

Program Review - Academic - Political Science Latest Version

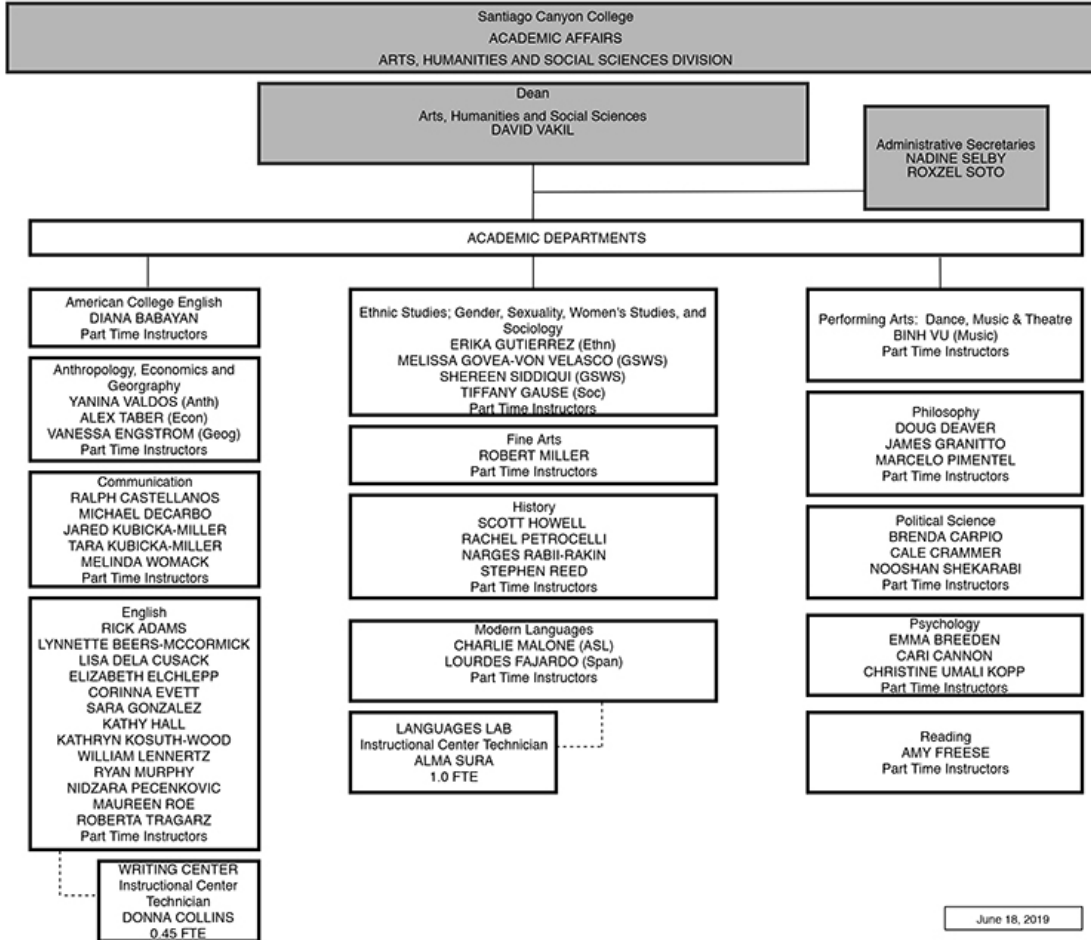
Overview

Program Review - Collaborators : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Collaborators
Nooshan Shekarabi and Cale Crammer

Program Review Overview - Organizational Chart : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Please insert the organizational chart for this program or service area.



Program Review Overview - Award Programs : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Award Programs
Political Science, AA-T

Program Review Overview - Course Offerings: Unique Courses : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
8	8	8	8

Program Review Overview - Course Offerings - Number of Sections Offered : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
	246	273	327	436

Program Review Overview - Course Offerings - Total Enrollment : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
	1428	1343	1497	1455

Program Review Overview - Course Offerings - Students per Offered Section : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
	31	33	31	36

Program Review Overview - Faculty Workload LHE : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
90	65.08%	3	15.18%	27.03	19.74%	138.3	100%

Program Review Overview - Faculty Workload Faculty Headcount : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
3	4	3	7

Program Review Overview - Faculty Workload LHE per Faculty : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
65.08	15.18	19.74	100

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
3	0.7	0.91	38.46

Program Review Overview - Faculty Workload FTES and Efficiency : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Total FTES	Overall Efficiency (FTES/FTEF)
28.9	38.46

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Shekarabi, Nooshan on 12/05/2019 18:31

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

We have regular updates on our DPP as required by the Educational Master Plan. The political science department has regularly scheduled meetings during flex week as well as throughout each semester, including discussions in reference to classroom retention rates, student success, best practices, proven teaching techniques, and faculty collaboration and support.

How is SCC's mission statement (<https://www.scccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

The political science department has regularly scheduled meetings during flex week as well as throughout each semester dedicated to discussing SLO assessments and how to improve the quality and effectiveness of assessment.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Shekarabi, Nooshan** on **12/05/2019 18:31**

Annual Plan Goal

Not Applicable as all of our goals support the EMP goals.

Data Analysis

Program Review Data Analysis - 1 to 4

 : Version by **Shekarabi, Nooshan** on **12/05/2019 18:31**

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of **63%**?

It is lower than some other programs and we continue to do more to increase those numbers to ensure student success.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

N/A

What is the course retention rate (any grade except W) for courses within the program?

C 70%

What is the course retention rate in basic skills courses (any grade except W) within the program?

N/A

Program Review Data Analysis - 5

 : Version by **Shekarabi, Nooshan** on **12/05/2019 18:31**

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
Political Science, AA-T	13	12	17	18

Program Review Data Analysis - 6 to 13

 : Version by **Shekarabi, Nooshan** on **12/05/2019 18:32**

N/A

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

We are seeing more female students taking our courses compared to male students. We are also seeing an increased number of students who are Latino and a predominantly younger age demographic of 18-21 year olds in our courses.

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

1. Teaching, diplomacy, legal, Non-Governmental Organizations, Inter-Governmental Organizations, Intergovernmental Organizations, political consulting, political campaigning, public service, military service, community service, research, authoring, and public administration.

2. 1300 for 2016-2020

3. They help us to better assess how we can curtail curriculum and skills taught to ensure greater success for students choosing any of the careers listed above.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

N/A

Please provide comment on program exit exams or other assessments of graduating students, if any.

N/A

Please provide the number of students who take and pass external license examinations, if relevant to the program.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

N/A

Please provide data pertaining to the instruction or delivery of service, if any.

N/A

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count

 : Version by **Shekarabi, Nooshan** on **12/05/2019 18:31**

Courses	Section Count
POLT101 - American Government and Politics	50
POLT101 - American Government and Politics	16

Courses	Section Count
POLT101H - Honors American Government and Politics	1
POLT101H - Honors American Government and Politics	1
POLT150 - Introduction to Model United Nations	1
POLT201 - Introduction to Comparative Politics	3
POLT201 - Introduction to Comparative Politics	1
POLT220 - International Politics	2
POLT220 - International Politics	1
POLT221 - Women in American Politics	2
POLT221 - Women in American Politics	1
POLT230 - Political Theory	2
POLT230 - Political Theory	1
POLT250 - Advanced Model United Nations	1

Program Review Outcomes Assessment - CSLOs : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Student Learning Outcomes	CSLO Count	CSLOs Measured
POLT101 - American Government and Politics		
Successfully distinguish the various responsibilities of the three branches of American government within the democratic historical context.		
Evaluate the cause and effect relationship of electoral politics on public policies.		
POLT150 - Introduction to Model United Nations		
Demonstrate knowledge of the structure of the United Nations organization, NGOs, IGOs, and varied reference resources.		
Identify the impact of economic and social development particularly in developing countries.		
Critically analyze, solve, write and speak on problems and symptoms of developing nations.		
Recognize the role of women and minorities in the developing world.		
POLT201 - Introduction to Comparative Politics		
Qualify and quantify different political systems and cultures.		
Analyze the significance of multiple influences leading to governmental change.		
Evaluate the importance of globalization and its advantages and disadvantages for nations.		
Pre-test and post test administered.		
POLT220 - International Politics		
Assess the way major systems of government operate as international actors.		
Evaluate the present conflicts in the world and their impact on rights of civilians.		
Analyze the impact of various political ideologies in international affairs.		
POLT221 - Women in American Politics		
Evaluate the role of women in American politics, past, present, and future.		
Analyze issues regarding gender equality and feminist politics.		
Discuss and resolve public policies having special impact on women of all ages.		
Assess ways to promote a more gender-friendly environment both inside and outside of the classroom.		
POLT230 - Political Theory		
Analyze and interpret concepts in political theory		

Student Learning Outcomes	CSLO Count	CSLOs Measured
Discuss key historical developments in political theory		
POLT250 - Advanced Model United Nations		
Demonstrate well developed knowledge and role of the United Nations organization, Non-Governmental Organizations (NGOs), Intergovernmental Organizations (IGOs), and varied case studies of international diplomacy, political economy, and ethnic struggles.		
Investigate the viability for democracy and its institutions through the practices and methods used by the United Nations utilizing case studies and nation-state profiles.		
Critically analyze and examine the importance of national sovereignty economic and social development particularly in developing countries and how it relates to discussions on UN involvement in humanitarian affairs, civil liberty violations with regard to		
POLT101H - Honors American Government and Politics		
Distinguish the various responsibilities of the three branches of American government within the democratic historical context.		
Evaluate the cause and effect relationship of electoral politics on public policies.		

Program Review Outcomes Assessment - PSLOs : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Political Science*		
PSLO		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Shekarabi, Nooshan on 12/05/2019 18:31

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

Each faculty member has an assessment test or assignment which he or she requires students to complete. We have created one common assessment tool for all of our PS 101 sections, and are able to then aggregate more meaningful data.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

We assess every spring semester and all faculty members conduct the assessment. The date is then submitted to the department chair and aggregated, and then reported.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely not met and why you think students were unsuccessful. What changes have you considered making?

1. Students are able to successfully identify the causal relationship between elections and policy changes.

2. Student are NOT yet able to successfully apply critical thinking skills in classroom discussions in a coherent manner. They often wrongly think that having a general opinion on a variety of political topics equates to political knowledge.

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

We are constantly updating our lesson plans and altering our methodology to address the areas of study requiring improvement. We use more power-point presentations, critical thinking exercises, and group activities focused on mastering information and skills which will ensure success. These changes have created an environment allowing for more robust discussions in the classroom on those topics. They learn from each other and are expected to master better critical thinking skills.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

We have found that students struggle with critical thinking and critical writing. Their skills in those areas are poor. Thus, we have incorporated more writing assignments in our syllabi, as well as requiring students to use the resources available to them in the Academic Success Center, the Writing Center, and the Tutoring Center to aid in improving their writing skills.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Shekarabi, Nooshan on 12/05/2019 18:31

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

All political science courses are transferrable to four-year institutions such as CSU's and UC's. Political science courses are an integral part of the students' success, especially those planning to obtain bachelor's as well as graduate degrees. All political science courses have a focus on critical thinking, critical reading, and critical writing which are priceless skills for all students no matter what their academic and professional paths may consist of. Many of our courses are available online. The political science AA Transfer Degree has been in effect since 2014. The Model United Nations program is now revitalized and improved under the direction of Professor Cale Crammer, and well supported by increased funding. Professor Crammer has updated the Academic Program Review for MUN in elumen.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

PS 101 and PS 101 H are offered in multiple sections both face to face and online. PS 220, 201, 221, 230, 110 are all available mostly year round in both face to face and online modalities. We are continuing to expand our curriculum offerings by creating new courses.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

The Model United Nations, a SCC signature program, is our pride and joy. It helps students to be in a rigorous course with opportunities to conduct research, write and present position papers at national conferences, and improve not only their knowledge in the subject matter but to explore intellectual growth and experience politics with greater cultural competence.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

All faculty members have been or will be involved in the course proposal process. The Curriculum Council has a list of courses that are due for periodic review. We pay close attention to that list and follow all procedures in accordance with the Curriculum Council guidelines and requirements. The department chair serves on CIC and the elumen system is available to all faculty members. There are ongoing training sessions on how to use the elumen system more effectively and efficiently.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

Flex week sessions can help train faculty.

There are a number of mass emails sent as well as promotion on Canvas, Web-Advisor, and social media to relay information about all valuable services and support for students, faculty, and staff.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

We need to continue to emphasize the importance of services and resources available to students and refer them to advisory groups.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Classrooms	Labs	Offices	Storerooms	Conference Rooms
3	1	3	1	1

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Classrooms	Labs	Offices	Storerooms	Conference Rooms
3	0	0	1	1

Program Review Resources - Specialized Equipment and Resources : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Equipment/Resource	Description
Media technology in all classes/Computers and funding for MUN	See left

Program Review Resources - Funding Sources : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Funding Source	Description
The SCC Foundation	Support for MUN
Grants	

Program Review Resources : Version by Shekarabi, Nooshan on 12/05/2019 18:31

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

All of our classes are held in the H building. The facilities and equipment are adequate and acceptable.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

We feel that they are sufficient at this time. Yes we do have a budget and we work with the administrators to prioritize our funding needs.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Classrooms are technology-equipped and we have support for our IT needs in both our face to face and online courses.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Very well. We have full time staff dedicated to that program/service area.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

Perfectly adequate as we are fortunate to have dedicated, competent secretaries. They run the division smoothly and we greatly appreciate them.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

Not Applicable

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Hiring ongoing support for the administrative secretaries
 Hiring ongoing instructional aides for instructors
 Hiring more adjunct faculty members
 Restoration of professional development funding
 Increasing MUN program funding

Human Resources

Program Review Human Resources - Support Staff : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Administrative Secretaries	2	Full-time	12	District

Program Review Human Resources : Version by Shekarabi, Nooshan on 12/05/2019 18:31

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

In our department, all faculty members have access to the Program Review. All important items pertaining to the list above are discussed in department meetings and through email correspondence. All faculty members have committee assignments and contractual obligations which help to expose them regularly to participation opportunities in conferences and professional organizations, as well as support for growth in the discipline.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

See above response

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Yes

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Yes

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

There are multiple meetings and emails with pertinent information, as well as flex sessions. With varied teaching schedules, it can be challenging to have everyone present on campus concurrently. Much of the communication has to be conducted remotely.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Funding and support for more professional development conferences and seminars

Internal and External Communication

Program Review Internal & External Communication : Version by Shekarabi, Nooshan on 12/05/2019 18:31

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

2018-2019

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

2019

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The department website is updated as needed but at least once a year to contain accurate and accessible information.

Our SLOs are listed on the department website.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

We have all of our courses listed in the catalogue, schedule, and web-advisor with easy, user-friendly access to all pertinent parties.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Very well via meetings, emails, and phone calls. We all are very supportive of each other, as well as being committed to regular and effective communication.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

We do have an informal mentoring system to support our part-time faculty, as well as our newer full-time faculty.

Planning Agenda

Program Review Planning Agenda : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Diversifying our curriculum	There is more demand from students to offer more specialized courses	Faculty collaboration, curriculum writing, and course promotion	In line with enrollment budget

Summary Report

Program Review Summary Report - What is and is not working : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Briefly describe and explain what is working well in your program/service area.

Course offerings are robust and both face to face and online courses are well-enrolled.

Faculty members are collaborative, cooperative, and supportive.

SLO assessments and reporting are being improved.

MUN has been revitalized and successful.

We have two newly tenured full-time faculty members.

Briefly describe and explain what is not working well or needs attention in your program/service area.

Curriculum needs to be diversified with more specialized courses written, approved, and offered.

Funding for professional development needs to become a standard practice.

A scholarship needs to be created for political science majors.

Program Review Summary Report - Resources : Version by Shekarabi, Nooshan on 12/05/2019 18:31

Facilities	Technology	Equipment	Personnel
SCC H Building	Media ready classes and offices	Computers and printers	All faculty and staff

Program Review Summary Report - Initiatives and Other Findings : Version by Shekarabi, Nooshan on 12/05/2019 18:31

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

None at this time

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

None at this time