Full Review
PALO VERDE COLLEGE

1. PURPOSE OF THE PROGRAM

"Palo Verde College provides opportunities for personal and professional growth to a diverse and unique community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals."
PVC Mission Statement 12/2019

a. Describe the purpose of program and its mission.

The Associate in Arts in Sociology for Transfer introduces students to the sociological principles and methodologies used in the study of society and behaviors. Students will acquire the essential foundation and skills necessary to pursue advanced degrees in Sociology, and a wide variety of occupational specializations in the field. This area of emphasis would be an ideal choice for students who plan on transferring to the California State University (CSU) or University of California (UC) as students can satisfy general education requirement, plus focus on transferable coursework that relates to majors at these institutions.

b. How does the program support the College Mission?

The Sociology Program continually strives to provide exemplary learning environments that promote student success and foster the lifelong love of learning. The study of sociology enhances students' personal development, and provides insight into interpersonal relationships, cultural differences, and community outreach. The Sociology Program supports PVC's Institutional Goal #1: "Palo Verde Community College District will deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement." Sociology supports this goal by providing a comprehensive AA Degree in Sociology for Transfer. Courses in SOC can also be taken for the purpose of lifelong learning. Furthermore, SOC supports PVC's Institutional Goal #l by engaging in regular assessment, which leads to the identification of course and program weaknesses, and encourages relevant solutions, to make ongoing improvements to the quality of the SOC program.

2. POPULATION(S) SERVED

a. Describe the populations served by the program, identifying special populations, if any.

The Sociology (SOC) Program serves students seeking associate's degrees and/or certificates in a variety of disciplines; students seeking to transfer to four-year institutions; and individuals seeking personal enrichment. In addition to the traditional face-to-face student, other populations served include inmate students, local correspondence students, DSPS, and EOPS students.

b. Describe other populations that should be served by the program and identify plans for serving them in the future.

Although no other populations have been identified, we would like to increase the availability of online courses, to better serve students with issues related to transportation and/or distance. We can start moving forward since all full-time faculty have received @One Training.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

a. Describe progress in achieving each goal outlined in the previous Full Review, providing evidence documenting such achievements.

1) Strategically streamline SOC course offerings and include all courses in the catalog in a rotation over a two-year period.

    The SOC courses have been offered regularly and consistently over the two-year period. The innovation of the two-year schedule along with the hiring of more full-time faculty members in the division have helped this goal be realized.

2) Enrollments will be closely monitored to evaluate the success of these changes, and necessary modifications will be identified and made.

    Enrollment has shown to be consistent and strong throughout the evaluation period. The course completion and evaluation numbers substantiate the ongoing success.

3) Address the absence of a full-time Sociology faculty member to serve as a custodian for this program.

    A full-time sociology faculty member has been hired and has taken over the duties of monitoring the program as well as implementing the suggestions and policies of the program review.

4) Develop online courses in SOC to reach more students.

    The core SOC courses (101, 111) have been successfully created and taught during the evaluation period. A successful that courses and they're offering may be attributed to the development of the @One online certification.

b. Explain modifications, if any, of goals outlined in the previous Full Review, providing evidence documenting such modifications.

There were no modifications of the goals from those outlined in the previous review.

4. STRENGTHS, WEAKNESSES & NEW GOALS

a. List and comment on the major strengths of the program.

- Enrollment, Retention, and Completion results tend to be high
- Multiple modalities of core courses are beginning to be offered more widely
- The discipline is mutually supported by a strong division

b. List and comment on the major weaknesses of the program.

- Limited number of SOC courses available in the catalog
- Limited number of Online classes available overall

c. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

- Goal: Offer a greater variety of SOC courses

   Process and Timeline: write new courses, begin, and finalize creating new courses for the catalog. 1-3 new courses generated over the next 3-5 years.

- Goal: Offer a greater number of SOC courses online

   Process and Timeline: Expand offering of current and new courses in online modality. Develop and promote online modality over next review cycle.

d. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

The AAT in Sociology program continues with the objective of supporting student progress and preparing them for transfer upon graduation from Palo Verde College. The goal is to continue offering robust curriculum and support to students so students can gain the fundamental skills they need to complete a four-year degree, should they choose to do so, or successfully join the marketplace after completion.

As an integral part of the History, Social and Behavioral Sciences, the AAT in Sociology program continues to provide a learning environment that is inclusive, strives for a more equitable and diverse future, enhances community outreach, and fosters student success. The primary objective of the program is to ensure that all its students obtain a well-rounded educational experience while instilling in its students a sense of community, not solely on campus, but also in the real world.

5. CURRICULUM HISTORY

a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

There are no courses within the SOC AAT that have not been offered at least once during the preceding eight semesters.

	2017 FA	2018 SP	2018 SU	2018 FA	2019 SP	2019 SU	2019 FA	2020 SP	2020 SU	2020 FA	2021 SP	2021 SU	2021 FA	2022 SP
ANT-101	X	X	X	X	X	X	X	X	X	X	X	X	X	X

MAT-106	X	X		X	X		X	X		X	X		X	X
PSY-101	X	X	X	X	X	X	X	X		X	X		X	X
PSY-150		X			X			X			X			X
PSY-215		X			X	X		X		X				X
SOC-101	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SOC-111			X	X	X	X	X	X		X	X	X	X	X

b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

N/A

6. COURSE SCHEDULING & AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

a. How Scheduling Optimizes Class Availability

Currently, SOC courses are offered face-to-face at varying times, via correspondence and online. Correspondence courses serve a wide variety of students who may not otherwise enroll in courses, such as incarcerated students, or those who are otherwise unable to come to campus. Online courses have promoted availability and flexibility for student's schedules.

b. How Scheduling Optimizes Student Learning

Sociology students consistently receive high quality instruction as indicated by favorable faculty evaluations. The availability of correspondence courses ensures that students with issues related to transportation or distance can enroll in courses.

7. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

AA in Sociology for Transfer, Full Review, Fall 2017 – Spring 2021
PRC Approved: 01.20.2022
BOT Approved: 5.10.2022

4

Average Percentage Program Learning Outcome #1 For AA in Sociology for Transfer				
Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political, and economic institutions, and self-development.				
Course IDs within the Program that map to PLO#1	% Successful Students 2017	% Successful Students 2018	% Successful Students 2019	% Successful Students 2020
SOC 101	92	-	62.3	-
SOC 111	-	-	-	-
ANT-101	93	-	73.4	-
MAT-106	83	-	-	-
PSY-101	92.5	-	-	93
PSY-150	100	-	-	-
PSY-215	-	-	-	-
Average % of Successful Students by Year	92.1	-	67.9	93

Average Percentage Program Learning Outcome #2 For AA in Sociology for Transfer				
The ability to explain and apply the major theoretical perspectives in sociology.				
Course IDs within the Program that map to PLO#1	% Successful Students 2017	% Successful Students 2018	% Successful Students 2019	% Successful Students 2020
SOC 101	92	-	62.3	-
SOC 111	-	-	-	-
ANT-101	93	-	70.8	-
MAT-106	83	-	-	-
PSY-101	92.5	-	-	92
PSY-150	100	-	-	-
PSY-215	-	-	-	-
Average % of Successful Students by Year	92.1	-	66.6	92

Average Percentage Program Learning Outcome #3 For AA in Sociology for Transfer				
The ability to interpret and communicate the "sociological perspective" and the diverse intersections of social categories, including race, class gender, sexuality, age, religion, and nationality. .				
Course IDs within the Program that map to PLO#1	% Successful Students 2017	% Successful Students 2018	% Successful Students 2019	% Successful Students 2020
SOC 101	95.3	-	54.5	-
SOC 111	-	-	-	-
ANT-101	93	-	73.3	-
MAT-106	83	-	-	-
PSY-101	92.5	-	-	94
PSY-150	100	-	-	-
PSY-215	-	-	-	-
Average % of Successful Students by Year	92.8	-	63.9	94

From the each of the tables above enter the "AVERAGE % of Successful Students by Year" in the appropriate box below.

Average Percentage for all Program Learning Outcomes For AA in Sociology for Transfer				
PROGRAM LEARNING OUTCOME	% Successful Students 2017	% Successful Students 2018	% Successful Students 2019	% Successful Students 2020
PLO #1	92.1	-	67.9	93
PLO #2	92.1	-	66.6	92
PLO #3	92.8	-	63.9	94
Average % of Successful Students by Year	92.3	-	66.1	93

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be in identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
Anthro	All	ANT 101	Students not submitting all the assignments	Modify assignments so that they are easier to understand to reduce missing assignments	Modification of course assignments	Continuing to monitor Gap	2021
Anthro	All	ANT 101	Students failed to complete the assigned course materials.	Monitor student work, gap attributed to COVID-19 effecting F2F classes	Ongoing monitoring	Continuing to monitor Gap	2021
Soc	All	SOC 101	It was difficult to get students to submit their assignments	More communication between the student and instructor, more frequent progress reports, and	Modification of instructor strategies/policies	Continuing to monitor Gap	2021

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
				more flexibility			

a. List courses for which CLOs have not been assessed. Provide an explanation why assessments of these CLOs have not been performed.

All courses noted have been assessed.

b. Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.

No, there have been no revised/deleted CLO's or PLO's.

c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

Faculty input at the course level in the Introduction to anthropology and the Introduction to Sociology courses has informed faculty flexibility and teaching policy as well as increased monitoring of student performance. These interventions come late in the program review cycle and will be monitored in future reviews to measure their success.

d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

Given the low performance of the 2019 academic year, 63%, primarily attributed to sociology 101 performance, it will be a course to monitor in the subsequent years. A full-time Sociology faculty member, a hire informed by the previous program review, is poised to address the SLO performance levels. Further, the 2019 academic year was an outlier do to a small sample size which likely affected the results of the SLO.

e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

This is an ongoing area that is increasing in attention. To date, there are few differences in modalities (for example, most courses evaluated were correspondence) to determine differences across modalities. However, preliminary results suggest that Online modes tend to have the least favorable results across multiple measures (i.e., enrollment, retention, completion etc.).

8. COURSE CURRENCY
a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

AA in Sociology for Transfer, Full Review, Fall 2017 – Spring 2021
PRC Approved: 01.20.2022
BOT Approved: 5.10.2022

7

Course	Committee Approval Date
ANT-101	03/11/2021
MAT-106	10/08/2020
PSY-101	04/16/2020
PSY-150	04/16/2020
PSY-215	12/12/2019
SOC-101	04/08/2021
SOC-111	04/08/2021

b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

All the courses required within the SOC AAT degree have been reviewed and approved by the curriculum committee within four years.

9. PROGRAM AND COURSE COVERAGE

a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Example:

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
SOC 101			X
SOC 111			X
ANT-101			X
MAT-106			X
PSY-101			X
PSY-150			X
PSY-215			X

b. Explain how effectively the program is served with the current coverage.

The program has been effectively served with the current coverage. The addition of a full-time sociology faculty member has improved the consistency of coverage in the discipline.

c. Describe plans to correct deficiencies, if any, in course and program coverage.

The courses in the program have been successfully covered, therefore there are no plans to correct deficiencies.

10. PROFESSIONAL DEVELOPMENT

a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years and explain how such activities benefited the program and supported and facilitated student learning outcomes.

The fulltime sociology faculty member, Dr. Bolin, participated in professional development conferences, workshops, courses, or in-service activities. In service, Dr. Bolin participated in Palo Verde service activities and meetings: Flex Days, Senate Meetings, Division Meetings.

Dr. Bolin attended professional development training, including the @One Certification and participates in job-related professional associations, beyond campus academic organizations, including: membership in the California Sociological Association, attending the California Sociological Association 2021 Conference, and Submitted Proposal - 2021 National Conference on Higher Education in Prison. Dr. Bolin also participates in Palo Verde College Events, including Pirate's Chest Volunteer and Planning Committee meetings, and co-supervised a PhD project of the Pirate Pantry. Finally, Dr. Bolin Participates in community events: Co-Site supervisor with Jaclyn Randall - PhD project with Jessica Sabbara Food Pantry project and conducted a professional development training at Victor Elementary School District.

Dr. Bolin participated in academic activities on campus, including committee and task force involvement, evidenced as follows: Co-Chair: History, Social and Behavioral Sciences, Co-Author w/ Jaclyn Randall - Community Improvement Fund Grant for Pirate Pantry funding Program Review committee, Scholarship Review Committee, SLO Committee meetings, Curriculum Committee, and co-author of the 2017 HSBS & Sociology program review.

Overall, these activities helped promote an equitable learning environment and strive to maximize students learning outcomes (SLO). SLO's benefitted from professional development by maximally preparing faculty for teaching by incorporating best practices, including: providing detailed feedback to every assignment, participating in the online discussion boards with students, timely grading to student work, providing written feedback and responses to each of the correspondence work received, suggestion of outside references including authors articles and films that relate to the concepts, and regular check-in's regarding student's anxiety or performance in the class.

11. STUDENT SUCCESSFUL COMPLETION & RETENTION

Note: The Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** *is defined as number of grades of A, B, C, CR divided by A, B,C,D,F,CR,NC,W,MW, IP.* **Retention** *is defined as number of grades of A, B, C, D, F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP*

a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set standards.

Overall, the average retention rate for the program have been above the institution set standard (73.5%). The notable exception was MAT 106 during the 2019 academic year which was over 40% below the standard.

The Current Institutional Set Standard for Completion is: 73.5%

Year	2017					Year	2017					
Completion						Completion						
	2017 FA	2018 SP	AVG	DIF			Corres	DIF	F2F	DIF	Online	DIF
ANT-101	57%	77%	67%	-7%	ANT-101		69%	-5%	-	-	59%	-15%

AA in Sociology for Transfer, Full Review, Fall 2017 – Spring 2021

9
BOT Approved: 5.10.2022

MAT-106	59%	83%	71%	-3%	MAT-106	59%	-15%	###	-	-	-
PSY-101	82%	86%	84%	11%	PSY-101	85%	12%	###	-	-	-
PSY-150	-	78%	78%	5%	PSY-150	78%	5%	-	-	-	-
PSY-215	-	96%	96%	23%	PSY-215	96%	23%	-	-	-	-
SOC-101	78%	70%	74%	1%	SOC-101	77%	4%	###	-	-	-
SOC-111	-	-	-	-	SOC-111	-	-	-	-	-	-

Year	2018				Year	2018					

Completion					Completion						
	2018 FA	2019 SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
ANT-101	62%	67%	65%	-9%	ANT-101	65%	-9%	-	-	-	-
MAT-106	67%	88%	78%	4%	MAT-106	67%	-6%	###	-	###	-
PSY-101	76%	74%	75%	2%	PSY-101	73%	-1%	###	-	###	-
PSY-150	-	100%	100%	27%	PSY-150	100%	27%	-	-	-	-
PSY-215	-	72%	72%	-2%	PSY-215	72%	-2%	-	-	-	-
SOC-101	81%	74%	78%	4%	SOC-101	78%	5%	###	-	###	-
SOC-111	80%	100%	90%	17%	SOC-111	80%	7%	###	-	###	-

Year	2019				Year	2019					

Completion					Completion						
	2019 FA	2020 SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
ANT-101	56%	73%	65%	-9%	ANT-101	62%	-12%	###	-	71%	-3%
MAT-106	34%	26%	30%	-44%	MAT-106	24%	-50%	###	-	-	-
PSY-101	74%	87%	81%	7%	PSY-101	80%	7%	###	-	-	-
PSY-150	-	81%	81%	8%	PSY-150	81%	8%	-	-	-	-
PSY-215	-	100%	100%	27%	PSY-215	-	-	###	-	-	-
SOC-101	66%	78%	72%	-2%	SOC-101	70%	-4%	###	-	-	-
SOC-111	92%	74%	83%	10%	SOC-111	74%	1%	###	-	-	-

Year	2020				Year	2020					

Completion					Completion						
	2020 FA	2021 SP	AVG	DIF		Corres	DIF	F2F	DIF	Online	DIF
ANT-101	91%	80%	86%	12%	ANT-101	86%	13%	-	-	-	-
MAT-106	45%	44%	45%	-29%	MAT-106	44%	-30%	-	-	-	-
PSY-101	77%	80%	79%	5%	PSY-101	81%	8%	-	-	64%	-10%
PSY-150	-	86%	86%	13%	PSY-150	86%	13%	-	-	-	-
PSY-215	95%	-	95%	22%	PSY-215	95%	22%	-	-	-	-
SOC-101	81%	64%	73%	-1%	SOC-101	75%	2%	-	-	50%	-24%
SOC-111	58%	59%	59%	-15%	SOC-111	58%	-16%	-	-	-	-

    b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

Overall, the average retention rate for the program have been above the institution set standard (87%). The notable exception was MAT 106 during the 2019 academic year which was over 20% below the standard.

The Current Institutional Set Standard for Retention is: 87.0%

Year	2017			
Retention				
	2017 FA	**2018 SP**	**AVG**	**DIF**
ANT-101	81%	83%	82%	-5%
MAT-106	79%	100%	90%	3%
PSY-101	93%	91%	92%	5%
PSY-150	-	89%	89%	2%
PSY-215	-	100%	100%	13%
SOC-101	92%	84%	88%	1%
SOC-111	-	-	-	-

Year	2017					
Retention						
	Corres	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ANT-101	81%	-6%	-	-	59%	28%
MAT-106	79%	-8%	###	-	-	-
PSY-101	91%	4%	###	-	-	-
PSY-150	89%	2%	-	-	-	-
PSY-215	100%	13%	-	-	-	-
SOC-101	90%	3%	###	-	-	-
SOC-111	-	-	-	-	-	-

Year	2018			
Retention				
	2018 FA	**2019 SP**	**AVG**	**DIF**
ANT-101	85%	84%	85%	-3%
MAT-106	74%	91%	83%	-5%
PSY-101	91%	93%	92%	5%
PSY-150	-	100%	100%	13%
PSY-215	-	89%	89%	2%
SOC-101	95%	87%	91%	4%
SOC-111	89%	100%	95%	8%

Year	2018					
Retention						
	Corres	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ANT-101	85%	-2%	-	-	-	-
MAT-106	74%	-13%	###	-	-	-
PSY-101	91%	4%	###	-	-	-
PSY-150	100%	13%	-	-	-	-
PSY-215	89%	2%	-	-	-	-
SOC-101	89%	2%	###	-	-	-
SOC-111	89%	2%	-	-	-	-

Year	2019			
Retention				
	2019 FA	**2020 SP**	**AVG**	**DIF**
ANT-101	86%	85%	86%	-2%
MAT-106	78%	53%	66%	-22%
PSY-101	88%	92%	90%	3%
PSY-150	-	92%	92%	5%
PSY-215	-	100%	100%	13%
SOC-101	88%	85%	87%	-1%
SOC-111	92%	74%	83%	-4%

Year	2019					
Retention						
	Corres	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ANT-101	85%	-2%	###	-	88%	15%
MAT-106	74%	-13%	###	-	-	-
PSY-101	91%	4%	###	-	-	-
PSY-150	100%	13%	-	-	-	-
PSY-215	89%	2%	###	-	-	-
SOC-101	89%	2%	###	-	-	-
SOC-111	89%	16%	###	-	-	-

Year	2020			
Retention				
	2020 FA	**2021 SP**	**AVG**	**DIF**
ANT-101	99%	96%	98%	11%
MAT-106	78%	65%	72%	-16%
PSY-101	93%	92%	93%	6%

Year	2020					
Retention						
	Corres	**DIF**	**F2F**	**DIF**	**Online**	**DIF**
ANT-101	97%	10%	-	-	-	-
MAT-106	71%	-16%	-	-	-	-
PSY-101	95%	8%	-	-	83%	10%

PSY-150	-	91%	91%	4%	PSY-150	91%	4%	-	-	-	-
PSY-215	98%	-	98%	11%	PSY-215	98%	11%	-	-	-	-
SOC-101	94%	86%	90%	3%	SOC-101	92%	5%	-	-	76%	3%
SOC-111	94%	80%	87%	0%	SOC-111	84%	11%	-	-	-	-

c. Indicate the number of annual awards over the preceding four (4) years and assess trends in the number of program certificates and degrees awarded.

Overall, the AA in Sociology for Transfer has remained low and relatively steady over the preceding four years. There has been little movement in the AAT's in Sociology being awarded, it will be important to note the change in the next four year period. The current program review covers years that were largely unmonitored by a fulltime faculty member while the next program review will be entirely monitored by a fulltime sociology instructor.

Example:

Name of Award	2017-18	2018-19	2019-20	2020-21
AA in Sociology for Transfer	2	3	4	3

12. ENROLLMENT TRENDS

Note: The Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

Overall, enrollment is trending upward during the years assessed reaching its highest levels in the most recent semester (2021 SP). A similar trend is reflected within each of the modalities showing a generalized increase in enrollment overall. The correspondence courses consistently had the highest enrollment levels followed by face-to-face classes, with the fewest in online courses. It should be noted, however, that there were few classes offered in the online modality (3) which limits their ability to be assessed relatively to the other modalities. We anticipate an increase in online courses during the next program review given the added demand and the faculty training in online training through @one.

Year	2017-2020

Enrollment									
	Average	2017FA	2018SP	2018FA	2019SP	2019FA	2020SP	2020FA	2021SP
ANT-101	131	68	60	92	129	252	150	151	147
MAT-106	45	29	24	27	33	59	57	67	66
PSY-101	129	102	97	117	174	144	128	166	101
PSY-150	17	-	9	-	9	-	26	-	22
PSY-215	29	-	27	-	47	-	1	41	-
SOC-101	98	64	43	73	120	115	97	117	157
SOC-111	30	-	-	35	1	13	23	31	75

Year	2017-2020	Corr.

Enrollment						

	Average	2017 Corr.	2018 Corr.	2019 Corr.	2020 Corr.
ANT-101	242	96	221	354	298
MAT-106	57	29	27	37	133
PSY-101	208	162	228	228	214
PSY-150	17	9	9	26	22
PSY-215	38	27	47	-	41
SOC-101	170	88	169	190	232
SOC-111	55	-	35	23	106

Year	2017-2020	F2F

Enrollment					
	Average	2017 F2F	2018 F2F	2019 F2F	2020 F2F
ANT-101	31	-	-	31	-
MAT-106	45	24	33	79	-
PSY-101	48	37	63	44	-
PSY-150	-	-	-	-	-
PSY-215	1	-	-	1	-
SOC-101	22	19	24	22	-
SOC-111	7	-	1	13	-

Year	2017-2020	Online

Enrollment					
	Average	2017 Online	2018 Online	2019 Online	2020 Online
ANT-101	25	32	-	17	-
MAT-106	-	-	-	-	-
PSY-101	53	-	-	-	53
PSY-150	-	-	-	-	-
PSY-215	-	-	-	-	-
SOC-101	42	-	-	-	42
SOC-111	-	-	-	-	-

13. FINANCIAL TRENDS

Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

Salary and benefit deviations are not previewed, analysis should be directed to fiscal services.

		FY 2018		FY 2019		FY 2020		FY 2021	
		BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED	BUDGETED	EXPENDED
SOC 2208	Salaries	0.00	12,241.88	0.00	56,504.43	67,402.06	67,402.06	114,801.07	114,801.07

Benefits	0.00	2,153.22	300.00	17,233.69	21,951.47	21,951.47	31,774.02	31,774.02
Overload Salaries	0.00	9,594.18	0.00	13,960.08	9,387.57	9,387.57	17,153.06	17,153.06
Overload Benefits	0.00	1,686.87	0.00	2,707.74	1,894.23	1,894.23	3,297.71	3,297.17

14. FACILITIES AND EQUIPMENT

    a. Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.

       Facilities, such as classrooms and offices are adequate overall. During this review, many instructors throughout campus have undergone the @One training. It is likely the new training will help bring about more Online course offerings, including within the SOC department.

    b. Describe plans for future changes in facilities or equipment that would better support the program.

       There are no plans for immediate major changes in facilities and equipment in SOC.