**Program Efficacy Evaluation and Recommendation**

**Spring 2012**

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| **Program: Political Science** |
| **Reviewers: Kathy Kafela, Dena Murillo-Peters, Yolanda Simental** |
| **Overall Recommendation with Rationale: CONTINUATION**  Overall the Political Science Department is recommended for continuation because they have a meet in every category. |

**Part I: Access**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs. |
| **Demographics:** **Meets or** **Does Not Meet  Reviewer Feedback:**  There is a discrepancy between SBVC and figures for the department. There seemed to be a much larger percentage of students who are taking political science classes that declined stating what their ethnicity is than the overall SBVC student body. The disabled population was analyzed and 1% of disabled students took political science classes, of the campus 4% disabled students, even though faculty has made efforts to accommodate disabled students. The DSPS director noted that this number may reflect the fact that few disabled students take AA or transfer classes. Efforts will be made to broaden the number of disabled students who take transfer classes in this case political science.  **Patterns of Service: Meets or Does Not Meet  Reviewer Feedback:**  Department offers political science classes needed for political science majors. The department’s policy reflects that they are making an effort to be sensitive to students’ needs by offering class times to accommodate students’ schedules.  The department uses a variety of ways to provide political classes such as ITV serving Big Bear, online sections and hybrid sections all offered all times of day and evening. It is noted that in Fall 2012 the department’s plans to offer weekend express section in hopes that it will better meet the need of working students and those who have no computer. | | |

**Part II: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
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| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not completed the first three-year SLO/SAO cycle. | Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process. |
| **Student Success: Meets or Does Not Meet  Reviewer Feedback:**  Over the last five years the department’s success and retention numbers has remained about the same. More recently retention exceeded the schools average by 3>44%.  In looking at ways that the department could improve on success and retention it is noted that they are greatly understaffed when it comes to full-time faculty and 77% of classes are taught by part-time instructors. EMP data shows the lowest percentages for success and retention in political science classes are taught by part-time faculty. There is a need for full time faculty.  **SLOs: Meets or Does Not Meet  Reviewer Feedback:**  Political Science department completed their initial three-year assessment process in SP 2010. The process and rubric used to assess the SLO’s was very detailed and it was determined that no change in teaching methods was necessary. | | |

**Part III: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
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| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses have been articulated or transfer with UC/CSU or plans are in place to articulate appropriate courses. |
| **Mission and Purpose: Meets or Does Not Meet  Reviewer Feedback:**  Programs links to SBVC mission because the program does provide classes for the diverse group of students who attend SBVC.  **Productivity: Meets or Does Not Meet  Reviewer Feedback:**  Over the past five years the FTES have remained fairly study. The efficiency figure for the year last listed is not too far from the campus goal of 525. In more recent data WSCH numbers has exceeded the campus numbers. Some social science disciplines have declined over the years but political science numbers have improved.  **Relevance, Currency and Articulation: Meets or Does Not Meet  Reviewer Feedback:**  It was noted that there has been challenges in articulating political science courses to CSU Fullerton and CSU San Bernardino. Efforts have been made to work with SCUSB to get comparable courses approved but they were not accepted. When there is an opportunity to offer service learning courses again, the department will work with the articulation office to see if those courses could be articulated.  Department provided details about why POLIT 138 and 139 are no longer available due to budgetary constraints. There is now discussion about bring back these classes. | | |

**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part IV: Planning - Rubric** | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program ~~identifies~~ and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |
| **Trends: Meets or Does Not Meet  Reviewer Feedback: ?**  The Department has tried to provide an international class.as well as a Comparative Government class which would complete transferable offerings. It is also a trend and desire to participate in the Model United Nations program. Due to the current budgetary situation it would be difficult to offer any of the new courses without cutting enrollment POLIT 100 which is a high demand course.  No data or research was provided.  **Accomplishments: Meets or Does Not Meet  Reviewer Feedback:**  Coordination of yearly “March in March” and creation of successful partnership with ASG.  **Challenges: Meets or Does Not Meet  Reviewer Feedback:**  The major weakness in the program that has been, and continues to be, that there is only one full-time faculty member. Faculty member has multiple responsibilities as the only faculty member and states that they are less prepared to teach or design courses such as international relations and comparative government.  Improvements need for the program move slowly due to the lack of another faculty to share the work load. | | |

| **Part V: Technology, Partnerships & Campus Climate** | | |
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|  | **Does Not Meet** | **Meets** |
| Technology, Partnerships & Campus Climate | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.  Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.  Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |
| **Technology, Partnerships & Campus Climate: Meets or Does Not Meet  Reviewer Feedback:**  Political science faculty members generally make good use of our “smart classroom” facilities, although this is left up to the discretion of the instructor. Department notes that the use of technology has been slow.  It is the hope that a political science faculty could be the advisor to ASG and be able to also teach POLIT 138 and 139. | | |