Cañada College

Comprehensive Program Review and Analysis
(6 year review)

Political Science

Pre-Law Emphasis & Public Administration and Service

February 2013

IPC

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

> *The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement,...*

> *The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved,...*

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title: *Political Science*   **Date Submitted:** *February 26, 2013*

1. Planning Group Participants: *Lezlee Ware (Full-Time Faculty)*

2. Contact Person: *Lezlee Ware*

3. Program Information

A. Program Personnel:
1. *Lezlee Ware (Full-Time Faculty) 15 units/semester*
2. *Bridgette McGuinness (Part-Time Faculty) 3 units/semester*
3. *Kimberly Keenan (Part-Time Faculty) 3-6 units/semester*
4. *Blake Respini (Part-Time Faculty) 3-6 units/semester*
5. *Kristen Parks (Part-Time Faculty) 3-6 units/semester*

B. Program mission and vision:
The undergraduate major in Political Science aims to provide an understanding of the basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the relations between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administration, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The Political Science statement is interconnected with the Social Science Mission, Vision and Goals, which are as follows:

Mission:
The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

- Nurturing new generations of social scientists;
- Fostering innovative research;
- Mobilizing necessary knowledge on important public issues.

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.
Tool: https://sanmateo.tracdat.com/tracdat/

1. *Analyze Social Science concepts and theories* – assessed through multiple choice exams embedded in courses including pre-and post-test survey.
2. *Evaluate diverse viewpoints related to the human experience* – assessed through oral presentations.
3. *Produce evidence based arguments* – assessed through essays embedded in courses.

Reflections:
- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- Describe and summarize other data that reveals Program performance.

See attached.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle
Tools:TracDAT https://sanmateo.tracdat.com/tracdat/ CurricUNET http://www.curricunet.com/smcccd

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:
- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

See attached.

B. Identify Patterns of Curriculum Offerings

Reflections:
- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

See attached.

In addition to the Political Science courses already listed, in development is an African Politics course that is being developed in conjunction with 2 courses that already exist (African American History and African American Literature) a learning community would be aimed at African American students in particular as well as other students in order to address issues of student equity that are outlined in the Student Equity Report (see attached).

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data
Tool:
http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:
- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

Much success has been experienced in the Political Science Department over the past five years. Section offerings and average enrollment per sections has increased considerably. Consequently, the department's load has steadily increased from a low of 431 (2007/08) to a high of 685 (2010/11), thus Political Science Department has become more efficient. The slight drop in the load ratio for 2011/12 is a reflection of less classes taught by the only full-time faculty in the department. When the only full-time faculty member works on projects or holds positions that have release time, which results in less classes taught by that individual students respond by withdrawing from courses who may be taught by adjunct faculty they are not familiar with and can predetermine what can be expected. Consequently, it is imperative that the Political Science Department hire an additional full-time faculty member to replace the four adjunct faculty that teach 4-5 courses/semester (12-15 units).

The retention rate has been consistent over the past five years (84-87%), however the success relate has experienced much fluctuation (from a low of 59% to a high of 74%). The beginning of the success rate drop in 2009/10 directly corresponds to the introduction of on line classes in the Political Science Department. Many students enroll in on line classes believing it will be easier when in actuality it is increasingly challenging since it requires much discipline and organization. The fact that the success rate is currently on the rise in 2011/12 supports efforts and adjustments made in the department regarding on line instruction to develop more safeguards within these courses that can better assist students in order for them to be successful in an on line format.

The Political Science Department encounters a larger percentage of continuing students compared to that of first time students. It would seem that students are more self-selecting and realize they should take there English and Math courses first before attempting content transfer level courses. Based on this data and that collected by the department at the beginning of each semester, students are operating as if there were a math and English pre-requisites for these courses. This is greatly important because it helps students with their chance of success, which is actually higher than it was between 2002-2007. Also, the California budget crisis and its impact on the overcrowding at the CSUs and UCs has pushed more students into community college, which is reflected in the continuing and transfer student numbers. The bulk of students in Political Science courses are transfer students (68%).

The demographics have not changed over time in regards to ethnicity with the 2 largest groups being served are White and Latino with the lowest number being represented is Black. This information definitely supports findings in the Student Equity Report, which highlights the need to provide more supports for Black students. Overall, the age group (20-24) and education level (high school degree) being served by the department has not changed over time (2003-2012).

Thus, the Political Science Department is serving a very specific population and is meeting their needs on various levels. Moreover, the Political Science Department could serve the students better with an additional full-time faculty member.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

B. Future Program Expectations

Tools: San Mateo County's Largest Employers
http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081

Staffing Patterns in Local Industries & Occupations
http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

> Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

With the increase of people wanting to attend college and decrease in the capacity of the UCs and CSUs to serve these students, the Political Science Department will continue to be an integral part of general education as well as a rewarding major for those interested in serving in public service and the private sector. Since Social Sciences are a core to the general education curriculum, the Political Science Department will continue to grow and be an integral part of all students' education. The C-ID and AA-T

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

> Actions:
> - Identify next steps to be taken and timelines.
> - Identify questions that will serve as a focus of inquiry for the next year.
>   - Determine the assessments; set the timeline for tabulating the data and analyzing results.
>   - Describe what you expect to learn from the assessment efforts.

The Political Science Department will submit a Hiring Justification this Fall 2013 requesting an additional full-time faculty member who can teach the cores as well as Latin American Politics in order to further support student success and retention. (supported by PLOs)

Additionally, the Political Science Department will create a new African Politics course Spring 2013 in order to be a main component of an African and African American Learning Community that will support student equity. (supported by PLOs)

The Political Science and Communication Studies Departments will finish creating a combined honors course by the end of Fall 2013 in accordance with the UCLA TAP Agreement. Additionally, the 2 full-time faculty from the aforementioned departments have applied to present at an honors conference November 2013. (supported by PLOs)

7. Resource Identification

A. Faculty and Staff hiring requests

Actions:
- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

The Political Science Department will submit a Hiring Justification for an additional full-time faculty member Fall 2013 (see also sections 5 and 6).

B. Professional Development needs

Actions:
- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

[Click here and type]

C. Instructional Equipment requests

Actions:
- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

None.

D. Facilities requests

Actions:
- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

The Political Science Department would like a home classroom where specific information to the discipline can be displayed.

E. Office of Planning, Research & Student Success requests

Actions:
- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

Combined Social Science Data that will help inform the entire sub-division in order to make holistic decisions regarding scheduling, programming, success, retention and Program Learning Outcomes.

Cañada College

Program Title: *Political Science Department*

Program Vision and Mission (refer to #3B)

Political Science Mission

The undergraduate major in Political Science aims to provide an understanding of the of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the realtions between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be indivually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administation, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The mission of the Political Science Department interconnects with the Social Sciences' Statement.

Social Sciences' Statement

Mission:

The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

ASGC approved 8/23/12

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

- *Nurturing new generations of social scientists;*
- *Fostering innovative research;*
- *Mobilizing necessary knowledge on important public issues.*

Program Strengths
1. *Retention Rate*
2. *On line courses offered*
3. *Load*
4. *Degree alignment with CSUs and UCs*

Program Challenges

Currently, there is only one full-time faculty member in the Political Science Department, which hinders timelines and course offerings.

Action Plan Summary (refer to #6)

The Political Science Department will submit a Hiring Justification this Fall 2013 requesting an additional full-time faculty member who can teach the cores as well as Latin American Politics in order to further support student success and retention. (supported by PLOs)

Additionally, the Political Science Department will create a new African Politics course Spring 2013 in order to be a main component of an African and African American Learning Community that will support student equity. (supported by PLOs)

The Political Science and Communication Studies Departments will finish creating a combined honors course by the end of Fall 2013 in accordance with the UCLA TAP Agreement. Additionally, the 2 full-time faculty from the aforementioned departments have applied to present at an honors conference November 2013. (supported by PLOs)

ASGC approved 8/23/12

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: *Political Science*

Estimate the total number of hours to complete your Program Review. *30 hours*

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

   Not completely because the timeline is very challenging for a one person full-time faculty member department!

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

   Yes.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

   Yes.

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

   Yes.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

   Yes and no.

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

   None.

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST

☐ All Annual Program Plans since the last Comprehensive Program Review process

☐ Completed Executive Summary page

☐ Completed Evaluation of the Process page

☐ Additional data

Program Title: *Political Science Department* **Date Submitted:** *March 2013*

Review Committee Chair [Click here and type]

Review Committee Members [Click here and type]

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET

Program Title: *Political Science*

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: _____ **Date:** 4-10-13

    Comments:

2. Curriculum Committee Chair: _____ **Date:** 4/26/12

    Comments:

3. College Vice President: _____ **Date:** 4/26/13

    Comments:

PLSC COURSES - SLOS AND ASSESSMENTS

COURSE	COURSE OUTCOME NAME	SLO	COURSE OUTCOME	ASSESSMENT METHOD
PLSC 103	Basic Elements and Background	1	Compare and contrast the basis elements of deductive and inductive reasoning. Identify the majory logical fallacies. Evaluate background information and world views.	Pre and post quizzes
	Controversies	2	Evaluate and construct arguments about current world political controversies and demonstrate critical thinking skills	Pre and post quizzes
	Reasoning Skills	3	Apply reasoning skills when thinking about world political problems and their social, political and economic implications.	Pre and post quizzes
PLSC 130	Analyze	1	Critically analyze the lessons of war including, but not limited to, the World Wars and the Cold War	Pre and post quizzes
	International Theories	2	Compare and contrast major international theories: (neo) realism, (neo) liberalism and (neo) social-internationalism.	Pre and post quizzes
	Peloponnesian War	3	Apply/ lessons of the Peloponnesian War to more recent conflicts that are shaped by the theory of realism.	Pre and post quizzes
PLSC 190	Concepts	1	Connect American political concepts to that of European ideals and experiences: republic, democracy, civil liberties and rights, political participation and balance with checks.	Pre and post quizzes
	Current Events	2	Demonstrate understanding of logical arguments that connect politico-historical issues with current events.	Pre and post quizzes
	Social Contracts	3	Compare social contracts from different nation-states.	Pre and post quizzes
PLSC 170	Components of Government	1	Critically analyze viable components of government	Pre and post quizzes
	Evaluate	2	Evaluate institutions as they relate to governmental viability	Pre and post quizzes
	Analyze	3	Analyze current events in the context of State and local government with the federal government	Pre and post quizzes
PLSC 200	Analyze	1	Analyze current events in the context of State and local Government with the Federal Government	Pre and post quizzes
	Evaluate	2	Critically evaluate the Constitution of the State of California within the framework of evolution of Federal-State relations.	Pre and post quizzes
	Identify	3	Identify the functions of the 3 Branches of Government (Executive, Legislative and Judicial)	Pre and post quizzes
PLSC 210	Analyze	1	Analyze political philosophies of the framers of the U.S. Constitution	Pre and post quizzes
	Identify Principles	2	Identify Judeo-Christianity principles and their relationship to concepts of democracy and capitalism.	Pre and post quizzes
	Relationships	3	Analyze relationship between politics, social movements and geography.	Pre and post quizzes
PLSC 310	Branches of Government	1	Outline the structure of the branches of government: central, state and local.	Pre and post quizzes
	Leadership Structure	2	Describe the leadership structure within the federal, California State , counties and cities.	Pre and post quizzes
	Progressive Movement	3	Evaluate the significance of the Progressive Movement in California with the gain of recall, referendum and initiative as it relates to individual powers.	Pre and post quizzes
PLSC 320	Authoritarian Rule	1	Identify differences between various Latin American nation-states as they experience authoritarian rule with the international pressure to democratize.	Pre and post quizzes
	Interventionist Stategies	2	Analyze interventionist economic strategies and develop theoretical approaches to Latin American politics	Pre and post quizzes
	Military Rule	3	Critique the role of the military in political development	Pre and post quizzes
PLSC 325	Analyze	1	Analyze the indispensability of religion to the maintenance of republican institutions.	Pre and post quizzes
	Distinguish	2	Distinguish between freedom of religion and anti-religion	Pre and post quizzes
	Examine	3	Examine religion as the catalyst for the creation of American Democracy.	Pre and post quizzes
	Assess	4	Assess separation of church and state - historically and applied	Pre and post quizzes

3/11/13

PLSC SEMESTER SCHEDULE PLAN BY COURSE

	A	B	C	D	E	F	G	H	I	J
1	Course	Fall - Day	Fall - Evening	Fall - Online	Spring - Day	Spring - Evening	Spring - Online	Summer - Day	Summer - Online	*Key
2	PLSC 103 (Critical Thinking about World Politics)	x							x	
3	PLSC 130 (International Relations)	x				x*				This course may be offered in the evening if the enrollment numbers can support it.
4	PLSC 150 (Political Theory)		x*		x					
5	PLSC 170 (Comparative Politics)	x				x*				This course may be offered in the evening if the enrollment numbers can support it.
6	PLSC 200 (National, State and Local Government)	x*				x*				This course will alternated with PLSC 210 in the Fall and in relationship between the Spring - Day and Spring - Evening (see Semester tab).
7	PLSC 210 (American Politics)	x	x	x	x	x	x	x	x	
8	PLSC 310 (California Politics and Local Government)			x			x			
9	PLSC 320 (Latin American Politics)		x		x				x	
10	PLSC 325 (PLSC Honors)	x								

3/11/13

PLSC SEMESTER SCHEDULE PLAN BY SEMESTER

	A	B	C	D
1	FALL - DAY	SPRING - DAY	SUMMER - DAY	* Key
2	PLSC 130 or PLSC 170	PLSC 150	PLSC 210	A rotation schedule is created among the 3 courses in order to address a need for Political Science Majors whom are evening only students.
3	PLSC 103	PLSC 210		
4	PLSC 210 (odd) or PLSC 200 (even)	PLSC 320		
5				
6	FALL - EVENING	SPRING - EVENING		
7	PLSC 210* or PLSC 150* or PLSC 320*	PLSC 103 or PLSC 170 or PLSC 210/200		
8		PLSC 103 or PLSC 130 or PLSC 170 or PLSC 210/200		
9	FALL - ONLINE	SPRING - ONLINE	SUMMER - ONLINE	
10	PLSC 210	PLSC 210	PLSC 210	
11	PLSC 310	PLSC 310	PLSC 310	
12			PLSC 103	

3/11/13

PLSC SEMESTER SCHEDULE PLAN BASED ON DEGREE REQUIREMENTS

	Units	AA - Political Science	AA - Political Science (Pre-Law Emphasis)	AA - Political Science (Public Administrative Emphasis)
1	Units	AA - Political Science	AA - Political Science (Pre-Law Emphasis)	AA - Political Science (Public Administrative Emphasis)
2	9	PLSC 130 (International Relations)	PLSC 130 (International Relations)	PLSC 130 (International Relations)
3		PLSC 150 (Political Theory)	PLSC 150 (Political Theory)	PLSC 150 (Political Theory)
4		PLSC 170 (Comparative Politics)	PLSC 170 (Comparative Politics)	PLSC 170 (Comparative Politics)
5				
6	3	PLSC 210 (American Politics) or PLSC 200 (National, State and Local Governments)	PLSC 210 (American Politics) or PLSC 200 (National, State and Local Governments)	PLSC 210 (American Politics) or PLSC 200 (National, State and Local Governments)
7				
8	9	PLSC 320 and/or	PLSC 310 or PLSC 200 and/or	
9		PLSC 325 and/or	BUS 201	
10		ANTH 110 and/or	PHIL 240	
11		HIST 100 or 101 and/or	PSYC 106	
12		HIST 201 or 202 and/or		
13		PHIL 300		
14				
15	13			
16				PLSC 310 or PLSC 200 and/or
17				ACTG 121 and/or
18				ECON 100 and/or
19				ECON 102 and/or
20				MATH 200
21				
22				
23	For courses outside of the Political Science Department, I need to confirm their schedule for course offerings to ensure they are offered in a timely manner.			

1. The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community,

developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

Document Map:

0)   Key Findings
1)   Planning group
2)   Authors
3)   Program
4)   Responses to previous Annual Program Plan &Review (APP&R)
5)   Curricular Offerings
6)   Program Level Data
7)   Action Plan
8)   Resource Identification

> Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

Department/Program Title: *Political Science* **Date submitted:** *March 29,2012*

0. **Key Findings:** *Most importantly, there is justification for an additional full-time hire of which I will be officially applying for this Fall.*

1. Planning Group:
1. Lezlee Ware (PLSC Faculty);
2. Blake Respini (PLSC Adjunct Faculty);
3. Kimberly Keenan (PLSC Adjunct Faculty); and
4. Bridgette M'Guinness (PLSC Adjunct Faculty)

Also inconjunction with the Social Sciences Division Faculty – Michael Stanford (HIST), Alison Field (HIST), Frank Young (PHIL), Jessica Kaven (Communication Studies), Robert Lee (SOCI), Paul Roscelli (ECON), Sondra Saterfied (PYSC) and Jessica Einhorn (ANTH)

2. Writing Team and Contact Person: *Lezlee Ware*

3. Program Information

   A. Program Personnel:

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

FT Faculty - *Lezlee Ware* **PT Faculty** – *Bridgette M'Guinness, Kimberly Keenan, Blake Respini and Kristen Parks*

B. Program mission and vision
Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)
The undergraduate major in Political Science aims to provide an understanding of the of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the realtions between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be indivually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administation, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The mission of the Political Science Department interconnects with the Social Sciences' Statement, which includes a mission, vision and values.

Mission:
The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and

written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:
Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:
The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:
- *Nurturing new generations of social scientists;*
- *Fostering innovative research;*
- *Mobilizing necessary knowledge on important public issues.*

C. Expected Program Student Learning Outcomes
Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password
http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

> Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

1. *Students will demonstrate proficiency in social science writing.*
2. *Students will be able use the appropriate documentation style for social sciences (APA).*
3. *Students will be able to make more informed choices from a well-rounded social, political, psychological, philosophical, anthropological, geographical, historical and/or economic perspective.*
4. *Students will be able to demonstrate the ability of critical and conceptual analysis of the content of various social science courses.*
5. *Students will develop an appreciation for both quantitative and qualitative evidence.*

Please note that the Social Sciences' Program Learning Outcomes have since been updated:
1. *Analyze Social Science concepts and theories.*
2. *Evaluate diverse viewpoints related to the human experience.*
3. *Produce evidence based arguments.*

These Program Learning Outcomes are linked to various Assessment Plans and Tools:
1. *Exams*
2. *Oral Presentations*
3. *Essays*
4. *Portfolios (critical self-analysis/reflection)*

4. Response to Previous Annual Program Plan & Review

Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password) List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Program Name: Political Sciences
Previous Program Goals and Objectives:
➤ *The undergraduate major in Political Science aims to provide understanding of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between national states, the changing character of the relations between citizens and governments, and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in political science, public administration, law, and other professional fields, and the student preparing for*

specialized roles in political and public organizations. → *Completed with the redesign of the Political Science Major with 2 additional emphases: 1. Pre-Law and 2. Public Administration and Service.*

➤ *This Program seeks to build an increasingly stronger Political Science Department with increasing enrollments and classes that meet the needs of the students.* → *Completed through the redesign of the major with emphases that are aligned with our major transfer universities.*

➤ *The Political Science Department has updated 3 Course Outlines of Record (COR), has introduced a new course (PLSC 200) and will update the remaining 2 CORs (PLSC 103 & 310).* → *PLSC 103 has been updated and PLSC 310 has been amended with a distance education component.*

➤ *Once the updated and new CORs have been officially articulated, the Political Science Major will be redesigned to acknowledge these changes.* → *Completed.*

	Guideline: Original documents can be linked or attached, as needed.		
	As an additional response, course student learning outcomes have been implemented and assessed resulting in on-going plans to improve student learning; especially in as much as it can be linked to success and retention.		
Course	**Course Outcome Name**	**Course Outcome**	**Course Outcome Status**
PLSC 103	Basic Elements & Background	SLO 1:Compare and contrast the basic elements of deductive and inductive reasoning. Identify the major logical fallacies. Evaluate background infomation and world views.	Active
	Reasoning Skills	SLO 2: Apply reasoning skills when thinking about world political problems and their social, political, and economic implicatons. Analyze the psychological impediments to clear thinking. Compare and contrast assumptions, value conflicts,ambiguities, flawed evidence, false analogies, significant omissions, and fallacious reasoning.	Active
	Controversies	SLO 3: Evaluate and construct arguments about current world political controversies, and write essays demonstrating critical thinking skills learned.	Currently Assessing
PLSC 130	Peloponnesian War	SLO 1: Apply lessons of the Peloponnesian War to more recent conflicts that are shaped by the theory of realism.	Active
	International Theories	SLO 2: Compare and contrast major international theories: (neo)liberalism and (neo)radicalism.	Active

	Analyze	SLO 3: Critically analyze the lessons of war including, but not limited to, the World Wars and Cold War	Active – Currently Assessing
PLSC 150	Social Contracts	SLO 1: Compare social contracts from different nation-states	Active – Currenlty Assessing
	Current Events	SLO 2: Demonstrate understanding of logical arguments that connect politico-historical issues with current events	Active
	Concepts	SLO 3: Connect American political concepts to that of European ideals and experiences - republic, democracy, civil liberties and rights, political participation and balance with checks.	Active
PLSC 170	Components of Government	SLO 1: Critically analyze viable components of government	Active
	Evaluate	SLO 2: Evaluate institutions as they relate to governmental viability	Active
	Compare/Contrast	SLO 3: Compare and contrast governments of different nation-states	Active
PLSC 200	Evaluate	SLO 1: Critically evaluate the Constitution of the State of California within the framework of evolution of Federal-State relations	Active
	Analyze	SLO 2: Analyze current events in the context of State and local government with the Federal government	Active
	Identify	SLO 3: Identify the functions of the 3 Branches of Government (Executive, Legislative and Judicial).	Active
PLSC 210	Analyze	SLO 1: Analyze political philosophies of the framers of the U.S. Constitution	Active – Currenly Assessing
	Identify Principles	SLO 2: Identify Judeo-Christian principles and their relationship to concepts of democracy and capitalism.	Active
	Relationships	SLO 3: Analyze relationship between politics, social movements and geography.	Active
PLSC 310	Leadership Structur	SLO 1: Describe the leadership structure within the federal, California State, counties and cities.	Active – Currently Assessing
	Progressive Movement	SLO 2: Evaluate the significance of the Progressive Movement in California with the gain of recall, referendum and initiative as it relates to individual powers.	Active
	Branches of	SLO 3: Outline the structure of the branches of government -	Active

	Government	central, state and local.	
PLSC 320	Authoritarian Rule	SLO 1: Identify differences between various Latin American nation-states as they experience authoritarian rule with the international pressure to democratize.	Active
	Interventionist Strategies	SLO 2: Analyze interventionist economic strategies and develop theoretical approaches to Latin American politics.	Active
	Military Role	SLO 3: Critique the role of the military in political development.	Active
PLSC 325	Distinguish	SLO 1: Distinguish between freedom of religion and anti-religion.	Active
	Separate	SLO 2: Assess separation of church and state - historically and applied.	Active
	Examine	SLO 3: Examine religion as the catalyst for the creation of American Democracy.	Active
	Analyze	SLO 4: Analyze the indispensability of religion to the maintenance of republican institutions	Active
	Measure	SLO 5: Measure the level of religiosity in relationship to patriotism.	Active

5. Curricular Offerings *(current state of curriculum and SLOAC):*
All Political Science courses have 3 SLOs
1. *PLSC 103 (Critical Thinking about World Politics) – active assessment cycle focusing on one SLO. The COR for this class was last updated May 2008.*
2. *PLSC 130 (International Relations) – active assessment cycle focusing on one SLO. The COR for this class was last updated May 2008 with a Distance Education Addendum dated May 2009.*
3. *PLSC 150 (Political Theory) – active assessment cycle focusing on one SLO. The COR for this class was last updated September 2008.*
4. *PLSC 170 (Comparative Politics). The COR for this class is dated September 20011.*
5. *PLSC 200 (National, State and Local Governments). The COR for this class is dated September 2011.*
6. *PLSC 210 (American Politics) – active assessment cycle focusing on one SLO. The COR for this class is dated May 2008, which includes a Distance Education Addendum.*

7. *PLSC 310 (California Government and Local Politics) – active assessment cycle focusing on one SLO. The COR for this class is dated May 2009 with a Distance Education Addendum dated May 2008.*
8. *PLSC 320 (Latin American Politics). The COR for this class is dated August 2008.*
9. *PLSC 325 (Honors Colloquim in Political Science). The COR for this class is dated May 2010.*

*Note: All CORs with an innacuate TBA delineation are being updated during Fall 2012. And, PLSC 150 will be submitted as an Honors course. All courses and degree will be aligned with CID and AA-T Degree requirements.

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from <u>TracDAT folders in SLOAC sharepoint</u>). *See attachment*

- List courses with COR's over 6 years old (attach documents from <u>Curriculum Committee</u>) *N/A (The oldest CORs will be due for revision in 2 years.)*

B. Identify Patterns of Curriculum Offerings

> Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

See attachment – Certain Political Science courses are on a semester rotation because they are mostly designed for the students within the major, thus in order to maintain positive enrollment numbers we have found that alternating between certain courses addresses this issue. For example, PLSC 130 is usually offered in the Fall and PLSC 150 is usually offered in the Spring. Moreover, it is difficult to offer all PLSC courses on a 100% regular basis as well as a complete distance education component without an additional full-time hire because the schedule for the core courses is at the mercy of the current part-timers' availability and expertise and/or training each semester.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool:http://www.canadacollege.edu/inside/research/programreview/info_pack et/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2006/07	2007/08	2008/09	2009/10	2010/11
PLSC	Student Headcount	286	258	284	494	442
	Total Course Enrollments	324	274	302	554	484
	# of Course Offerings	10	9	9	13	11
	# of Section Offerings	16	14	12	17	14
	Ave Enrollment per Section*	20.3	19.6	25.2	32.6	34.6

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department

Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.

# of Course Offerings is the number of courses offered within the department for that Academic Year.

# of Section Offerings is the number of course sections offered within the department for that Academic Year.

Ave Enrollment per Section is the average number of students per section (Average Class Size).

Table 2. Department Efficiency

Department	Metric	Academic Year				
		2006/07	2007/08	2008/09	2009/10	2010/11
PLSC	WSCH	1267	1207	1365	2200	2009
	FTES	42.2	40.2	45.5	73.3	67.0
	FTE	3.2	2.8	2.67	3.4	2.93
	Load*	396	431	512	647	685

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the department.

FTES is the total Full Time Equivalent Student value resulting from all enrollment within the department.

FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that Academic Year.

Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2006/07	2007/08	2008/09	2009/10	2010/11
PLSC	Success Rate*	70.7%	72.6%	73.5%	62.1%	58.3%
	Retention Rate*	85.8%	85.0%	87.1%	83.6%	83.7%
	Ave Units Attempted this Academic Year	10.1	10.12	9.8	9.41	9.53
	Ave Units Earned this Academic Year	7.55	7.54	7.42	6.76	6.64
	Ave Academic Year GPA	2.53	2.62	2.72	2.5	2.28
	Ave Cumulative GPA	2.71	2.8	2.84	2.78	2.66

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: Success Rate is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.

Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

Ave Units Attempted this Academic Year is the average number of units associated with students enrollment for the Academic Year after the add/drop dead!

Ave Units Earned this Academic Year is the average number of course units awarded to the student at the end of the given Academic Year.

Ave Academic Year GPA is the average current Academic Year GPA of all students taking courses in the department for the given Academic Year.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given Academic Year.

Table 4. Student Enrollment Status Profile

Department	Metric	Academic Year				
		2006/07	2007/08	2008/09	2009/10	2010/11
PLSC	First-Time Student	24	30	38	55	39
	Continuing Student	185	182	194	356	337
	Returning Student	33	28	33	49	47
	Concurrent Enrollment	44	18	19	34	19
	Percent First Time	8%	12%	13%	11%	9%
	Percent Continuing	65%	71%	68%	72%	76%
	Percent Returning	12%	11%	12%	10%	11%
	Percent Concurrent	15%	7%	7%	7%	4%

Data Definitions: First Time Student A student that has never attended this DISTRICT, but may have attended or may be currently attending another college.

Continuing Students are those that attended the DISTRICT in immediately previous primary Academic Year. Fall & Spring are primary Academic Years.

Returning Student is returning to this DISTRICT and has not attended another institution since the last Academic Year here or is returning to this DISTRICT after attending another college.

Concurrent Enrollment is a student that is attending high school during the Academic Year for which he/she is applying.

Table 5. Student Goal Orientation

Department	Metric	Academic Year				
		2006/07	2007/08	2008/09	2009/10	2010/11
PLSC	Transfer (w/ or w/o Degree)	212	160	175	283	297
	Career Dev (Degree, Certificate, License)	12	11	15	49	40
	Educational Development	49	22	17	41	18
	4 Yr College Student attending Cañada	0	55	57	91	63
	Undecided on Goal	13	9	16	23	22
	% Transfer (w/ or w/o Degree)	74%	62%	62%	57%	67%
	% Career Dev (Degree, Certificate, License)	4%	4%	5%	10%	9%
	% Educational Development	17%	9%	6%	8%	4%
	% 4 Yr College Student attending Cañada	0%	21%	20%	18%	14%
	% Undecided on Goal	5%	3%	6%	5%	5%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category also includes some degree seaking students.

Table 6. Student Demographics - Ethnicity

| Department | Metric | Academic Year | | | | |
		2006/07	2007/08	2008/09	2009/10	2010/11
PLSC	American Indian/Alaskan Native			0	3	0
	Asian			16	17	15
	Black - Non-Hispanic			12	23	19
	Filipino			10	19	17
	Hispanic			96	167	129
	Multi-Races			3	18	31
	Pacific Islander			8	11	17
	Unknown			35	51	35
	White Non-Hispanic			104	185	179
	% American Indian/Alaskan Native			0%	1%	0%
	% Asian			6%	3%	3%
	% Black - Non-Hispanic			4%	5%	4%
	% Filipino			4%	4%	4%
	% Hispanic			34%	34%	29%
	% Multi-Races			1%	4%	7%
	% Pacific Islander			3%	2%	4%
	% Unknown			12%	10%	8%
	% White Non-Hispanic			37%	37%	40%

Data Definitions: Ethnicity category percentages may not sum to 100% due to nondisclosures.

Table 7. Student Demographics - Gender & Age

| Department | Metric | Academic Year | | | | |
		2006/07	2007/08	2008/09	2009/10	2010/11
PLSC	Female	152	153	154	267	249
	Male	130	98	128	212	188
	18 & 19 Yrs Old	69	48	51	85	85
	20 - 24 Yrs old	134	104	117	213	216
	25 - 29 Yrs old	21	29	35	73	52
	30 - 39 Yrs Old	14	31	34	45	41
	40+ Yrs old	13	27	28	43	34
	% Female	53%	59%	54%	54%	56%
	% Male	45%	38%	45%	43%	43%
	% 18 & 19 Yrs Old	24%	19%	18%	17%	19%
	% 20 - 24 Yrs old	47%	40%	41%	43%	49%
	% 25 - 29 Yrs old	7%	11%	12%	15%	12%
	% 30 - 39 Yrs Old	5%	12%	12%	9%	9%
	% 40+ Yrs old	5%	10%	10%	9%	8%

Data Definitions: Gender & Age category percentages may not sum to 100% due to nondisclosures.

Table 8. Student Education Attainment Level

| Department | Metric | Academic Year | | | | |
		2006/07	2007/08	2008/09	2009/10	2010/11
PLSC	Concurrent	44	18	19	34	19
	No High School Degree	59	26	32	50	29
	High School Degree or Equiv	205	204	219	386	377
	Foreign Secondary Degree	6	8	5	20	13
	Post Secondary Degree	16	20	28	38	23
	% Concurrent Enrollment	15%	7%	7%	7%	4%
	% No High School Degree	21%	10%	11%	10%	7%
	% High School Degree or Equiv	72%	79%	77%	78%	85%
	% Foreign Secondary Degree	2%	3%	2%	4%	3%
	% Post Secondary Degree	6%	8%	10%	8%	5%

Data Definitions: All counts & percentages reflect the student's primary educational goal as indicated on their first application.

Note 1: Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.

1 There has been a steady increase in the number of students (57% increase) in each of the Political Science courses.
2 More Political Science courses are currently being offered – multiple sections of the same courses and new courses (58% increase). Efforts to build the Department have been successful.
3 There has been a 50% increase in FTES and significant increase in Load, which definitely justifies an additional hire.
4 Although there has been a decrease in Success Rate, there has been hight and consistent Retention Rate.
5 Perhaps the low GPAs could be addressed with prerequisites, especially with the increase of first time students.
6 The 2 dominant ethnic groups in the Political Science Program are Latino and White. Thus, it is still very important to include ethnic studies' components to balance the focus for the two main ethnic groups and provide an inclusive environment for the smaller represented ethnic groups.
7 The largest age group has remained consistent as well as the education attainment level.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)
Tool: **TracDAT folders in SLOAC** sharepoint

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Guidelines:
   • Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
   • Summarize assessment results of Program Student Learning Outcomes.
   • Describe and summarize other data that reveals Program performance.
   • Explain how changes in community needs, technology, and transfer requirements could affect the Program.

Overall performance (i.e. semester grades) in each Political Science course demonstrates a level of success commensurate with PSLOs as well course level SLOs, which will be completely supported with results from the post quizzes (see SLO charts). Also, Learning Outcomes chart attached.

Additionally, the major subfield foci (i.e. Pre-Law & Public Administration and Service) address changes in community needs and transfer paths to the major 4 year universities.

C. Other Considerations
Students have many demands and personal challenges that serve as barriers to them completing courses: no familial support, homelessness, depression, hospitalization, criminal misdeeds and turbulent personal relationships. Also, with an additional full-time hire some ideas I have to assist in addressing these issues and other concerns that may hinder the learning process can be more fully implemented.

7. Action Plan
Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:
   • Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
   • Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.

> - Identify questions that will serve as a focus of inquiry for next year.
>   - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
>   - > Describe what you expect to learn from the assessment efforts.

PLSC 130: The criterion was unmet due to an unplanned error. Therefore, the same pre and post quiz will be administered the following semester this course is scheduled to be offered (Fall 2013).

PLSC 150: The success criterion has been met. During Spring 2013 (the next time the course is offered) a new SLO will be measured again using a pre- and post - quizzes.

PLSC 210: Most of the data meet the success criterion, however questions 7 & 8 need to be retested in order to definitively state that this area needs to be more closely addressed. Thus, the same pre and post quizzes were administered for an additional semester (Fall 2012). Once the data from this new period is assessed an additional action plan will be developed.

PLSC 310: The success criterion has been met. For the next assessment cycle a new SLO will be measured (Spring 2013).

The 3 Program Learning Outcomes for the Social Sciences have also been assessed and will officially be measured in Spring 2013 through a critical self-analysis exercise (reflections) with the use of an e-portfolio tool (see attachment).

8. Resource Identification

A. Faculty and Staff hiring requests

> Guidelines:
> - Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
> - Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

The Political Science Department will make an official request to hire a new full-time faculty Fall 2012 to replace the current 4 Political Science adjunct faculty who in combination teach 5-6 classes per semester. It would be beneficial to offer 2

evening courses per semester on a regular basis. For example, the current teaching assignments for this semester (Spring 2012):

1. *Lezlee Ware (4 courses with 3 units reassigned AFT time as co-chair. It would have been helpful to have my 5th course offered).*
2. *M'Guinness (1 course)*
3. *Kimberly Keenan (1 course)*
4. *Blake Respini (1 course)*
5. *Kimberly Parks (new hire who will teach 1 class this summer and 1 in the fall with the other 3 adjunct faculty members.)*

It would be beneficial to the growth and success of the Political Science Department to combine the 4 adjunct faculty into an additional full-time Political Science faculty member who would not only teach, but also assist with other full-time duties that support students and the college (i.e. Program Review). Moreover, an additional full-time faculty member would be able to assist with growing Political Science Course offerings through Distance Education.

See attached 2006 Comprehensive Program Review and note growth.

B. Professional Development needs

Guidelines:
   1. List faculty and staff professional development activities.
   2. Describe faculty and staff professional development plans for next year.
   3. Explain how professional development activities improved student learning outcomes.

1. STOT I and STOT II, UCLA Honors Conference
2. Discipline Conference
3. They have strengthed the Political Science Distance Education Program and honors course offerings. Currently, there is a 1 unit honors colloquium offered and a Political Theory honors course is being developed inconjunction with a significant library and research component (working with Michelle Morton).
4. Plans are in process to attend a discipline specific conference during Spring 2013.

C. Classroom & Instructional Equipment requests

Guidelines:

> 1. List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
> 2. Explain how it will serve Department/Program/Division/College needs.
> 3. List the requests (item description, suggested vendor, number of items, and total cost).
> 4. List special facilities and equipment that you currently use and require.

1. *Larger classroom to accommodate all of the students enrolled with movable chairs and tables to facilitate discussions. And, a Social Sciences hub for students to collaborate, mentor, peer counsel and excel with support from other Social Science faculty and students.*
2. *A larger classroom (especially for PLSC 210) would create a more comforatable and appropriate environment for students to learn.*

D. Office of Planning, Research & Student Success requests

> Guidelines:
> • List data requests for the Office of Planning, Research & Student Success.
> • Explain how the requests will serve the Department/Program/Division/College needs.

Contact information for Political Science majors to create a support community for the Social Sciences. This support would include tutoring, resources, AA planning, transfer planning and mentorship.

E. Facilities requests

> Guidelines:
> • List facilities requests.
> • Explain how the requests will serve Department/Program/Division/College needs.

A Larger classroom to accommodate all of the students enrolled with movable chairs and tables to facilitate discussions. And, a Social Sciences hub for students to collaborate, mentor, peer counsel and excel with support from other Social Science faculty and students.
Thus, a larger classroom (especially for PLSC 210) would create a more comforatable and appropriate environment for students to learn.

Cañada College

Comprehensive Program Review Feedback Form – Curriculum Committee

| Program | Political Science | | Division | Social Sciences |

| Curriculum Committee Member(s) Reviewers | Soraya Sohrabi | | Date Reviewed | 5/13/13 |

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.

Comments/Questions:
Under this section, there is note "see attached", but the attached document was not available to review.

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X

2. Identified patterns of curriculum offerings.	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Identified strengths of the curriculum.	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.
5. Identified issues and possible solutions.	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.
6. Identified plans for future curricular development and/or program modification.	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments/Questions:
There is a link to Tracdat, and Curricunet, but I did not have access to Program review for PLSC in tracdat. Also Under the Curricular offerings section, there is a note "see attached", but the attached document was not available to review.

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	Click here to enter text.	Click here to enter text.	**X**
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	**X**
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	**X**

Comments/Questions:
Click here to enter text.

IV. Action Plan	Incomplete	Complete	Complete	Complete

Comprehensive Program Review Feedback Form – Curriculum Committee

	information	information, some analysis	information, analysis	information, analysis, plan
1. Identified reflections on Department/ Program needs and goals.	Click here to enter text.	Click here to enter text.	Click here to enter text.	**X**
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	**X**
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Click here to enter text.	**X**	Click here to enter text.
Comments/Questions: Click here to enter text.				

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified how professional development improved student learning outcomes (SLOs).	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Justification is consistent with Department/Program needs.	**X**	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: This section was not completed.				

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: There is no request.				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
Comments/Questions: Click here to enter text.				

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: This section was not completed.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan

Comprehensive Program Review Feedback Form – Curriculum Committee

1. Identified program vision and mission	Click here to enter text.	Click here to enter text.	Click here to enter text.	**X**
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	**X**	Click here to enter text.
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	**X**	Click here to enter text.
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	Click here to enter text.	**X**

Comments/Questions:
Click here to enter text.

Other/General Comments:
Click here to enter text.

Curriculum Committee Chair Signature _____ Date 5/17/13

VPI Signature _____ Date 1/20/13