroeconomic relations.	This will be assessed and scored by an exam.	In a class of over 30 students, Spring 2011, Stephens35251, on the third test, students were asked (Q.25) to do the following: Read the news clip, then answer the following questions: "Despite some optimism about the seeds of recovery, the Congressional Budget Office (CBO) sees joblessness rising. The CBO sees unemployment peaking at 10.4% next year from an average of 9.3% this year before falling to 9.1% in 2011." Source: Fortune, August 25, 2009. Before the recession began, the U.S. unemployment rate was about 6 percent. As a recession begins, firms quickly make layoffs. The resulting rise in unemployment is mainly a type of _____ unemployment. A: seasonal; B: frictional; C: natural; D: cyclical; E: structural (Answer: D, cyclical). 76% of the students answered the question correctly.



B Differentiate between the macroeconomic issues and the implications on national income accounting, unemployment, outsourcing, globalization, and inflation.

This will be assessed and scored by an exam.

On the fourth test (Q. 5), students examined a table that showed some of the items in the U.S. National Income and Product Accounts in 2000, then were asked to calculate the difference GDP, GNP, and U.S. National Income in 2000. Additional questions were the following: 1. In 2000, GDP minus GNP was ____ trillion. 2. The magnitude of difference can be determined by _____. 3. In 2000, GNP minus U.S. National Income was ____ trillion. (Answers: 1: 0 ; 2. Net factor income from abroad; 3. 1.2). Over 75% of the class answered the question correctly.

C Distinguish between monetary and fiscal policies and the practical applications and how these policies affect our lives.

This will be assessed and scored by an exam.

The fourth test (Q. 9), asked the following: The bias in the CPI leads to ____ in government outlays and ____ in government tax receipts. 1 : increases, increases; 2: decreases, increases; 3: decreases, decreases; 4: increases, decreases (Answer: D, increases, decreases). Over 75% of the class answered the question correctly.



D Identify historical changes in economic institutions, social relations, and international exchange.

This will be assessed and scored by an exam.

In a class of over 30 students, Test 5 (Q. 9) asked the following: All of the following statements about classical growth theory are true except: A: an increasing population brings a diminishing return to labor; B: no matter how much technological change occurs, real wage rates are always pushed back toward the subsistence level; C: capital does not experience diminishing returns; D: it is sometimes called Malthusian theory. (Answer: C). Over 64% of the class got the question right. Additionally, Homework 5 contained a variety of questions involving classical and neoclassical economic growth theories. In Homework 5, students got over 85% of the questions correct.



E Discuss economic issues reported in financial publications.

This will be assessed by a paper, scored with a rubric.

Discussion Five involved the following topic: As you read a newspaper or business magazine, watch a TV news show, or browse a news website, you often come across reports about GDP. What do these reports mean for you? Where in the National Income and Product Accounts do your transactions appear? How can you use information about GDP in your life? What are the non-market goods and services that you produce? How would you go about valuing them? Responses varied; over 90% of the students posted answers that responded to the questions.

ECON 103 Microeconomics

Student Learning Outcome

Assessment

Analysis



A Discuss the fundamental principles of scarcity, opportunity cost, and goals in our economy.	This will be assessed and scored by an exam.	Students discussed the following topic: Chapter One emphasizes several key economic questions: what, how, and for whom? The State of California is grappling with those questions as well while attempting to fix a nearly \$28 billion budget deficit. Since Cerro Coso College is located in California, considering some solutions to the state's finances might be useful. Pretend that you are the governor of California. What budget solutions would you propose to remedy the budget crisis? Remember that as the elected governor, you have pledged to represent the interests of all of the state's residents. In Spring 2011 (Stephens69506), with a class of over 30 students, 95% of the students were able to correctly respond to the discussion topic.
B Determine practical application of consumer demand theory and the concept of elasticity of demand.	This will be assessed and scored by an exam.	Test 3, questions 1—6, asked various questions regarding elasticity of demand. Sample, question 6: An advance in technology lowers the price of a laptop. If the demand for laptops is inelastic, laptop sales will ___ and total revenue will _____. (Answers: rise, fall) Over 82% of the students answered the question correctly.
C Identify the basic tools of microeconomic analysis as they apply to a firm's decisions in various types of product and factor markets.	This will be assessed and scored by an exam.	Test 3, questions 13--23, asked questions on producer surplus, consumer surplus, and total revenue. Over 70% of the students answered the questions correctly.



D Solve problem profit maximization and cost minimization decisions.

This will be assessed and scored by an exam.

Test 3, questions 25—30, asked questions regarding maximum surplus, profit, and deadweight loss. Sample: question 30, “Chrysler is shutting 800 dealerships and they must be closed by June 9, 2009. O’Bryhim, a dealer in Virginia, today sold a new Nitro at a discount of 40%--\$17,510 instead of the regular price of \$29,170. As June 9 approaches, O’Bryhim expects he will have to increase the discount and mark prices down further to sell all the cars on his lot. If next week, O’Bryhim increases the discount to 50%, the price of a new Nitro ____ and the producer surplus on a new Nitro _____. (Answers: falls, decreases). Test 3, questions 25--30, over 68% of the students answered the questions correctly.

PSYC C211 Lifespan Development – SLO’s, Assessments, Analysis

Spring 2011 - Kost

Student Learning Outcomes	Assessment	Analysis
A. Identify the relatively predictable biological, psychological, and social changes that occur for all people across the lifespan.	This will be assessed and scored by an exam.	In a class of over 30 students, Test 1, questions 5-12, asked various questions regarding identifying biological, psychological, and social changes. Sample, question 7: “The key developmental processes in lifespan development include all of the

		<p>following except:" A: cognitive processes; B: biological processes; C: socioemotional processes; D: physical/sensory processes. (Answer: D) Over 85% of the class answered the question correctly. Test 1, questions 5-12, asked questions regarding changes throughout the lifespan. Over 77% of the students answered the questions correctly.</p>
<p>B. Evaluate the impact of culture and gender on lifespan development issues.</p>	<p>This will be assessed and scored by a paper, scored with a rubric.</p>	<p>Discussion Nine involved the following topic: As you read a newspaper or magazine, watch television, or browse the Internet, you often come across the mainstream media influencing culture and gender, specifically pertaining to this discussion with the adolescent population. What do you believe to be some of the factors in how the media can influence adolescents in regards to how they view their body image? Can you recall a time in which the mass media had a direct effect on you when you were an adolescent – such as how you dressed, spoke, ate, etc.? Do you think the media plays any role in the development of</p>

		<p>adolescent eating disorders? Did this assignment help you to form any new opinions, reactions, etc. to our mass media with regards to the adolescent population? Responses varied; over 90% of the students posted answers that responded to the questions.</p>
<p>C. Evaluate the leading developmental theories.</p>	<p>This will be assessed and scored by a paper, scored with a rubric.</p>	<p>Students were asked to write a position paper by choosing from a list of possible topics and to also incorporate and evaluate a leading developmental theory to support their position. Students were asked to clearly articulate a pro or con viewpoint regarding the chosen topic and to also include personal examples and/or opinions regarding their position. The assignment needed to show significant research with at least 4-6 properly cited sources. In a class of over 30 students, over 75% of the students completed the assignment.</p>
<p>D. Understand basic research methods and able to evaluate a developmental research study.</p>	<p>This will be assessed and scored by a paper, scored with a rubric.</p>	<p>Students were asked to discuss the following topics: "What are the four steps of the scientific method? How can theory and hypotheses be defined? What</p>

		<p>are two main psychoanalytic theories? What are some contributions and criticisms of the psychoanalytic theories?" With a class of over 30 students, over 85% of the students were able to correctly respond to the discussion topic.</p>
<p>E. Articulate typical developmental vulnerabilities, potential crises, and appropriate interventions across the lifespan.</p>	<p>This will be assessed and scored by an exam.</p>	<p>Test 4, questions 32-40, asked various questions regarding developmental vulnerabilities and potential crises. Sample, question 37: "In the United States, _____ euthanasia is generally more accepted than _____ euthanasia." A: active/passive; B: passive/active; C: spontaneous/prearranged; D: prearranged/spontaneous. (Answers: B) Over 86% of the class answered the question correctly. Test 4, questions 32-40, asked questions regarding appropriate interventions across the lifespan. In a class of over 30 students, over 75% of the students answered the questions correctly.</p>



Program Review Data

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:ECON	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	S	
2007-2008			12	289	24.1	27.0	2.0	1.5	13.5	260	231	88.8%		
	200750		3	97	32.3	8.7	0.6	0.5	14.5	95	88	92.6%		
		Economics	3	97	32.3	8.7	0.6	0.5	14.5	95	88	92.6%		
	200770			5	93	18.6	9.0	0.8	0.6	11.2	82	72	87.8%	
		Economics	5	93	18.6	9.0	0.8	0.6	11.2	82	72	87.8%		
	200830			4	99	24.8	9.4	0.6	0.4	15.6	83	71	85.5%	
Economics		4	99	24.8	9.4	0.6	0.4	15.6	83	71	85.5%			
2008-2009			12	409	34.1	38.8	2.4	1.6	16.2	408	354	86.8%		
	200850		3	106	35.3	9.9	0.6	0.4	16.5	106	91	85.8%		
		Economics	3	106	35.3	9.9	0.6	0.4	16.5	106	91	85.8%		
	200870			3	103	34.3	9.9	0.6	0.6	16.6	104	87	83.7%	
		Economics	3	103	34.3	9.9	0.6	0.6	16.6	104	87	83.7%		
	200930			6	200	33.3	19.0	1.2	0.6	15.8	198	176	88.9%	
Economics		6	200	33.3	19.0	1.2	0.6	15.8	198	176	88.9%			
2009-2010			21	706	33.6	67.4	3.8	1.0	17.7	706	621	88.0%		
	200950		3	123	41.0	11.5	0.6	0.0	19.1	123	112	91.1%		
		Economics	3	123	41.0	11.5	0.6	0.0	19.1	123	112	91.1%		
	200970			8	252	31.5	24.2	1.4	0.4	17.3	253	224	88.5%	
		Economics	8	252	31.5	24.2	1.4	0.4	17.3	253	224	88.5%		
	201030			10	331	33.1	31.8	1.8	0.6	17.6	330	285	86.4%	
Economics		10	331	33.1	31.8	1.8	0.6	17.6	330	285	86.4%			
2010-2011			21	656	31.2	60.0	4.0	0.4	15.0	658	540	82.1%		
	201050		5	208	41.6	19.4	1.0	0.0	19.4	211	173	82.0%		
		Economics	5	208	41.6	19.4	1.0	0.0	19.4	211	173	82.0%		
	201070			8	236	29.5	20.4	1.6	0.2	12.8	235	198	84.3%	
Economics		8	236	29.5	20.4	1.6	0.2	12.8	235	198	84.3%			



	201130		8	212	26.5	20.2	1.4	0.2	14.5	212	169	79.7%
		Economics	8	212	26.5	20.2	1.4	0.2	14.5	212	169	79.7%
Sum			63	2,060	32.7	193.3	12.2	4.5	15.8	2,032	1,746	85.9%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:HIST	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTEF	Total Grades	# Retained	% Retained	# Succeeded	
2007-2008			36	1,068	29.7	107.4	6.1	4.2	17.5	949	847	89.3%	627	
	200750		6	208	34.7	19.0	1.2	1.0	15.8	195	175	89.7%	120	
		History	6	208	34.7	19.0	1.2	1.0	15.8	195	175	89.7%	120	
	200770			17	484	28.5	49.6	2.9	1.8	17.3	438	391	89.3%	296
		History	17	484	28.5	49.6	2.9	1.8	17.3	438	391	89.3%	296	
	200830			13	376	28.9	38.8	2.1	1.4	18.7	316	281	88.9%	211
History		13	376	28.9	38.8	2.1	1.4	18.7	316	281	88.9%	211		
2008-2009			34	1,117	32.9	112.1	5.6	3.2	19.9	1,070	874	81.7%	676	
	200850		6	214	35.7	19.6	1.2	1.0	16.4	206	159	77.2%	123	
		History	6	214	35.7	19.6	1.2	1.0	16.4	206	159	77.2%	123	
	200870			14	465	33.2	48.0	2.2	1.0	22.1	440	374	85.0%	285
		History	14	465	33.2	48.0	2.2	1.0	22.1	440	374	85.0%	285	
	200930			14	438	31.3	44.5	2.3	1.2	19.6	424	341	80.4%	268
History		14	438	31.3	44.5	2.3	1.2	19.6	424	341	80.4%	268		
2009-2010			34	1,029	30.3	104.2	5.9	4.5	17.6	1,041	841	80.8%	620	
	200950		5	172	34.4	16.6	1.0	0.8	16.6	175	144	82.3%	97	
		History	5	172	34.4	16.6	1.0	0.8	16.6	175	144	82.3%	97	
	200970			13	406	31.2	41.6	2.3	1.5	18.4	412	327	79.4%	258
		History	13	406	31.2	41.6	2.3	1.5	18.4	412	327	79.4%	258	
	201030			16	451	28.2	46.0	2.7	2.3	17.2	454	370	81.5%	265
History		16	451	28.2	46.0	2.7	2.3	17.2	454	370	81.5%	265		
2010-2011			38	1,208	31.8	118.9	6.7	5.5	17.7	1,212	942	77.7%	673	
	201050		5	200	40.0	18.8	1.0	1.0	18.8	203	156	76.8%	121	
		History	5	200	40.0	18.8	1.0	1.0	18.8	203	156	76.8%	121	

Revised: 11/7/11



	201070		16	516	32.3	50.9	2.9	2.3	17.8	516	398	77.1%	278
		History	16	516	32.3	50.9	2.9	2.3	17.8	516	398	77.1%	278
	201130		17	492	28.9	49.1	2.9	2.3	17.1	493	388	78.7%	274
		History	17	492	28.9	49.1	2.9	2.3	17.1	493	388	78.7%	274
Sum			130	4,422	34.0	442.5	24.4	17.5	18.1	4,272	3,504	82.0%	2,590

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

7/15/2011

Subject:HMSV	Top_Code:<All>	Campus_Desc:<All>
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded
2008-2009			8	113	14.1	11.9	0.6	0.0	19.8	117	97	82.9%	80
	200870		4	48	12.0	5.1	0.2	0.0	25.3	49	44	89.8%	32
		Human Services	4	48	12.0	5.1	0.2	0.0	25.3	49	44	89.8%	32
	200930			4	65	16.3	6.8	0.4	0.0	17.1	68	53	77.9%
Human Services		4	65	16.3	6.8	0.4	0.0	17.1	68	53	77.9%	48	
2009-2010			12	131	10.9	12.7	1.1	0.0	11.2	132	116	87.9%	104
	200970		6	65	10.8	5.7	0.7	0.0	7.8	66	58	87.9%	48
		Human Services	6	65	10.8	5.7	0.7	0.0	7.8	66	58	87.9%	48
	201030			6	66	11.0	7.0	0.4	0.0	17.4	66	58	87.9%
Human Services		6	66	11.0	7.0	0.4	0.0	17.4	66	58	87.9%	56	
2010-2011			13	131	10.1	15.0	0.7	0.0	20.5	131	117	89.3%	105
	201070		6	66	11.0	8.2	0.3	0.0	24.5	66	58	87.9%	53
		Human Services	6	66	11.0	8.2	0.3	0.0	24.5	66	58	87.9%	53
	201130			7	65	9.3	6.9	0.4	0.0	17.2	65	59	90.8%
Human Services		7	65	9.3	6.9	0.4	0.0	17.2	65	59	90.8%	52	
Sum			33	375	11.4	39.6	2.5	0.0	16.1	380	330	86.8%	289

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
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2007-2008			17	505	29.7	49.3	2.9	1.8	17.2	458	410	89.5%	332	72.5%
	200750		3	98	32.7	7.9	0.6	0.4	13.2	75	71	94.7%	55	73.3%
		Political Science	3	98	32.7	7.9	0.6	0.4	13.2	75	71	94.7%	55	73.3%
	200770		5	147	29.4	14.9	0.8	0.6	18.6	138	127	92.0%	98	71.0%
		Political Science	5	147	29.4	14.9	0.8	0.6	18.6	138	127	92.0%	98	71.0%
	200830		9	260	28.9	26.5	1.5	0.8	18.1	245	212	86.5%	179	73.1%
Political Science		9	260	28.9	26.5	1.5	0.8	18.1	245	212	86.5%	179	73.1%	
2008-2009			12	409	34.1	42.1	2.2	1.2	19.1	394	328	83.2%	276	70.1%
	200850		2	58	29.0	5.8	0.4	0.2	14.6	59	55	93.2%	46	78.0%
		Political Science	2	58	29.0	5.8	0.4	0.2	14.6	59	55	93.2%	46	78.0%
	200870		7	233	33.3	23.6	1.2	0.8	19.7	218	174	79.8%	151	69.3%
		Political Science	7	233	33.3	23.6	1.2	0.8	19.7	218	174	79.8%	151	69.3%
	200930		3	118	39.3	12.6	0.6	0.2	21.0	117	99	84.6%	79	67.5%
Political Science		3	118	39.3	12.6	0.6	0.2	21.0	117	99	84.6%	79	67.5%	
2009-2010			14	380	27.1	42.4	2.3	1.8	18.7	406	362	89.2%	281	69.2%
	200950		2	42	21.0	6.4	0.4	0.2	16.0	66	58	87.9%	50	75.8%
		Political Science	2	42	21.0	6.4	0.4	0.2	16.0	66	58	87.9%	50	75.8%
	200970		5	157	31.4	16.7	0.8	0.8	20.8	159	142	89.3%	108	67.9%
		Political Science	5	157	31.4	16.7	0.8	0.8	20.8	159	142	89.3%	108	67.9%
	201030		7	181	25.9	19.4	1.1	0.8	18.2	181	162	89.5%	123	68.0%
Political Science		7	181	25.9	19.4	1.1	0.8	18.2	181	162	89.5%	123	68.0%	
2010-2011			13	404	31.1	40.1	2.4	2.2	16.7	406	361	88.9%	264	65.0%
	201050		1	39	39.0	3.7	0.2	0.2	18.6	40	32	80.0%	27	67.5%
		Political Science	1	39	39.0	3.7	0.2	0.2	18.6	40	32	80.0%	27	67.5%
	201070		6	187	31.2	18.0	1.0	1.0	18.0	187	170	90.9%	123	65.8%
		Political Science	6	187	31.2	18.0	1.0	1.0	18.0	187	170	90.9%	123	65.8%
	201130		6	178	29.7	18.4	1.2	1.0	15.3	179	159	88.8%	114	63.7%
Political Science		6	178	29.7	18.4	1.2	1.0	15.3	179	159	88.8%	114	63.7%	
Sum			56	1,698	30.3	173.9	9.7	7.0	17.9	1,664	1,461	87.8%	1,153	69.3%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

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Revised: 11/7/11



ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTEF	Total Grades	# Retained	% Retained	
2007-2008			25	715	28.6	71.3	4.7	1.6	15.3	661	588	89.0%	
	200750		5	124	24.8	11.8	1.0	0.4	11.8	117	97	82.9%	
		Psychology	5	124	24.8	11.8	1.0	0.4	11.8	117	97	82.9%	
	200770			10	296	29.6	29.9	2.0	0.6	15.0	279	246	88.2%
		Psychology	10	296	29.6	29.9	2.0	0.6	15.0	279	246	88.2%	
	200830			10	295	29.5	29.6	1.7	0.6	17.8	265	245	92.5%
Psychology		10	295	29.5	29.6	1.7	0.6	17.8	265	245	92.5%		
2008-2009			34	965	28.4	96.3	5.9	2.2	16.4	958	804	83.9%	
	200850		6	170	28.3	16.5	1.2	1.0	13.7	167	146	87.4%	
		Psychology	6	170	28.3	16.5	1.2	1.0	13.7	167	146	87.4%	
	200870			11	398	36.2	39.6	2.2	0.6	18.0	391	326	83.4%
		Psychology	11	398	36.2	39.6	2.2	0.6	18.0	391	326	83.4%	
	200930			17	397	23.4	40.2	2.5	0.6	16.3	400	332	83.0%
Psychology		17	397	23.4	40.2	2.5	0.6	16.3	400	332	83.0%		
2009-2010			41	1,158	28.2	115.3	7.3	2.0	15.9	1,166	962	82.5%	
	200950		5	175	35.0	16.9	1.0	0.6	16.9	178	135	75.8%	
		Psychology	5	175	35.0	16.9	1.0	0.6	16.9	178	135	75.8%	
	200970			16	500	31.3	50.4	3.2	1.0	15.8	503	427	84.9%
		Psychology	16	500	31.3	50.4	3.2	1.0	15.8	503	427	84.9%	
	201030			20	483	24.2	48.0	3.1	0.4	15.7	485	400	82.5%
Psychology		20	483	24.2	48.0	3.1	0.4	15.7	485	400	82.5%		
2010-2011			46	1,459	31.7	141.8	8.6	2.6	16.4	1,459	1,156	79.2%	
	201050		10	339	33.9	32.4	2.0	0.6	16.2	340	257	75.6%	
		Psychology	10	339	33.9	32.4	2.0	0.6	16.2	340	257	75.6%	
	201070			19	613	32.3	60.4	3.8	1.4	15.9	613	513	83.7%
		Psychology	19	613	32.3	60.4	3.8	1.4	15.9	613	513	83.7%	
	201130			17	507	29.8	49.0	2.8	0.6	17.4	506	386	76.3%
Psychology		17	507	29.8	49.0	2.8	0.6	17.4	506	386	76.3%		
Sum			145	4,297	29.6	424.7	26.4	8.3	16.1	4,244	3,510	82.7%	

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College
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ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTEs	FTEF	Adjunct FTEF	FTEs/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			17	513	30.2	49.0	3.0	2.4	16.3	493	430	87.2%	329	66.7%
	200750		4	106	26.5	9.6	0.6	0.6	16.0	102	93	91.2%	73	71.6%
		Sociology	4	106	26.5	9.6	0.6	0.6	16.0	102	93	91.2%	73	71.6%
	200770		8	231	28.9	22.7	1.6	1.0	14.2	220	197	89.5%	159	72.3%
		Sociology	8	231	28.9	22.7	1.6	1.0	14.2	220	197	89.5%	159	72.3%
	200830		5	176	35.2	16.7	0.8	0.8	20.9	171	140	81.9%	97	56.7%
Sociology		5	176	35.2	16.7	0.8	0.8	20.9	171	140	81.9%	97	56.7%	
2008-2009			18	573	31.8	55.1	2.8	2.6	19.7	566	478	84.5%	335	59.2%
	200850		4	132	33.0	12.2	0.6	0.6	20.3	131	110	84.0%	81	61.8%
		Sociology	4	132	33.0	12.2	0.6	0.6	20.3	131	110	84.0%	81	61.8%
	200870		8	244	30.5	23.4	1.2	1.0	19.5	237	196	82.7%	132	55.7%
		Sociology	8	244	30.5	23.4	1.2	1.0	19.5	237	196	82.7%	132	55.7%
	200930		6	197	32.8	19.5	1.0	1.0	19.5	198	172	86.9%	122	61.6%
Sociology		6	197	32.8	19.5	1.0	1.0	19.5	198	172	86.9%	122	61.6%	
2009-2010			21	697	33.2	68.6	3.8	2.4	18.1	703	573	81.5%	422	60.0%
	200950		4	151	37.8	14.1	0.8	0.6	17.6	152	133	87.5%	94	61.8%
		Sociology	4	151	37.8	14.1	0.8	0.6	17.6	152	133	87.5%	94	61.8%
	200970		8	260	32.5	25.9	1.4	0.8	18.5	261	201	77.0%	156	59.8%
		Sociology	8	260	32.5	25.9	1.4	0.8	18.5	261	201	77.0%	156	59.8%
	201030		9	286	31.8	28.7	1.6	1.0	17.9	290	239	82.4%	172	59.3%
Sociology		9	286	31.8	28.7	1.6	1.0	17.9	290	239	82.4%	172	59.3%	
2010-2011			30	975	32.5	94.1	5.4	3.2	17.4	987	771	78.1%	587	59.5%
	201050		8	292	36.5	27.7	1.6	0.8	17.3	303	229	75.6%	185	61.1%
		Sociology	8	292	36.5	27.7	1.6	0.8	17.3	303	229	75.6%	185	61.1%
	201070		10	293	29.3	28.6	1.8	1.4	15.9	294	240	81.6%	175	59.5%
		Sociology	10	293	29.3	28.6	1.8	1.4	15.9	294	240	81.6%	175	59.5%
	201130		12	390	32.5	37.8	2.0	1.0	18.9	390	302	77.4%	227	58.2%
Sociology		12	390	32.5	37.8	2.0	1.0	18.9	390	302	77.4%	227	58.2%	
Sum			84	2,758	32.8	266.8	15.0	10.6	17.8	2,749	2,252	81.9%	1,673	60.9%