Windward Community College

Annual Departmental Report

2012 – 2013

Social Sciences
Chairperson Paul Briggs
December 1, 2013
Executive Summary

The goals and objectives and the intended General Education Student Learning Outcomes for the Social Sciences Department are included in the AY 2013-2014 Annual Report.

The major strengths of the department come from the breadth and depth of discipline course offerings, the number of students that we teach, and our significant contributions to campus and community activities.

A brief summary of Sections II-IV shows the extent of course offerings as well as the efficiency of those course offerings within the department. In AY 2012-2013, the department offered 104 classes in 11 different disciplines, which was a 57.6% increase over a five-year period. And in AY 2012-2013, 2727 students attended those 104 classes, a 31.4% increase over a five-year period. In terms of efficiency, the Social Sciences Department had an 84% fill rate and an average of 28 students in every class during AY 2012-2013. Thus the Social Sciences Department fulfills its mission to the college by teaching a large percentage of the student population.

The Social Sciences Department also offers the Psycho-Social Academic Certificate (PSDS) and the Certificate of Competence in GIS/GPS (GIGP).

Department members contribute significantly to campus committees, campus activities and student learning opportunities. Department members have leadership positions on the Curriculum Committee, Faculty Senate, the Associate of Arts Task Force Committee and the Institutional Effectiveness Committee. Campus activities that have department involvement include Women’s History Month, the WCC Campus Sustainability Club and the WCC Softball team.

Department members also are heavily involved in various community activities. One member volunteers as a Court Appointed Special Advocate while another volunteers for the Kaneohe Higashi Buddhist temple. Still another is the Program Manager for Plastic Free Hawaii, a program of the Kokua Hawaii Foundation.

Given the above-mentioned strengths to the campus and the community, the Social Sciences Department was successful in achieving more than half of it’s goals for 2012-2013 set out in last year’s annual report. The other goals are being carried over to the next year (2013-2014). The goals and the progress towards meeting those goals are listed below:

1. Accomplish the Department’s ongoing request for a full-time Anthropology position by resubmitting it to the Planning and Budget Council (PBC) with supporting evidence/data.
2. Accomplish the Department’s ongoing request for a full-time Psychology position by resubmitting it to the PBC with supporting evidence/data.
3. Secure an adequate budget for furnishings for the completed Hale No’eau building that will be renamed Hale Naauao, according to the College’s Master Plan for Social Sciences.
4. Develop a comprehensive departmental strategy to incorporate Social Science courses in the Knowledge Base Admission Requirements of the UH Manoa Myron B. Thompson School of Social Work which will facilitate student transfer from Windward CC to the UHM School of Social Work.
5. Create and offer PACS 108 (Pacific World: An Introduction to Pacific Island Studies) to expand the variety of courses offered by the Department.

During the 2012-2013 AY, the Department was able to secure funding for an Anthropology position (Priority #1). The hiring process has begun in the Fall Semester of 2013. The Department was also able to develop a department wide strategy to incorporate social science courses into the admission requirements for the UHM School of Social Work (Priority #4). The overall goal is to create a pathway that will facilitate student transfer from Windward CC to the UHM School of Social Work. While students are taking an AA at Windward CC, they can also complete UHM courses that qualify for the UHM Social Work degree. The Department created a new course (SW 200), which is a prerequisite for the UHM School of Social Work. The Department created a brochure to advertise this course and distributed the brochure to the WCC campus community. Finally, the Department was able to create and offer PACS 108 (Priority #5) during the Spring 2013 term and is continuing to offer it in the Fall 2013 and Spring 2014 semesters.
The Social Sciences Department lost two .5 members (Anthropology and Psychology). These two faculty members (Pam DaGrossa and Margaret Coberly) were strong and forceful members of the Department and will be missed by all of us. Now, the Social Sciences Department has only five full-time faculty members, down from seven last year. The current Department members are: Paul Briggs (Economics), Toshi Ikagawa (Geography), Frank Palacat (Psychology), Kathleen French (Sociology), and Roy Fujimoto (Political Science).

The Department was not successful in securing priority items #2 and #3, and thus the Department will ask for these two items through the PBC for this 2013-2014 Academic Year.

1. Accomplish the Department’s ongoing request for a full-time Psychology position by resubmitting it to the PBC with supporting evidence/data.
2. Secure an adequate budget for furnishings for the completed Hale No'eau building that will be renamed Hale Naauao, according to the College’s Master Plan for Social Sciences.
3. Develop an Associate of Arts degree in Social Sciences

This annual report will show compelling evidence for a second full-time Psychology position, given the enormous demand for Psychology courses and the many critical need fields of which Psychology is either a required course or a prerequisite.

The Department has not been housed in its own building, even though such housing was clearly defined in the 1989 Master Plan. During the 2011-2012 AY, the Department was finally able to secure a designated building that will be renovated to meet the needs of both the Department faculty and students. Although renovation has begun on the new building, and there is funding for media equipment such as computers, projectors and Smartboards, there is still no budget for furniture.

Finally, the Department would like to develop an AA degree in Social Sciences. Hopefully, the PSDS certificate will be incorporated into this new degree. Other Social Science courses will be incorporated as well.

This Annual Report has been thoroughly discussed with the Department. I secured responses from most of the Department members regarding their discipline areas. I also discussed the three goals that the Social Sciences will pursue during a Department meeting. Finally, I distributed this report to all members for their comment and review.
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Part I. Mission Statements and Student Learning Outcomes

College Mission Statement

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

Departmental Mission Statement (Social Sciences)

Every educated person should have some appreciation of the role of culture and social institutions in the shaping of individual personality and the creation of social identities. Students should also develop an understanding of the extent to which scientific inquiry is appropriate to the creation of social knowledge and of the alternative ways of organizing human institutions and interpreting social reality.

General Education Associate in Arts in Liberal Arts Student Learning Outcomes

1. Global and Cultural Awareness - Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.
2. Critical Thinking and Creativity - Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.
3. Communication - Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.
4. Information Literacy - Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.

Certificate Student Learning Outcomes (ASC in Psycho-Social Developmental Studies)

1. Communicate effectively via writing, speaking and non-verbal cues.
2. Manage a group by supervising, negotiating, evaluating others, fostering teamwork and open communication.
3. Operate a computer to manage records, communicate, and gather information.
4. Interact effectively and ethically one-on-one or in a group, show good listening skills, empathy, and problem solving.
Part II. Departmental Analysis of Quantitative Indicators

The quantitative indicators in this report are College-based information and are not "official system information" unless noted as such. College-based information (CBI) is information that is developed from in-house and ad hoc studies in support of the College. CBI follows, when possible, the same data definitions and protocols as that used by Academic Planning, Assessment, and Policy Analysis (APAPA) of the Office of the Vice President for Community College (OVPCC) and the IR Cadre. The Operational Data Store (ODS) based on Banner is the source of information for the quantitative indicators in this report. CBI should not be interpreted as "official system information".

The quantitative indicators for the department are shown by academic year and the departmental subgroups. For the main departmental report an academic year (AY) starts in the fall and ends in the spring, i.e., AY 2012-2013 is fall 2012 and spring 2013. The indicators are shown for both the AY in review and the most recent five years. Selected indicators are in percent and represent the percent increase or decrease from year to year and from AY 2011-2012 to AY 2012-2013. Summer Session quantitative indicators are presented in a separate Summer Session report. For the academic subject certificate reports an academic year starts in the fall and ends in the summer, i.e., AY 2012-13 is Fall 2012, Spring 2013, and Summer 2013.

### Departmental Courses by Subgroup\(^{(1)}\)

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\((1)=\text{as defined by Department Chairs in Summer 2013}\)
Demand

1. Number of classes taught.

Table A. Number of Classes Taught by Subgroup\textsuperscript{(1)(2)(3)}

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<th>Yearly % Change</th>
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<th>Yearly % Change</th>
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\textsuperscript{(1)} concurrent classes are combined in the primary class with data adjustments; does not count “piggyback” classes
\textsuperscript{(2)} data were captured using the CENSUS freeze date from Iro_Socad
\textsuperscript{(3)} all piggyback courses are listed in table H of the appendix
Table A. Number of Classes Taught by Subgroup

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2. Enrollment by subgroup.

Table B. Enrollment by Subgroup

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<td>2618</td>
<td>11.1%</td>
<td>2697</td>
<td>3.0%</td>
<td>2727</td>
<td>1.1%</td>
<td>31.4%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix.

(2) data were captured using the CENSUS freeze date from Iro_Socad

(3) enrollments are adjusted registrations in the class, derived by first summing the number of students enrolled (including those with “W” grades), then adjusting for associated classes.
Table B. Enrollment by Subgroup

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>120</td>
<td>130</td>
<td>140</td>
<td>150</td>
<td>160</td>
</tr>
<tr>
<td>ECON</td>
<td>220</td>
<td>230</td>
<td>240</td>
<td>250</td>
<td>260</td>
</tr>
<tr>
<td>GEOG</td>
<td>320</td>
<td>330</td>
<td>340</td>
<td>350</td>
<td>360</td>
</tr>
<tr>
<td>GIS</td>
<td>420</td>
<td>430</td>
<td>440</td>
<td>450</td>
<td>460</td>
</tr>
<tr>
<td>MET</td>
<td>520</td>
<td>530</td>
<td>540</td>
<td>550</td>
<td>560</td>
</tr>
<tr>
<td>POLS</td>
<td>620</td>
<td>630</td>
<td>640</td>
<td>650</td>
<td>660</td>
</tr>
<tr>
<td>PSY</td>
<td>720</td>
<td>730</td>
<td>740</td>
<td>750</td>
<td>760</td>
</tr>
<tr>
<td>SOC</td>
<td>820</td>
<td>830</td>
<td>840</td>
<td>850</td>
<td>860</td>
</tr>
<tr>
<td>SS</td>
<td>920</td>
<td>930</td>
<td>940</td>
<td>950</td>
<td>960</td>
</tr>
<tr>
<td>SW</td>
<td>1020</td>
<td>1030</td>
<td>1040</td>
<td>1050</td>
<td>1060</td>
</tr>
<tr>
<td>WS</td>
<td>1120</td>
<td>1130</td>
<td>1140</td>
<td>1150</td>
<td>1160</td>
</tr>
</tbody>
</table>
3. Student semester hours by subgroup.

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>AY 2008-2009</th>
<th>AY 2009-2010</th>
<th>Yearly % Change</th>
<th>AY 2010-2011</th>
<th>AY 2011-2012</th>
<th>Yearly % Change</th>
<th>AY 2012-2013</th>
<th>Yearly % Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>801</td>
<td>879</td>
<td>9.7%</td>
<td>842</td>
<td>694</td>
<td>-17.6%</td>
<td>581</td>
<td>-16.3%</td>
<td>-27.5%</td>
</tr>
<tr>
<td>ECON</td>
<td>924</td>
<td>840</td>
<td>-9.1%</td>
<td>936</td>
<td>990</td>
<td>5.8%</td>
<td>960</td>
<td>-3.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>GEOG</td>
<td>511</td>
<td>508</td>
<td>-0.6%</td>
<td>553</td>
<td>420</td>
<td>-24.1%</td>
<td>446</td>
<td>6.2%</td>
<td>-12.7%</td>
</tr>
<tr>
<td>GIS</td>
<td>66</td>
<td>44</td>
<td>-33.3%</td>
<td>0</td>
<td>0</td>
<td>-100.0%</td>
<td>13</td>
<td></td>
<td>-80.3%</td>
</tr>
<tr>
<td>MET</td>
<td>177</td>
<td>192</td>
<td>8.5%</td>
<td>180</td>
<td>135</td>
<td>-25.0%</td>
<td>117</td>
<td>-13.3%</td>
<td>-33.9%</td>
</tr>
<tr>
<td>POLS</td>
<td>759</td>
<td>903</td>
<td>19.0%</td>
<td>912</td>
<td>1020</td>
<td>11.8%</td>
<td>1000</td>
<td>-2.0%</td>
<td>31.8%</td>
</tr>
<tr>
<td>PSY</td>
<td>1941</td>
<td>2628</td>
<td>35.4%</td>
<td>3102</td>
<td>3420</td>
<td>10.3%</td>
<td>3525</td>
<td>3.1%</td>
<td>81.6%</td>
</tr>
<tr>
<td>SOC</td>
<td>894</td>
<td>936</td>
<td>4.7%</td>
<td>1080</td>
<td>1050</td>
<td>-2.8%</td>
<td>1095</td>
<td>4.3%</td>
<td>22.5%</td>
</tr>
<tr>
<td>SS</td>
<td>64</td>
<td>59</td>
<td>-7.8%</td>
<td>48</td>
<td>115</td>
<td>139.6%</td>
<td>89</td>
<td>-22.6%</td>
<td>39.1%</td>
</tr>
<tr>
<td>SW</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td>105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS</td>
<td>0</td>
<td>0</td>
<td></td>
<td>99</td>
<td>240</td>
<td>142.4%</td>
<td>189</td>
<td>-21.3%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6137</td>
<td>6989</td>
<td>13.9%</td>
<td>7752</td>
<td>8084</td>
<td>4.3%</td>
<td>8120</td>
<td>0.4%</td>
<td>32.3%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only listed in the attached appendix.

(2) data were captured using the CENSUS freeze date from Iro_Socad

(3) ssh counts are adjusted student semester hours for classes, derived by first summing semester hours of all students enrolled in the class, then adjusting for associated classes.
Table C. Student Semester Hours (SSHs) by Subgroup

<table>
<thead>
<tr>
<th>Semester</th>
<th>ANTH</th>
<th>ECON</th>
<th>GEOG</th>
<th>GIS</th>
<th>MET</th>
<th>POLS</th>
<th>PSY</th>
<th>SOC</th>
<th>SS</th>
<th>SW</th>
<th>WS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>800</td>
<td>1000</td>
<td>500</td>
<td>100</td>
<td>150</td>
<td>200</td>
<td>250</td>
<td>300</td>
<td>350</td>
<td>400</td>
<td>450</td>
</tr>
<tr>
<td>2009-2010</td>
<td>900</td>
<td>1100</td>
<td>600</td>
<td>110</td>
<td>160</td>
<td>210</td>
<td>260</td>
<td>310</td>
<td>360</td>
<td>410</td>
<td>460</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1000</td>
<td>1200</td>
<td>700</td>
<td>120</td>
<td>170</td>
<td>220</td>
<td>270</td>
<td>320</td>
<td>370</td>
<td>420</td>
<td>470</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1100</td>
<td>1300</td>
<td>800</td>
<td>130</td>
<td>180</td>
<td>230</td>
<td>280</td>
<td>330</td>
<td>380</td>
<td>430</td>
<td>480</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1200</td>
<td>1400</td>
<td>900</td>
<td>140</td>
<td>190</td>
<td>240</td>
<td>290</td>
<td>340</td>
<td>390</td>
<td>440</td>
<td>490</td>
</tr>
</tbody>
</table>
Analysis of Demand Indicators.

Demand for Department classes is demonstrated by three factors 1) the number of classes taught, 2) enrollment in those classes and 3) Student Semester Hours (SSH). The demand analysis for each discipline is listed below. Department members wrote the demand analysis for their discipline, except for Political Science. The Department Chair wrote the analysis for the Political Science section.

Economics (ECON)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes taught</td>
<td>The number of ECON classes increased from 9 in AY 2008-2009 to 11 in AY 2011-2012. Then in AY 2012-2013 the number of classes decreased down to 10. There has been a slight decrease in enrollment over the past academic year. But over a five-year period, there has been an increase of 11% in the number of classes taught.</td>
</tr>
<tr>
<td>Enrollment by subgroup</td>
<td>There has been an overall increase in the number of students from 2008-2009 to 2012-2013. There was however, a slight drop in students from 2011-2012 to 2012-2013.</td>
</tr>
<tr>
<td>Student semester hours by subgroups</td>
<td>As with number of classes and enrollment by subgroup, there was a slight drop in SSH from 2011-2012 to 2012-2013. But there was also a 4% increase in SSH over the five-year period.</td>
</tr>
<tr>
<td>Comment</td>
<td>Overall, demand for ECON courses has remained steady over a five-year period. The slight increase in classes from 2008 to 2011 was due to the addition of two new courses to the economics curriculum (ECON 120 and ECON 297).</td>
</tr>
</tbody>
</table>
Geography (GEOG) and Meteorology (MET)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes taught</td>
<td>Because there is only one faculty member offering Geography, GIS and Meteorology classes, there has been no significant change in the number of classes taught in GEOG/GIS/MET over the past five year period. GIS courses have not been offered recently because of low demand (4 classes in AY 2012-13 are all independent studies classes).</td>
</tr>
<tr>
<td>Enrollment by subgroup</td>
<td>There have been enrollment decreases in GEOG/GIS/MET. The greatest decreases have been in GIS and MET.</td>
</tr>
<tr>
<td>Student semester hours by subgroups</td>
<td>Similarly, there have also been SSH decreases in GEOG/GIS/MET. The greatest decreases have been in GIS and MET.</td>
</tr>
<tr>
<td>Comment</td>
<td>The decrease observed among the indicators in AY 2011-2013 was a result of the Geography Instructor taking the Department Chair position, which is assigned 6 credit hours’ worth of time. To maintain the quality of courses, no lecturers were hired. Additional justifications were (1) this is only for a limited (2 years) duration and (2) the deficit is partly compensated by the overloads taken for by the Instructor. The change in GEOG enrollment is most likely the result described above. On the other hand, the decrease in MET enrollment is more likely the result of increased number of other online courses at WCC. MET course uses the online materials provided by the American Meteorological Society and the content is highly demanding. Apparently some students avoid demanding courses. GIS used to be offered as a general course, now it will only be offered as an independent course. This is the reason why the numbers are down for GIS.</td>
</tr>
</tbody>
</table>

Social Work (SW)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes taught</td>
<td>SW 200 class was newly offered in the Fall 2012 semester. Since then, one class has been offered every semester. Thus there has been no change in number of classes taught.</td>
</tr>
<tr>
<td>Enrollment by subgroup</td>
<td>In AY 2012-2013, 35 students enrolled. The data for only one year is available, thus no trend analysis is possible. In Fall 2013, SW 200 is offered as a WI class and enrollment is full (20/20).</td>
</tr>
<tr>
<td>Student semester hours by subgroups</td>
<td>In AY 2012-2013, the SSH were 105 hours. The data for only one year is available, thus no trend analysis is possible (60 SSH). SW 200 is a required course for the UHM School of Social Work. SW 200 is a key component of the Social Science Department’s effort to create a streamlined pathway for WCC students to enter the UHM School of Social Work.</td>
</tr>
</tbody>
</table>
### Sociology (SOC) and Women’s Studies (WS)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
</table>
| **Number of Classes taught** | SOCIOLOGY
Indicators show a healthy reading for Sociology, the number of classes taught increased by 9.1% in academic year (AY) 2012-2013. In fact, over the last five years, there has been an overall 33.3% increase in sociology classes.

WOMEN’S STUDIES
The first Women’s Studies course offered since 2006 at WCC was in spring 2011, with an enrollment of 33 out of a maximum of 35, and SSHs total of 99. In AY year 2012-2013, there was one Women’s Studies course being offered – just like in AY 2011-2012, thus, a 0% increase. |
| **Enrollment by subgroup** | SOCIOLOGY
Indicators show a healthy reading for Sociology, in terms of enrollment. Here, there was an increase of 4.3% during AY 2012-2013, and a 22.5% increase during the last five years.

WOMEN’S STUDIES
During AY 2012-2013, 63 students were enrolled in Women’s Studies courses, which is a decrease of -21.3% from last year. |
| **Student semester hours by subgroups** | SOCIOLOGY
For Student Semester Hours in (AY) 2012-2013, there was a 4.3% increase from last year, and a 22.5% increase over the last five years.

WOMEN’S STUDIES
For Student Semester Hours in (AY) 2012-2013, there was a -21.3% decrease from last year, and no data available over the last five years. |
| **Comment** | In general, there was a solid increase in all enrollment categories in Sociology, in particular there was a 33.3% increase in the number of Sociology classes. There has been inconsistent enrollment in Women’s Studies, but classes have currently only been offered for three semesters. The WS Discipline Coordinator is looking for stable lecturers that could add some consistency to the course offerings. |
### Anthropology (ANTH)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes taught</td>
<td>The number of ANTH courses taught in AY2012-13 is 10, the same as in AY2011-12. This reflects a period of stasis in an ongoing upward trend. Spring 2013 saw the addition of ANTH 175(3cr) and ANTH 175L(1cr) as required concurrent enrollment. In Fall 2012 only 4 classes were taught, while 6 classes ran in Spring 2013. Overall, a 22% increase in the 5-year view speaks to the continued growth of this niche discipline at WCC.</td>
</tr>
<tr>
<td>Enrollment by subgroup</td>
<td>Enrollment in ANTH courses has seen a general decline since AY 2010-11 with an 18% decrease in AY 2011-2012 and a 15% decrease in AY 2012-2013. The drops in the past two years can be attributed, in part, to the introduction of new lecturers to campus on a regular basis.</td>
</tr>
<tr>
<td>Student semester hours by subgroups</td>
<td>A declining trend in ANTH student hours by subgroups reflects the general decline in ANTH enrollment noted above. Continued work is needed to increase student awareness of ANTH courses’ existence and subject matter as well as promote the discipline’s applicability to multiple career paths.</td>
</tr>
<tr>
<td>Comment</td>
<td>The drop in student enrollment tends to increase student wariness toward enrollment until a lecturer is an established campus personality. In Spring 2012, the offering of 6 courses, many with concurrent sections, spread out enrollment, lowering the fill rates across that semester. Further, the ANTH courses mainly transfer as DS. The Department is working toward a FGB designation for a new course ANTH 151 to increase the class’s marketability. WI sections of ANTH 200 are consistently strong as are online class sections. It is hoped that this drop will be remedied by the establishment of new department faculty and consistent lecturers as well as the addition of new classes, such as ANTH 151 with the FGB designation</td>
</tr>
</tbody>
</table>


### Psychology (PSY)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes taught</td>
<td>The number of PSY classes increased from 18 in AY 2008-2009 to 39 in AY 2012-2013. This growth of 116.7% is a result of meeting the demands of continuous enrollment increase over the last 5 years.</td>
</tr>
<tr>
<td>Enrollment by subgroup</td>
<td>There has been an overall increase in the number of students from 2008-2009 to 2012-2013. As indicated previously the 81.6% increase over the last 5 years are due to enrollment.</td>
</tr>
<tr>
<td>Student semester hours by subgroups</td>
<td>It is expected that as the enrollment of subgroups increase so will the number of Student Semester Hours (SSH). The SSH has also increased by 81.6% over the last 5 years from 1941 hours to 3525 hours.</td>
</tr>
<tr>
<td>Comment</td>
<td>All indicators suggest very robust enrollment increases for Psychology courses. This enrollment surge also suggests that a second full-time Psychology instructor be hired as the department is down to just one full-time instructor. There was another .5 instructor in Psychology, but this person retired at the end of last year.</td>
</tr>
</tbody>
</table>

### Political Science (POLS)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes taught</td>
<td>There were 8 POLS courses taught in AY 2008-2009 but then there were 12 POLS courses taught in AY 2012-2013, for a 50% increase in the five-year period.</td>
</tr>
<tr>
<td>Enrollment by subgroup</td>
<td>There were 253 students in POLS courses taught in AY 2008-2009, but then there were 334 students in POLS courses taught in AY 2012-2013, for a 32% increase in the five-year period.</td>
</tr>
<tr>
<td>Student semester hours by subgroups</td>
<td>As with both number of classes taught and student enrollment, there was a significant increase in SSH in POLS courses over the five-year period (31.8%).</td>
</tr>
<tr>
<td>Comment</td>
<td>All three POLS demand indicators show a strong increase over a five-year period.</td>
</tr>
</tbody>
</table>
## Efficiency

1. Average class size.

Table D. Average Class Size by Subgroup\(^{(1)(2)(3)(4)}\)

<table>
<thead>
<tr>
<th></th>
<th>AY 2008-2009</th>
<th>AY 2009-2010</th>
<th>Yearly % Change</th>
<th>AY 2010-2011</th>
<th>Yearly % Change</th>
<th>AY 2011-2012</th>
<th>Yearly % Change</th>
<th>AY 2012-2013</th>
<th>Yearly % Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>30</td>
<td>33</td>
<td>9.7%</td>
<td>29</td>
<td>-11.5%</td>
<td>21</td>
<td>-25.5%</td>
<td>18</td>
<td>-15.7%</td>
<td>-39.0%</td>
</tr>
<tr>
<td>ECON</td>
<td>34</td>
<td>31</td>
<td>-9.1%</td>
<td>28</td>
<td>-8.8%</td>
<td>30</td>
<td>5.8%</td>
<td>32</td>
<td>6.7%</td>
<td>-6.5%</td>
</tr>
<tr>
<td>GEOG</td>
<td>28</td>
<td>25</td>
<td>-12.9%</td>
<td>23</td>
<td>-4.3%</td>
<td>28</td>
<td>19.4%</td>
<td>27</td>
<td>-3.6%</td>
<td>-4.1%</td>
</tr>
<tr>
<td>GIS</td>
<td>13</td>
<td>14</td>
<td>12.0%</td>
<td>0</td>
<td>100.0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0%</td>
<td>-</td>
</tr>
<tr>
<td>MET</td>
<td>30</td>
<td>32</td>
<td>8.5%</td>
<td>30</td>
<td>-6.3%</td>
<td>23</td>
<td>-25.0%</td>
<td>20</td>
<td>-13.3%</td>
<td>-33.9%</td>
</tr>
<tr>
<td>POLS</td>
<td>32</td>
<td>33</td>
<td>5.8%</td>
<td>34</td>
<td>1.0%</td>
<td>26</td>
<td>-22.8%</td>
<td>30</td>
<td>16.1%</td>
<td>-4.3%</td>
</tr>
<tr>
<td>PSY</td>
<td>36</td>
<td>34</td>
<td>-6.3%</td>
<td>32</td>
<td>-4.1%</td>
<td>31</td>
<td>-4.6%</td>
<td>30</td>
<td>-2.2%</td>
<td>-16.2%</td>
</tr>
<tr>
<td>SOC</td>
<td>33</td>
<td>31</td>
<td>-5.8%</td>
<td>30</td>
<td>-3.8%</td>
<td>32</td>
<td>6.1%</td>
<td>30</td>
<td>-4.4%</td>
<td>-8.1%</td>
</tr>
<tr>
<td>SW</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>18</td>
<td>0</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>WS</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>27</td>
<td>-19.2%</td>
<td>21</td>
<td>-21.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>32</td>
<td>-1.6%</td>
<td>30</td>
<td>-4.2%</td>
<td>29</td>
<td>-5.5%</td>
<td>28</td>
<td>-2.0%</td>
<td>-12.7%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix.

(2) data were captured using the CENSUS freeze date from Iro_Socad

(3) average class size is obtained by adding all registrations in the course, and then dividing that by the number of classes offered
(4) average class size excludes courses ended in the letter "V"
2. Average class fill rate by subgroup.

Table E. Average Class Fill Rate by Subgroup

<table>
<thead>
<tr>
<th></th>
<th>AY 2008-2009</th>
<th>AY 2009-2010</th>
<th>Yearly % Change</th>
<th>AY 2010-2011</th>
<th>Yearly % Change</th>
<th>AY 2011-2012</th>
<th>Yearly % Change</th>
<th>AY 2012-2013</th>
<th>Yearly % Change</th>
<th>5-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>88</td>
<td>95</td>
<td>7.6%</td>
<td>85</td>
<td>-10.5%</td>
<td>70</td>
<td>-17.0%</td>
<td>70</td>
<td>-0.6%</td>
<td>-20.5%</td>
</tr>
<tr>
<td>ECON</td>
<td>102</td>
<td>98</td>
<td>-4.5%</td>
<td>88</td>
<td>-9.5%</td>
<td>86</td>
<td>-3.1%</td>
<td>91</td>
<td>6.7%</td>
<td>-10.6%</td>
</tr>
<tr>
<td>GEOG</td>
<td>100</td>
<td>95</td>
<td>-4.7%</td>
<td>89</td>
<td>-5.8%</td>
<td>94</td>
<td>4.6%</td>
<td>100</td>
<td>6.9%</td>
<td>0.5%</td>
</tr>
<tr>
<td>GIS</td>
<td>60</td>
<td>70</td>
<td>15.8%</td>
<td>0</td>
<td>100.0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>MET</td>
<td>84</td>
<td>91</td>
<td>8.5%</td>
<td>86</td>
<td>-6.3%</td>
<td>64</td>
<td>-25.0%</td>
<td>56</td>
<td>-13.3%</td>
<td>-33.9%</td>
</tr>
<tr>
<td>POLS</td>
<td>90</td>
<td>96</td>
<td>5.8%</td>
<td>97</td>
<td>1.0%</td>
<td>75</td>
<td>-22.8%</td>
<td>86</td>
<td>16.1%</td>
<td>-4.3%</td>
</tr>
<tr>
<td>PSY</td>
<td>103</td>
<td>99</td>
<td>-3.6%</td>
<td>93</td>
<td>-5.9%</td>
<td>89</td>
<td>-4.7%</td>
<td>87</td>
<td>-1.6%</td>
<td>-14.9%</td>
</tr>
<tr>
<td>SOC</td>
<td>100</td>
<td>95</td>
<td>-4.9%</td>
<td>89</td>
<td>-6.0%</td>
<td>91</td>
<td>2.0%</td>
<td>87</td>
<td>-4.4%</td>
<td>-12.7%</td>
</tr>
<tr>
<td>SW</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS</td>
<td>0</td>
<td>0</td>
<td></td>
<td>94</td>
<td></td>
<td>76</td>
<td>-19.2%</td>
<td>60</td>
<td>-21.2%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>96</td>
<td>-0.1%</td>
<td>91</td>
<td>-5.7%</td>
<td>84</td>
<td>-7.7%</td>
<td>84</td>
<td>0.7%</td>
<td>-12.4%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only listed in the attached appendix.

(2) data were captured using the CENSUS freeze date from Iro_Socad

(3) weighted average of all class sections in an alpha/number; i.e., a course with two sections counts twice as much as a course with one section.

(4) data are in percent, and are the average of Percent fill or "fill ratio" for the class (ratio between the registrations in the class and the maximum enrollment allowable in the class), multiplied by 100. Ratios computed after adjusting for associated classes.
(5) average class sides excludes courses ended in the letter "V"

Table E. Average Class Fill Rate by Subgroup

<table>
<thead>
<tr>
<th>Year</th>
<th>ANTH</th>
<th>ECON</th>
<th>GEOG</th>
<th>GIS</th>
<th>MET</th>
<th>POLS</th>
<th>PSY</th>
<th>SOC</th>
<th>SW</th>
<th>WS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Percent of classes taught by faculty and lecturers.

Table F. Percent of Classes Taught by Faculty and Lecturers by Subgroup (5 year average)

<table>
<thead>
<tr>
<th>Sub Group</th>
<th>Type</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>Faculty</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>100%</td>
</tr>
<tr>
<td>ECON</td>
<td>Faculty</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>14%</td>
</tr>
<tr>
<td>GEOG</td>
<td>Faculty</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>0%</td>
</tr>
<tr>
<td>GIS</td>
<td>Faculty</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>0%</td>
</tr>
<tr>
<td>MET</td>
<td>Faculty</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>0%</td>
</tr>
<tr>
<td>POLS</td>
<td>Faculty</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>12%</td>
</tr>
<tr>
<td>PSY</td>
<td>Faculty</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>72%</td>
</tr>
<tr>
<td>SOC</td>
<td>Faculty</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>31%</td>
</tr>
<tr>
<td>SS</td>
<td>Faculty</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>64%</td>
</tr>
<tr>
<td>SW</td>
<td>Faculty</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>100%</td>
</tr>
<tr>
<td>WS</td>
<td>Faculty</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>86%</td>
</tr>
<tr>
<td>Total</td>
<td>Faculty</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>48%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix for secondary classes.

(2) data were captured using the CENSUS freeze date from Iro_Socad, and unfrozen data from Instructional_Assignment which contains all instructor assignments for scheduled offerings of a course (subject) for the academic period or faculty contract time frame.
### Table F. Percent of Classes Taught by Faculty and Lecturers by Subgroup (5 year average)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Faculty</th>
<th>Lecturer</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>0%</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>ECON</td>
<td>14%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>GEOG</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>GIS</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>MET</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>12%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>PSY</td>
<td>28%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>SOC</td>
<td>31%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>SS</td>
<td>36%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>SW</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>WS</td>
<td>14%</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of efficiency indicators.

Efficiency for Department classes is demonstrated by three factors 1) Average class size, 2) Average class fill rate by subgroup and 3) Percent of classes taught by faculty and lecturers. The efficiency analysis for each discipline is listed below. Department members wrote the analysis for their discipline, except for Political Science. For Political Science, the Department Chair wrote the analysis section.

Economics (ECON)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average class size</td>
<td>The average class size started from 34 per class in AY 2008-2009, then decreased to 28 per class in AY 2010-2011 and then finally increased to 32 per class in AY 2012-2013. This may inversely correlate to the number of sections offered during that time. Nine sections were offered in AY 2008-2009, and thus there were a higher number of students (34) per section. Eleven sections were offered in AY 2010-2011, and there were a lower number of students (28) per section. Last year, there were 10 sections offered, and there were 32 students per section.</td>
</tr>
<tr>
<td>Average class fill rate by subgroup</td>
<td>The class fill rate pattern seems to correspond to the average class size pattern. Nine courses per semester in AY 2008-2009 may not have been enough to meet demand (102% fill rate), while eleven courses per semester in AY 2011-2012 may have been one course too many to meet demand (86% fill rate).</td>
</tr>
<tr>
<td>Percent of classes taught by faculty and lecturers</td>
<td>Over the past five years, full time faculty taught 86% of the courses offered in Economics while lecturers teach 14% of the courses. The lecturer share has gone up because the full time faculty member has had release time to be a Chairperson of the WCC Faculty Senate.</td>
</tr>
<tr>
<td>Comment</td>
<td>As there were fluctuations in the number of sections offered over a five-year period, so to were there fluctuations in the average class size and the fill rate for those classes.</td>
</tr>
</tbody>
</table>
Geography (GEOG)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average class size</td>
<td>There was an increase in the average class size for GEOG courses from 2008 (23) to 2011 (27), however there was an overall decrease in the average class size over a five year period.</td>
</tr>
<tr>
<td>Average class fill rate by subgroup</td>
<td>The class fill rate for GEOG showed no significant overall changes (close to 100%). Meanwhile the class fill rate for MET courses (all online) decreased most likely because of the reasons explained above.</td>
</tr>
<tr>
<td>Percent of classes taught by faculty and lecturers</td>
<td>There is only one tenured faculty member offering Geography, GIS and Meteorology classes (100%). Because of the scarcity of quality GEOG lecturers within the UH system (Lecturer availability information is shared with UHM, KCC and LCC Geography instructors), to maintain the quality of courses, no lecturers were hired.</td>
</tr>
<tr>
<td>Comment</td>
<td>The one overall trend seems to be the increase in average class size for GEOG courses and the decrease in the average class size for MET courses. This increase came about because GEOG 101 is now also offered as an online class. The maximum class size of an online class is 35, while that of a face-to-face class is 24 (because this course uses a lab for its classroom). Meanwhile the class size for MET courses (all online) decreased most likely because of (1) competition with increased numbers of online offerings at WCC, (2) demanding course contents provided by the American Meteorological Society, and (3) textbook cost (both a textbook and an investigation manual are required). The GIS course will be offered as an independent study course in the future.</td>
</tr>
</tbody>
</table>
### Social Work (SW)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average class size</td>
<td>In AY 2012-2013, the average class size was 18 (The class capacity was 35 in Fall 2012 as a regular class, and 20 in Spring 2013 as a WI class). It was not large, but adequate for a newly offered night class. In Fall 2013, SW 200 is offered as a WI class and enrollment is full (20/20).</td>
</tr>
<tr>
<td>Average class fill rate by subgroup</td>
<td>In AY 2012-2013, the average class fill rate was 66%. Again it was not very high, compared to other Social Sciences classes, but adequate for a newly offered night class. In Fall 2013, SW 200 is offered as a WI class and enrollment is full (100%).</td>
</tr>
<tr>
<td>Percent of classes taught by faculty and lecturers</td>
<td>One lecturer teaches one SW 200 class per semester. Thus it is taught 100% by a lecturer.</td>
</tr>
<tr>
<td>Comment</td>
<td>As was previously stated, SW 200 was offered for the first time last time and it was offered as a night course. Thus a 66% fill rate and 18 students per class is a pretty good showing.</td>
</tr>
</tbody>
</table>
## Sociology (SOC) and Women’s Studies (WS)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
</table>
| **Average class size**                        | **SOCIOLOGY**  
The average sociology class size in AY 2012-2013 was 30, a 4.4% decrease from the previous AY. Overall for the last five years, the data shows that there has been a 8.1% decrease – although the data we were given last year showed a 20.6% increase. And this recent 4.4% decrease doesn’t seem to account for this discrepancy, so it is unclear how to interpret the data.  
**WOMEN’S STUDIES**  
The average WS class size in AY 2012-2013 was 21, a 21.3% decrease from the previous AY. There is no data available for the last 5 years. |
| **Average class fill rate by subgroup**       | **SOCIOLOGY**  
The average sociology fill rate in AY 2012-2013 was 87, a 4.4% decrease from the previous AY. Overall for the past five years, the data shows that there has been a -12.7% decrease.  
**WOMEN’S STUDIES**  
The average WS class size in AY 2012-2013 was 60, a 21.2% decrease from the previous AY. There is no data available for the last 5 years. |
| **Percent of classes taught by faculty and lecturers** | **SOCIOLOGY**: Over the last 5 years, an average of 69% of all classes were taught by full-time faculty, and 31% by lecturers.  
**WOMEN’S STUDIES**: Over the last 5 years, an average of 14% of all classes were taught by full-time faculty, and 86% by lecturers. |
| **Comment**                                   | The average class size for Sociology and Women’s Studies has decreased slightly, over a five-year period for Sociology and over a three-semester period in Women’s Studies. But the fill rate for Sociology is still healthy at 87% for AY 2012-2013. |
Anthropology (ANTH)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average class size</td>
<td>ANTH courses have experienced a downward trend in average class size from 33 students in AY 2009-2010 to 18 students in AY 2012-2013.</td>
</tr>
<tr>
<td>Average class fill rate by subgroup</td>
<td>In relation to average class size, class fill rates have seen a general decline from 95% in AY 2009-2010 to 70% in AYs 2011-2012 and 2012-2013.</td>
</tr>
<tr>
<td>Percent of classes taught by faculty and lecturers</td>
<td>Table F recording classes taught by lecturers and faculty does not accurately reflect that in some semesters 50 to 25 percent of classes were overseen by part-time faculty. In AY 2012-13, the faculty and lecturers saw similar trends in class fill rate, with the established faculty having more somewhat more consistent and higher fill rate numbers.</td>
</tr>
<tr>
<td>Comment</td>
<td>In part, this data on average class size can reflect an increase in classes offered, spreading interested students out over more options. For example, in Fall 2012 the average size was 20 among four classes, while in Spring 2013 the average size was 14.4 among 6 classes. More significantly, this trend reflects the overall downward trend in enrollment in ANTH classes as noted in Demand Section 4 above. Many ANTH classes were overseen by lecturers as the permanent ANTH faculty member had re-assigned time to run other campus programs.</td>
</tr>
</tbody>
</table>
## Psychology (PSY)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average class size</strong></td>
<td>The average class size started from 36 per class in AY 2008-2009 and has slowly decreased to an average of 30 in AY 2012-2013. With the increase of course offerings it would seem that a correlation between courses offered and class size would result. Although the class sizes decrease it is noted that the number of students did increase overall in the 5 years.</td>
</tr>
<tr>
<td><strong>Average class fill rate by subgroup</strong></td>
<td>A significant (.003) Pearson negative correlation (-.983) was found between class fillrate and enrollment and student semester hours. A significant (.001) negative correlation (-.992) was found between the number of course offered and class fillrate. This result indicates that as the courses offered increased the number of students filling these courses dropped.</td>
</tr>
<tr>
<td><strong>Percent of classes taught by faculty and lecturers</strong></td>
<td>Over the past five years, the only full time faculty taught 28% of the courses offered in psychology while lecturers teach 72% of the courses. The lecturer share has gone up because the number of courses has also increased.</td>
</tr>
</tbody>
</table>
| **Comment**                                   | A significant (.0001) Pearson negative correlation (-.997) was found between class size and the number of courses offered. As the courses offered increase the average class size decreased. There was also a significant negative correlation between the number of courses offered and the class fill rate.  

But although there was a decrease in class size over a five-year period from 36 to 30, that is still a relatively large class size and is further justification for a second full-time Psychology position. |
## Political Science (POLS)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average class size</td>
<td>The average POLS class size increased from 32 in AY 2008-2009 to 34 in AY 2010-2011, then decreased to 26 in AY 2011-2012 before rising again to 30 in AY 2012-2013. Overall, there was a 34% decrease in average class size over the five-year period.</td>
</tr>
<tr>
<td>Average class fill rate by subgroup</td>
<td>As with class size, there was an increase in class fill rate from 2008-2009 (90%) to 2010-2011 (97%), then a drop in 2011-2012 (75%), with an increase in 2012-2013 (86%). Overall, there was a 34% decrease in average class fill rate over the five-year period.</td>
</tr>
<tr>
<td>Percent of classes taught by faculty and lecturers</td>
<td>Full-time faculty taught 88% of the POLS courses offered, while 12% of those courses were taught by lecturers.</td>
</tr>
<tr>
<td>Comment</td>
<td>As with many of the other Social Science disciplines, there seems to be a negative correlation between demand indicators such as number of classes, and efficiency indicators such as average class size. But ultimately, the class fill rate of 86% for AY 2012-2013 is still healthy for Political Science.</td>
</tr>
</tbody>
</table>
Effectiveness

1. Success rate by subgroup.

Table G. Average Success Rate by Subgroup\(^{(1)(2)(3)(4)}\)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>55%</td>
<td>52%</td>
<td>-4.1%</td>
<td>66%</td>
<td>25.7%</td>
<td>74%</td>
<td>12.4%</td>
<td>69%</td>
<td>-6.4%</td>
<td>26.9%</td>
</tr>
<tr>
<td>ECON</td>
<td>68%</td>
<td>71%</td>
<td>3.7%</td>
<td>81%</td>
<td>14.2%</td>
<td>80%</td>
<td>-0.8%</td>
<td>74%</td>
<td>-8.0%</td>
<td>8.1%</td>
</tr>
<tr>
<td>GEOG</td>
<td>72%</td>
<td>72%</td>
<td>-1.0%</td>
<td>62%</td>
<td>-13.3%</td>
<td>58%</td>
<td>-7.3%</td>
<td>71%</td>
<td>22.7%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>GIS</td>
<td>65%</td>
<td>50%</td>
<td>-22.6%</td>
<td>0%</td>
<td>100.0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>MET</td>
<td>29%</td>
<td>51%</td>
<td>79.4%</td>
<td>37%</td>
<td>-27.3%</td>
<td>46%</td>
<td>22.5%</td>
<td>31%</td>
<td>-31.5%</td>
<td>9.5%</td>
</tr>
<tr>
<td>POLS</td>
<td>50%</td>
<td>78%</td>
<td>54.9%</td>
<td>82%</td>
<td>4.9%</td>
<td>77%</td>
<td>-5.8%</td>
<td>68%</td>
<td>-12.4%</td>
<td>34.0%</td>
</tr>
<tr>
<td>PSY</td>
<td>79%</td>
<td>76%</td>
<td>-3.9%</td>
<td>75%</td>
<td>-1.2%</td>
<td>72%</td>
<td>-4.8%</td>
<td>70%</td>
<td>-1.9%</td>
<td>-11.3%</td>
</tr>
<tr>
<td>SOC</td>
<td>65%</td>
<td>59%</td>
<td>-9.5%</td>
<td>69%</td>
<td>16.4%</td>
<td>64%</td>
<td>-6.9%</td>
<td>58%</td>
<td>-8.9%</td>
<td>-10.6%</td>
</tr>
<tr>
<td>SW</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>65%</td>
<td>68%</td>
<td>4.8%</td>
<td>72%</td>
<td>5.2%</td>
<td>71%</td>
<td>-1.5%</td>
<td>67%</td>
<td>-4.8%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

(1) concurrent and cross-listed classes are combined in the primary class with data adjustments; all students are counted, but the primary course is the only one listed in the attached appendix.
(2) data were captured using the CENSUS and EOS freeze dates from Iro_Regs and the CENSUS freeze date from Iro_Socad
(3) success is the number of students who completed the course with an A, B, C, CR, or L divided by the number of students enrolled at CENSUS (who had not withdrawn)
(4) average class size excludes courses ended in the letter "V"

<table>
<thead>
<tr>
<th>Year</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>0.50</td>
</tr>
<tr>
<td>2010</td>
<td>0.55</td>
</tr>
<tr>
<td>2011</td>
<td>0.60</td>
</tr>
<tr>
<td>2012</td>
<td>0.65</td>
</tr>
<tr>
<td>2013</td>
<td>0.70</td>
</tr>
</tbody>
</table>

Table G. Success Rate by Subgroup

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graph showing the success rate by subgroup from 2009 to 2013.
Summary of analysis of effectiveness indicators.

Effectiveness of Department classes is demonstrated by one factor 1) Success rate by subgroup. The effectiveness analysis for each discipline is listed below. Department members wrote the analysis for their discipline, with the exception of Political Science. The Department Chair wrote the analysis for Political Science.

Economics (ECON)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate by subgroup</td>
<td>There was a 8% decrease in the success rate from AY 2011-2012 to AY 2012-2013. There has been an overall 5-year increase in the success rate (8%) and that is encouraging.</td>
</tr>
<tr>
<td>Comment</td>
<td>Last year’s drop in success rate could be attributed to many factors, both internal to the class and external factors as well. The instructor has included more assignments in the course, which could contribute to the drop in the success rate.</td>
</tr>
</tbody>
</table>

Geography (GEOG)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate by subgroup</td>
<td>There were fluctuations in the success rate over the five-year period. While AY 2008-2009 success rate was 71%, the success rate in AY 2011-2012 was only 58%. The AY 2012-2013 success rate did spike back up to 74% though.</td>
</tr>
<tr>
<td>Comment</td>
<td>The fluctuations observed in this indicator are most likely because of the offering of online classes (GEOG 101, GEOG 102 and MET 101), which tend to show a highly dichotomous (50% A and 50% F, in the extreme sense) and fluctuating grade distribution patterns. How to raise and maintain the motivation among online students may be the key to improve (and stabilize) this indicator.</td>
</tr>
</tbody>
</table>

Social Work (SW)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate by subgroup</td>
<td>The success rate for Social Work was 72% over a one-year period.</td>
</tr>
<tr>
<td>Comment</td>
<td>This success rate (72%) compares favorably to the success rate for the other Social Sciences disciplines (67%) for AY 2012-2013.</td>
</tr>
</tbody>
</table>
### Sociology (SOC) and Women’s Studies (WS)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
</table>
| Success rate by subgroup | **SOCIOLOGY**  
The average sociology success rate in AY 2012-2013 was 58%, an 8.9% decrease from the previous AY. Overall for the last five years, the data shows that there has been a -10.6% decrease.  
**WOMEN’S STUDIES**  
The average WS success rate in AY 2012-2013 was 76%, a 0.0% decrease from the previous AY. No data is available for the last five years. |
| Comment | The success rate for Sociology (58%) is slightly lower than that of the other Social Science disciplines (67%) for AY 2012-2013. |

### Anthropology (ANTH)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate by subgroup</td>
<td>Despite a slight drop between AY 2011-12 and AY 2012-13, which can in part be attributed to the introduction of new lecturers to the program, the overall success rate of students in ANTH shows an upward trend of 26% in the last 5 years, an impressive showing in the department.</td>
</tr>
<tr>
<td>Comment</td>
<td>The upward success rate trend over a five year period is the second highest in the Social Sciences Department.</td>
</tr>
</tbody>
</table>

### Psychology (PSY)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate by subgroup</td>
<td>There was a 9% decrease in the success rate from AY 2008-2009 to AY 2012-2013. But there was still a 70% success rate in AY 2012-2013.</td>
</tr>
<tr>
<td>Comment</td>
<td>The 70% success rate compares favorably with the other Social Science disciplines.</td>
</tr>
</tbody>
</table>
Overall, there was an increase in student success rate from 50% in AY 2008-2009 to 68% in AY 2012-2013. This amounts to a 34% increase over a five-year period.

A student success rate of 68% compares favorably with the other Social Science disciplines.
### Academic Subject Certificates

#### PSDS ASC Indicators by Academic Year

<table>
<thead>
<tr>
<th>Demand</th>
<th>Indicators</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of new majors</td>
<td>17</td>
<td>12</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Number of majors (total)*</td>
<td>26</td>
<td>26</td>
<td>17</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Number of classes offered**</td>
<td>67</td>
<td>69</td>
<td>65</td>
<td>201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>% Majors persist from fall to spring***</th>
<th>72.22%</th>
<th>69.57%</th>
<th>60.00%</th>
<th>67.86%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of graduates</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Graduation rate****</td>
<td>11.54%</td>
<td>11.54%</td>
<td>23.53%</td>
<td>9.09%</td>
</tr>
</tbody>
</table>

*=includes new majors and continuing students  
**=see table below; all courses are included  
***=must have been enrolled in the fall semester to have been included; students who graduated in the fall are not included  
****=Number graduated/number of majors

### Class Offerings

<table>
<thead>
<tr>
<th>Class</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Grand Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>20</td>
<td>6.67</td>
</tr>
<tr>
<td>BOT 105</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>ICS 100</td>
<td>12</td>
<td>14</td>
<td>12</td>
<td>38</td>
<td>12.67</td>
</tr>
<tr>
<td>POLS 180</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2.00</td>
</tr>
<tr>
<td>PSY 100</td>
<td>22</td>
<td>24</td>
<td>19</td>
<td>65</td>
<td>21.67</td>
</tr>
<tr>
<td>PSY 170</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>2.00</td>
</tr>
<tr>
<td>PSY 224</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>3.33</td>
</tr>
<tr>
<td>PSY 240</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>2.00</td>
</tr>
<tr>
<td>SOC 100</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>30</td>
<td>10.00</td>
</tr>
<tr>
<td>SOC 218</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>SOC 231</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.33</td>
</tr>
<tr>
<td>SOC 251</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>2.00</td>
</tr>
<tr>
<td>SSCI 193V</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0.67</td>
</tr>
<tr>
<td>SSCI 293V</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1.67</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>69</td>
<td>65</td>
<td>201</td>
<td>67.00</td>
</tr>
</tbody>
</table>
## Analysis of ASC Quantitative Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of classes taught</td>
<td>The number of courses offered ranged from 67 in 2010-2011, with a slight increase to 69 in 2011-2012 and a decline to 65 in 2012-2013. In looking at the individual disciplines Sociology decreased by three courses (15 in 2010-2011 to 12 in 2012-2013).</td>
</tr>
<tr>
<td>Enrollment by subgroup</td>
<td>The number of new majors has decreased from 17 in 2010-2011 to 1 in 2012-2013. The total number of majors also declined from 26 in 2010-2011 to 17 in 2012-2013. The result could be due to the lack of students declaring their major upon admission to the PSDS program.</td>
</tr>
<tr>
<td>Student semester hours by subgroup</td>
<td>There are no clear data on the number of SSH provided for the PSDS program.</td>
</tr>
<tr>
<td>Comment</td>
<td>Unfortunately, there are decreases in almost all categories regarding the PSDS certificate. The PSDS Coordinator, along with the rest of the department, will develop an AA degree in Social Sciences in the upcoming academic year. The PSDS certificate will be a major component in this new degree, and it is hoped that enrollment will increase as a result.</td>
</tr>
</tbody>
</table>
Part III. Student Learning Outcome Assessment

The Social Sciences Department (along with the entire Windward CC community) is in the midst of assessing the General Education Outcomes for Windward Community College. The emphasis of this assessment is not on how well each class is doing with respect to its Student Learning Outcomes (SLO), but rather how well the college is doing with respect to its General Education Learning Outcomes (GLO). The GLOs as listed in the WCC catalog are the following:

1. Global and Cultural Awareness: One’s Sense of Place
2. Critical Thinking and Creativity
3. Communication
4. Information Literacy

Each of the Windward CC departments is in the process of assessing a select number of courses for each of the GLOs. These courses will then be assessed using a rubric that is designed specifically for that GLO. The specific rubrics and a complete description of the General Education GLOs are included in the appendix.

The Social Sciences department started the GLO assessment process last year and will adhere to the following schedule:

1. Fall 2012 Semester-Communication
2. Spring 2013 Semester-Information Literacy
3. Fall 2013 Semester-Critical Thinking and Creativity
4. Spring 2014 Semester-Global and Cultural Awareness

Once the selected courses are assessed, then the department will discuss the results in the next semester and make any necessary curricular changes. For example, if the Communication GLO was assessed in the Fall 2012 semester, then the Social Sciences department discussed the assessment results in the Spring 2013 semester.

Courses in which assessment was completed for 2012-13

PSY 100 (2 sections), PSY 224 (1 section) for the GLO Assessment-Communication. The Assessment took place in Fall 2013, with discussion in Spring 2013

ECON 130, GEOG 101L and SW 200 for the Information Literacy GLO Assessment. Assessment in Spring 2013, discussion in Fall 2013.

Analysis of completed courses assessed for 2012-2013 (GLO-Information Literacy and Communication)

On January 1, 2013, the Social Sciences Department met to discuss the results of the Communication GLO Assessment. Psychology 100 and Psychology 224 were assessed in the Fall 2012 semester. 92% of the students met the Psychology benchmark.

Based on the above assessment scores, the Social Sciences decided to pursue three priority areas. These priority areas, along with their rationale, and implementation plan are listed as follows:

<table>
<thead>
<tr>
<th>Priority One</th>
<th>Collaborate with other instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Share and gain new ideas, methods, etc. to enhance our ability to improve the communication skills of students.</td>
</tr>
<tr>
<td>Implementation Plan</td>
<td>Start conversation amongst the department and across the college.</td>
</tr>
<tr>
<td>Timeline for Implementation</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>
Priority Two  | Professional development events/activities in communication
--- | ---
Rationale | Foster communication skills amongst the department, hence among students.
Implementation Plan | Plan professional development events and activities.
Timeline for Implementation | Fall 2013

Priority Three  | Utilizing Available Supports on the Windward CC Campus
--- | ---
Rationale | Students can use available supports such as the Speech lab and the Writing Resource Center to enhance their communication skills.
Implementation Plan | Instructors should encourage students to use the available supports on the Windward CC campus.
Timeline for Implementations | Fall 2013

On September 11, 2013, the Social Sciences Department met to discuss the results of the Information Literacy GLO Assessment. Economics 130, Geography 101L and Social Work 200 were assessed in the Spring 2013 semester. 73% of the students met the Economics 130 benchmark, 86% of the students met the Geography 101L benchmark and 71% of the students met the Social Work 200 benchmark.

Based on the above assessment scores, the Social Sciences decided to pursue three priority areas. These priority areas, along with their rationale, and implementation plan are listed as follows:

Priority One  | Provide opportunity for students to use the scientific method to create hypotheses
--- | ---
Rationale | Students have difficulty in writing a clear hypothesis.
Implementation Plan | The Social Sciences Department plans to offer a SSCI 200 course in research and methods.
Timeline for Implementation | Spring 2014

Priority Two  | Provide opportunities for teaching students about Plagiarism
--- | ---
Rationale | Students have been known to plagiarize their sources.
Implementation Plan | The Social Sciences Department plans to offer a multimodal approach which would include have an outside person (Language Arts) talk about plagiarism in selected Social Science courses.
Timeline for Implementation | These ideas will be mentioned in the all campus discussion on October 18

Priority Three  | Students need to have a clear idea of expectations as defined in a rubric
--- | ---
Rationale | Students are not doing certain components of rubrics
Implementation Plan | During the semester, instructors need to take time to make sure students know what is expected of them for the assignment.
Timeline for Implementations | During the semester.
Courses to be assessed for 2013-14

The following courses will be assessed in 2013-2014:

POLS 120, ANTH 200, ANTH 200 (WI), PACS 108 for Critical Thinking and Creativity GLO Assessment. Assessment in Fall 2013, discussion in Spring 2014.

SOC 100, other courses for Global and Cultural Awareness GLO. Assessment in Spring 2014, discussion in Fall 2014.