Program Efficacy Report
Spring 2016

Name of Department: <u>Political Science</u>

Efficacy Team: Diane Dusick, Carmen Rodriguez, and Todd Heibel (chair)

Overall Recommendation (include rationale): <u>Continuation</u>

The Political Science Department is healthy and appears to be in a prolonged growth mode. It serves its students through a variety of courses and formats (e.g. face-to-face and distributed education). Political Science contributes greatly to nearly every SBVC student who endeavors to transfer to a four-year university, regardless of degree program. The two full-time and multiple adjunct faculty regularly interface with a variety of on- and off-campus support structures in order to provide a high level of service for students. The primary area of concern is the currency of curriculum for the two service learning courses (e.g. POLIT 138 and 139). As long as the department is able to successfully negotiate the Curriculum Committee review process, then the program warrants an overall recommendation of "continuation."

The committee fervently hopes that the retiring full-time faculty member position will be replaced through the normal Program Review process. In addition, the committee recognizes the good faith efforts of the Political Science Department in crafting a conscientious, well written Efficacy document. The document author is commended for closely coordinating with the Program Review Efficacy committee.

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 <u>analysis</u> 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.*

Efficacy Team Analysis and Feedback: <u>Meets</u>

The Political Science program offers a thorough analysis of student demographic data. Of particular import is the concern about the disabled student cohort. The faculty chair not only compared current data with previous Efficacy data, but also communicated with DSPS about strategies to increase the disabled student population taking Political Science courses.

Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> 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.

Efficacy Team Analysis and Feedback: <u>Meets</u>

The Political Science Department offers courses Monday through Saturday in morning, afternoon, evening, and online formats. As with the "Demographics" section, the author compared current Efficacy data with previous data. The FTES, duplicated head count, and even number of degrees awarded have increased since the 2010-11 academic year. This may be partially attributed to the frequency of Political Science courses offered within a variety of time and delivery (e.g. face-to-face and online) formats. The total number, variety, and percentage of online courses has increased since the last Efficacy report was written.

The recent addition of the AA-T degree may have also facilitated the first Political Science graduates (in 2014-15) during the five-year period. Furthermore, all Political Science courses are transferable to CSU and UC campuses, contribute to General Education requirements, and comprise an important element of the SBVC graduation requirement.

Part II: Student Success		
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 <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.

Efficacy Team Analysis and Feedback: <u>Meets</u>

The program provides a thorough analysis of student retention and success, comparing longitudinal trends within and between the department and campus. The department provides myriad hypotheses and methods to improve student success (near the college average). This section is coherent, organized, and conscientious. It could be a template for other programs to follow!

Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Efficacy Team Analysis and Feedback: <u>Meets</u>

The program provides three-year SLO data for each course offered. SLO Cloud data are presented, including assessment data, reflection, evaluation, and analysis. Most importantly, some of the data are being used to improve student learning and comprehension of course material. Ongoing department discussions have the potential to further improve the SLO process. Because this program is under-staffed in terms of full-time faculty, the difficulty of SLO data collection is noted with a relatively large cadre of adjunct faculty.

While a tabular-format course map is not provided, the department has provided data that link course-level SLOs to program-level SLOs. The program has not yet completed a three-year, program-level SLO analysis. However, plans are in place to complete one by 2018.

Part III: Institutional Effectiveness		
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.

Efficacy Team Analysis and Feedback: <u>Meets</u>

The program has a mission that links clearly with the college mission. This is an especially thorough section that fully articulates with the college 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.*

Efficacy Team Analysis and Feedback: <u>Meets</u>

FTES and duplicated enrollment have generally increased since a low ebb during the 2010-11 budgetary and section reductions. Although efficiency has declined since a peak in 2012-13, it remains above the institutionally desired 525. The analysis of productivity data is thorough and might be useful for first-time efficacy document authors to review, as it provides the mathematical underpinnings of efficiency and FTEF calculations.

Various methods to increase student enrollment are presented, including current strategies employed within the Political Science Department. Included within the discussion is the relative dearth of full-time faculty within the program.

Relevance, Currency, Articulation	*The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* *Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.*	*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.*

Efficacy Team Analysis and Feedback: <u>Meets</u>

While the majority of Political Science courses fully articulate with both CSU and UC systems, it is duly noted that the service learning courses (e.g. POLIT 138 and 139) may transfer only as elective credit into the CSU system while not transferable into the UC system. The same service learning courses, POLIT 138 and 139, have a 2015 content review date. While the department has updated the curriculum for both classes within the CurricUNET program, they have neither been launched within the program nor approved within the full Curriculum Committee. The department goal is to have both courses modified and approved for the fall 2017 semester (current date for all courses approved through October 2016).

It is admirable that the Political Science Department offers service learning courses, as so few are available to our students. However, these courses should be launched and approved as soon as possible.

Part IV: Planning		
Trends	*The program does not identify major trends, or the plans are not supported by the data and information provided.*	*The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.*

Efficacy Team Analysis and Feedback: <u>Meets</u>

The program references Bureau of Labor Statistics (BLS), American Political Science Association (APSA), and other sources. While insight into national career and employment trends are provided, regional and local data are not. Perhaps it may be difficult to procure local data?

The department suggests that Political Science majors and students will be directed to career and employment websites. However, a more robust discussion and linkage among trends within the field, student enrollment, and departmental planning would provide more insight into the future integrity and health of the program. In addition, it would better equip faculty to adapt to changes through curricular and course schedule modification, as well as crucial outreach and recruitment efforts.

In future Efficacy documents, the program might consider a more thorough discussion of degree-applicable versus career-oriented courses and curriculum.

Accomplishments	*The program does not incorporate accomplishments and strengths into planning.*	*The program incorporates substantial accomplishments and strengths into planning.*

Efficacy Team Analysis and Feedback: <u>Meets</u>

Although this section is relatively brief, it addresses significant accomplishments. These accomplishments are leveraged as a means for future planning. For example, the Model UN has recently been ranked within the Program Review Needs Assessment process to receive additional funds. In addition, the Middle College High School (MCHS) partnership has the potential to benefit the Political Science Department, in general, and Model UN, in particular.

Weaknesses/challenges	*The program does not incorporate weaknesses and challenges into planning.*	*The program incorporates weaknesses and challenges into planning.*

Efficacy Team Analysis and Feedback: <u>Meets</u>

Although the looming retirement of a full-time faculty member is discussed as a potentially serious challenge, the discussion could also include the relative dearth of full-time faculty within the program. While this challenge is identified within previous sections, it is not revisited within this section.

Other sections have identified funding and efficiency challenges. These challenges could (and perhaps should) also be revisited and reiterated within this section.

Part V: 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.*

Efficacy Team Analysis and Feedback: <u>Meets</u>

The program clearly enumerates the strategic initiatives of Technology, Partnerships, and Campus Climate and how the department is addressing each one. With a variety of on- and off-campus activities, the two full-time faculty within the Political Science Department are fully engaged in beneficial activities that address each of the identified strategic initiatives. Although future plans to further implement the strategic initiatives are tangentially referenced, a more explicit roadmap is not provided. Nonetheless, the program provides ample evidence that it is fully integrated with numerous on- and off-campus support mechanisms that benefit students.

Part VI: Previous Does Not Meets Categories	
Program does not show that previous deficiencies have been adequately remedied.	*Program describes how previous deficiencies have been adequately remedied.*

Efficacy Team Analysis and Feedback (N/A if there were no "Does not Meets" in the previous efficacy review):

N/A: There were no "Does not Meets" identified within the previous efficacy review document.