**INSTITUTIONAL PROGRAM REVIEW 2011-12**

**Program Efficacy**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, (comma not needed here) and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

  Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals

  Aid in short-range planning and decision-making

  Improve performance, services, and programs

  Contribute to long-range planning

  Contribute information and recommendations to other college processes, as appropriate

  Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, (comma not needed here)and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An team of three disinterested committee members will meet with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Completed documents should be sent to, Program Review Co-Chairs and your Division Dean by March 16th, 2012. *It is the writer’s responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interview and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process now incorporates the Educational Master Plan One-Page Summary (EMP Summary) and strives to reduce duplication of information while maintaining a high quality efficacy process.

**Program Efficacy, 2011/2012**

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

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| Political Science |

**Name of Division**

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| Social Science, Human Development and Physical Education |

**Name of Person Preparing this Report                                                  Extension**

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| --- |
| Ed Millican, x8587 |

**Name of Department Members Consulted**

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| --- |
| Ed Millican, Riase Jakpor, George Zaharopoulos |

**Name of Reviewers**

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| --- |
| Kathy Kafela; Dena Murillo-Peters; Yolanda Simental\* |

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| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | 03/09/12 | 03/09/12 |
| Rough Draft submitted to Program Review Team | 03/07/12 | 03/07/12 |
| Report submitted to Program Review Team | 03/16/12 | 03/16/12 |
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**Staffing**

List the number of full and part-time employees in your area.

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 0 | 0 | 0 |
| Faculty | 1 | 0 | 9 |
| Classified Staff | 0 | 0 | 0 |
| **Total** | 1 | 0 | 9 |

**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

**Demographic Information**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part I: Access**  |
| 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. |

**SBVC Student Demographics (3-year Averages)**

**2008-2011**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Gender** | **Campus Pct.** |
| Female | 58.5% |
| Male | 41.5% |
| \*Total |  |

*\*Totals do not include respondents who did not identify gender.*

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| --- | --- |
| **Ethnicity** | **Campus Pct.** |
| Blank | 0.47% |
| Asian | 4.58% |
| Black | 19.03% |
| Filipino | 1.93% |
| Hispanic | 49.35% |
| Nat Amer | .99% |
| Other | 1.18% |
| Pac Islander | .75% |
| White | 20.55% |
| X-undeclared | 1.17% |
| Total | 100.00% |

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| --- | --- |
| **Disability** | **Campus Pct.** |
| Non-disabled  | 96.1% |
| Disabled | 3.9% |
| Total | 100% |

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| --- | --- |
| **Average Age** | **Avg. Age Campus** |
|  | 28.8 |

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**Political Science (3 year averages)**

| **Gender** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Declined to State | 40 | .5 |
| F | 4229 | 57.3 |
| M | 3109 | 42.1 |
| Total | 7378 | 100.0 |

| **Ethnicity** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Declined to State | 2120 | 28.7 |
| Asian | 210 | 2.8 |
| Black | 1167 | 15.8 |
| Filipino | 65 | .9 |
| Hispanic | 2564 | 34.8 |
| Native American | 34 | .5 |
| Other | 59 | .8 |
| Pacific Islander | 55 | .7 |
| Unknown | 165 | 2.2 |
| White | 939 | 12.7 |
| Total | 7378 | 100.0 |

| **Disability** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Non-Disabled  | 7313 | 99.1 |
| Disabled | 65 | .09 |
| Total | 7378 | 100.0 |

| **Age** | **N** | **Minimum** | **Maximum** | **Average** |
| --- | --- | --- | --- | --- |
| Age | 7377 | 14 | 75 | 24.10 |
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Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

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| With regard to gender and age, the demographic profile of this department is a close match for the school as a whole.With regard to ethnicity, there is a discrepancy between the figures reported for SBVC and the figures for this department. Nearly 29% of political science students are said to have declined to state an ethnicity, whereas only about 2% of SBVC students are listed as “blank” or “undeclared.” I presume this reflects a difference in how the data was collected, and it makes the figures hard to compare. If political science students of “declined to state” or “unknown” ethnicity are not counted, the ethnic makeup of the remaining population (N=5,093) is in line with the school: SBVC: Political Science (N=5,093):Asian 4.58% 4.12%Black 19.03% 22.91%Filipino 1.93% 1.27%Hispanic 49.35% 50.34%Nat Amer 0.99% 0.67%Other 1.18% 1.16%Pac Islander 0.75% 1.08%White 20.55% 18.44%Regarding disability, while about 4% of the school population is listed as disabled, only about 1% of political science students fall in that category. Because the numbers are relatively low, this may be a random fluctuation. I know of no reason why disabled students should not be taking political science classes. Our classes are taught mostly in the new North Hall, where classrooms are provided with special tables for note-takers and students in wheelchairs. Students who require special provision for tests, etc. have always been accommodated by instructors in this department. In my communication with the DSPS Coordinator on this issue, she suggested that the 1% figure for political science perhaps reflects the regrettably small number of disabled students now taking AA and transfer courses in general. If this is the case, efforts to improve the political science numbers in this respect will have to be part of a broader effort to encourage disabled students to continue their education beyond SBVC – which DSPS is already attempting to do, and which this department is ready to assist. I have no reason to think that the adjunct political science instructors are remiss in this regard, but I have reminded them of the importance of being sensitive to the needs of students with disabilities.  |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

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| In SP 2012, the political science department is offering 20 sections of POLIT 100 (American Government), and one section each of POLIT 110/110H (Political Theory) and 204 (World Politics). These are all standard lower division courses needed by political science majors. The department policy is to offer sections in as many time periods as possible, to accommodate students who may have to juggle other commitments. Because we have been forced to cut sections due to the budgetary situation, our coverage is not as complete as it formerly was. If we are able to offer more sections in the future, they will be scheduled for times now open.POLIT 100 meets a state graduation requirement and is therefore in high demand. In SP 2012, the 13 sections of regular daytime classroom instruction cover the following time slots: 7:00 am to 4:50 pm Monday/Wednesday, 9:30 am to 4:50 pm Tuesday/Thursday, and 7:00 am to 11:50 am Friday. Two of these sections are short-term classes. There are also two evening sections – Monday and Wednesday 6:00 pm to 8:50 pm. The Wednesday night section is an ITV class, serving Big Bear. There are also three on-line sections and two hybrid sections that meet three evenings in the course of the semester. With one minor exception, there is no time overlap between any of these sections. In FA 2012, the department plans to offer a Weekend Express section in place of one of the on-line sections, for the benefit of working students who may not have computers in their homes. The one small time overlap in our schedule will be eliminated in the Fall semester. The POLIT 110/110H and 204 sections are scheduled for the times that seem most convenient for students.  |

**Part II: Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** |
| 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. |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded” on page 3 of this form.)

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| The data from SBVC’s Educational Master Plan 2010 is as follows.School year: 06-07 07-07 08-09 09-10 10-11Success: Political Science Dept. 56.92 52.92 53.25 51.86 60.22 SBVC 60.40 60.58 61.71 62.98 63.84 Retention: Political Science Dept. 79.40 76.39 76.63 79.70 84.44 SBVC 78.61 78.63 78.94 80.59 81.00This department’s success and retention statistics have been more or less stable for the last five years, hovering around the college average. Regarding success, the most recent school year showed marked improvement from the previous year, and brought the department close to the overall figure for SBVC. Success rates were invariably over 50%. With regard to retention, the most recent school year again showed improvement and exceeded the school average by 3.44%. None of this indicates any special problems – though more improvement is no doubt possible. In searching for ways that these success and retention rates might be further improved, the most obvious consideration is that this department is grossly understaffed in terms of full-time faculty. We offer enough sections to provide the load for 4.4 full-timers, but currently have only one. **Over three-quarters (77%) of our classes are taught by part-time instructors.** Adjunct instructors do the best they can, but they have inadequate office facilities and are not compensated for meeting with students. Their uncertain employment status, and the continual need to seek additional teaching opportunities – not to mention the time they spend freeway flying – does not permit them to give the same attention to class preparation and professional development as full-timers are able to do. A review of the EMP data for other departments in the Social Science Division shows that the lowest success and retention scores are found in those that (like Political Science) are seriously understaffed with regard to full-time faculty, while the best scores are found in departments (like Economics) where the situation is more favorable. It is also worth noting that the school year listed above that showed the lowest success rate for Political Science (09-10) included a semester that our one full-timer was on leave due to health issues, and all our sections were necessarily taught by part-timers. Addressing this staffing need would appear to be the first step towards significantly improving the success and retention rates for Political Science. |

**Supplemental Data**

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

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| An important factor not reflected in the above statistics is this department’s continual effort to encourage participation in the political process by students, detailed below. All our students, notwithstanding their various backgrounds and educational goals, are subject to the political system of the United States. Even if their academic ventures are not ultimately crowned with success, the hands-on experience they gain through such activities as the “March in March” will help to prepare them for their future roles as voters and (hopefully) even more active participants in the political process. |

**Student Learning Outcomes and/or Student Achievement Outcomes (See** [**Strategic Initiative 5.1**](http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/StrategicInitiativesandBenchmarksMasterFormFinal.ashx).3**)**

**Has your program completed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.**

**Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO assessment outcome data to verify SLO progress.**

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| The political science department has established a policy of assessing all SLOs for all courses we offer during one semester every three years. This seems to minimize conflicts with other work assignments, and allows undivided attention to be given to the assessments. We completed our initial three-year assessment process in SP 2010, and the next will be carried out in SP 2013. The initial process had a few rough patches, as might have been expected the first time around, but all departmental SLOs were assessed, and the results reported to the division office. We think the lessons learned will be valuable as we continue with assessments in future years.With regard to POLIT 100, the three SLOs for this course were assessed by special questions on the final exam. The “good enough” (80%) rubric was achieved on all of these questions except one. The single problematic result concerned a difference between the constitutional structure of the national government versus that of the state of California. A change in teaching method was recommended – namely, that instructors point out differences between the national and state governments not only when specifically discussing California, but also when initially explaining the national system. An informal survey of results in later semesters seems to indicate that this small change has been effective.With regard to POLIT 110/110H, the three SLOs for this course were assessed by special questions on the final exam. The “good enough” (80%) rubric was achieved for all questions, and no changes in teaching methods seemed necessary.With regard to POLIT 204, the three SLOs for this course were assessed by special questions on the final exam. The “good enough” (67%) rubric was not achieved on three questions. These dealt with (1) the distinction between governmental and non-governmental international organizations, (2) the use of levels of analysis to explain a foreign policy decision, and (3) rival theories of just war and the causes of war. A review of these results indicated a need to more carefully relate theoretical constructs of international relations with concrete examples of real-world crises and conflicts. An informal survey of results in later semesters seems to indicate that this new emphasis has been effective. It was also noted that in 2010 the great majority of the students (72%) achieved the “good enough” rubric, and the real problem was concentrated in just three students, who seemed to understand little or nothing. This pattern has not, in fact, appeared in more recent semesters.The SLOs for POLIT 138 and 139 were not assessed at that time, since these courses were not offered in SP 2010. If these courses are offered again in the future – as we hope will be the case – we will assess the SLOs the first semester the courses are taught again.I will add the normal disclaimer that this department’s future participation in the SLO process is contingent on an eventual resolution of the dispute between the district and the teacher’s union over compensation for this activity. |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
| **Part III: Institutional Effectiveness - Rubric** |
| 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:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

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| The purpose of this program is to offer as full a range as possible of the lower division courses needed by students intending to major in political science, and to prepare our students for full participation in the political process in the United States – and the world. |

How does this purpose relate to the college mission?

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| The learners who make up the diverse community that is Valley College are all the same in one respect –all are part of the political system and are affected by what it does. As noted above, the Political Science Department makes a special effort to encourage active participation in politics and to provide our students with the knowledge necessary to make their participation effective. By expanding the range of our course offerings as far as possible, we gradually improve the quality of our program.It should perhaps be noted that this department has made a special effort to ensure that our teaching staff reflects the diversity of our student body. Our adjunct instructors include African-Americans, Hispanics, Anglo whites, men and women, natives and foreign born.  |

**Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses etc…

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| The productivity statistics contained in the EMP Summary for political science are as follows.School year: 04-05 05-06 06-07 07-08 08-09FTES: 144.18 116.57 120.75 131.22 141.38Enrollment: 1,490 1,190 1,228 1,351 1,446FTEF: 8.80 8.96 8.27 8.83 8.76WSCH/FTEF: 492 390 438 446 484As noted in the EMP report, this department’s statistics were relatively stable for the five years indicated, with no particular trends either positive or negative. The figures for 05-06, 06-07, and 07-08 show a decline from 04-05, but the figures for 08-09 make up practically all the lost ground. The efficiency figure for the year last listed is not too far from the campus goal of 525. These numbers are in line with other social science disciplines. I see no reason to believe the department’s efficiency has declined in the last two years, indeed our numbers have almost certainly improved. We have been obliged to cut the number of sections offered, and the sections we have are, under current conditions, always filled to the brim.I should note that these were the most recent statistics for the department that were given to me, and my (extensive) inquiries failed to locate any more current data.FLASH: The current data arrived in my computer the day this report was due. School year: 09-10 10-11FTES: 165.14 175.30Enrollment: 1,670 1,800FTEF: 8.20 9.20WSCH/FTEF: 604 572It will be observed that – as predicted above – this department’s numbers have improved substantially in almost all categories. In particular, the WSCH/FTEF ratio is well above the SBVC goal of 525. |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

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| **Social Sciences, Human Development & Physical Education** |
|         **Political Science** |
|   | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|   | POLIT100 American Politics | Active | 01/26/2009 | 01/26/2015 |
|   | POLIT110 Introduction to Political Theory | Active | 03/14/2011 | 03/14/2017 |
|   | POLIT110H Introduction to Political Theory Honors | Active | 03/14/2011 | 03/14/2017 |
|   | POLIT138 Service Learning: Student Leadership | Active | 01/26/2009 | 01/26/2015 |
|   | POLIT139 Service Learning: Community Leadership | Active | 01/26/2009 | 01/26/2015 |
|   | POLIT204 Introduction to World Politics | Active | 10/08/2007 | 10/08/2013 |
|   | POLIT100 American Politics | Historical |  |  |
|   | POLIT110 Intro to Political Theory | Historical |  |  |
|   | POLIT110H Introduction to Political Theory Honors | Historical |  |  |

Click here to enter text.

Articulation and Transfer

|  |  |  |
| --- | --- | --- |
| List Courses above 100 where articulation or transfer is **not** occurring | With CSU | With UC |
| POLIT 110/110H | X |  |
| POLIT 204 | X |  |
|  |  |  |
|  |  |  |

Describe your plans to make course qualify for articulation or transfer.

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| The articulation/transfer issue with the state university system stems from the fact that some of the courses we teach as lower division courses are sometimes taught as upper division courses at CSU. Cal State San Bernardino offers only two lower division political science courses – American Government and International Relations – and while CSUSB does accept our comparable courses (POLIT 100 and 204) they do not accept anything else, and unless they change their program, there is little prospect of an improvement. Cal State Fullerton accepts none of our courses except POLIT 100. We once tried to articulate our POLIT 204 with their Political Science 200, but this failed. Upon reviewing this matter with SBVC’s Articulation Officer, it occurred to us that our POLIT 110 might be a better fit for CSF’s 200 course, and we are currently submitting that for articulation. We have not to date had any particular articulation/transfer problems with UC. It should perhaps be noted that our POLIT 138 and 139 do not presently articulate with either CSU or UC. This isn’t currently an issue, because we aren’t able to offer those courses, but it could become one in the future. The sticking point is that although other colleges may have service learning classes, these are not usually under the political science department, and do not generally feature political participation. We may be a bit penalized here by our efforts to be innovative. If we are permitted to offer POLIT 138 and 139 at some future time, the department will consult with the Articulation Officer as to whether there is any realistic prospect of articulating these classes. |

**Currency**

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

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| Two courses listed in the catalog are currently not offered: POLIT 138 (Student Leadership) and POLIT 139 (Community Leadership). This is extremely unfortunate, since these are service learning classes that constitute an essential link in the department’s effort to prepare our students for full participation in the political process – they are also, incidentally, the only service learning courses of any kind currently on the books at SBVC. The reason for not offering these classes is purely budgetary. The department was told to cut sections. We decided not to cut any sections of POLIT 100 because of the high demand for that course, and only one section per semester is offered for POLIT 110/110H and POLIT 204, so we could not cut those either. We made the hard choice of cutting the service learning classes, in hopes of bringing them back later.It seems that this may be happening. Recent problems involving the SBVC student government have impressed upon the school administration the need to educationally prepare student leaders for their responsibilities, and these classes would be an integral part of that. The political science department is currently involved in discussions with the College President, the ASG, and others on this issue, and hopefully a solution will be found whereby these classes can be resurrected. Only an improvement in the overall financial situation can guarantee their return, however.It should be noted that bringing back these classes might well involve a significant enhancement of the responsibilities of the political science department, in that the teacher of these classes could also be designated the student government advisor. |
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**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **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. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| The principal trends in the political science field that impact our program are increasing emphases on (1) international politics and (2) the interaction of politics and economics. The political science department has for some time been attempting to bolster our efforts in the first of these areas, though we have not been as successful as I would like. We have more recently decided to make an initiative in the second area, which is described below.To meet the need for more emphasis on international relations, this department a few years ago added a new course in World Politics (POLIT 204). It has long been the objective of this department to also add a course in Comparative Government – which would essentially complete our transferable offerings. We have also long seen it as desirable for SBVC to participate in the Model United Nations program. We have regrettably not been able to make any real progress on achieving these latter goals, yet we continue to see them as of the highest importance, and will do what is possible to facilitate their attainment. One of the impediments to adding a Comparative Government course, incidentally, is the fact that – given current budgetary constraints – to offer such a course would be at the expense of a section of POLIT 100, which is by far the most generally desired political science class. The department has felt that it may be better to hold off on creating a new course until we are able to offer it without damage to the rest of our program. Participation in the MUN will probably not be possible given current political science staffing levels, I regret to say.With regard to the politics/economics issue, the political science department is currently engaged in discussions with the economics department concerning the institution of a degree program in Political Economy. Other community colleges (a very few of them) offer courses in that subject, but there does not seem to be a degree program anywhere. So this would be innovative. Students would have to complete a certain number of units in our economics and political science classes. It is probably premature to estimate at this time when this program will be operational. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| The EMP summary notes that this department provides the basic lower division foundation for a political science major or minor, and we will continue to see this as necessarily our highest priority. This department also plans to continue, and if possible enhance, our efforts to encourage political activism and participation by our students. We are actively engaged in planning and supervising the yearly “March in March” – during which community college students from throughout California converge on the state legislature to lobby on behalf of higher education. We also hope to resume the successful partnership we established in previous years with the SBVC student government, to provide political guidance and advice. This partnership was dissolved due to the disfavor of a former college administration, but the recent student government problems have led the current administration to consider a change back to the previous system. The structure is in place, and only needs to be re-activated. |

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| As noted in the EMP summary, the principal weakness of this program is the fact that there is – and for many years has been – only one full-time political science faculty member, who of necessity must serve as chair and do everything required of the department. During the last three years, this faculty member has been absent for a semester and a half due to health issues, and consequently some things have fallen through the cracks. Moreover, the current faculty member has area specialties in American politics and political theory, but is less prepared to teach (or design) courses in such areas as international relations and comparative government. Somehow, despite this severe staffing shortage, the political science department has managed to design and assess our SLOs and maintain the currency of our curriculum. Yet the program improvements that would be desirable will probably move along slowly, in the absence of a second full-time political scientist to share the workload and provide additional expertise. I should observe that a second political science professor has for many years consistently ranked at or near the top of division and college rankings of need. |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

| **Part V: Technology, Partnerships & Campus Climate** |
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|  | 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. |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships. What plans does your program have to further implement these initiatives.

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| The political science department has not been slow to adopt new technologies. We currently offer three on-line sections, and two hybrid sections, of POLIT 100. In SP 2012, we are also offering (for the very first time) an ITV class serving Big Bear, and we will continue to do this as needed in the future. Political science faculty members generally make good use of our “smart classroom” facilities, although this is left up to the discretion of the instructor. The EMP statistics indicate that the percentage of political science students enrolled in on-line classes averaged about 17.5% during the period from FA 2004 to SP 2009, and I suspect that the percentage has increased in subsequent years, though I have no data to back that up. The percentage of on-line classes will, however, decline slightly in FA 2012, since we are replacing one of our on-line sections with a weekend express class, as explained above. When the budgetary situation improves, we will be adding that on-line section back in the schedule.FLASH: The most recent data indicates that the on-line percentage of political science students was 18% in school year 09-10 and 19% in 10-11.This department currently contributes to enhancing the campus climate chiefly through our efforts to encourage and inform student political activism, both on campus and off. If SBVC is to truly serve the needs of our students, they must be capable of articulating their desires, principally through the student government and such activities as the “March in March.” The most notable partnership this department ever established was that with the student government – a partnership unfortunately dismantled, as noted above, by a previous college administration, but which hopefully is on the way back. If this partnership is resumed, a tenured political science faculty member – or a tenured faculty member qualified to teach political science – probably would serve as the official ASG advisor and also teach the POLIT 138 and POLIT 139 classes, which are offered in alternate semesters. The rationale for this is twofold: (1) tenured faculty members will provide students with more disinterested advice than an administrator would and (2) a political scientist – or a faculty member with some political science training – will be uniquely qualified to impart the kind of political wisdom essential to the proper functioning of the student government. The political science department is perfectly prepared to resume this partnership. The courses are in the catalog, ready to be taught. But the decision to actually do this is not entirely up to us.  |