Main –

Directions: Provide a brief narrative description of the current program, including the program's mission statement, the students it serves and its relationship to the college's mission and strategic initiatives. Describe the degrees or certificates offered by the program.

The Political Science Department mission is to provide students with the opportunity to take general education courses that will prepare them for both, obtaining an Associate of Arts degree and meeting transfer requirements to a four-year institution. The courses offered within the department emphasize critical thinking skills and analysis which allow students not only to succeed academically but also to engage in the political system and become civic minded citizens.

The Program has a variety of course offerings available to students, taught by 4 full-time faculty members and 3 adjunct faculty. There are six courses offered in the areas of American and California Politics, Comparative Politics, Political Methodology, Ethnic Politics, Civil Liberties and Civil Rights, and International Relations. Delivery of instruction includes traditional lecture courses, and online courses. Upon completion of the program, students will have gained comprehensive knowledge within the subfields of the discipline including the methodology employed by contemporary political scientists, current urban problems, issues pertaining to intergovernmental relations, and the role of international law and organizations within the world community.

The Political Science Department offers an Associate of Arts Degree in Political Science. In order to obtain an A.A. degree, students must complete a total of 18 units with 15 of these units from Political Science courses. Along with the A.A. degree option the department course offerings allow students to use such courses to satisfy requirements towards also earning an A.A. degree in General Studies with an emphasis in Social Sciences.

The Department serves a diverse student population whose demographics on average include: 52% females, 48% males, 18 African-American, 17% Asian, 35% Latino, 17% White, 10% Unknown. Most of the students, roughly 92%, also tend to be between the ages of 18-29, with about 55% attending full-time. Furthermore, half of the students about 51% classify themselves as Undecided or Unknown when it comes to their Educational Goals, 35% intend to transfer, with a very small percentage, 3% seeking an A.A. degree.

The Political Science Program is in alignment with the college mission and strategic initiatives. Such relationship will be described in a subsection to follow.

Describe the status of all active recommendations for the program

Previous Recommendations (Program Review 2007-2008)

- A possible change to the schedule of classes is to allow for 1 ½ hour sessions early in the morning (9:00am-12:00pm) on Monday and Wednesday rather than the current schedule of one hour classes Monday, Wednesday and Friday. To maximize classroom space, 3 hour classes on Friday could be offered.

  Completed: We have a full range of sections being offered at different times and dates including sections offered on MW 9:30-10:55 and 11:15-12:40.

- Online courses for Political Science 1, 2, and 10 should be regularly offered in an attempt to create alternative opportunities for student success. This would help to address the different learning styles of students as well as allowing the program to continue to support the growth of distance education courses.

  Partially Completed: Online courses for Political Science 1 are regularly offered, however online offerings for Pol Sci 2 and Pol Sci 10 have only been offered once (each course) during the last 3 years.

- New courses should be created most immediate being Political Theory.

  In Progress: A course offering for Pol Sci 7 is in the final stages of development. No other courses have been developed due to the cancellation of elective courses based on budget restraints.

- Dependent on future program growth, an additional full time faculty member should be hired.

  Pending: Based on budgetary constraints and program growth this recommendation has been put temporarily on hold.

- Pol Sci 50 and Pol Sci 99 should be inactivated.

  Completed: The department submitted the required paperwork to inactivate these courses. There is a backlog in the process and these courses are in the cue to be inactivated. At this point in time no further action is required by the department.

- Faculty should continue to be encouraged to attend professional development seminars pertaining to academic retention which will serve to enhance the overall academic success of the students.

  Completed: Faculty members within the department regularly attend professional development seminars, both on campus and in the community.

- Faculty should be committed to continued awareness regarding the changing learning methods to ensure student success.

  Completed: Faculty members within the department regularly attend professional development seminars, specifically geared towards students success. These include attending the many activities put on by the Staff Development Office on Flex Day and throughout the Academic Year.

- All faculty, including adjuncts, should be encouraged to participate in the overall completion of the SLO cycle.

  Completed: Faculty consistently works towards the development and completion of the SLO cycle as mandated by the college and the state.

- The major need for the program is repairs to the Behavioral and Social Science building but this is really a moot issue due to the upcoming scheduled repairs for the building.

  Completed: The Behavioral and Social Science Building underwent complete renovation and now functioning to serve both faculty and student needs.

Part I-Review of the past 4 yrs.

Research Data Analysis

Directions: Analyze the current institutional research data, including course grade distributions, success and retention rates, improvement rates (where applicable), scheduling of courses (day v. night, days offered, and sequence), and enrollment statistics. Include any other relevant data gathered by the program.

Course Grade Distribution

Fall 2007 Grade Distribution Success Rate = 57 %							
	A	**B**	**C**	**D**	**F**	**I**	**W**
Department Totals	14.8%	21.4%	20.8%	5.1%	14.6%	0.7%	18.6%
Division Total/Avg	24.4%	20.2%	15.8%	5.1%	11.8%	0.7%	18.5%
College Total/Avg	24.9%	17.9%	12.8%	4.2%	7.7%	0.6%	18.8%

Fall 2008 Grade Distribution Success Rate = 58 %							
	A	**B**	**C**	**D**	**F**	**I**	**W**
Department Totals	18.8%	23.5%	15.7%	4.5%	16.1%	2.1%	16.3%
Division Total/Avg	24.4%	21.0%	16.4%	5.6%	12.9%	1.0%	14.8%
College Total/Avg	25.4%	17.6%	12.9%	4.4%	9.5%	0.6%	14.9%

Fall 2009 Grade Distribution Success Rate = 63.9 %							
	A	**B**	**C**	**D**	**F**	**I**	**W**
Department Totals	21.4%	23.8%	18.7%	4.6%	14.0%	1.9%	12.1%
Division Total/Avg	23.0%	22.5%	18.5%	5.6%	12.5%	0.7%	13.0%
College Total/Avg	26.4%	18.6%	13.9%	4.5%	8.3%	0.5%	13.9%

Fall 2010 Grade Distribution							
Success Rate = 65.7%							
	A	**B**	**C**	**D**	**F**	**I**	**W**
Department Totals	21.5%	24.8%	19.4%	4.0%	10.4%	1.5%	15.5%
Division Total/Avg.	26.8%	23.5%	18.1%	5.4%	9.0%	0.7%	13.2%
College Total/Avg.	25.8%	19.7%	14.3%	4.5%	7.2%	0.7%	14.7%

The research data from the College Institutional Research Department as depicted on the above charts shows that students taking Political Science courses are passing at high rates. The department averages to stay within 2-3 points of the division high averages on a given semester, and 3-4 points higher above the college average as well. The data also shows that withdrawal rates for Political Science courses are similar to those of the division and college wide averages, and in some cases lower than both as well. Keeping in line with the Department and College's mission, Political Science faculty strive to provide rigorous courses and ensure high rates of success.

Student Success and Retention Rates
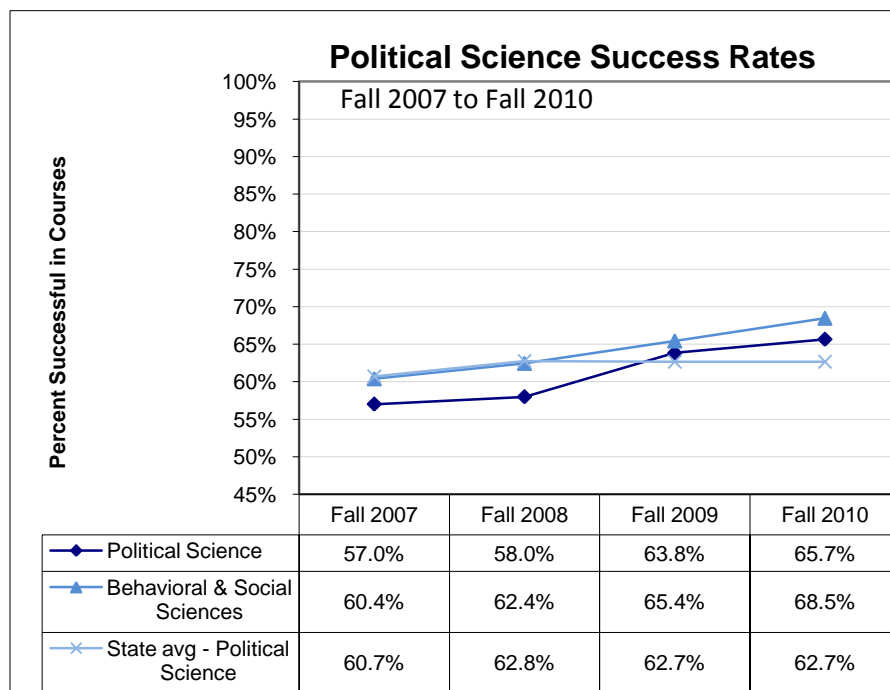
Political Science Success Rates
Fall 2007 to Fall 2010

	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Political Science	57.0%	58.0%	63.8%	65.7%
Behavioral & Social Sciences	60.4%	62.4%	65.4%	68.5%
State avg - Political Science	60.7%	62.8%	62.7%	62.7%

Based on data provided by Institutional Research for the years 2007-2010 (Fall semesters) student success rates in Political Science courses averaged by a minimal margin less than the Division average. However compared to the State average, we have consistently been making gains in the last few years such as being 1.1% higher for 2009, and 3% for 2010. The percentage range from 57% to 65.7 % could be attributed to the vast differences in the success rates of different courses that when aggregated together give such numbers.
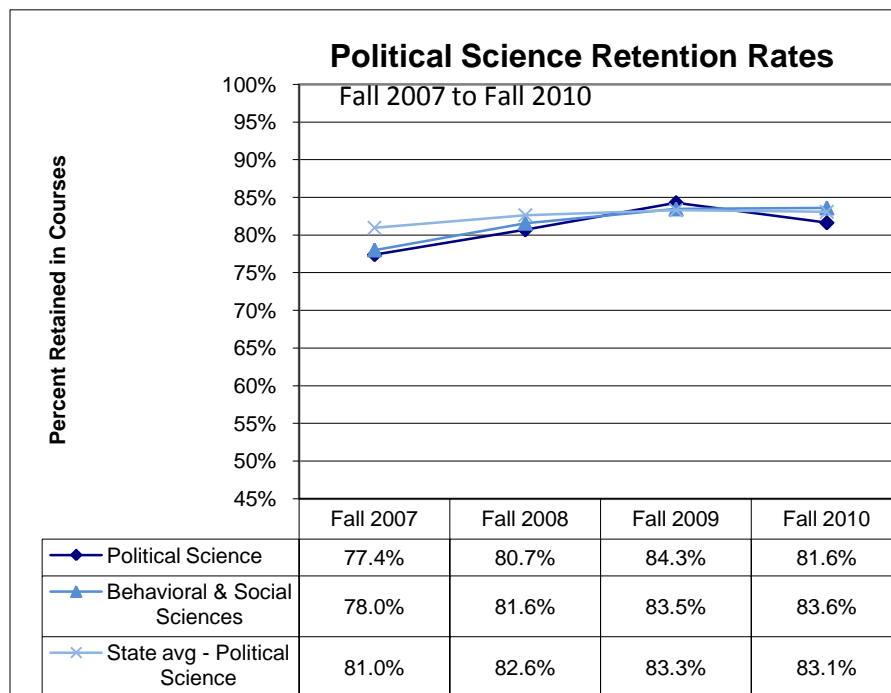
Political Science Retention Rates
Fall 2007 to Fall 2010

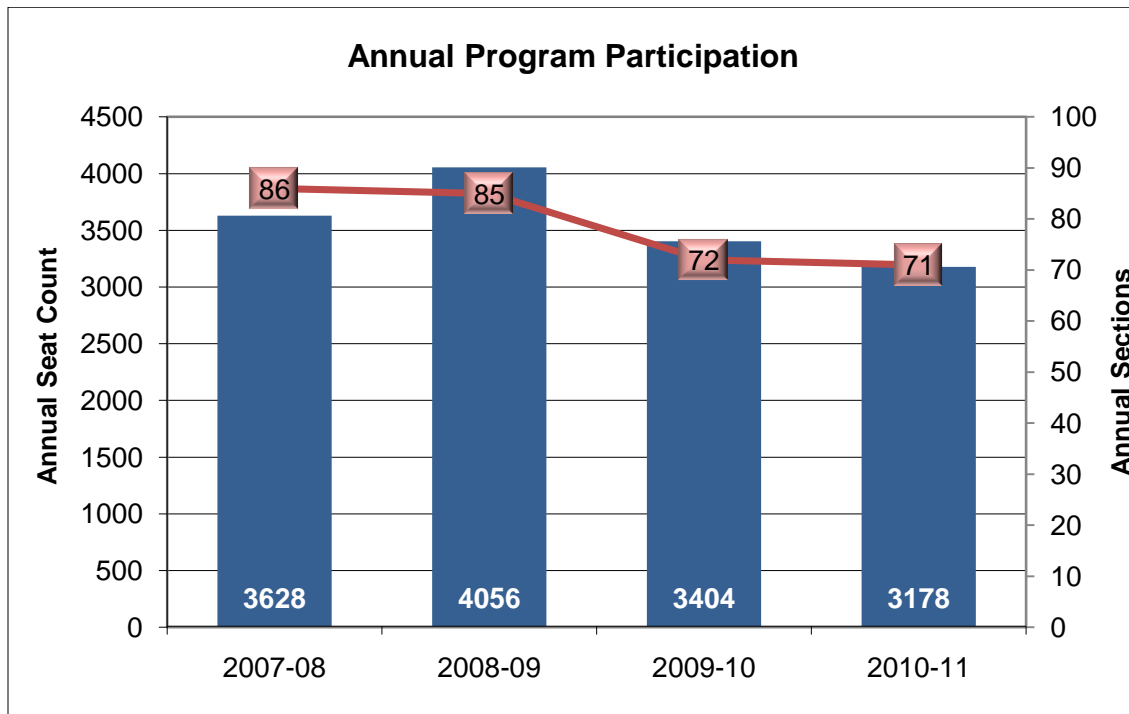|	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Political Science	77.4%	80.7%	84.3%	81.6%
Behavioral & Social Sciences	78.0%	81.6%	83.5%	83.6%
State avg - Political Science	81.0%	82.6%	83.3%	83.1%

Percent Retained in Courses

Based on data provided by Institutional Research for the Years 2007-2010 (Fall semesters), student retention rates in Political Science courses are slightly lower but on par with both, Division and State averages.

Enrollment Statistics

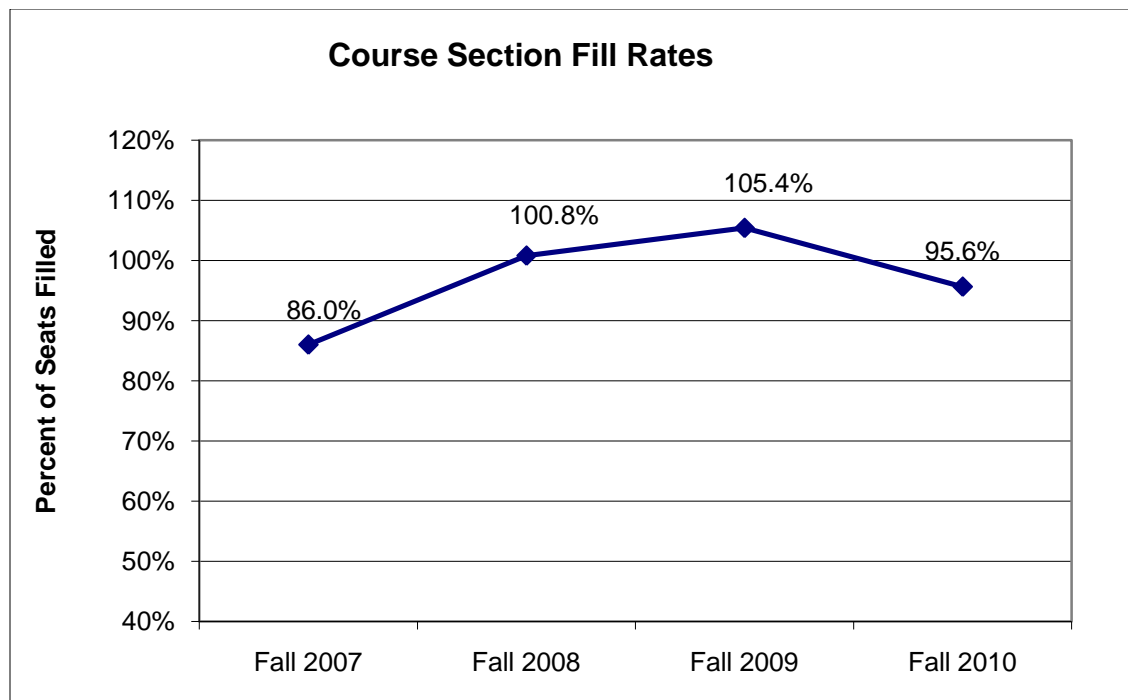**Section –Seat Counts
        and Fill Rates**

Course, Section, Seat Counts
Years: 2007-08 to 2010-11

	2007-08	2008-09	2009-10	2010-11
Sections	86	85	72	71
Seats	3628	4056	3404	3178
Students	3331	3747	3219	2998
Seats/Students	1.1	1.1	1.1	1.1

Annual Program Participation

Course Fill Rates

	Fall 2007	Fall 2008	Fall 2009	Fall 2010
	86.0%	100.8%	105.4%	95.6%

Course Section Fill Rates

From the above charts one can see that on average, about 3300 students enrolled in Political Science courses between 2007-2010. Fill rates were at their highest in 2008 and 2009. This is possibly reflective of the economic downturn in the state and the increased demand for classes at the college level. Such trend will likely continue as admissions into both, the UC and CSU systems, are increasingly becoming more competitive with fewer seats available.

Scheduling of Courses

A. Times of Classes

The distribution of Political Science courses offered every semester reflects the demand for courses offered during the daytime college wide. The chart below reflects the Department's commitment to offering the majority of the sections to respond to that student demand. However, the Political Science Department continues its commitment to serving afternoon and evening students by offering sections between 1:00 and 6:00 pm. As always the Political Science Department will ensure that courses required for the A.A. degree in Political Science and core transfer courses for Political Science majors will be offered both in the daytime and evening whenever budget constraints allow. Additionally, the department has a strong commitment to offering courses online to give students alternative learning opportunities as well as address different learning styles.

Courses Fall 2011	6:45 am to 12:40 am	1:00 pm to 5:25 pm	6 pm and later	Saturday	Online
Poli 1	15	5	3		3
Poli 2			1		
Poli 3	1				
Poli 10					1
TOTALS	16	5	4	0	4

B. Days offered

The Political Science Department attempts to make its diverse curriculum accessible on a variety of days. Similarly to time offerings, the Political Science Department will ensure that courses required for the A.A. degree and core transfer courses for Political Science majors will continue to be offered on a variety of days whenever budget constraints allow.

(add WF for Poli 1)

Courses Fall 2011	M/W	M/W/F	T/TH	M	T	W	TH	F	Online
Pol Sci 1	X	X	X	X	X	X	X	X	X
Pol Sci 2						X			
Pol Sci 3			X						
Pol Sci 5									
Pol Sci 6									
Pol Sci 8									
Pol Sci 10			X						X

C. Course Sequence

Course	2007-2008				2008-2009				2009-2010				20010-2011			
	F	W	S	SU	F	W	S	SU	F	W	S	SU	F	W	S	SU
Poli 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Poli 2	X		X		X		X		X		X		X		X	
Poli 3	X				X				X				X			
Poli 5	X		X		X		C		X						X	
Poli 6			X				X				C					
Poli 8	X		C		X		C		X							
Poli 10	X		X		X		X		X		X		X		X	

The chart above shows the semesters in which Political Science courses are offered. The department consistently offers core course and attempts to offer elective courses as well, although given the budget constraints such elective courses are affected by section reductions being depicted on the chart by a "C" indicating sections cancelled for that given term.

D. Student Profile

Institutional research data shows that for the Fall of 2010 the breakdown of students enrolled in Political Science courses by ethnicity was as follows: African-America (16.5%), American Indian/Alaskan (0.5%), Asian (16.5%), Latino (39.3%), Pacific Islander (0.9%), White (17.3%) and Unknown (6%). Of these students 46.8% were male an male and 53.1% were female.

Demographic and Enrollment Characteristics
Political Science
Fall 2007 to Fall 2010

Characteristic	Category	Fall 2007 n	Fall 2007 %	Fall 2008 n	Fall 2008 %	Fall 2009 n	Fall 2009 %	Fall 2010 n	Fall 2010 %	Fall 2010 ECC n	Fall 2010 ECC %	2010 Census ECC District n	2010 Census ECC District %
Students	Total	1,382	100.0%	1,472	100.0%	1,321	100.0%	1,274	100.0%	24,775	100.0%	563,522	
Gender	Female	756	54.7%	797	54.1%	678	51.3%	677	53.1%	12,776	51.6%	287,661	51.0%
	Male	626	45.3%	675	45.9%	643	48.7%	596	46.8%	11,980	48.4%	275,861	49.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%	1	0.1%	19	0.1%	0	0.0%
Ethnicity	African-American	250	18.1%	217	14.7%	211	16.0%	210	16.5%	4,241	17.1%	86,551	15.4%
	Amer. Ind. or Alaskan	8	0.6%	4	0.3%	6	0.5%	6	0.5%	82	0.3%	1,152	0.2%
	Asian	242	17.5%	268	18.2%	233	17.6%	210	16.5%	4,235	17.1%	76,611	13.6%
	Latino	452	32.7%	518	35.2%	449	34.0%	501	39.3%	9,279	37.5%	193,092	34.3%
	Pacific Islander	17	1.2%	15	1.0%	17	1.3%	11	0.9%	177	0.7%	2,724	0.5%
	White	258	18.7%	300	20.4%	233	17.6%	220	17.3%	4,641	18.7%	185,138	32.9%
	Unknown or Decline	155	11.2%	150	10.2%	158	12.0%	76	6.0%	1,432	5.8%	2,017	0.4%
Age/Age Group	Under 17	12	0.9%	8	0.5%	5	0.4%	7	0.5%	186	0.8%	136,146	24.2%
	17	46	3.3%	37	2.5%	46	3.5%	40	3.1%	553	2.2%		
	18	169	12.2%	126	8.6%	115	8.7%	125	9.8%	2,923	11.8%	14,335	2.5%
	19	272	19.7%	277	18.8%	270	20.4%	265	20.8%	3,532	14.3%		
	20	213	15.4%	292	19.8%	228	17.3%	228	17.9%	2,982	12.0%	6,745	1.2%
	21	148	10.7%	174	11.8%	169	12.8%	132	10.4%	2,129	8.6%	6,668	1.2%
	22	114	8.2%	115	7.8%	93	7.0%	107	8.4%	1,649	6.7%		
	23	79	5.7%	87	5.9%	79	6.0%	80	6.3%	1,291	5.2%	22,175	3.9%
	24	55	4.0%	56	3.8%	47	3.6%	41	3.2%	1,023	4.1%		
	25-29	140	10.1%	150	10.2%	146	11.1%	137	10.8%	3,121	12.6%	41,894	7.4%
	30-39	82	5.9%	101	6.9%	84	6.4%	69	5.4%	2,592	10.5%	83,949	14.9%
	40-49	36	2.6%	41	2.8%	27	2.0%	25	2.0%	1,509	6.1%	89,694	15.9%
	50-64	15	1.1%	8	0.5%	12	0.9%	18	1.4%	1,080	4.4%	101,912	18.1%
	65+	1	0.1%	0	0.0%	0	0.0%	0	0.0%	204	0.8%	60,004	10.6%
Class Load	Full-time	714	51.7%	805	54.7%	699	52.9%	704	55.3%	7,688	31.0%		
	Part-time	660	47.8%	667	45.3%	588	44.5%	570	44.7%	16,271	65.7%		
	Not enrolled or N/A	8	0.6%	0	0.0%	34	2.6%	0	0.0%	816	3.3%		

F. Full Time Equivalent Students (FTES)

	Fall 2007	Fall 2008	Fall 2009	Fall 2010
FTES	**138.11**	**140.25**	**128.47**	**115.02**

Like most other departments within our division, the Political Science Department continues to be a strong contributor to student enrollment at the college. The decline in FTES for 2010 which could be seen across most departments could be attributed to the economic crisis and the funding that has been reduced in the state budget towards education.

Recommendations:

1. Online courses for Political Science 1, 2, and 10 should be regularly offered in an attempt to create alternative opportunities for student success. This would help to address the different learning styles of students as well as allowing the program to continue to support the growth of distance education courses.
2. Faculty should continue to be encouraged to attend professional development seminars pertaining to academic retention which will serve to enhance the overall academic success of the students.

Curriculum

Directions: Review and discuss the curriculum work during the past four years. This may include course and degree modifications, new courses or degrees, articulation issues with colleges/universities, and licensure exams (where applicable). Focus on significant changes, especially those that result from previous program review recommendations. How well are the courses, degrees, or certificates meeting students' transfer or career training need? What curriculum changes are needed?

A. Course Review Timeline

In compliance with accreditation standards and articulation requirements, the Political Science Department has created a six-year course review timeline. Please see the chart below.

Six-Year Course Review Cycle Worksheet

Division: Behavioral	Department: Political Science	Faculty: Laurie Houske	Date: 10/3/2011	Semester/year of next Program Re... 2013

Total # of Courses:	9	Courses Requiring CCC Blanket Approval: *(Special Topics, CWEE, and Independent Study courses)*	2

Course	Last Course Review	YEAR 1 FA 10	SP 11	YEAR 2 FA 11	SP 12	YEAR 3 FA 12	SP 13	YEAR 4 FA 13	SP 14	YEAR 5 FA 14	SP 15	FA 15	YEAR FA 15
POLI-1	2010-2011												
POLI-10	2007-2008								X				
POLI-2	2007-2008							X					
POLI-3	2008-2009									X			
POLI-5	2004-2005	X											
POLI-50	2008-2009										X/BA		
POLI-6	2004-2005	X											
POLI-8	2005-2006				X								
POLI-	2009-2010												X/BA
New													
POLI-7*	2010-2011												
(Political Philosophy)													

X - completed   X-in progress   X- upcoming

Course Additions/Revisions

Since the last program review, the department has added *Political Science 7: Political Theory* as a new course. This course was necessary as the University of California system requires a political theory course for transfer. Additionally, this course is necessary to be in alignment with the upcoming Transfer Model Curriculum (TMC). The department would like develop new courses but due to budgetary constraints there is limited ability to develop new courses. Once the budget improves we will hopefully be able to create new courses.

Course Deletions

Since the last program review, there have been no course deletions nor is there an expectation that there should be any upcoming course deletions.

Course Cycle (Not offered within a two year cycle)

Currently Pol Sci 5, 6, and 8 are not being regularly offered. This is not an issue of unnecessary courses but rather an issue of budgetary constraints. These courses are elective courses and not required for transfer. Hopefully all courses will be offered again in the near future. Pol Sci 5 is currently being offered in this Fall (2012), and Pol Sci 6 is scheduled to be offered in Spring 2013.

Articulation

All courses offered by the department have been articulated for transfer credit with the California State University system. All courses excluding Pol Sci 8 have been articulated for transfer credit with the University of California system.

Additionally , the department is in the process of adopting the Transfer Model Curriculum for the California State University system. Our courses are in alignment with the TMC and are awaiting approval.

Associate Degrees

The department offers an Associate in Arts in Political Science. There are a small number of students whom actually complete an AA while the vast majority of students transfer to universities to complete a Bachelor of Arts in Political Science.

Associate in Arts Degrees Political Science			
2007-08	2008-09	2009-10	2010-11
6	8	2	7

Recommendations

1. Develop new curriculum when budgetary restrictions allow.
2. Make students aware of the possibility of obtaining an AA-T degree in Political Science and try to identify students that may qualify for an AA degree in Political Science.

Assessments of SLOS

Directions: Review the assessments of student learning reports completed during the preceding four years and describe the most compelling assessment results and the recommended changes made. How well does the assessment process work in the program? Is there broad-based participation? What has been rewarding or useful about the process? What improvements can be made?

The Political Science Department has reached the Accrediting Commission for Community and Junior Colleges' rubric for *the Characteristics of Institutional Effectiveness in Student Learning Outcomes*, level three: Proficiency.

Program level and course level SLO's within the Political Science Department have a common theme, that is to have the students gain content knowledge and prepare them to critically analyze the different theories within the different subfield within Political Science, as well as encourage them to become civic minded citizens within the political system. Every Political Science course has at least one SLO and the program level SLO is one that incorporates the college core competencies including: content knowledge, critical, creative and analytical thinking, communication and comprehension.

The SLO's that have been created by the department, both at the course and program level are as follows:

Program Level

-Upon completing their course of study within Political Science, students will able to identify, explain and critically analyze different theories and political themes underlying contemporary issues and policymaking. This will be done in a written and/or oral assignment using primary and/or secondary sources in support of their arguments.

Course Level

Political Science 1 Student Learning Outcome

"Government of the United States and California"

-In a multiple choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California

Political Science 2 Student Learning Outcome

"Introduction to Comparative Politics"

-In a written essay, the students will discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.

Political Science 3 Student Learning Outcomes

"Introduction to Principles and Methods of Political Science"

   A) In a written essay, the students will discuss and critically analyze the major political ideologies found among contemporary political systems.

   B) In a written essay students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems found in democracies today.

Political Science 5 Student Learning Outcomes

"Ethnicity in the American Political Process"

A) In a written essay students will demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.

B) In a series of multiple choice questions students will critically analyze the major theories regarding race within the policymaking process.

Political Science 6 Student Learning Outcomes

"Civil Rights and Liberties in the United States"

A) In a written essay, students will demonstrate knowledge of the various judicial tests pertaining to speech, press, and assembly as interpreted through various court decisions.

B) In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.

Political Science 8 Student Learning Outcomes

"California State and Local Government and Intergovernmental Issues"

A) In a multiple choice test, students will demonstrate knowledge of intergovernmental relations between the various levels of government through an analysis of our federal system.

B) In a multiple choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California

Political Science 10 Student Learning Outcomes

"Introduction to International Relations"

A) In a written assignment, students will demonstrate knowledge of the major theoretical approaches to studying international politics including but not limited to: Realism, Liberalism, Constructivism, Feminism, etc.

B) In a written assignment, students will discuss and critically analyze the causes of war within the international system of states.

All of the above SLO's as well are in full alignment with the College Core Competencies as noted on the chart below.

Student Learning Outcome Course, Program and Core Competency Alignment										
Program: Political Science				**Date:** 11/29/11		**Submitted by:** Eduardo Munoz				
Program Level SLO										
1. Upon completing their course of study within Political Science, students will be able to identify, explain, and critically analyze different theories and political themes underlying contemporary issues and policymaking. This will be done in a written and/or oral assignment using primary and/or secondary sources in support of their arguments.										

Core Competencies	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy

Course Level SLOs	Program Level SLOs	Core Competencies — Mark Rankings of 3 or 4 in red					
	P1	I	II	III	IV	V	VI
Political Science 1 #A In a multiple choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California		4	4	4	2	3	3
Political Science 2 #A In a written essay, the students will discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.	X	4	4	4	2	3	2
Political Science 3 #A In a written essay, the students will discuss and critically analyze the major political ideologies found among contemporary political systems.	X	4	4	4	2	3	3
Political Science 3 #B In a written essay students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems found in democracies today.	X	4	4	4	2	3	3
Political Science 5 #A In a written essay students will demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.		4	4	4	2	3	2
Political Science 5 #B In a series of multiple choice questions students will critically analyze the major theories regarding race within the policymaking process		4	4	4	2	3	2
Political Science 6 #A In a written essay, students will demonstrate knowledge of the various judicial tests pertaining to speech, press, and assembly as interpreted through various court decisions.		4	4	4	2	3	2
Political Science 6 #B In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.		4	4	4	2	3	2
Political Science 8 #A In a multiple choice test, students will demonstrate knowledge of intergovernmental relations between the various levels of government through an analysis of our federal system.		4	4	4	2	3	2
Political Science 8 #B In a multiple choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California		4	4	4	2	3	2
Political Science 10 #A In a written assignment, students will demonstrate knowledge of the major theoretical approaches to studying international politics including but not limited to: Realism, Liberalism, Constructivism, Feminism, etc.	X	4	4	4	2	3	3
Political Science 10 #B In a written assignment, students will discuss and critically analyze the causes of war within the international system of states.	X	4	4	4	2	3	3

Four-Year Assessment Timeline for Program and Course Level SLO's

(Beginning in the Spring of 2014, the previous 3 program level SLO's will be combined into 1 as noted below).

Behavioral and Social Sciences Course and Program SLO Assessment Timeline: Four-Year Cycle *Updated: 11/15/11*			
Political Science	**Program Review Date** **Spring/Fall 2013**		**Number of Courses** **7**
Year	**Semester**	**Course-Level SLOs**	**Program-Level SLOs**
	Spring 2011 Year 1	Political Science 5 (SLO b) Ethnicity in the American Political Process Political Science 10 (SLO b) Introduction to International Relations	
	Fall 2011 Year 1	(CRITICAL THINKING IN POLITICAL SCIENCE) After completing their course of study within Political Science, students will be able to critically analyze different theories in a written or oral assignment, using primary and/or secondary sources in support of their arguments.	Program Level SLO #2
New-Four Year Cycle			
Year 1 of 4-Year SLO Cycle	Spring 2012 Year 1	Political Science 1 (SLO a) Government of the US and California Political Science 2 (SLO a) Introduction to Comparative Politics	
	Fall 2012 Year 1	Political Science 3 (SLO a) Introduction to Political Science Political Science 5 (SLO a) Ethnicity in the American Political Process	
Year 2 of 4-Year SLO Cycle	**Spring 2013 Year 2**	Political Science 6 (SLO a) Civil Liberties Political Science 8 (SLO a) California State and Local Government and Intergovernmental Issues	
	Fall 2013 Year 2	Political Science 10 (SLO a) Introduction to International Relations	

			Program Level
Year 3 of 4-Year SLO Cycle	Spring 2014 Year 3	Upon completing their course of study within Political Science, students will be able to identify, explain, and critically analyze different theories and political themes underlying contemporary issues and policymaking. This will be done in a written and/or oral assignment using primary and/or secondary sources in support of their arguments.	SLO (combines 3 previous program level SLO's)
Year 4 of 4-Year SLO Cycle	Spring 2015 Year 4	Political Science 6 (SLO b) Civil Liberties Political Science 8 (SLO b) California State and Local Government and Intergovernmental Issues	
	Fall 2015 Year 4	Political Science 10 (SLO b) Introduction to International Relations	

As noted in the above chart, and in line with the college wide approach, the Political Science Department has a Four-Year Program and Course Level SLO Timeline in place, whereby in at least every semester an SLO, at the course/program level is implemented.

Assessment Result and Analysis

The Political Science Department continues assessing SLO's, both at the course and program levels, a process which began over four years ago. The Department is well represented at the Division SLO Committee having a designated faculty member which regularly attends the various meetings that take place every semester. A variety of assessment methods have been put in place for different courses including both, multiple choice and essay questions that can be incorporated on course exams, or given as separate assessments. When such assessments are done in a multiple choice fashion, it is done with the usage of common questions that have been created by all faculty within the department. When assessments take the form of written essays, it is done in a similar fashion, with input given by members of the department as well as using a common rubric to have consistency and cohesiveness within the grading criteria.

1I. Rubric and Primary Traits		3	2	1
	Organization	The student presents the information in a logical, sequential, well organized, captivating manner which the reader can easily follow	The student is well organized throughout most of the essay, with a few instances where the sequence of information does not seem to follow	The student's essay lacks organization, material is not presented in the proper sequence, the reader can not understand what is being presented
	Content Knowledge	The student exhibits a thorough understanding of the content material being covered for this assignment and its applicability to understanding global politics	The student shows a good understanding of the content, though in some areas the essay lacks descriptive, analytical and explanatory power	The student's essay doesn't illustrate an understanding of the topic at all, and its relation to the assignment given
	Supporting arguments and examples	The student's essay makes well use of supporting evidence and examples that illustrate their ability to synthesize the material and present it effectively	The student on occasion gives supporting evidence and examples throughout the essay	The student's essay doesn't contain any supporting arguments nor examples that would illustrate their ability to present the material clearly

The department, through its completion of the SLO cycle for every course implemented, strives to improve the quality of education by revising and refining assessments and

working on those areas whereby analysis of the data show weak student performance, to help improve student learning.

An example of such were the finding on our last assessment for the program level SLO, the finding concluded (the assessment was submitted at the beginning of the spring 2012 semester) "This assessment illustrates that students who take multiple Political Science courses demonstrate critical analysis skills. Continuing assessments will be necessary to further evaluate students' performance as they complete their program of study. In comparison to our previous program level SLO, the current students did considerably better in showing the ability to critically analyze material."

Based on the ACCJ's rubric for the Characteristics of Institutional Effectiveness in Student Learning Outcomes, the Political Science Department has also determined that it has reached the Level Three: Proficiency, whereby:

• Student learning outcomes and authentic assessment are in place for courses, programs and degrees.

• Results of assessment are being used for improvement and further alignment of institution wide practices.

• There is widespread institutional dialog about the results within the department.

• Decision-making includes dialog on the results of assessment and is purposefully directed to improving student learning.

• Appropriate resources continue to be allocated and fine-tuned.

• Comprehensive assessment reports exist and are completed on a regular basis.

• Course student learning outcomes are aligned with degree student learning outcomes.

• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Recommendations

• Continue the dialogue within the Division SLO Committee and the College wide SLO Committee so as to make sure that our department is aware of any new innovative ideas pertaining to the implementation of the SLO cycle.

• Promote the continuation of SLO training workshops so that faculty have ample opportunities to immerse themselves in the SLO process .

Facillities & Equipment

Directions: Describe and assess the program's available facilities and equipment and compare these to the program's future facilities and equipment needs. Explain and justify necessary and desired facilities and equipment needs; indicate if it is an immediate (1-2 years) or long-range (2-4+ years) need, provide a cost estimate, and explain how it will help the program better meet its goals.

Supported by funds from the previous bond, the Behavioral and Social Science building was renovated and re-opened in Fall 2011. Therefore the program's facilities and equipment are in excellent condition. A long range need that requires consideration is maintenance costs for the new equipment. The equipment should be fine in the immediate future because it is new but over time repairs/replacement costs need to be addressed. New systems include: plumbing, electrical, air-conditioning, fire alarm, data/communication programs, and an ADA compliant elevator

Technology and Software

Directions: Discuss the program's current and future technology and software resources and needs. Explain and justify necessary and desired technological and software needs; indicate if it is an immediate (1-2 years) or long-range (2-4+ years) need, provide a cost estimate, and explain how it will help the program better meet its goals.

All 21 classrooms have new technology systems:

- Presentation station containing a desk computer, digital document camera, video player, laptop connection, audio amplifier, media switcher, and lavaliere microphone

- All systems connected to a wide screen format multimedia projector

- Utelogy AV Control System has been adopted

Staffing

Directions: Discuss the program's staffing. Consider how existing and new recommendations for the program will impact staffing. Explain and justify staffing needs in terms of both immediate (1-2 years) and long-range (2-4+ years) needs. Provide a cost estimate and explain how it will help the program better meet its goals.

The current FT/PT ratio is acceptable although not particularly beneficial to students. If there is further growth within the program, additional faculty would need to be hired to maintain the integrity of the program. The estimated cost for a full time political science instructor would be $90,000. The estimated cost for an adjunct political science professor would be $4,000 per section.

Currently, the Political Science Department has 4 full-time professors; Ellen Antoine, Laurie Houske, Eduardo Munoz and Lance Widman and 3 part-time faculty. At this time there are no planned retirements, reassigned times, nor leaves for full-time faculty.

Recommendation

1. Hire one full-time faculty member if program enrollment increases.
2. Hire Adjunct Faculty as needed.

Part 2 Future Direction

Direction and Vision

[Directions: Explain the direction and vision of the program and how you plan to achieve it. Are there any changes within the academic field/industry that will impact the program in the next four years? How will proposed changes help the college fulfill its mission and meet its strategic initiatives?]

Overview of the Direction and Vision of the Program Strategies for Achievement

The Political Science Program is successful and the faculty have a clear understanding of the goals of the program and where we are headed.

- The program continues to offer a quality education by providing students with current content knowledge within the field of political science.
- The department would like to see the continuation of Supplemental Instruction as this is an invaluable tool which greatly serves the needs of students. Additionally, the department would like to expand SI to include services for online classes as this is an area that could benefit greatly from the proven results of SI.
- An annual workshop for career planning would be beneficial for students in discussing and planning their future career. This information is currently dealt with in the Political Science Club but a workshop would be beneficial to the larger campus community.
- The department intends to continue collaborating across the disciplines with programs such as the Honors Transfer Program, First Year Experience, and Learning Communities.
- The Political Science Club continues to exist and is supported by the entire department. It offers benefits to the students in terms of fellowship and career planning.

Any changes within the academic field that will impact the program in the next four years?

The greatest changes that the department foresees are the difficulty for students in completing their course work and transferring to a four year institution. Due to budget constraints students will find it ever increasingly difficult to finish courses in a two year period at El Camino. Additionally, students are limited in their ability to transfer to other institutions. Finally, the department will have to deal with the reality for students that it is a very difficult job market for the social sciences.

Mission

 "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community"

The Political Science Department's Program fully aligns itself with the College Mission.

The Department tries to offer a comprehensive curriculum to ensure that our students are exposed to the different ways in which they can interact within the political system in a diversified community.

Vision

"El Camino College will be the college of choice for successful student learning, caring student services, and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity, and excellence. Our college will be a leader in demonstrating accountability to our community."

The Political Science Department 's Program fully aligns itself with the College Vision.

The Department emphasizes a curriculum which gives students the opportunity to learn in respectful ways, with integrity and academic excellence, in pursuance of their goals.

Strategic Initiatives

Strategic Initiative A "Enhance teaching to support student learning using a variety of instructional methods and services"

The Department's goals and objectives are aligned with the above by offering excellent instruction using a variety of student support services, including but not limited to; Supplemental Instruction, FYE-Learning Communities, and Tutoring.

Strategic Initiative B "Strengthen quality educational and support services to promote student success"

Much the same way that the department fulfills initiative A, it also promotes student success by advocating use of campus wide resources available to students to enhance their learning.

Strategic Initiative C "Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation"

The Department through its courses raises awareness for students in terms of their opportunities where they can develop a sense of community working on different types of projects such as service learning, political participation, and the like.

Strategic Initiative D "Develop and enhance partnerships with schools, colleges, universities, businesses, and community based organizations to respond to the workforce training and economic development needs of the community."

Through a variety of discussion formats, the Department participates in career-college fairs, giving students and opportunity to see the available options there are for majors. Also, the Political Science Club regularly discusses internship opportunities, and career planning.

Strategic Initiative E "Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation."

The Department is up to date in fulfilling the SLO process through it's planned 4 year cycle. The same can be said about the Annual Program Plan, and this current Program Review.

Strategic Initiative F "Promote processes and policies that move the college towards sustainable environmentally sensitive practices."

N/A

Recommendations

Prioritize the list of recommendations and include the estimated costs. Explain why the list is prioritized in this way.

The department has a strong commitment to offering online courses as a way to reach both traditional and nontraditional students, this is why it is at the top of our recommendations.

How our recommendations are prioritized consciously reflects a high awareness of the current budget constraints that the college is under. The low ranking of a full-time hire, doesn't reflect a lack of need but affirms the budgetary reality that community colleges are facing.

1. Online courses for Political Science 1, 2, and 10 should be regularly offered in an attempt to create alternative opportunities for student success. This would help to address the different learning styles of students as well as allowing the program to continue to support the growth of distance education courses.

This recommendation can be met by shifting course scheduling, no additional costs will be incurred.

2. Faculty should continue to be encouraged to attend professional development seminars pertaining to academic retention which will serve to enhance the overall academic success of the students.

This recommendation can be met through existing resources from the staff development as well as funds allocated towards attending conferences when needed.

3. Continue the dialogue within the Division SLO Committee and the College wide SLO Committee so as to make sure that our department is aware of any new innovative ideas pertaining to the implementation of the SLO cycle.

This recommendation can be met through existing resources from the staff development as well as funds allocated towards attending conferences when needed.

4. Develop new curriculum when budgetary restrictions allow.

This recommendation is necessary to keep our program current and competitive with other community colleges in the area.

5. Make students aware of the possibility of obtaining an AA degree in Political Science and try to identify students that may qualify for an AA degree in Political Science.

This recommendation will have beneficial impact on students ability to transfer to four-year institutions, and will improve the number of students completing the AA degree.

6. Promote the continuation of SLO training opportunities so that faculty have ample opportunities to immerse themselves in the SLO process .

SLO's are an important component that address student learning, as such we feel it necessary to be able to keep up with the current college wide ongoing dialogue pertaining to SLO's.

7. Hire adjunct faculty as needed.

The estimated cost for an adjunct Political Science Professor would be $4,000 per section offered.

8. Hire one full-time faculty member if program enrollment increases.

The estimated cost for a full-time Political Science Professor would be $90,000.