



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
ASGC ADOPTED SPRING 2011

1. The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

**The deadline for submission of the Annual Program Plan to the IPC is March 31.** Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

***Cañada College***

***Mission Statement***

*It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.*

***Vision***

*Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community,*



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*developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.*

**Document Map:**

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification

**Note:** To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

**Department/Program Title:** *Political Science* **Date submitted:** *May 11, 2013*

**0. Key Findings:** *Most importantly, there is justification for an additional full-time hire of which I will be officially applying for this Fall. I did apply this Spring 2013 for a full-time position of which one was not granted!*

**1. Planning Group:**

- 1. Lezlee Ware (PLSC Faculty);*
- 2. Blake Respini (PLSC Adjunct Faculty);*
- 3. Kimberly Keenan (PLSC Adjunct Faculty); and*
- 4. Bridgette M'Guinness (PLSC Adjunct Faculty)*
- 5. Kristen Parks (PLSC Adjunct Faculty)*

*Also in conjunction with the Social Sciences Division Faculty – Michael Stanford (HIST), Alison Field (HIST), Frank Young (PHIL), Jessica Kaven (Communication Studies), Robert Lee (SOCL), Paul Roscelli (ECON), Sondra Saterfied (PSYC), Ami Smith (PSYC) and Jessica Einhorn (ANTH)*

**2. Writing Team and Contact Person:** *Lezlee Ware*

**3. Program Information**



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**A. Program Personnel:**

**FT Faculty** – Lezlee Ware    **PT Faculty** – Bridgette M’Guinness, Kimberly Keenan, Blake Respini and Kristen Parks

**B. Program mission and vision**

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college’s mission and goals. (200 word limit)

*The undergraduate major in Political Science aims to provide an understanding of the of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the realtions between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be indivually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administation, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations.*

*The mission of the Political Science Department interconnects with the Social Sciences’ Statement, which includes a mission, vision and values.*

**Mission:**

*The mission of Cañada College’s Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.*

*The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.*

*Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to*



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embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

**Vision:**

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

**Values:**

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

- Nurturing new generations of social scientists;
- Fostering innovative research;
- Mobilizing necessary knowledge on important public issues.

**C. Expected Program Student Learning Outcomes**

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password

<http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.



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1. Analyze Social Science concepts and theories.
  2. Evaluate diverse viewpoints related to the human experience.
  3. Produce evidence based arguments.
- These Program Learning Outcomes are linked to various Assessment Plans and Tools:

1. Exams
2. Oral Presentations
3. Essays
4. Portfolios (critical self-analysis/reflection)

**4. Response to Previous Annual Program Plan & Review**

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>  
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password) List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Program Name: Political Sciences

Previous Program Goals and Objectives:

- The undergraduate major in Political Science aims to provide understanding of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between national states, the changing character of the relations between citizens and governments, and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in political science, public administration, law, and other professional fields, and the student preparing for specialized roles in political and public organizations. In order to be in compliance with the AA-T (ADT) the Political Science emphases have been removed: 1. Pre-Law and 2. Public Administration and Service.
- This Program seeks to build an increasingly stronger Political Science Department with increasing enrollments and classes that meet the needs of the students. → Completed through the redesign of the major with emphases that are aligned with our major transfer universities (AA-T and ADT).
- The Political Science Department has updated all of the Course Outline of Records.
- Once the updated and new CORs have been officially articulated, the Political Science Major will be redesigned to acknowledge these changes. → Completed.



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Guideline: Original documents can be linked or attached, as needed.

*As an additional response, course student learning outcomes have been implemented and assessed resulting in on-going plans to improve student learning; especially in as much as it can be linked to success and retention.*

| <u>Course</u>   | <u>Course Outcome Name</u>             | <u>Course Outcome</u>   | <u>Course Outcome Status</u>        |
|-----------------|--|---|-------------------------------------|
| <u>PLSC 103</u> | <u>Basic Elements &amp; Background</u> | <u>SLO 1: Compare and contrast the basic elements of deductive and inductive reasoning. Identify the major logical fallacies. Evaluate background information and world views.</u>  | <u>Active</u>                       |
|                 | <u>Reasoning Skills</u>                | <u>SLO 2: Apply reasoning skills when thinking about world political problems and their social, political, and economic implications. Analyze the psychological impediments to clear thinking. Compare and contrast assumptions, value conflicts, ambiguities, flawed evidence, false analogies, significant omissions, and fallacious reasoning.</u> | <u>Active</u>                       |
|                 | <u>Controversies</u>                   | <u>SLO 3: Evaluate and construct arguments about current world political controversies, and write essays demonstrating critical thinking skills learned.</u>  | <u>Currently Assessing</u>          |
|                 |  |   |                                     |
| <u>PLSC 130</u> | <u>Peloponnesian War</u>               | <u>SLO 1: Apply lessons of the Peloponnesian War to more recent conflicts that are shaped by the theory of realism.</u>   | <u>Active</u>                       |
|                 | <u>International Theories</u>          | <u>SLO 2: Compare and contrast major international theories: (neo)liberalism and (neo)radicalism.</u>   | <u>Active</u>                       |
|                 | <u>Analyze</u>                         | <u>SLO 3: Critically analyze the lessons of war including, but not limited to, the World Wars and Cold War</u>  | <u>Active – Currently Assessing</u> |
|                 |  |   |                                     |
| <u>PLSC 150</u> | <u>Social Contracts</u>                | <u>SLO 1: Compare social contracts from different nation-states</u>   | <u>Active – Currently Assessing</u> |
|                 | <u>Current Events</u>                  | <u>SLO 2: Demonstrate understanding of logical arguments that connect politico-historical issues with current events</u>  | <u>Active</u>                       |
|                 | <u>Concepts</u>                        | <u>SLO 3: Connect American political concepts to that of European ideals and experiences - republic, democracy, civil liberties and rights, political participation and balance with checks.</u>  | <u>Active</u>                       |
|                 |  |   |                                     |
| <u>PLSC 170</u> | <u>Components of Government</u>        | <u>SLO 1: Critically analyze viable components of government</u>  | <u>Active</u>                       |
|                 | <u>Evaluate</u>                        | <u>SLO 2: Evaluate institutions as they relate to governmental viability</u>  | <u>Active</u>                       |
|                 | <u>Compare/Contrast</u>                | <u>SLO 3: Compare and contrast governments of different nation-</u>   | <u>Active</u>                       |





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|                 |                                   |  |                                     |
|-----------------|-----------------------------------|--|-------------------------------------|
|                 |                                   | <u>states</u>  |                                     |
| <u>PLSC 200</u> | <u>Evaluate</u>                   | <u>SLO 1: Critically evaluate the Constitution of the State of California within the framework of evolution of Federal-State relations</u>                               | <u>Active</u>                       |
|                 | <u>Analyze</u>                    | <u>SLO 2: Analyze current events in the context of State and local government with the Federal government</u>  | <u>Active</u>                       |
|                 | <u>Identify</u>                   | <u>SLO 3: Identify the functions of the 3 Branches of Government (Executive, Legislative and Judicial).</u>  | <u>Active</u>                       |
| <u>PLSC 210</u> | <u>Analyze</u>                    | <u>SLO 1: Analyze political philosophies of the framers of the U.S. Constitution</u>   | <u>Active – Currently Assessing</u> |
|                 | <u>Identify Principles</u>        | <u>SLO 2: Identify Judeo-Christian principles and their relationship to concepts of democracy and capitalism.</u>  | <u>Active</u>                       |
|                 | <u>Relationships</u>              | <u>SLO 3: Analyze relationship between politics, social movements and geography.</u>   | <u>Active</u>                       |
| <u>PLSC 310</u> | <u>Leadership Structure</u>       | <u>SLO 1: Describe the leadership structure within the federal, California State, counties and cities.</u>   | <u>Active – Currently Assessing</u> |
|                 | <u>Progressive Movement</u>       | <u>SLO 2: Evaluate the significance of the Progressive Movement in California with the gain of recall, referendum and initiative as it relates to individual powers.</u> | <u>Active</u>                       |
|                 | <u>Branches of Government</u>     | <u>SLO 3: Outline the structure of the branches of government - central, state and local.</u>  | <u>Active</u>                       |
| <u>PLSC 320</u> | <u>Authoritarian Rule</u>         | <u>SLO 1: Identify differences between various Latin American nation-states as they experience authoritarian rule with the international pressure to democratize.</u>    | <u>Active</u>                       |
|                 | <u>Interventionist Strategies</u> | <u>SLO 2: Analyze interventionist economic strategies and develop theoretical approaches to Latin American politics.</u>   | <u>Active</u>                       |
|                 | <u>Military Role</u>              | <u>SLO 3: Critique the role of the military in political development.</u>  | <u>Active</u>                       |
| <u>PLSC 325</u> | <u>Distinguish</u>                | <u>SLO 1: Distinguish between freedom of religion and anti-religion.</u>   | <u>Active</u>                       |
|                 | <u>Separate</u>                   | <u>SLO 2: Assess separation of church and state - historically and applied.</u>  | <u>Active</u>                       |
|                 | <u>Examine</u>                    | <u>SLO 3: Examine religion as the catalyst for the creation of American Democracy.</u>   | <u>Active</u>                       |



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|  |                         |   |                        |
|--|-------------------------|---|------------------------|
|  | <a href="#">Analyze</a> | <a href="#">SLO 4: Analyze the indispensability of religion to the maintenance of republican institutions</a> | <a href="#">Active</a> |
|  | <a href="#">Measure</a> | <a href="#">SLO 5: Measure the level of religiosity in relationship to patriotism.</a>                        | <a href="#">Active</a> |

**5. Curricular Offerings (current state of curriculum and SLOAC):**

*All Political Science courses have 3 SLOs*

1. PLSC 103 (Critical Thinking about World Politics) – active assessment cycle focusing on one SLO. [The COR for this class was last updated May 2013.](#)
2. PLSC 130 (International Relations) – active assessment cycle focusing on one SLO. [The COR for this class was last updated May 2013 with a Distance Education Addendum dated May 2013.](#)
3. PLSC 150 (Political Theory) – active assessment cycle focusing on one SLO. [The COR for this class was last updated May 2013 with a Distance Education and Honors Addendums.](#)
4. PLSC 170 (Comparative Politics). [The COR for this class is dated May 2013 with a Distance Education Addendum.](#)
5. PLSC 200 (National, State and Local Governments). [The COR for this class was banked May 2013.](#)
6. PLSC 210 (American Politics) – active assessment cycle focusing on one SLO. [The COR for this class is dated May 2013, which includes a Distance Education Addendum](#) and now meets the Ethnic Studies Graduation Requirement.
7. PLSC 310 (California Government and Local Politics) – active assessment cycle focusing on one SLO. [The COR for this class is dated May 2013 with a Distance Education Addendum.](#)
8. PLSC 320 (Latin American Politics). [The COR for this class is dated May 2013.](#)
9. PLSC 325 (Honors Colloquim in Political Science). [The COR for this class is dated May 2013.](#)

[\\*Note: All courses and degree are aligned with CID and AA-T Degree \(ADT\) requirements.](#)

**A. Attach the following TracDat and Curriculum data in the appendix:**

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)). See attachment





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- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#)) N/A

**B. Identify Patterns of Curriculum Offerings**

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

*See attachment – Certain Political Science courses are on a semester rotation because they are mostly designed for the students within the major, thus in order to maintain positive enrollment numbers we have found that alternating between certain courses addresses this issue as well as offering courses for the major online. For example, PLSC 130 is usually offered in the Fall and PLSC 150 is usually offered in the Spring. Moreover, it is difficult to offer all PLSC courses on a 100% regular basis as well as a complete distance education component without an additional full-time hire because the schedule for the core courses is at the mercy of the current part-timers' availability and expertise and/or training each semester (and, will continue to be so since the college did not support an additional full-time hire in the Political Science Department). In order to still attempt to address the students needs the entire AA Degree and Political Science courses necessary for major transfer are offered as a distance education option.*

**6. Program Level Data**

**A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.**

Tool: [http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)<http://www.canadacollege.edu/inside/research>

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

**Program Review Department Data Packet - PLSC**



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### Table 1. Enrollment Patterns & Course Offerings

PLSC Student Headcount Total Course Enrollments

# of Course Offerings # of Section Offerings Ave Enrollment per Section\*

|      |      |      |      |      |     |   |   |
|------|------|------|------|------|-----|---|---|
| 160  | 209  | 162  | 218  | 4    | 5   | 6 | 6 |
| 167  | 229  | 274  | 173  | 235  | 281 | 4 | 5 |
| 27.0 | 36.3 | 34.6 | 33.6 | 40.1 | 3   | 5 | 7 |

**\*Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average. **Data Definitions:** **Student Headcount** is the count of individual students (no duplicates) enrolled in all courses within the Department

**Total Course Enrollments** is the sum of all course enrollments (filled seats) within the Department. **# of Course Offerings** is the number of courses offered within the department for that term. **# of Section Offerings** is the number of course sections offered within the department for that term. **Ave Enrollment per Section** is the average number of students per section (Average Class Size).

Some questions to get you thinking:

\* Compare course enrollments to section offerings. What is the relationship between the two trends? \* Consider the trend in average enrollments per section. How does that trend compare to the trend in section offerings? \* How does your Department's average enrollment per section compare to the college average? Why might they be different? \* Consider the levels & growth of course enrollments and unique headcount. What does the difference tell you about your students? \* Do the trends suggest any goals or enrollment targets for the department?

Total Course Enrollments

Ave Enrollment per Section\*

# of Section Offerings

|     |     |
|-----|-----|
| 300 | 45  |
| 250 |     |
| 40  | 35  |
| 200 | 30  |
| 150 |     |
| 25  |     |
| 20  | 100 |
| 50  |     |
| 10  |     |
| 5   |     |

00 Spring 2009      Spring 2010    Spring 2011    Spring 2012    Spring 2013

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### Table 2. Department Efficiency

PLSC WSCH FTES

|     |     |     |      |      |      |      |      |   |
|-----|-----|-----|------|------|------|------|------|---|
| 773 | 945 | 694 | 25.8 | 31.5 | 23.1 | 1.33 | 1.33 | 1 |
|-----|-----|-----|------|------|------|------|------|---|

|     |     |      |      |     |     |
|-----|-----|------|------|-----|-----|
| 833 | 818 | 27.8 | 27.3 | 1.4 | 1.4 |
|-----|-----|------|------|-----|-----|

**\*Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average. **Data Definitions:** **WSCH** is the total Weekly Student Contact Hours resulting from all enrollment within the department.

**FTES** is the total Full Time Equivalent Student value resulting from all enrollment within the department. **FTE** is the Full Time Equivalent faculty associated with the Department's course offerings for that term. **Load** is the ratio of WSCH to FTE and a standard measure of department efficiency.

### Department Overview

Some questions to get you thinking:

\* What are the overall trends for Dept FTES & Load? Are the trends moving in the same direction? \* Were there any deviations or sudden changes in the trend over the period? What do you think might be the underlying causes? \* How does your Dept load



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compare with the college average? Are the trends similar? Why might they be different? \* Given these trends and your reflection on their causes, what do you think are reasonable one-year and three-year targets

for FTES & Load?

FTE Load\* 580

709 694 595 584

Load\*

FTES

800 35.0

30.0 25.0 20.0 15.0 10.0 5.0

700 600 500 400 300 200 0.0

Spring 2009

Spring 2010

Spring 2011

Spring 2012

Spring 2013

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## Program Review Department Data Packet - PLSC

### Table 3. Student Performance Profile

PLSC Success Rate\* Retention Rate\*

Ave Units Attempted this Term Ave Units Earned this Term Ave Term GPA Ave Cumulative GPA

74.7% 67.4% 64.2% 86.4% 86.7% 86.7% 10.2 10.3 10.8

7.9 7.7 8 2.83 2.67 2.48 2.97 2.84 2.81

66.8% 68.3% 85.1% 82.6% 10.1 9.6 7.6 7.1 2.52 2.56 2.83 2.74

**\*Color Coding:** Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average. **Data**

**Definitions:** **Success Rate** is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.

**Retention Rate** is the percentage of students receiving any grade other than W relative to all students receiving a grade. **Ave Units Attempted this Term** is the average number of units associated with students enrollment for the term after the add/drop deadline. **Ave Units Earned this Term** is the average number of course units awarded to the student at the end of the given term. **Ave Term GPA** is the average current term GPA of all students taking courses in the department for the given term. **Ave Cumulative GPA** is the average cumulative GPA of all students taking courses in the department for the given term.

### Student Performance Profile

Some questions to get you thinking:

\* What are the overall trends in success rate and retention rate? Why might they be exhibiting those patterns? \* Consider the levels & trends in student GPA and Unit Load? Could they explain any of the patterns in success and retention? \* What do you think are the two or three underlying causes driving those trends and how might they be improved? \* Are you generally satisfied with the departments current success & retention rates? How do they compare with the college average?

Success Rate\*

Spring 2010

Retention Rate\*

90.0% 85.0% 80.0% 75.0% 70.0% 65.0% 60.0% 55.0% 50.0% 45.0% 40.0%

Spring 2009

Spring 2011

Spring 2012

Spring 2013

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## Program Review Department Data Packet - PLSC

### Table 4. Student Enrollment Status Profile

PLSC

Data Definitions:

First-Time Student Continuing Student Returning Student Concurrent Enrollment Percent First Time Percent  
Continuing Percent Returning Percent Concurrent

|    |     |     |     |     |     |    |    |    |   |   |   |    |    |    |     |     |     |
|----|-----|-----|-----|-----|-----|----|----|----|---|---|---|----|----|----|-----|-----|-----|
| 13 | 11  | 6   | 123 | 172 | 141 | 15 | 22 | 16 | 9 | 4 | 4 | 8% | 5% | 4% | 77% | 82% | 84% |
| 9% | 11% | 10% | 6%  | 2%  | 2%  |    |    |    |   |   |   |    |    |    |     |     |     |

|    |   |     |     |    |    |   |   |    |    |     |     |    |    |    |    |  |  |
|----|---|-----|-----|----|----|---|---|----|----|-----|-----|----|----|----|----|--|--|
| 14 | 8 | 194 | 237 | 16 | 24 | 5 | 5 | 6% | 3% | 85% | 86% | 7% | 9% | 2% | 2% |  |  |
|----|---|-----|-----|----|----|---|---|----|----|-----|-----|----|----|----|----|--|--|

**First Time Student** A student that has never attended this DISTRICT, but may have attended or may be currently attending another college. **Continuing Students** are those that attended the DISTRICT in immediately previous primary term. Fall & Spring are primary terms. **Returning Student** is returning to this DISTRICT and has not attended another institution since the last term here or is returning to this DISTRICT after attending another college.

**Concurrent Enrollment** is a student that is attending high school during the term for which he/she is applying.

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First-Time Student Returning Student

9%

2% 3%

Continuing Student Concurrent Enrollment

86%

First-Time Student Returning Student

9%

6%

Continuing Student Concurrent Enrollment

8%

77%

Some questions to get you thinking:

\* How has the proportion first-time, continuing & returning students in your department changed over the period? \* Does this change suggest any response strategy for the department?

\* How does the current picture compare with the college average and what does that tell you?

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## Program Review Department Data Packet - PLSC

### Table 5. Student Goal Orientation

PLSC

Data Definitions: Note 1:

Transfer (w/ or w/o Degree) Career Dev (Degree, Certificate, License) Educational Development 4 Yr College Student attending Cañada Undecided on Goal % Transfer (w/ or w/o Degree) % Career Dev (Degree, Certificate, License) % Educational Development % 4 Yr College Student attending Cañada % Undecided on Goal

|    |     |     |    |    |    |   |   |   |    |    |    |   |   |   |     |     |     |
|----|-----|-----|----|----|----|---|---|---|----|----|----|---|---|---|-----|-----|-----|
| 97 | 132 | 122 | 10 | 18 | 16 | 9 | 7 | 6 | 35 | 39 | 17 | 8 | 7 | 4 | 61% | 63% | 73% |
|----|-----|-----|----|----|----|---|---|---|----|----|----|---|---|---|-----|-----|-----|

|    |    |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|----|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 6% | 9% | 10% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|----|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|    |    |    |     |     |     |    |    |    |  |  |  |  |  |  |  |  |  |
|----|----|----|-----|-----|-----|----|----|----|--|--|--|--|--|--|--|--|--|
| 6% | 3% | 4% | 22% | 19% | 10% | 5% | 3% | 2% |  |  |  |  |  |  |  |  |  |
|----|----|----|-----|-----|-----|----|----|----|--|--|--|--|--|--|--|--|--|



## ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)

### ASGC ADOPTED SPRING 2011

167 224 16 19 7 6 26 18  
 12 7 73% 82% 7% 7% 3% 2%  
 11% 7% 5% 3%

All counts & percentages reflect the student's primary educational goal as indicated on their first application. Percentages do not sum to 100% because the Transfer category also includes some degree seeking students.

### Student Goal Orientation

Transfer (w/ or w/o Degree)

Undecided on Goal

4 Yr College Student attending Cañada

Career Dev (Degree, Certificate, License)

Educational Development

90% 80% 70% 60% 50% 40% 30% 20% 10%

0%

Spring 2009

Spring 2010

Spring 2011

Spring 2012

Spring 2013

Some questions to get you thinking:

\* What are the most important trends occurring over the period? Do the data match your perceptions ?

\* What do you think are the underlying causes driving these trends ? \* Does this change suggest any response strategy for the department?

\* How do the department trends compare to the college? Why might the two show different trends?

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## Program Review Department Data Packet - PLSC

### Table 6. Student Demographics - Ethnicity

PLSC

Data Definitions:

American Indian/Alaskan Native Asian Black - Non-Hispanic Filipino

0 0 0 1 1 7 5 5 7 11

8 8 Hispanic 50 66

Multi-Races 2 5 Pacific Islander 6 3 Unknown 23 28 White Non-Hispanic 55 88 % American

Indian/Alaskan Native 0% 0% % Asian 4% 2% % Black - Non-Hispanic 6% 3% % Filipino 5%

4% % Hispanic 31% 32% % Multi-Races 1% 2% % Pacific Islander 4% 1% % Unknown 14%

13% % White Non-Hispanic 34% 42%

Ethnicity category percentages may not sum to 100% due to nondisclosures.

### Spring 2009

9 6

6 6 12

4 6 10 49 80 100 13 21 48

8 7 7 17 7 14 65 94 71 0% 0% 0% 3% 3% 4% 4% 3% 4% 2% 3% 4% 29%

35% 36%

8% 9% 18%

5% 3% 3% 10% 3% 5% 39% 41% 26%



## ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

### Spring 2013

American Indian/Alaskan Native Asian  
Black - Non-Hispanic Hispanic Pacific Islander White Non-Hispanic  
Filipino Multi-Races Unknown

6%

0% 5%

4% 1%

5%

34%

31%

14%

American Indian/Alaskan Native Black - Non-Hispanic Hispanic Pacific Islander  
White Non-Hispanic  
Asian Filipino Multi-Races Unknown

0% 4%

4%

26%

4%

5%

36%

3%

18%

Some questions to get you thinking:

\* How has ethnicity profile of your department changed over the period? How do you interpret those changes? \* What might be the underlying causes driving any changes? \* Does this change suggest any response strategy for the department? \* How does the current picture compare with the college average and what does that tell you?

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## Program Review Department Data Packet - **Table 7. Student Demographics - Gender & Age** PLSC

PLSC

Data Definitions:

Female Male 18 & 19 Yrs Old 20 - 24 Yrs old 25 - 29 Yrs old 30 - 39 Yrs Old 40+ Yrs old % Female 53% 55%

50% 56% 55%

85 115 74 87 21 28 68 104 24 26 19 15 20 28

84 129 152 81 98 118 33 32 35 92 110 142 8 32 30

14 18

49% 20% 55% 5% 8% 11%

25 21 26 41

% Male % 18 & 19 Yrs Old %20-24Yrsold %25-29Yrsold %30-39YrsOld % 40+ Yrs old

46% 42% 13% 13% 43% 50% 15% 12% 12% 7% 13% 13%

43% 43% 14% 13% 48% 52% 14% 11% 11% 8% 11% 15%

### Spring 2013

Gender & Age category percentages may not sum to 100% due to nondisclosures.





## ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

### Spring 2009

18 & 19 Yrs Old 30 - 39 Yrs Old

20 - 24 Yrs old 40+ Yrs old

25 - 29 Yrs old

15%

13%

8%

11%

53%

18 & 19 Yrs Old 30 - 39 Yrs Old

20 - 24 Yrs old 25 - 29 Yrs old 40+ Yrs old

13%

14%

12%

16%

45%

Some questions to get you thinking:

\* Have there been any significant changes in the age profile of your students over the period? How do you interpret those changes? \* What might be the underlying causes driving any changes? Do you expect the trend to continue? \* How does the current picture for the department compare with the college? \* Does this change suggest any response strategy for the department?

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## Program Review Department Data Packet - PLSC

### Table 8. Student Education Attainment Level

PLSC Concurrent No High School Degree

9 4 4

7 4 2 123 177 144 4 9 6

5 5

High School Degree or Equiv Foreign Secondary Degree Post Secondary Degree 16 14 10 11 14

% Concurrent Enrollment % No High School Degree % High School Degree or Equiv % Foreign Secondary Degree %

Post Secondary Degree

6% 2% 2%

4% 2% 1% 77% 85% 86% 3% 4% 4%

10% 7% 6%

2% 2%

3% 1% 88% 87% 3% 5% 5% 5%

**Data Definitions:** All counts & percentages reflect the student's primary educational goal as indicated on their first application. **Note 1:** Percentages do not sum to 100% because the Transfer category is not mutually exclusive with Degree Orientation.

### Spring 2009



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
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- 1 There has been a steady increase in the number of students (60% increase) in each of the Political Science courses.
- 2 More Political Science courses are currently being offered – multiple sections of the same courses and new courses (61% increase). Efforts to build the Department have been successful.
- 3 There has been a 60% increase in FTES and significant increase in Load, which definitely justifies an additional hire.
- 4 Although there has been a decrease in Success Rate, there has been high and consistent Retention Rate.
- 5 Perhaps the low GPAs could be addressed with prerequisites, especially with the increase of first time students. This issue is being discussed district-wide with all Political Science Departments.
- 6 The 2 dominant ethnic groups in the Political Science Program are Latino and White. Thus, it is still very important to include ethnic studies' components to balance the focus for the two main ethnic groups and provide an inclusive environment for the smaller represented ethnic groups.
- 7 The largest age group has remained consistent as well as the education attainment level.

**B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

Tool: TracDAT folders in SLOAC sharepoint

<http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

**Guidelines:**

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
  - Describe and summarize other data that reveals Program performance.
  - Explain how changes in community needs, technology, and transfer requirements could affect the Program.

*Overall performance (i.e. semester grades) in each Political Science course demonstrates a level of success commensurate with PSLOs as well course level SLOs, which will be completely supported with results from the post quizzes (see SLO charts). Also, Learning Outcomes chart attached.*



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*Additionally, with the ADT approval the needs of students are being addressed.*

**C. Other Considerations**

*Students have many demands and personal challenges that serve as barriers to them completing courses: no familial support, homelessness, depression, hospitalization, criminal misdeeds and turbulent personal relationships. Also, with an additional full-time hire some ideas I have to assist in addressing these issues and other concerns that may hinder the learning process can be more fully implemented.*

**7. Action Plan**

Include details of planning as a result of reflection, analysis and interpretation of data.

**Guidelines:**

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - > Describe what you expect to learn from the assessment efforts.

*PLSC 130: The criterion was unmet due to an unplanned error. Therefore, the same pre and post quiz will be administered the following semester this course is scheduled to be offered (Fall 2014).*

*PLSC 150: The success criterion has been met. During Fall 2014 online (the next time the course is offered) a new SLO will be measured again using a pre- and post - quizzes.*

*PLSC 210: Most of the data meet the success criterion, however questions 7 & 8 need to be retested in order to definitively state that this area needs to be more closely addressed. Thus, the same pre and post quizzes were administered for an additional semester (Spring 2014). A new action plan has been developed.*



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*PLSC 310: The success criterion has been met. For the next assessment cycle a new SLO will be measured (Fall 2014).*

*The 3 Program Learning Outcomes for the Social Sciences have also been assessed and will officially be measured in Fall 2014 through a critical self-analysis exercise (reflections) with the use of an e-portfolio tool (see attachment).*

## **8. Resource Identification**

### **A. Faculty and Staff hiring requests**

**Guidelines:**

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

*The Political Science Department will make an official request to hire a new full-time faculty Fall 2012 to replace the current 4 Political Science adjunct faculty who in combination teach 5-6 classes per semester. It would be beneficial to offer 2 evening courses per semester on a regular basis. For example, the current teaching assignments for this semester (Spring 2013):*

- 1. Lezlee Ware (4 courses with 3 units reassigned AFT time as co-chair and 3 units overload for PETF. It would have been helpful to have my 5<sup>th</sup> course offered and to not teach an overload if there had been an adjunct available to teach an additional course).*
- 2. M'Guinness (1 course)*
- 3. Kimberly Keenan (1 course)*
- 4. Blake Respini (1 course)*
- 5. Kimberly Parks (2 courses.)*

*It would be beneficial to the growth and success of the Political Science Department to combine the 4 adjunct faculty into an additional full-time Political Science faculty member who would not only teach, but also assist with other full-time duties that support students and the college (i.e. Program Review). Moreover, an additional full-time faculty member would be able to assist with growing Political Science Course offerings through Distance Education. Unfortunately, the college did not agree with this analysis!*

*See attached 2006 Comprehensive Program Review and note growth.*



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**B. Professional Development needs**

Guidelines:

1. List faculty and staff professional development activities.
2. Describe faculty and staff professional development plans for next year.
3. Explain how professional development activities improved student learning outcomes.

*1. STOT I and STOT II, UCLA Honors Conference, National Collegiate Honors Conference*

*2. Discipline Conference*

*3. They have strengthened the Political Science Distance Education Program and honors course offerings. Currently, there is a 1 unit honors colloquium offered and a Political Theory honors course that has been developed in conjunction with a significant library and research component.*

*4. Plans were in process to attend a discipline specific conference during Spring 2013, but due to a family tragedy affecting the ONE full-time faculty member this and other goals were not met.*

**C. Classroom & Instructional Equipment requests**

Guidelines:

1. List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
2. Explain how it will serve Department/Program/Division/College needs.
3. List the requests (item description, suggested vendor, number of items, and total cost).
4. List special facilities and equipment that you currently use and require.

*1. Larger classroom to accommodate all of the students enrolled with movable chairs and tables to facilitate discussions. And, a Social Sciences hub for students to collaborate, mentor, peer counsel and excel with support from other Social Science faculty and students.*

*2. A larger classroom (especially for PLSC 210) would create a more comfortable and appropriate environment for students to learn.*

**D. Office of Planning, Research & Student Success requests**

Guidelines:



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- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

*Contact information for Political Science majors to create a support community for the Social Sciences. This support would include tutoring, resources, AA planning, transfer planning and mentorship.*

**E. Facilities requests**

Guidelines:

- List facilities requests.
- Explain how the requests will serve Department/Program/Division/College needs.

*A Larger classroom to accommodate all of the students enrolled with movable chairs and tables to facilitate discussions. And, a Social Sciences hub for students to collaborate, mentor, peer counsel and excel with support from other Social Science faculty and students.*

*Thus, a larger classroom (especially for PLSC 210) would create a more comfortable and appropriate environment for students to learn.*