

DÉPARTMENT OR PROGRAM: Political Science

DIVISION: Social Sciences

1. **BRIEF DESCRIPTION OF PROGRAM:**

This department offers a variety of courses, which are primarily taken by students who are transferring and / or seeking an AA/AS degree. There are no majors, and no certificates. 14 sections.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

We note several trends:

- Full-time FTEF more than doubled from Fall 2007 to Fall 2008 (due to the hiring of a new full-time instructor in fall 2008), from 0.73 to 1.67. It increased further in fall 2009, to 1.73. This is due to the reduction of sections offered, as a result of budgetary reductions. (The cancelled sections would otherwise have been taught by part-time faculty.)
- Enrollment has been steadily increasing. It increased by 3% in 2009-10, in comparison to 2008-09. It is projected to increase for the next several years.
- Retention % has been increasing at the same time that Success % has been decreasing.
- It appears that, for reasons unknown, a greater percentage of students are getting D's and F's than in the past because the drop rate for unsuccessful students has declined.
- However, this can explain only part of this trend. Retention % increased by only 2 percentage points from 2007-08 to 2009-10. We speculate that much of the decline in the Success rate is due to the hiring of a new full-time instructor in 2008-09 and the dramatic reduction in the number of sections taught by part-time instructors. In short, the former part-time instructors may have been easier graders than the new full-time instructor. If this assumption is correct, we expect Success % to begin to stabilize, all other things being equal. (But note the discussion of ethnic minority success rates, below.) We will need to visit this next year. If Success % does continue to decline, we will have to assess the situation further.

Challenges:

- We continue to face budgetary reductions, leading to larger class sizes and a greater workload for faculty.
- We continue to have difficulty gaining the cooperation of part-time faculty in SLO assessment and reporting, as well as other departmental responsibilities. However, this challenge is declining in importance as budget cuts continue reduce the number of sections taught by part-time faculty. On the other hand, this means that the workload for the remaining full-time faculty continues to increase.
- We are concerned about the low success rates for several ethnic minority groups, particularly Black (44%) and Pacific Islander (38%). We note declining success rates for all ethnic groups besides Asians over the past two years. We believe that this is the result

of budget cuts to Counseling, Student Services and Instruction. For example, Counseling no longer responds to Early Alert emails on students who are in danger of failing, and larger class sizes make it more difficult for faculty to intervene personally without Counseling support. Sadly, we expect this downward trend in ethnic minority Success rates to continue, as the budgetary situation continues to deteriorate.

Successes:

- We have begun to assess SLOs for a number of sections.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

There has been no progress on the long-term goal of obtaining another FTEF, due to budgetary limitations.

However, we have updated all course outlines for which updates were due.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

We have requested funding to purchase maps and DVDs to enhance the American and International Relations courses.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Due to budget cuts and increased enrollment, class sizes are increasing. Two sections out of 16 have been eliminated, a 12.5% reduction. We do not know how we can address this issue.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

- a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

PLSC 210, SLO #2

Demonstrate an understanding of the separation of powers, balance of power, and checks and balances inherent in and among the three branches of government.

Homework or exam question to assess progress on SLO:

Describe how the powers or responsibilities of two or more of the three branches of government overlap ("checks and balances") in the following areas: (a) the process by which a bill becomes a law; (b) the appointment of judges, ambassadors, cabinet secretaries and other important officials; (c) the removal from office of presidents and judges; (d) making agreements with foreign countries; and (e) going to war.

Method of reflection and documentation:

Collect data on percentage of students who are able to answer the entire question, who are able to answer part of the question, and who are unable to answer the question.

b. Student services areas: TBD

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None requested, due to budgetary situation.		

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None requested, due to budgetary situation.		

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-

printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Cartridge for printer in 17-107 Number: 1 Vendor: ? Unit price: ? Total Cost: ? Status*: Replacement	If it is not replaced soon, faculty will be unable to print anything. It has been requested repeatedly.	If we can't print, it will be very difficult to do SLO assessment or anything at all that requires the printing of documents.

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: DVD: Campaign Finance Reform and the Court, PUX408701 Number: 1 Vendor: FFH Unit price: \$149.95 Total Cost: \$149.95 Status*: New	Will enhance student learning if granted. Will make it harder to achieve progress on student learning outcomes if not granted.	Relates to PLSC 210 SLO #5: Articulate major current issues, policy initiatives and problems facing the nation. Better instructional materials on this topic should enhance the success rate on this SLO.

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: DVD: Geography of Conflict, PQH42001 Number: 1 Vendor: FFH Unit price: \$331.35 Total Cost: \$331.35 Status*: New	Will enhance student learning if granted. Will make it harder to achieve progress on student learning outcomes if not granted.	Relates to PLSC 130 SLO #4: Analyze the causes of war and conflict. Better instructional materials on this topic should enhance the success rate on this SLO.

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<p>Item: Map: U.S. Political 51 x 51 on spring roller Number: 1 Vendor: CRAM: The Map Shop Unit price: \$148.00 Total Cost: \$148.00 Status*: New</p>	<p>Will enhance student learning if granted. Will make it harder to achieve progress on student learning outcomes if not granted.</p>	<p>Relates to PLSC 210 SLO #3: Demonstrate an understanding of Federalism through the relationships between state and federal governments. Better instructional materials on this topic should enhance the success rate on this SLO.</p>

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<p>Item: Map: Colorful World Classroom Map, TNW0528850547 Number: 1 Vendor: CRAM: The Map Shop Unit price: \$39.99 Total Cost: \$39.99 Status*: New</p>	<p>Will enhance student learning if granted. Will make it harder to achieve progress on student learning outcomes if not granted.</p>	<p>Relates to several PLSC 130 SLOs: 1. describe the nature of the nation-state system; 4. analyze the causes of war and conflict; 5. describe the various paths in the quest for regional and world peace and security. Better instructional materials on this topic should enhance the success rate on this SLO.</p>

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this Annual Update for Program Review and Planning evaluation:

Please list the department's Annual Update for Program Review and Planning report team as appropriate:

Primary program contact person: Kathryn O'Connell

Phone and email address: (650) 574-6381, oconnell@smcccd.edu

Full-time faculty: Lee Miller

Part-time faculty:

Administrators:

Classified staff:

Students:

Kathryn M. O'Connell 3/25/11

Primary Program Contact Person's Signature Date

L. Miller 3/25/11

Full-time Faculty's Signature Date

Part-time Faculty's Signature Date
(as appropriate)

Administrator's Signature Date
(as appropriate)

Classified Staff Person's Signature Date
(as appropriate)

Student's Signature Date
(as appropriate)

Dean's Signature Date