Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Political Science	ALSS	Paul S. Torres

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website.   The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
    - student learning and achievement
    - services for students
    - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

Political Science contributes directly to the mission of the college, provides first-rate instruction, and now has a wider-range of course offerings, and does it all and more with efficiency. The mission of the Political Science program is to provide high-quality,

academically rigorous transferable courses that provide students with content knowledge, life enrichment, and development of academic skills for success after Las Positas College. Equally, the Political Science program creates greater community and civic responsibilities.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

By studying political events *(historical through the present)* students are exposed to different cultures, new ideas and various perspectives. The program's curriculum helps students to generate and develop critical thinking by requiring them to examine primary and secondary sources and the competing political interpretations, that certainly contributes to an educated and skilled local and state labor force through nurturing an informed dialogue, and communication skills (critical thinking, reading, research, writing, and speaking). Political Science also contributes to life enrichment and breadth: the exposure to new ideas and perspectives, which is the very definition of education. LPC students have the opportunity to select from different Political Science courses to meet requirements, to improve their skills, and to expand their minds. Finally, Political Science helps to nurture an informed citizenry that is too often inundated via the media or other opinion sources with false choices and/or simplistic explanations. Political Science is therefore of vital importance for a healthy democratic society.

- No matter a student's course of study, Political Science is an area that is required at every level of higher education and is part of the GE requirements towards both associate and bachelor degrees. Units for every Political Science course offered at LPC are transferable to the CSU and/or UC system, and several courses satisfy particular curricular requirements (i.e., American Institutions).
- Political Science courses enable students to transfer to baccalaureate-granting institutions as well as prepare students for careers in entry level positions and for advancement in many professions and careers (i.e., Law Enforcement).
- Skills introduced by the discipline enable a student to understand and have the willingness to adapt to change in the workplace.
- Faculty members' background in the program brings both the academic credentials and practical experience and expertise that foster student success through committed and exceptional teaching.
- The curriculum of Political Science is designed to enable students to think critically, and foster understanding and respect of differences and diversity through the academic instruction -- teaching political events (historical through the present.)

> Instruction in the discipline requires students to have the ability to make humane, informed, and ethical decisions in a democratic society.
> - Importantly, the program strongly attempts to reinforce students' desire to participate in society as responsible citizens.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)
1. Will any course outlines be revised or updated in the academic year 2014-2015?

   (Highlight the appropriate box to type in an X.)

   YES **X**   NO ☐

   If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

   (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Political Science 7	Course Update
Click here to enter text.	Click here to enter text.

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

   YES ☐   NO **X**

   If yes, please describe briefly what new curriculum is planned.

Click here to enter text.

B. New Initiatives (AY 2014-15)
Are any new initiatives planned for the academic year 2014-15?
(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES ☐   NO **X**

If yes, please describe briefly what new initiatives are planned.

Click here to enter text.

C. SLOs/SAOs
1. Status of course SLOs/SAOs and assessments for AY 2011-12.

   (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses	Number of Courses with	Number of Courses Assessed within

Offered (AY 2011-12)	SLOs (AY 2011-12)	the last TWO years (AY 2010-11, AY 2011-12)
5	5	3

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

   (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

   > Only courses were assessed by full-time faculty once a year.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
0	0	0

4. Analysis of SLO/SAO data for AY 2011-12.
   (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

   a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

   (This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > There was no "program wide dialogue" as there is only one full-time faculty member entering data thus far, so that data only reflects one faculty member. Part-time faculty – who were not compensated for entering data until more recently, will begin to enter data from classes they teach. As a result, there has been no program wide "discussions." Lacking part time data has been the major obstacle in accurately assessing data for program. Any conclusions would be based on the one full time faculty member. Future program meetings (with dialogue) will begin Spring, 2014.

   b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

   (Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

   > Little to summarize as only full time faculty data was entered, and he does not teach DE classes. DE data as well as part time faculty data has yet to be entered, but will be entered Fall, 2013.

   c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

> No resources requests.

d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

> Data entered from part time faculty will allow for assessment and program wide dialogue in 2014-2015.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

   a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

   (This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > No program wide discussions were held because there is only one full-time faculty member.

   b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

   (Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

   > No program wide discussions were held because there is only one full-time faculty member.

   c. To what extent, and how, do the student data results support resource requests?

   (If relevant, underline briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

   > No support resources requested.

2. Enrollment Management **(Instructional programs only)**

   a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

   > 2

   b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

There was no change from 2011-12 to 2012-13. Allocation was increased at request of faculty and Dean. One additional Pol Sci 7 was added for Fall and Spring semesters, 2013-2014.

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

Continuation of the additional Pol Sci 7 into future semesters, if enrollment and resources allow it.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

   (Enrollment Management data is posted on the IR website:
   (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
2.0	1	50 percent

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

   YES   NO X

   If No, briefly describe. Provide any data which support these needs.

   | Another full time faculty member may be necessary to balance the load. |

3. Are there Staff Development needs for the academic year 2014-15?

   YES   NO X

   If yes, elaborate. Provide any data which support these needs.

   | Click here to enter text. |

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES ☐   NO X

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

| Click here to enter text. |

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES ☐   NO X

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

| Click here to enter text. |

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

   YES ☐   NO X

   If yes, please briefly describe amount and general uses.

   | Click here to enter text. |

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES **X**   NO

If yes, briefly describe. Provide any data which support these needs.

> Hiring of new full time faculty member.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

> None.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
   (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

> Part time faculty will be entering SLO data.

B. **Summarize objectives not accomplished since the program review update (2012) and why not.**
   (Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

> Part time faculty were not compensated to enter SLO's until 2012-13.
> Did not work/develop the campaigns/elections class or the political psychology class. Not enough time to develop for one faculty member to create courses.

C. **What are the objectives for the academic year 2014-15?**
   (Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

> Improve inputting and analyzing program data (SLO's) with part time faculty members entering data; thus allowing for program wide dialogue to assess data.
>
> Would like to add another full-time faculty position for political science.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

> Part time faculty entering SLO data will enable robust dialogue. Hiring full time faculty will maintain balance and save the sanity of the current full-time faculty member. ☺☺

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Political Science	ALSS	Paul Torres

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	*Part time faculty entering SLO'S and dialoguing.*	*Yes*		*Assessment produced*	*Human*	*Compensation*	*N/A*
2	2	Hiring new full time faculty	No		Person hired	Human	Yes Employment	Hiring committee
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.