

[Home](#) [Actions](#) [Logout](#) [How it works](#)

Instructional Program Review

Program Name: **Political Science**
 Program Contact: **Miller, Lee Ryan**
 Academic Year: **2013-2014**
 Status: **Submitted**

1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [Institutional Program Planning](#) as appropriate.

The political science program offers a variety of courses, which are taken primarily by students who are transferring and/or seeking an AA/AS degree. Consistent with the CSM Mission Statement, the program “provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region.” Political science is a student-centered program that, consistent with the CSM Mission Statement, “serves the diverse educational, economic, social, and cultural needs of its students and the community” and “fosters a culture of excellence and success that engages and challenges students” with the goal of preparing students “to be informed and engaged citizens in an increasingly global community.” The political science program actively collaborates with the Learning Center’s peer tutoring program, with the aim of enhancing student success. The political science program supports the values described in the CSM Diversity Statement, “a dynamic learning ... environment that encourages multiple perspectives and the free exchange of ideas.” The political science program curriculum is designed around these values, and teaches students about the “the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences,” as articulated in the CSM Diversity Statement.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

SLOs have been assessed for 4 of the 7 courses offered by the department. The 4 courses assessed are the courses taught by the one full-time faculty member in the department. The lack of assessment of the other courses reflects difficulty in gaining the cooperation of part-time faculty in SLO assessment.

Success rates are as follows:

PLSC 100

- SLO 1 93%
- SLO 2 90%
- SLO 3 90%
- SLO 4 86%
- SLO 5 90%
- SLO 6 90%
- SLO 7 89%

PLSC 110

- SLO 1 92%
- SLO 2 91%
- SLO 3 88%

PLSC 210

- SLO 1 62%
- SLO 2 59%
- SLO 3 59%
- SLO 4 62%
- SLO 5 62%

PLSC 215

- SLO 1 100%
- SLO 2 88%
- SLO 3 85%
- SLO 4 92%

Success rates in 3 of the 4 courses met the criteria and no action is warranted. Success rates for PLSC 210 failed to meet the criteria. Changes were made to the curriculum, incorporating online quizzes that help the students to prepare for the final exam. The expectation is that the student success rates should climb as a result of these changes. The next assessment of PLSC 210 is scheduled to occur based on data from the spring 2014 semester.

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

The overall student success rate has continue to climb: from 54.9% in 2010-11 to 64.5% in 2012-2013. Success rates increased for all demographic groups besides Black and White. White success rate was 64.2% in 2012-2013, and Black success rate was 43.9%. Excluding Black and Asian, there has been a convergence in success rates across ethnic groups. The figures for Filipino, Hispanic and Pacific Islander are all very close to that of White students. Asian continues to out-perform all other demographic groups, with a 73.4% success rate. (Native Americans have a 100% success rate, but with a sample size of 2, the results are not robust.)

It is hoped that the pending establishment of an Umoja program at CSM will help to replicate the increase in success rates exhibited by Hispanic students since the establishment of a Puente program.

Male and female success rates continue to climb in synch; they are within 2 1/2 percentage points of one another.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

Success rates for distance education classes continue to climb. For PLSC 210, the only course for which multi-year comparisons are possible, the success rate climbed from 30.8% in fall 2010 to 46.4% in fall 2012. The 2012 success rate for distance education classes now matches that of traditional classes in 2010. However, the success rate for traditional classes has also continued to climb--to 64.8% in 2012. This means that success rates for distance education classes continue to lag behind those of traditional classes.

Overall, it must be noted that statistical results from a single section of 26-28 distance education students must be viewed with some skepticism.

However, there are a number of possible explanations for the gap in success rates between traditional and distance education students:

- (a) Selection bias (students choosing distance education over traditional classes under the mistaken belief that it will be easier).
- (b) Inherent challenges associated with distance education. (Success in distance education may require students to be more self-motivated than traditional courses.)
- (c) Skill level of the instructor to teach distance education courses. (Distance education courses have been taught by a single adjunct

instructor, while traditional courses have been taught by multiple adjunct instructors and a full-time instructor.)

It would be possible to rule out explanation (c) if the dean were to assign a second instructor to teach distance education. Currently, only 1 adjunct faculty member is assigned to teach distance education courses (and that instructor has not received STOT training). The only full-time faculty member in the program has experience teaching distance education classes, but has never been assigned to teach distance education classes at CSM. Moreover, the only full-time faculty member in the program has applied twice to receive STOT training, but his application has been denied both times.

Success rates in distance education courses may improve if they are taught by a full-time faculty member and/or a faculty member with STOT training.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-time FTEF, etc.)

LOAD increased 466.7 in 2011-12 to 583.6 in 2012-13. This was primarily due to a drop in FTEF from 3.9 to 2.4, as a result of the retirement of 1 of the 2 full-time faculty members. Adjunct FTEF has remained largely stable, resulting in a sharp drop in the percentage of full-time faculty from 59% to 48%. Overall, the number of sections offered has been reduced, and the average enrollment has increased.

3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

Although Cañada College offers two different political science majors for an AA degree, College of San Mateo offers no political science majors, either for a traditional AA degree, or for an AA-T transfer degree.

The CSM political science program's application for an AA-T degree was rejected by the state because two courses, PLSC 200 and PLSC 210, were deemed to be too similar to one another. The program responded by submitting to the Committee on Instruction course outline updates for both courses, modeled on the course outlines of the same courses offered at Skyline College. The Committee on Instruction has taken no action on these proposals. For the past six months, since 10/3/2013, the proposals have been awaiting the approval of the division dean. The reason for this delay remains a mystery, because all questions submitted by the division dean regarding the program's COI submissions were answered 5 months ago.

Program faculty are frustrated with this and other actions by the division dean that appear to be having a negative effect on the program.

For example, the number of sections of political science courses scheduled by the dean has declined from 38 sections (16 fall, 17 spring, 5 summer) in 2011-12 to 30 (13 fall, 13 spring, 4 summer) in 2013-2014. Moreover, sections are frequently cancelled due to low enrollment when electives and core courses are scheduled in the same time-slot. Faculty emails to the dean, requesting that he avoid such scheduling conflicts, have gone unanswered.

More recently, part of the core mission of the program was threatened by a letter from the District threatening disciplinary action against program faculty for student assignments associated with political participation. These demands were eventually dropped when the District was informed that such assignments are commonplace and encouraged by the American Political Science Association. The fact that the District made these demands, at the request of the division dean, has reinforced the impression that the division dean is not supportive of the program.

The political science program's courses are central to the mission of CSM. They are also vital to associates degrees offered at CSM as well as for transfer to CSU. Greater support from the division dean would help the program to succeed in its role of supporting the mission of the College of San Mateo.

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

AA-T DEGREE

The 2012 program review indicated plans to establish an AA-T degree in political science. This goal has not been accomplished. The first step toward accomplishing this goal was achieved with COI approval of the proposal in fall 2012. Unfortunately, the proposal was rejected by the state in spring 2013. The response from the state indicated that two courses, PLSC 200 and PLSC 210, were too similar. In response, the political science program drafted new course outlines for these two courses, modeled after the same courses at Skyline College. These course outline revisions were submitted to COI on 10/3/2013. Six months have passed since that submission, but COI has not yet placed the items on its agenda. This is because COI is still awaiting approval of the division dean. The reasons for this 6-month delay remain unclear. All questions from the division dean were answered in writing some 5 months ago.

ARTICULATION

In the 2012-2013 academic year, the political science program began the process of articulation of all of its courses with 13 comparable courses at our 6 primary transfer institutions: San Francisco State, San Jose State, CSU East Bay, Sonoma State, UC Berkeley, UC Santa Cruz, and UC Davis. This goal has been accomplished.

SLO ASSESSMENT

The 2013 program review listed the goal of assessing the SLOs for one course via WebAccess each year. This continuing goal has been accomplished; PLSC 100 was assessed in spring 2014. The implementation of a new version of WebAccess in spring 2014 is expected to make the process of assessment easier.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [Institutional Program Planning](#) as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

The political science program is committed to improving student success (Institutional Priority #1), promoting academic excellence (Institutional Priority #2), and being a relevant, high-quality program (Institutional Priority #3). The curriculum in all political science courses

emphasizes the values stated in the Diversity Statement: "a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve." Political Science strives to "foster a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. We abide by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences." These are core values in the instruction provided by the Department of Political Science. We will continue to follow these goals and promote these values over the next 3 years.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

Distance education students are currently under-served by the program. After the program lost to retirement one of its two distance education faculty, the distance education course offerings were reduced to one course per semester. If the remaining full-time instructor were to receive STOT training for teaching distance education courses, it would be possible to offer additional distance education courses, enabling the department to better serve the needs of distance education students.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The political science program actively collaborates with the Learning Center. A political science student, upon the recommendation of political science program faculty, was hired as a peer tutor, a peer mentor, and a social science writing tutor. The program will continue to support the efforts of the Learning Center to improve student success.

CSM is in the process of establishing an Umoja Program, with the aim of improving success rates for African American students. Political science program faculty have volunteered to collaborate with the Umoja program upon its establishment at CSM. Success rates in political science courses for African American students have lagged behind those of students from other demographic groups. The political science program hopes that collaboration with Umoja will close this gap.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.

Leave sections blank if no major changes are anticipated.

Faculty

Load has increased 25% from 2011-12 to 2012-13 due to the retirement of 1 of the 2 full-time faculty members in the program. A second full-time faculty member needs to be hired.

Equipment and Technology

Laptop computers used by program faculty are more than 3 years old. They need to be replaced.

Instructional Materials

Classified Staff

Facilities

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

1. SLO ASSESSMENT

Assessment of student learning outcomes will support student success because it will enable to program to evaluate the degree to which student learning outcomes are being met, and to determine whether changes to instruction are warranted to improve student performance on SLOs. The new version of WebAccess has the potential to facilitate the assessment of SLOs by automating the process, via online quizzes. The first goal is to assess at least one course per year and to record the results in the TrakDat database. The second goal is to evaluate the results to determine whether changes to instruction are warranted in order to improve student performance on SLOs. The third goal is to develop a plan of action to improve student performance on SLOs, if warranted.

2. STOT TRAINING

Student success rates in political science distance education courses are considerably lower than in traditional courses. It is hoped that STOT training for program faculty will support student success by improving the distance education instructional skills of faculty. The primary goal is for at least one faculty member to receive STOT 1 certification during the 2014-15 academic year. The secondary goal is for at least one faculty member to receive STOT 2 certification during the 2014-15 academic year.

3. IMPROVE PLSC 210 STUDENT PERFORMANCE ON SLOs

Less than 2/3 of students in PLSC 210 accomplished student learning outcomes, according to the most recent assessment. Program faculty implemented online quizzes in WebAccess as a final exam study aid to improve student performance on SLOs. A new assessment of PLSC 210 SLOs is scheduled for spring 2014. The goal is to improve student performance on SLOs. The measurable outcome will be 3/4 of students accomplishing student learning outcomes.

4. IMPROVE AFRICAN AMERICAN STUDENT SUCCESS RATES

Success rates in political science courses for African American students have lagged behind those of students from other demographic groups. CSM is in the process of establishing an Umoja Program, with the aim of improving success rates for African American students. Political science program faculty have volunteered to collaborate with the Umoja program upon its establishment at CSM. The goal is to improve success rates of African American political science students. Measurable outcomes will be established in a subsequent program review, after the Umoja program has been established.

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Specialties in American Politics plus Methodology or Political Theory	1

Equipment and Technology

Description	Cost
4 New laptop computers for program faculty, 15-inch, 16 GB	\$2400 each

Instructional Material

Description	Cost

Classified Staff

Description	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description	Cost

7. Program Maintenance

A. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines.

Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
PLSC 200	Lee Miller	10/2013 (already submitted)
PLSC 210	Lee Miller	10/2013 (already submitted)
PLSC 100	Lee Miller	10/2014

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Lee Miller	3/2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Lee Miller	5/2014
