

Full Review

PALO VERDE COLLEGE

SOCIOLOGY REPORTING FALL 2014 TO SPRING 2017

1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse 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 01/2016

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 #1 by engaging in regular assessment, which leads to the identification of course and program weaknesses, and encourages relevant solutions, in an effort 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, in order to better serve students with issues related to transportation and/or distance. However, before we can move ahead in that modality, faculty training for teaching online is needed.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

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

The following goals (paraphrased here) were noted in the previous *Full Review* and each goal is accompanied by a **Progress Report**:

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

Progress Report: The pilot scheduled course rotation presented in the last full Program Review (2012-2016) was successfully implemented with minor adjustments made, as necessary. All SOC classes have been successfully offered in regular two-year sequences. PSY courses in the is SOC AAT degree have not been regularly offered. Of note, the addition of a full-time ADS instructor, which frees up PSY faculty who were teaching the majority of ADS courses prior to this review to teach more PSY courses. Further adjustments will be made, as necessary.

- *In this rotation include various modalities to accommodate students. Some courses have not been offered face to face or online.*

Progress Report: Overall, the sociology courses have been successfully offered in at least one of the modalities. However, they still remain inconstantly offered in the Face-to-Face modality and have not been offered Online.

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

Progress Report: Enrollment has generally increased from term to term over the period analyzed. The enrolment gains have largely been due to high correspondence enrollment in the SOC 101 and 111 courses. The face-to-face courses have not always been offered nor have any online courses made during the period analyzed.

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

Progress Report: A full time faculty member has not yet been identified. Recurring issues with enrollments and consistence in offerings across modalities may be due to the ongoing lack of a fulltime faculty member monitoring the program.

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

A major goal that is still outstanding since the last full review has been around searching and securing a full-time faculty member in sociology. And the previous review the division discussed the retirement of the previous sociology faculty member potential for inattention to the planning of a 2-year course cycle. The need and we can now demonstrate that the lack of full-time faculty member has also caused issues around enrollment and completions.

4. STRENGTHS, WEAKNESSES & NEW GOALS

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

- The department offers a wide variety of courses given available personnel.
- Faculty members are knowledgeable and experienced and are committed to academic integrity.
- Multiple modalities of instruction are used throughout the department in order to optimize student learning.

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

- Student success needs to be closely monitored and strategies developed to promote higher student success rates.
- No permanent full-time faculty are assigned to this program. Coverage is managed by adjunct and FT faculty that primarily teach in other disciplines.
- There are few to no online course offerings in SOC on a regular basis.

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.

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

- In this rotation include various modalities to accommodate students. Some courses have not been offered face to face or online. Consult with counselors and refer to past data for course demand statistics to inform changes made over time, as has been done here.
- Adjust course offerings and formats in an efficient manner when changes are warranted.
- Monitor effectiveness of this approach with current and future data.
- This approach will be ongoing and will be re-assessed formally in the next full program review.

- 2)Enrollments will be closely monitored to evaluate the success of these changes, and necessary modifications will be identified and made.
- 3)Address the absence of a full-time Sociology faculty member to serve as a custodian for this program.
- 4)Develop online courses in SOC to reach more students.
 - This will require professional development in teaching online courses, which will be requested in this Program Review.
 - Monitor effectiveness by confirming additions in future SOC scheduling.
 - Report in the next program review

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.

SOC Goal (s)	Aligns with the following Institutional Goal
#1: Fine-tune scheduled rotation of courses. #3 Need of Full-time Faculty member	GOAL 1: Provide exemplary services and instructional programs in recognized and emerging fields that lead to successful attainment of degrees, certificates, employment, and transfer.
#5: Increase online course offerings for students who cannot come to campus. #4 Develop online courses	GOAL 2: Implement strategies to increase access and success for underrepresented and disproportionately impacted students and to advance diversity and equity across the district.
#1: Fine-tune scheduled rotation of courses.	GOAL 3: Implement a strategic enrollment management plan that diversifies FTES populations, ensures achievement of FTES targets, and promotes meaningful improvement in student completion data.
#1: Fine-tune scheduled rotation of courses. #3 Need of Full-time Faculty member	GOAL 6: Make continuous quality improvements in all programs and services through an ongoing and systematic cycle of integrated planning, assessment, and refinement of the college mission and all programs and services.
#3 Need of Full-time Faculty member	GOAL 8: Stimulate innovation by encouraging and supporting participation in professional development and by fostering a blame-free environment where risk-taking is encouraged and rewarded.

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 six (6) semesters.**

All classes noted were successfully offered in this program review cycle.

	2014FA	2015SP	2015SU	2015FA	2016SP	2016SU	2016FA	2017SP
ANT-101	X	X		X	X			X
MAT-106	X	X			X		X	X
PSY-101	X	X	X	X	X	X	X	X
PSY-150		X						X
PSY-215		X					X	
SOC-101	X	X	X	X	X	X	X	X
SOC-111		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.

All classes noted were successfully offered in this program review cycle.

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 and via correspondence. 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. In later sections of this document, however, we can see that the absence of a full-time Sociology has negatively impacted the program as there are not as many courses available for students to enroll.

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.

Average Percentage Program Learning Outcome #1 For Sociology				
<i>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.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
ANT-101	100	73	61	-
MAT-106	77	77	94	-
PSY-101	78	76	91	93
PSY-150	-	100	-	-
PSY-215	-	100	-	-
SOC 101	72	90	100	-
SOC 111	-	100	-	-
Average % of Successful Students by Year	82	88	87	93

Average Percentage Program Learning Outcome #2 For Sociology				
<i>The ability to explain and apply the major theoretical perspectives in sociology.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
ANT-101	100	73	61	-
MAT-106	77	77	94	-
PSY-101	77	81	91	93
PSY-150	-	89	-	-
PSY-215	-	100	-	-
SOC 101	100	100	100	-
SOC 111	-	100	-	-
Average % of Successful Students by Year	89	89	87	93

Average Percentage Program Learning Outcome #3 For Sociology				
<i>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.</i>				
Course IDs within the Program that map to PLO#1	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
ANT-101	100	73	61	-
MAT-106	77	77	94	-
PSY-101	88	-	91	93
PSY-150	-	-	-	-
PSY-215	-	-	-	-
SOC 101	-	100	100	-
SOC 111	-	-	-	-
Average % of Successful Students by Year	83	83	86	93

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 Sociology				
PROGRAM LEARNING OUTCOME	% Successful Students 2014	% Successful Students 2015	% Successful Students 2016	% Successful Students 2017
PLO #1	89	89	87	93
PLO #2	89	89	87	93
PLO #3	83	83	86	93
Average % of Successful Students by Year	87	87	87	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 identified in the Program Level CLO Worksheets.

In the table below, action plans for SOC department made since our last program review are described. There were no previously identified gaps.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
Sociology	All PLOs	Soc 101	Students not performing well on exams	Instructor to provide students with test taking strategies	Strategy guides given to the students	SLO's remain consistent	2014-2015
Psychology	All PLOs	PSY 101	Lower grades in Students taking correspondence courses	Future data collection will be telling, but at this time, no actions will be taken since we are satisfied with the methods being used	-	Continuing to monitor Gap	2015

- 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

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

Success rates in SOC courses are high. No course improvements have been identified.

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

None identified.

- 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 too few differences in modalities (for example, most courses evaluated were face-to-face) to determine statistical differences based on modalities.

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.**

Course	Reviewed
ANT-101	5/10/16
MAT-106	4/12/18
PSY-101	10/8/2015
PSY-150	10/8/2015
PSY-215	12/11/2014
SOC-101	12/11/2014
SOC-111	3/14/2013

- b. **Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the three (3) 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 three years. we plan on regularly updating the coursework, starting with SOC 111 next fall.

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.**

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
ANT-101		X	
MAT-106	X		
PSY-101			X

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

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

The program is currently getting by with coverage by adjuncts and instructors from other disciplines, but the program will not see growth unless there is a designated full-time instructor to the Sociology Program.

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

A previous full-time instructor taught ANT/SOC/PHI. Since his retirement, other full-time instructors from other areas with equivalency have taught courses in these areas as well as adjunct instructors. Because of the enrollment trends, it would be prudent to have a full-time instructor for Sociology that has the ability to teach in an additional area to provide oversight and continuity.

10. PROFESSIONAL DEVELOPMENT

a. Describe specific professional development activities in which faculty members in the program have participated over the past four (3) years and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Faculty have attended Flex Day activities that have implemented SLO's and PLO's. This data has been reviewed by Division co-chairs and plans are in the works to compare the 2nd full year of its implementation with the 1st to determine effectiveness and strategies for improvement.

Faculty have taken an active role in implementation of hybrid and online courses in a pilot program directed at incarcerated students. This will expand opportunities for both those students and the program in offering different modalities of instruction other than the traditional correspondence mode.

b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

Canvas training is scheduled for interested faculty during the Spring 2016 semester to assist those faculty utilizing the current Bridge system. Additional training for those considering online instruction has been discussed. Budgets are being developed to include staff development funds to assist faculty in individual disciplines accomplish their individual instructional needs.

It would benefit both students and the college to begin offering SOC courses online, so training is warranted and professional development for teaching online courses is needed. It would be

useful for PVC to include online teaching workshops at either Flex Day or Institute Day, or to otherwise provide extra funds for this type of teaching.

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 six (6) semesters and compare those rates with the Institutional Set standards.**

Overall, the sociology courses have generally maintained a standard at or above the institution standard of 70.6%. The notable exceptions are in the first year of assessment where the levels were 20% below the standard. These appear to have improved each subsequent year in the evaluation. It is important to note that these levels have increased significantly since the previous evaluation.

Notable issues outside of the sociology coursework are in psychology and math. Steps have been taken in psychology to ensure more consistent coverage by a full-time faculty member.

The Current Institutional Set Standard is: 70.6% (provided by the administration)

TABLE NOTE: DIF – Difference between standard and actual completion/retention rate

Year	2014									
Completion Rate					Completion Rate					
	2014FA	DIF	2015SP	DIF		Correspondence	DIF	Face to Face	DIF	Online
ANT-101	60%	-11%	85%	14%	ANT-101	85%	14%	60%	-11%	-
MAT-106	79%	8%	85%	14%	MAT-106	74%	3%	87%	16%	-
PSY-101	-	-	50%	-21%	PSY-101	52%	-19%	46%	-25%	-
PSY-150	-	-	71%	0%	PSY-150	71%	0%	-	-	-
PSY-215	-	-	100%	29%	PSY-215	-	-	100%	29%	-
SOC-101	-	-	54%	-17%	SOC-101	44%	-27%	71%	0%	-
SOC-111	-	-	88%	17%	SOC-111	88%	17%	-	-	-

Year	2015									
Completion Rate					Completion Rate					
	2015FA	DIF	2016SP	DIF		Correspondence	DIF	Face to Face	DIF	Online

ANT-101	44%	-27%	64%	-7%	ANT-101	64%	-7%	44%	-27%	-
MAT-106	-	-	94%	23%	MAT-106	-	23%	94%	23%	-
PSY-101	73%	2%	71%	0%	PSY-101	70%	0%	76%	5%	-
PSY-150	-	-	-	-	PSY-150	-	-	-	-	-
PSY-215	-	-	-	-	PSY-215	-	-	-	-	-
SOC-101	76%	5%	82%	11%	SOC-101	79%	11%	78%	7%	-
SOC-111	53%	-18%	-	-	SOC-111	53%	-	-	-	-

Year	2016									
Completion Rate					Completion Rate					
	2016FA	DIF	2017SP	DIF		Correspondence	DIF	Face to Face	DIF	Online
ANT-101	-	-	40%	-31%	ANT-101	40%	-31%	-	-	-
MAT-106	58%	-13%	100%	29%	MAT-106	58%	-13%	100%	29%	-
PSY-101	78%	7%	81%	10%	PSY-101	74%	3%	89%	18%	-
PSY-150	-	-	100%	29%	PSY-150	100%	29%	-	-	-
PSY-215	77%	6%	-	-	PSY-215	77%	6%	-	-	-
SOC-101	89%	18%	86%	15%	SOC-101	87%	16%	90%	19%	-
SOC-111	-	-	93%	22%	SOC-111	-	-	93%	22%	-

- b. Assess semester-by-semester course retention performance in each course in the program over the preceding four (4) semesters.

Overall, the sociology courses have generally maintained a standard at or above the institution average of 86%. The goal will be to continue to maintain these levels of retention while also expanding the availability of face-to-face courses. It would also be important for the discipline to begin adding online courses so that students could have success across multiple modalities.

Average Institutional Retention for Palo Verde College (86%) for the years 2014-2017

Year	2014									
Retention Rate					Retention Rate					
	2014FA	DIF	2015SP	DIF		Correspondence	DIF	Face to Face	DIF	Online
ANT-101	90%	4%	94%	8%	ANT-101	94%	8%	90%	4%	-
MAT-106	93%	7%	95%	9%	MAT-106	89%	3%	97%	11%	-
PSY-101	-	-	79%	-7%	PSY-101	76%	-10%	88%	2%	-
PSY-150	-	-	79%	-7%	PSY-150	79%	-7%	-	-	-
PSY-215	-	-	100%	-	PSY-215	-	-	100%	14%	-
SOC-101	-	-	76%	-10%	SOC-101	74%	-12%	79%	-7%	-
SOC-111	-	-	100%	14%	SOC-111	100%	-	-	-	-

Year	2015									
Retention Rate					Retention Rate					
	2015FA	DIF	2016SP	DIF		Correspondence	DIF	Face to Face	DIF	Online
ANT-101	89%	3%	93%	7%	ANT-101	93%	22%	89%	3%	-
MAT-106	-	-	100%	14%	MAT-106	-	-	100%	14%	-
PSY-101	90%	4%	83%	-3%	PSY-101	88%	17%	83%	-3%	-
PSY-150	-	-	-	-	PSY-150	-	-	-	-	-
PSY-215	-	-	-	-	PSY-215	-	-	-	-	-
SOC-101	90%	4%	84%	-2%	SOC-101	84%	13%	100%	14%	-
SOC-111	79%	-7%	-	-	SOC-111	79%	-	-	-	-

Year	2016									
Retention Rate					Retention Rate					
	2016FA	DIF	2017SP	DIF		Correspondence	DIF	Face to Face	DIF	Online
ANT-101	-	-	72%	-14%	ANT-101	72%	-14%	-	-	-
MAT-106	77%	-9%	100%	14%	MAT-106	77%	-9%	100%	14%	-
PSY-101	95%	9%	92%	6%	PSY-101	91%	5%	97%	11%	-
PSY-150	-	-	100%	14%	PSY-150	100%	14%	-	-	-
PSY-215	85%	-1%	-	-	PSY-215	85%	-1%	-	-	-
SOC-101	97%	11%	92%	6%	SOC-101	94%	8%	100%	14%	-
SOC-111	-	-	93%	7%	SOC-111	-	-	93%	7%	-

- c. Indicate the number of annual awards over the preceding three (3) years and assess trends in the number of program certificates and degrees awarded.

The degree is relatively new and has only produced 4 total awards during this review cycle. However, the trend is going in an upward direction and expected to continue to rise as the program continues into the next evaluation cycle.

Name of Award	2014-15	2015-16	2016-17
AAT Sociology	1	-	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.

The enrollment trends for the sociology courses have remained relatively consistent and adequate throughout the years reviewed. There are however notable weak points across modality as well as throughout the years. During the first year of assessment the enrollment was relatively low in both the sociology courses, but I had improved in the subsequent years. Correspondence modalities have been the most enrolled courses, this is likely due to the lack of consistent face-to-face course options which had been relatively low and both sociology courses. No online courses have been offered in any of the modalities or during any of the years. Additional face-to-face and/or online offerings may help increase overall enrollment and diversify the trends in student enrollments across the modalities.

Key

RED – Low Enrollment
 Year – Less than 10
 Modality – Less than 30

Yellow – Moderate Enrollment
 Semester – Between 11 and 40
 Modality – Between 31 and 60

Green – High Enrollment
 Semester – More than 41
 Modality – More than 60

Year	2014
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Year	2014
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Enrollment	2014FA	2015SP	Enrollment	Correspondence	Face to Face	Online
ANT-101	10	34	ANT-101	34	10	-
MAT-106	29	20	MAT-106	19	30	-
PSY-101	-	78	PSY-101	54	24	-
PSY-150	-	14	PSY-150	14	-	-
PSY-215	-	1	PSY-215	-	1	-
SOC-101	-	41	SOC-101	27	14	-
SOC-111	-	16	SOC-111	16	-	-

Year	2015
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Year	2015
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Enrollment	2015FA	2016SP	Enrollment	Correspondence	Face to Face	Online
ANT-101	9	42	ANT-101	42	9	-
MAT-106	-	18	MAT-106	-	18	-
PSY-101	70	69	PSY-101	97	42	-
PSY-150	-	-	PSY-150	-	-	-
PSY-215	-	-	PSY-215	-	-	-
SOC-101	42	38	SOC-101	62	18	-
SOC-111	19	-	SOC-111	19	-	-

Year	2016
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Year	2016
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Enrollment			Enrollment			
	2016FA	2017SP		Correspondence	Face to Face	Online
ANT-101	-	25	ANT-101	25	-	-
MAT-106	26	21	MAT-106	26	21	-
PSY-101	78	88	PSY-101	102	64	-
PSY-150	-	9	PSY-150	9	-	-
PSY-215	26	-	PSY-215	26	-	-
SOC-101	64	49	SOC-101	93	20	-
SOC-111	-	14	SOC-111	-	14	-

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.

Financially, sociology has remained relatively stable over the time period review and has generally remained at budget or below budget. A major exception is the 2012 to 2013 year where there was a large variation in both salaries and benefits resulting in the discipline going \$54,292.70 over budget. The gap was partially covered over the subsequent years though not entirely addressed resulting in a total of \$31,805.70 over budget. Too little information is available to definitively determine the causes or circumstances of budgeting gap. Pending further clarification of true budget numbers from the finance department, no further planning or budgeting can be completed at this time.

Year	2012-2013
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Row Labels	Budgeted	Expended	Difference	Variation
SOC				
Salaries	\$34,773.00	\$72,553.30	(\$37,780.30)	108.65%
Benefits	\$4,449.00	\$20,961.40	(\$16,512.40)	371.15%
			(\$54,292.70)	

Year	2013-2014
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Row Labels	Budgeted	Expended	Difference	Variation
SOC				
Salaries	\$30,753.00	\$26,172.80	\$4,580.20	-14.89%
Benefits	\$11,937.00	\$10,408.69	\$1,528.31	-12.80%
			\$6108.51	

Year	2014-2015
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Row Labels	Budgeted	Expended	Difference	Variation
SOC				
Salaries	\$27,337.00	\$13,078.35	\$14,258.65	-52.16%
Benefits	\$9,183.00	\$4,775.54	\$4,407.46	-48.00%
			\$18666.11	

Year	2015-2016
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Row Labels	Budgeted	Expended	Difference	Variation
SOC				
Salaries	\$14,618.00	\$15,511.15	(\$893.15)	6.11%
Benefits	\$4,911.00	\$6,305.47	(\$1,394.47)	28.39%
			\$-2287.62	

Year	2016-2017
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Row Labels	Budgeted	Expended	Difference	Variation
SOC				
Salaries	\$19,186.39	\$19,186.39	\$0.00	0.00%
Benefits	\$3,509.74	\$3,509.74	\$0.00	0.00%
			\$0	

Total (\$31,805.70)

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 somewhat adequate overall at this point. During this review, many instructors have embraced and utilized the course management system. It is likely a new system will be in place soon; training and maintenance of the system will be required to those using it.

It would be helpful if more large classrooms (i.e., 30 students) were equipped with “Smart” technology in the Classroom Building (CL) to increase the availability of technologically equipped classrooms that are currently in high demand among faculty. Also, there are times, particularly during evening classes, when no technical support is available should the need for help arise, and it does. There are also instances when requests for help with technological issues on office computers are not addressed in a timely or adequate manner. Campus Wifi is unreliable as well, which is sometimes an inconvenience.

- 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.