GARDEN CITY
COMMUNITY COLLEGE

ACADEMIC
PROGRAM REVIEW
REPORT

SOCIOLOGY

Associates of Science- SOCIOLOGY

May 2019

GARDEN CITY
COMMUNITY COLLEGE

Signature Page and Archiving

Marc Malone _____ 6/24/19

Vice President of Instruction   Date

Dr. J. M. Messenger _____ 6/24/19

Vice President of Institutional Effectiveness & Accountability   Date

Ryan J. Ruda _____ 7.24.19

President   Date

Archiving:

**Division Leader submits to VP of Institutional Effectiveness & Accountability.**

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page

GARDEN CITY
COMMUNITY COLLEGE

Program Review
Faculty and Dean Verification

I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

_____ Date 4/26/19
Program Director

_____ Date 4/26/19

_____ Date 4/26/19

_____ Date 4/29/19

_____ Date_____

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

_____ Date 4/29/19
Division Leader

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

_____ Date 4/26/19
Dean

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

GCCC Academic Program Review Template
Office of Institutional Effectiveness & Accountability

JMM

Table of Contents

[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report unless given permission by IE to do otherwise.]

Program Review Components

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose   State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

The Garden City Community College Sociology Program is designed to be a transfer program. Students will receive a comprehensive introductory foundation in sociological theory and method. The expectation of the program is for students to gain knowledge in how these theories and methods relate to the study of society, social behavior, and contemporary social issues.

A.2 Progress Since Last Review   Before commencing with this review, attach the Program Goals with Recommended Action Steps (or equivalent) (Template Appendix A), as well as the Administrative Response to those goals (Template Appendix B), and your Planning Documents (Appendix D) from your last review. Identify the original goals from your report as well as any new goals that emerged from your annual reports and in the planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

2016 Program Goals and Action Steps (Template A)
Template A Summarization: Continue Recruitment Plan. As Program grows, FT Faculty Members will need to be added.

There was no administrative response (Template B)

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within the 17-18 academic year as well as those on the 18-19 faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
Full-Time			
Adams, Karen	MS, 2006	Barry University	FL Teaching Certificate (6-12 Math, Social Science), APA member
Hoover, Brogan	MS, 2013	Pittsburg State University	
Hutcheson, Tammy	MLS, 2001	Fort Hays State University	
Jones, Amelia	MSW, 2003	University of Kansas	
Lamb, Winsom	MLS, 2016	Fort Hays State University	
Saddler, Dru	MS, 2016	Newman University	KS Teaching Certificate (7-12 History, Government, Social Sciences)
Thomas, Gregory	PhD., 2000	University of Oklahoma	
Whitehill, Judy	MS, 1992	Kansas State University	
Part-Time			
Meng, Jennifer	MSW, 2005	Newman University	
Robinson, Mark	PhD., 2014	Princeton University	
Sims, Lecia	MS, 2008	Minnesota State University	

B.2 Faculty Demographics

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
Black, non-Hispanic	0	0	0	1	0	1
Two or more races	1	0	0	0	1	0
White, non-Hispanic	5	2	2	0	7	2
Totals	6	2	2	1	8	3
c.)Number of faculty with doctorate or other terminal degree	0	1	0	1	2	0
d.) Number of faculty whose highest degree is a master's, but not a terminal master's	6	3	0	0	1	8

B.3 Faculty Scholarship: Provide, in tabular or report format, a comprehensive record of faculty scholarship for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

Adams, Karen:
- Appointed Director of Campus Wellness, 2019
- Curriculum and Instruction Committee, 2019
- Faculty Rookie of the Year Nominee, 2018-19
- Continuing Education- Diversity, Online Learning, 2018-19
- Southwest Psychological Association member, 2019- current

Hutcheson, Tammy:
- Professional Presentation-Stress, 2018-19
- Professional Publication- Drug Legalization, 2019
- General Education Committee, 2017-18
- Student Support Services Outstanding Faculty Nominee
- Southwest Psychological Association member, 2019- current
- Psi-Chi member, current

Lamb, Winsom:
- Faculty Presentation-Diversity, 2018
- Student Support Services Outstanding Faculty Nominee, 2018-19
- Faculty of the Year Nominee, 2018-19
- Written Communication Committee, 2017-18
- PTK Association of Chapter Advisors, current
- Division Leader, 2017-18

B.4 Department Scholarship Analysis: State the goals previously set by your program for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

No previous goals were set. Department will work to create obtainable goals.

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

All current faculty are considered to be highly qualified and able to teach in a variety of modalities. If there is evidence provided that indicated that a large majority of "Sociology" majors were actually "Social Work" majors, it would be advisable, if needed, that a qualified faculty member with expertise in social work be hired.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

Faculty Workload (over past 5 years, ending Academic Year 2016-17)										
Name of Full-Time Faculty	Semester Credit Hours					Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks)				
Academic Year	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18
Greg Thomas	24									
Brogan Hoover		12	12							
Amelia Jones				9						
Karen Adams					9					
Tammy Hutcheson	12	21	21	15	15					
Winsom Lamb	24	30	33	42	45					
Judy Whitehill	21	24	21	24	21					

FA13   WL-PTK (3.5), JW-Div Dir (3250)

SP14   WL-PTK (1925), JW-Div Dir (3250) Div Dir Release (3), Outreach Curr (1100)

FA14   WL-PTK (1925), JW-Div Dir (3250) Div Dir Release (3)

SP15   WL-PTK (1925), JW-Div Dir (3250) Div Dir Release (3)

FA15   WL-PTK (1925), JW-Div Dir (3250) Div Dir Release (3)

SP16   WL-PTK (1925), JW-Div Dir (3250) Div Dir Release (3) Admin Assign (1100)

FA16   WL-PTK (1925), JW-Div Dir (3250) Div Dir Release (3) Admin Assign (1100), AJ-Admin Assign (1)

SP17   WL-PTK (1925), JW-Div Dir (3250) Div Dir Release (3) Admin Assign (1100), TH-Mentor (275), AJ-Admin Assign (3)

FA17   WL-PTK (1925) Div Lead (1750), JW-Admin Assign (3) Spec Assig (4350)

SP18   WL-PTK (1925) Div Lead (1750), JW-Admin Assign (3) Spec Assig (4350)

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

Faculty in the Sociology Program teach multiple preps to provide a wide range of available content courses that are easily transferred to universities. We feel this wide range of expertise, is manageable by current faculty. As the Programs grows, the hiring of more faculty needs to be considered.

B.7 Percentage of courses taught by each faculty classification: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of November 1	2013-14	2014-15	2015-16	2016-17	2017-18
Full-Time	63.04%	63.83%	66.67%	73.17%	62.50%
Part-time	36.96%	36.17%	33.33%	26.83%	37.50%
TOTAL	100%	100%	100%	100%	100%

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

Student: Faculty Ratio					
Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
# of Full-Time Faculty	4	4	4	4	4
# of Part-time	4	6	6	6	7
FTE Faculty	5	6	6	6	6
# of Full-Time Students	0	2	4	1	1
# of Part-Time Students	6	2	0	4	6
FTE Student	2	3	4	2	3
FTE Student: FTE Faculty Ratio*	2:5	3:6	4:6	2:6	3:6

*Full-time equivalent (FTE) is calculated using the following formula:
Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

Currently all FT Faculty meet load and have more room in their schedules for overload, if needed.

Currently our Program has adjuncts teaching on-line, on-campus and outreach. We have sufficient adjuncts to meet the needs of our Program. There are concerns with the quality of education with some adjunct faculty. In the past, these concerns have been addressed. Decisions to remove FT faculty's access adjunct faculty content, quality of education cannot be gauged. Prior to access being removed it was documented the adjunct faculty were not using up-to-date syllabus, appropriate textbooks, standard English, grading in a timely manner, etc. Such issues would indicate the quality of education is decreasing. Steps to regulate the quality, even though FT faculty do not have access to adjunct content, are currently being taken to provide adjuncts with a standardized course shell in Canvas to meet minimum student learning outcomes.

It has been recommended that the following information be removed, however, when receiving directions that we understand, we feel like the following information needs to be noted for the next Program Review:
The decrease in (%) full-time faculty recently (2018) has been due to an administrative decision to eliminate full time sociology faculty teaching on-line. The greater number of part-time faculty being hired, the less likely highly qualified full-time faculty have in making load, with a decrease in on-campus FTE. A huge concern for full-time faculty is that they have no control of part-time faculty content (on-campus adjuncts, on-line adjuncts, outreach adjuncts).

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.
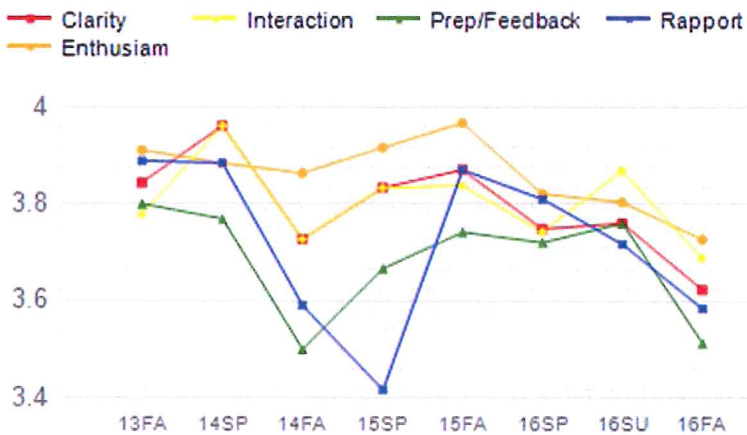
Courses Included
SOCI-102
SOCI-104
SOCI-105
SOCI-113
SOCI-204
SOCI-210
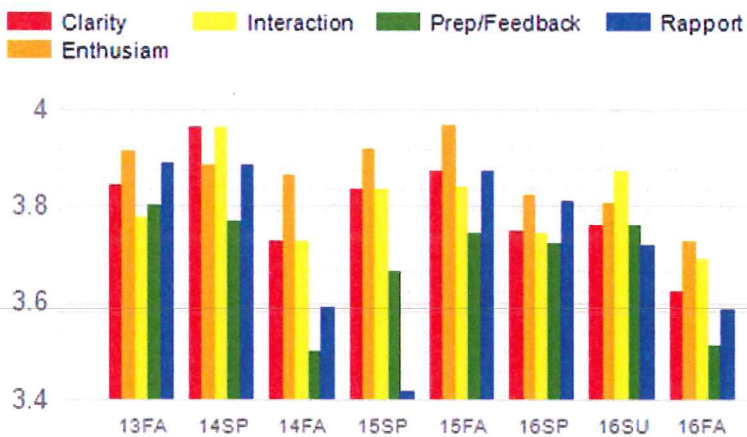
B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

There is no additional evidence, at this time. Future faculty and/or administrative generated course reviews could include evidence that would speak to this question.

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

Data indicates that FT faculty in the classrooms are well-prepared, clear in delivery, interact well with students, are enthusiastic and have a good rapport with students. It is noted that there is a general decrease in all areas. However, the mean scores to all assessed areas are well above average.

Analysis of faculty effectiveness is hard to assess from the chart above because there is no distinction across delivery systems. If data is broken down to specific delivery system, data analysis and changes could be implemented, as needed.

Overall, FT faculty feel that faculty as a whole are performing well, in the classroom.

B.12 Faculty Summary Analysis<u>:</u> Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the program to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

There are no foreseeable issues with current full-time faculty quality of instruction. All classroom evaluations (administrative and student) are positive.

We will need a highly qualified and reliable social work instructor to be hired as an adjunct because GCCC has articulated agreements with multiple universities.

As stated above (B.8.1), FT faculty are concerned with adjuncts meeting minimum standards. It is the desire of the current full-time faculty to have the load (credit hour) and delivery method of their choice. This would allow for more students the opportunity to have highly qualified instructors, familiar with GCCC's Mission, Student Learner Outcomes and Educational Philosophies.

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

The Sociology program offers 7 courses. The following is a list of classes currently offered by the department. The recommended courses for students wishing to make Sociology the Program of choice are highlighted with **.

SOCI-102: Intro to Sociology**

SOCI-104: Human Sexuality

SOCI-105: Intro to Cultural Anthropology**

SOCI-113: Sociology of Families**

SOCI-204: Social Problems**

SOCI-210: Intro to Social Work

SOCI-215: Criminology

EDUC-110: Developmental Psychology**

PSYC-102: Human Relations**

PSYC-104: Social Psychology**

These courses are offered to give students a well-rounded education in the sociological area, based on university pre-requisites in their programs. Faculty from GCCC regularly meet with other faculty at KCOG meetings to discuss transferability.

C.2 Assessment of Student Learning: Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating <u>each</u> learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

See Appendix C

C.3 Curriculum Map of Program Student Learning Outcomes:

Program: Sociology		Course to Program Map							
Program Outcomes: Upon completion of the program, graduates will be able to...	Essential Skills	Compare and contrast the major sociological perspectives (i.e., structural functionalism, conflict theory, and symbolic interactionism) to social phenomena presented in each of their elective courses.	Identify and describe sociological research methods and related ethical issues to objectively analyze social environments.	Examine the relationship between social structure, culture and human interaction.	Identify the local, national, and global dimensions of social stratification and inequalities.	Explain the fundamental significance of social institutions.	Analyze the dimensions of collective behavior, social movements, and social change in local, national, and global contexts.	State and support their own views on sociological issues addressed in their courses with logical rigor and clarity.	Recognize the major theories and findings in sociology and apply these principals to personal, social and organizational issues.
Courses									
SOCI 102 Intro. to Sociology	12345	I	I	I	I	I	I	I	IRMA
SOCI 105 Intro. to Cultural Anthropology	12345	R	R	R	R	R		RMA	
SOCI 204 Social Problems	12345	RMA	RMA	RMA	RMA	RMA	RMA	RMA	RMA
SOCI 113 Sociology of Families	12345	RMA	R	RMA	R	R	R	RMA	RMA
SOCI 215 Criminology	12345	RMA		RMA	R	RMA	RMA	RMA	RMA

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

We implemented a new system for the Sociology Program. Prior to this year, instructors were collecting individual data and comparing the data as best as they could. As of Fall 18, there are now common Student Learner Outcome Assessments to create consistency in data collection. After consistent (good) data is collected, changes in the Program can be made, if needed.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

Sociology becoming a required course at GCCC was the department and college's effort to make diversity in the curriculum. In Introduction to Sociology students have the opportunity to participate in a Service Learning Project. The Service Learning Project allows students to provide a service to a non-profit in Finney County that they currently (at beginning of course) are not in contact with. By encouraging service, students interact with community members who are diverse. This Project helps shape students to meet the GCCC Mission Statement. Some sections of Sociology have various assignments that promote diversity for example: Personal Ethnicity Statement, Marshmallow Diversity Activity, and Privilege Walk.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

In Fall 18 the department's full-time instructors moved to common Student Learned Outcome Assessments that align with KCOG transfer agreements. No significant data analysis has been made, therefor no educational decisions for change have been recommended. Current data that the Program has shows no need for change, but data is inconsistent.

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2013-14		2014-15		2015-16		2016-17		2017-18		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	0	1	0	1	0	0	1	3
Asian	0	0	0	0	0	0	0	0	0	0	0
Black, non-Hispanic	0	2	1	1	1	1	1	0	1	0	8
Hispanic	2	0	1	0	2	0	1	1	1	0	8
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	1	0	3	4
Two or more races	0	0	0	0	0	0	0	0	0	1	1
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	0	0
White, non-Hispanic	3	1	2	1	2	1	1	0	3	0	14
Totals	5	3	4	2	6	2	4	2	5	5	

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

> Because GCCC has a high number of student-athletes, trends in student race/ethnicity will change as coaching staff changes to their expert recruiting areas. There has been a large increase in Native Hawaiians/Pacific Islanders as Sociology Majors. There was a large recruitment effort by athletic coaches (Coach Keiki and Coach Numi) of the same race/ethnicity. With the shift in coaching staff, the connection to this population of students will now be limited.

> Trends will typically stay consistent. Prior to the 2017-2018 academic year (increase in Hawaiian/Pacific Islander football players), there had been a higher number of females enrolled in the Program. This is a typical trend in the field.

> If 4-year universities providing Social Work Programs in Southwest Kansas (FHSU, KSU, KU) choose to market heavily to area residents (potential students), we could see an increase in Sociology Majors at GCCC. Our recruitment efforts including speaking and providing transfer information to potential students.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

Unless we are to analyze quality of students on race/ethnicity or sex (data above D.1.) our analysis on recruitment is:
We would love to recruit the top 10% of high school seniors. Unfortunately, we do not have that ability.

80% of GCCC students are considered to be remedial. The quality of student work improves as they progress through the courses in the Program area, ultimately meeting the GCCC Mission, Essential Skills and Learner Outcomes.

We would love to have 80% "at level" students enrolled versus remedial, but we are well aware of our student population and appreciate the opportunity to help students become their best. If students were "at level" we would assume students would progress easier through the General Education requirements, because they could actually read and write.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

There is no Sociology specific student organization, however two faculty members are sponsors for student organizations.

Winsom Lamb, Phi Theta Kappa Honor Society
Cody Cundiff, Collegiate Quiz Bowl

Tammy Hutcheson, faculty member, sponsors a tour of either the Larned Correctional Facility or Finney County Jail multiple times a year.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

All full time faculty (after their first year) are available to advise Program students.

Tutors are available in the Comprehensive Learning Center for sociology coursework.

Students eligible for ADA Accommodations, go through the Accommodation Coordinator to receive services.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

Multiple students have gone on to achieve Bachelor and Master degrees. Currently this Program does not have the capabilities to actively track Majors. If the college creates a data-base for tracking alumni, we will be happy to review the data for Sociology majors.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

	GPA Trend									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg	Average GPA in major/ program	GCCC Avg
Non-resident (International)	n/a	n/a	n/a	n/a	3.276	3.184	3.183	2.957	3.866	2.865
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black, non-Hispanic	2.342	2.239	2.406	2.461	2.554	2.593	2.083	2.441	2.420	2.396
Hispanic	3.290	2.758	2.673	2.736	2.155	2.816	3.104	2.779	3.025	2.840
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian / Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	2.128	2.555	1.850	2.156
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.000	2.913
Race/ethnicity Unknown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White, non-Hispanic	2.331	3.122	2.777	3.076	3.099	3.174	3.219	3.192	3.002	3.147
Female	2.737	2.972	2.446	2.972	2.676	3.066	2.823	3.065	2.890	3.040
Male	2.300	2.852	3.016	2.796	2.966	2.858	2.764	2.819	2.283	2.789

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

	Student Diversity—Completions									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Non-resident (International)	0	0	0	0	0	0	0	0	0	1
Asian	0	0	0	0	0	0	0	0	0	0
Black, non-Hispanic	0	0	0	0	1	1	0	0	0	0
Hispanic	0	0	0	0	1	0	0	1	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	0
White, non-Hispanic	0	0	0	0	3	2	0	1	0	1

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates

One-year retention rates (Fall to Fall)											
5-year average		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained	# in Cohort	% retained
38	44.74%	8	12.50%	6	66.67%	8	75.00%	6	50.00%	10	30.00%

D-9b Graduation Rate (150% of time)

Program 3-year graduation rates													
5-year total			Entering cohorts Fall semester										
			2011		2012		2013		2014		2015		
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort
23.53%	34	8	28.57%	7	20.00%	5	0.00%	8	0.00%	6	62.50%	8

D-9c Average semester credit hours for program graduates

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2013			2014			2015			2016			2017		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
0	N/A	N/A	0	N/A	N/A	5	67.67	11.60	1	70.00	0.00	1	20.00	39.50

D-9d Program Graduates Time to Degree

Time to degree (Exiting cohort) (July 1 – June 30)									
2013-14		2014-15		2015-16		2016-17		2017-18	
Median Time (years)	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated	Median Time	# Graduated
0.00	0	0.00	0	2.00	5	1.00	1	1.00	1

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

a. What does the evidence from above data suggest regarding how well your program is producing successful students?
b. List specific events/activities that the program uses to increase student retention and degree completion.
c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
d. Identify any areas in need of improvement for producing successful students.

The above data suggests that the success rate of students in the Program is poor. In the past 5 years 34 students have declared Sociology as there Major. Of these declared Majors only 8 have graduated, which is 23.5%. It should be noted that other data indicates that most students in this Program are only spending 1 year in the Program, completing approximately 20 credit hours and transferring about 40 credit hours. This speaks to the fact that students are bring in hours at enrollment and transferring before completion of the Program.

There are students who have declared Sociology as their Major, however, expert Sociology advisors are not tapped to help the students with success in the Program and transferring. Many of the Sociology Majors are student-athletes and are being advised by the "Athletic Advisor".

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	Academic Year 2013-14		Academic Year 2014-15		Academic Year 2015-16		Academic Year 2016-17		Academic Year 2017-18	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Outreach program (aggregate)										
Concurrent Enrollment (Outreach-HS)	60	180	30	90	59	177	27	81	44	132
Dual Credit Enrollment (Outreach-HS)	N/A	N/A	N/A	N/A	N/A	N/A	2	6	14	42
On-line courses-GCCC	81	243	53	159	48	144	134	402	177	531
On-line courses-EDUKAN										
On-line courses-Contract										
Face to Face courses	558	1674	698	2094	647	1941	589	1767	555	1665
Internships/practica										
Independent study, tutorials, or private instruction										
Developmental courses										

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the "100+" column in the Class Sections column *and* 5 times under the "20-29" column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2013-14 Class Sections	3	2	16	3	0	0	0	31
2014-15 Class Sections	1	9	15	8	0	0	0	33
2015-16 Class Sections	5	9	14	6	0	0	0	34
2016-17 Class Sections	4	8	16	6	0	0	0	34
2017-18 Class Sections	6	16	16	4	0	0	0	42
Totals Across 5 Years	19	44	77	27	0	0	0	167

E.3 Non-credit Courses: If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses					
Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those

trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

> In F18 there was a campus-wide initiative to change class caps to meet fire code. Class caps were changed (typically) on campus to 26, on line to 24. We believe, that smaller class sizes benefit student, not only in our Program, but across campus.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

This program will not have completed student exit interviews as part of its annual program assessment until after SP19. This tool will be utilized as part of the annual program assessment moving forward.

The following is student feedback from FA18, but Program Majors have not been identified:
Comments overall are positive, indicating there was typically great discussions with understanding instructors.

The following are student answers to the question: "What did you like best about the class?" These answers were taken directly off the FA18 Student Course Evaluations:

Courses taught by Karen Adams
"I appreciate that the teacher tries to meet all of the student's needs. She is very understanding and willing to work with students if they ask for help."
"The teachers is fun and always excited to teach."
"Learned useful things. Instructor is understanding and gives second chances on missed assignments"
"What I like about the class is the interactions the teacher makes."
"What I liked about this class is how involved Ms. Adams made us be in class. She assigned assignments that were relevant. She made us be engaged in class."
"I like the teacher and the assignments. Ms. Adams did a great job explaining and making sure the information was easy, yet challenging, which was good."

Courses taught by Winsom Lamb
"That there is always positive vibes and we always have great conversations about each chapter we do. I enjoyed the projects we did also."
"She is very involved and gets into discussions well."
"How the teacher teaches each situation and goes slow and not fast."
"Mrs. Lamb is always enthusiastic and engaging."
"What I liked best about the class was the student/professor discussions. We would frequently talk about what each chapter was about ad respond to how we feel about these topics."
"I like that she explains things with humor and is active with the class."
"I like how we can have debates and discussions about social problems."

Courses taught by Dru Saddler
"Coming to class is always very fun and never boring. Mr. Saddler is very funny and he always answers any questions we may have."

"I like how the class is organized and understandable. My instructor makes all materials easy to understand by comparing topics to everyday life."

"It was interesting throughout. Instructor was easy to follow along to."

"The way the instructor taught the class. I was able to understand the lessons and not be bored. He made the subject interesting and with complete knowledge. I love this subject!"

"The pace."

"I enjoy the class itself. Sociology is very interesting. I also enjoy socratic seminars; hearing other's opinions opens my eyes."**

"I liked learning about the content and Mr. Saddler is great teacher so class was enjoyable."**

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

No such data has been collected, plans are in place to collect data.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

At present time this Program does not collect any formal data through surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. What the Program has done, is set up educational experiences and opportunities in class so students gain written and oral communications skills, critically thinking skills, opportunities to become socially responsible and aware of diversity, to help them become positive contributors to the economic and social well-being of society.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

No such data has been collected.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to "recognize when information is needed and...to locate, evaluate, and use effectively the needed information" (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

Student's Information Literacy would be considered adequate. Students, when required, are able to locate, evaluate and use effectively quality information.

On-line data-base resources provided by the library are supportive of the educational needs of our students. However, students often times do not access the data-bases available because educational articles are easier to find on line than logging on to a data base. Until two years ago, some assignments required using data-bases available through Saffell Library. That requirement no longer exist in this Program.

Currently faculty are not producing research, their access to on line data-bases through Saffell Library is minimum, unless a topic of discussion arises in class and research needs to be done.

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

Material resources for educational needs are easily obtained by faculty through the department's budget (for example when materials are needed for class exercises on diversity). If there is a special project faculty are encouraged and have applied for and received grants through GCCC opportunities.

Professional Development needs are met through application and approval through Faculty Senate's Professional Development Guidelines.

G.3 Revenue and Expense Analysis: Insert program data from at least five academic years. **Obtain this information from your Dean.**

Academic Year	Revenue: Tuition/Fees, SCH, State	change from prior year	Expenses	change from prior year	Profit/Loss	Change in P/L from prior year
2013-14	220274	n/a	163290	n/a	56984	n/a
2014-15	270542	22.82%	173107	6.01%	97435	70.99%
2015-16	257922	-4.66%	177574	2.58%	80348	-17.54%
2016-17	280939	8.92%	180930	1.89%	100009	24.47%
2017-18	304764	8.48%	191280	5.72%	113484	13.47%

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measureable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on

student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

> This budgetary analysis above is not specific to Sociology Majors. The budget for our division includes multiple programs. Sociology does not have its own budget.

> Through the Social Science budget, there has never been a problem acquiring any educational materials for projects that aid in quality student learning.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

Currently there has been no discussion of budget changes within the Social Science Department. However, other faculty members from other Divisions have indicated that they were told that budgets in Division would be being cut. If this is the case, faculty have budget concerns for the current year and beyond. If this is not the case, as stated previously, we are fortunate to always have enough money in our budget to provide quality learning experiences.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

The Sociology Program is new to GCCC. Until multiple years of data collection and review has taken place, we are unsure.

Because of the Program Review process, we can proudly say we offer a wide-range of courses with a pretty small faculty number. Students at GCCC are lucky that they not only get a well-rounded general education offering, but they get a well-rounded Program offering. All classes, typically transfer seamlessly to other colleges and universities.

Our students have multiple learning experience outside of the classroom (examples: Tours, Service Learning Projects, and Hands-on Experiences) that make our Program unique and exciting.

Program Goals with Recommended Action Steps

Program Name: <u>SOCIOLOGY</u>   Date:<u>1/25/19</u>

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	Maintain the transferability of courses from the GCCC to universities.	Continue to attend KCOG Meetings. Sociology instruction.	Ongoing	Measured based on attendance at annual meetings.	Funding from Dean of Academics to attend KCOG Meetings.	High	Sociology courses will continue to transfer.
B - Faculty Characteristics and Qualifications	Maintain high quality faculty (follow requirements set forth by HLC).	Required qualifications on job description.	Ongoing	Checking transcripts will be required.	None	Low	Highly qualified faculty are required for accreditation.
C - Quality of Curriculum and Student Learning	Full time faculty will have control of content needed for Assessment, which is reflective of SLO set forth by the KBOR	A policy needs to be put into place that would allow for content control for Assessment.	Ongoing	As of today, 1/25/19, the Policy is that Lecia Sims will make sure all Assessment materials are given to online instructors. As for adjunct and outreach, you will wait to see what happens through Policy revision. Just heard through the grapevine that DCCC, SCCC and GCCC will have one common Outreach Coordinator. Is this true? If so, we'd have to assume that that this coordinator will have a process to make sure SLO are being taught and if needed, we would have access to Assessment information.	None	Low	Quality of content would be at the highest level therefore increasing student outcomes

D - Student Enrollment and Success	We would like to increase the Program Majors by 10%	Various area high school recruitment activities (all department member)	Ongoing	Enrollment trends from year to year	None	High	More Sociology students to become positive contributors to society
E - Academic Opportunities and Class Size	Maintain appropriate class size of 26 on campus, 24 online and accelerated Continue to provide a wide range of class offerings and modalities	Collaborative scheduling of courses and continued caps on class size	Ongoing	Class size data Approved schedule confirmation	Access to computer data	Medium	Smaller class sizes enhance student learning and a wide variety of courses better prepare students for transfer to universities
F - Student and Constituent Feedback	75% of Sociology majors will report feeling prepared for their future academic endeavors or career success	Exit Interviews	Upon completion of program	Survey at exit interview in spring semesters	Collaboration with institutional research for survey development	Medium	Through data acquisition and analysis program objectives will constantly be evaluated and modified if needed
G - Resources and Institutional Capacities	New technology in classrooms (projectors, computers, speakers, etc.) Updated teacher stations in classrooms where needed Financial commitment by administration and faculty senate for professional development opportunities	Representation in budgetary hearings	Ongoing	Installation of technology and stations. Attendance records from professional development	Institutional funds	Medium	Updated technology equates with improved student learning Professional development allows faculty to stay current and knowledgeable
Summary Conclusions	Faculty, staff, administration, and BOT have to work in collaboration to provide the absolute best experience for our students in any program						

Template Appendix A

A.   Describe planning goals and strategies for program development. *Continue with what we are doing. If we plan to grow, another FT faculty member needs to be hired. Continue with the successful program already in place. Plan continue with recruitment efforts. As enrollment increases, a FT faculty member would need to be hired. Current faculty are being asked to stretch their expertise in too many directions.*

B.   Identify resources required to support implementation of program goals. *Full-time faculty and necessary staff members.*

C.   List educational strategies used to assist student populations, particularly special populations, succeed, including multiple teaching and learning modalities, alignment of curriculum and assessment, and the integration of technology.

- *Retaining our students and helping them be successful are two of the most important strategies to assist all student populations.*

- *Creating early success by teaching students good study and communication skills we can help build their self-confidence and in turn they will be better students who will be motivated to be self-directed learners.*

- *We feel there has not been adequate integration of technology. We tried to incorporate Kindles in our Reading Program and it was denied. These Kindles would have especially helped those with lower reading skills.*

- *Offering online classes will give more students different educational opportunities.*

D.   Include timeframe for implementation and assignment of responsibility. *If enrollment continues to increase, Fall 2017 would be a great to add a new faculty for the Social Science Division.*

E.   List all current 2+2 agreements or transfer agreements which are in place. *2+2 Agreements that would require sociology courses include FHSU, NU, ESU, WSU, KSU.* What new transfer partnerships are planned and with what institutions? *Friends and possibly KU.*

Template Appendix B

Template Appendix C

<table>
<tr><td rowspan="7"></td><td>Annual Program Assessment</td><td></td></tr>
<tr><td>Program:</td><td>Sociology - In Development 2017-2018</td></tr>
<tr><td>Program Mission Statement:</td><td>The Associate in Science Degree in Sociology is designed as a transfer program. Students will receive a comprehensive introductory foundation in sociological theory and method. The expectation of the program is for students to gain knowledge in how these theories and methods relate to the study of society, social behavior, adn contemporary social issues</td></tr>
<tr><td>Year:</td><td>2017-2018</td></tr>
<tr><td>Instructors:</td><td>Karen Adams, Winsom Lamb, Tammy Hutcheson</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Program Learning Outcome:</td><td>These are being developed and created this year. Program begins Fall 2018</td></tr>
<tr><td rowspan="15">Phase 2: End of Semester   Phase 1: Beginning of Semester</td><td>Direct Measure #1:</td><td></td></tr>
<tr><td>Target:</td><td></td></tr>
<tr><td>Sampling:</td><td></td></tr>
<tr><td>Data/Results:</td><td></td></tr>
<tr><td>Data Summary/Analysis:</td><td></td></tr>
<tr><td>Action Plan (if needed):</td><td></td></tr>
<tr><td>Responsible Party:</td><td></td></tr>
<tr><td>Completion Date:</td><td></td></tr>
<tr><td>Resources Needed:</td><td></td></tr>
<tr><td>Direct Measure #2:</td><td></td></tr>
<tr><td>Target:</td><td></td></tr>
<tr><td>Sampling:</td><td></td></tr>
<tr><td>Data/Results:</td><td></td></tr>
<tr><td>Data Summary/Analysis:</td><td></td></tr>
<tr><td>Action Plan (if needed):</td><td></td></tr>
<tr><td>Responsible Party:</td><td></td></tr>
<tr><td>Completion Date:</td><td></td></tr>
<tr><td>Resources Needed:</td><td></td></tr>
<tr><td>Indirect Measure:</td><td></td></tr>
</table>

Note: left-side vertical labels read: "Phase 1: Beginning of Semester", "Phase 2: End of Semester", "Phase 1: Beginning of Semester", "Phaes 2: End of Semester", "Phase 1:"

Phase 2: End of Semester	**Target:**	
	Sampling:	
	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
	Overall Assessment of PLO:	

Template Appendix D