



**Program: Political Science**

\* Please note that sections IV and X have changed from the 09-10 version. All programs are required to update these sections and may roll other sections forward if updates are not necessary.

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## I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p><b><u>Political Science</u></b></p> <p><b>Dr. Joseph A. Woolcock, Principal Author</b>  <b>Ann Johnson, Tutorial Center (Program &amp; Budget)</b>  <b>Margo Dobbins, Adapted Learning Division (Tutorial Personnel)</b>  <b>April Henderson EOPS (Tutorials)</b>  <b>Library Staff (Reserve and Reference Desk Material)</b>  <b>Rosemary Arca , Language Arts Division (Reviewer and Contact Person)</b></p> <p><b>Dr. Meredith Heiser, Political Science Dept. contributor</b></p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p><b>The mission of the department is to provide general education transferable and non-transferable Honors and Non-Honors lower division courses in political science to majors and non-majors in the discipline, and to assist them in the development of critical, analytical, research and writing skills that are crucial to the learning process.</b></p>
<p>3. Explain how the program/department mission is aligned with the <a href="#">college mission</a>?</p>	<p><b>The political science department mission is aligned with the mission of the college in that its focus is on providing quality lower division courses in the discipline that prepare students for transfer, AA and AS degrees, vocational and certificate programs for the labor market lifelong learning skills in reasoning, critical thinking, writing, analysis, with a broad perspective of the diverse cultures of the world.</b></p>

## II. Department and Program Description & Data

1. What are your hours of operation?		Our offices open at: 7:30 a.m. Closed for Lunch: <input type="checkbox"/> No <input type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at:			
2. What types of classes do you offer, at what locations, and at what times?		Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance	Status Offered: <input type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).					
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties		
Position Title	2	0	Teach assigned classes, develop curriculum, attend required meetings, maintain office hours and student access, maintain currency in discipline, maintain adequate and appropriate records, review and update program		
Position Title	0	2	Teach assigned classes, maintain paid required office hours, maintain and submit required records and reports.		
Position Title	0	0			
Position Title	0	0			
Position Title	0	0			
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties		
Position Title	0	0			

Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
<b>Student Worker Positions</b>	<b>Hours per Week</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>	
Position Title	0.00	0		
Position Title	0.00	0		
Position Title	0.00	0		

<p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>	<p>Based on data provided for <b>Distance Education</b>, WSCH trends point to an overall increase moving from 2493 in 2006/07 to 3006 in 2008/09, but fell to 2395 in 07/08. <b>FTES</b> also experienced a steady increase moving from 55.39 % in 06/07 to 66.79 in 08/09 but fell to 53.21 % in 07/08. <b>Productivity</b> also increased, moving from 542 in 06/07 to 624 in 08/09, although it did fall to 538 in 07/08. Nevertheless, there was significant growth between 06/07 and 08/09.</p> <p>The overall data indicates that the political science program is a viable part of the BSS Division and plays a central role in offering quality courses to meet majors and non-majors, transfer, vocational and life long learning course needs for students. However, it has some work to do. There is a need to improve retention in online classes particularly among ethnic minorities who tend to have the highest rate of withdrawal. The strategy needed to address this problem, however, has to be formulated in conjunction with overall college strategies to address basic skills that appear</p>
<p>5. <a href="#">Student Achievement</a>: Given the data, describe the trends in overall success rates, retention rates, and <a href="#">degrees and certificates awarded</a>. What are the implications for your department?</p>	<p>Based on data provided for <b>Non-Distance Education</b> courses between 06/07 through 08/09: WSCH trends show a steady increase from 06/07 to 08/09. <b>In 06/07 WSCH</b> was 2499, increased to 2590 in 07/08 and peaking at 2899 in 08/09. <b>Success rate</b> in 06/07 was 78%, increased to 81% in 07/08 but</p>

	<p>fell to 72% in 08/09. <b>Retention rate</b> during the same period was 90% in 06/07, increased by 2% percentage points in 07/08 but fell to 86% in 08/09. Here again, the data suggests that the department has some more work to do not only to increase retention rates but more importantly to address success in courses. In addition, the program needs to have accurate data on majors, degrees awarded each year, and colleges and universities where majors transfer.</p> <p>Majority of students attending Foothill College are for the most part not college ready. Many of them are unable to write a complete sentence in proper English regardless of whether or not they are native speakers. Thus, the need for significant resources to turn these problems around could not be more urgent. Moreover, the need to provide for stronger tutorial assistance is cannot wait.</p> <p>In terms of <b>Distance Education</b> courses, <b>Retention rates</b> were 75% in 06/07, jumped to 83% in 07/08 and remained at the 07/08 rate in 08/09. Success rates moved from 57% in 07/08 increased by 1% in 08/09 but grew by 5% points to 63% in 08/09. It is not surprising that the success rate in Distance Education is less than in Non-Distance Education because it appears to be the case that students tend to believe that online courses are easier until they learn otherwise then quickly withdraw to preserve whatever GPA they currently have. The implications for the program suggest that the college need to provide far greater tutorial assistance and basic skill programs for these students in order to increase their retention and success rates. Essentially, the college needs to do what high schools did not do in preparing these students for college. This is indeed a formidable task and Foothill College has to address it.</p>
<p>6. <b>Student Equity:</b> Given the data, describe the trends with respect to <b>underrepresented students</b>. How will your program address the needs/challenges indicated by the data?</p>	<p>The program can only adequately address the needs of underrepresented students with a vigorous program in basic skills and tutorial assistance. Many of these students, especially ethnic minorities, are unprepared for college. Some</p>

	<p>cannot even write a complete sentence in proper English. Student need for tutorial assistance cannot be met by faculty during office hours, regardless of the extra time and effort faculty may provide for them.</p>	
<p>7. Given the data, discuss how the <b>FTEF</b> trends and <b>FTEF/FTES ratio</b> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?</p>	<p>There is no need for any additional faculty in the program. It would be terribly myopic to think that current enrollment trends can justify another full-time or part-time faculty even if a full time faculty is on PDL. One should not confuse current <b>unsustainable</b> trends in enrollment increase with need for additional faculty. These are challenging economic times with high rates of unemployment nationwide. During these times, enrollment tends to go up as workers return to school to prepare themselves for the next hiring cycle when economic trends improve, but fall off as rising employment trends and economic turnaround occurs. Thus, the two part-time faculty are adequate to meet current excess demand for classes. Furthermore, current college policy that argues for increasing productivity ( increased class size), and limiting course offerings to meet paid WSCH by State, strengthens this argument.</p>	
<p>8. Given the data for <b>distance learning</b>, describe the trends related to <b>success</b>, <b>retention</b>, and <b>student satisfaction</b>. Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.</p>	<p>The percentage of online students who are <b>unprepared</b> for college work is not reflected in the data. It can only be assumed. Thus, it appears to be the case that majority of unprepared students take online classes because they feel they are easy and they can get through them with little or no effort. Withdrawal therefore tends to be quite significant at exam time when these students become conscious of their poor performance in exams largely because of poor study skills, inadequate preparation for college, and commitments elsewhere, and that they are unlikely to succeed in passing the course</p>	
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>		
<p>10. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.</p>	<p>Inability to write a complete sentence in proper English and poor study skills. Students are wholly unprepared for college.</p>	

<b>Summary of Planning Goals &amp; Action Plans</b>				
<b>Department Operational Goals</b>	<b>College Strategic Initiatives</b>			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Inability to write a complete sentence in proper English and poor study skills. Students are wholly unprepared for college.	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review tutorial assistance program service for students in order to formulate new strategies for student success.	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>
Review Basic Skills Program with Language Arts Division to assist in the formulation of new and enhanced strategies to help unprepared students to succeed in college.	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>
Use of Guest Speakers on critical issues of public concern.	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. What is your plan for accomplishing your goals?</b>				
<b>Department Operational Goals</b>	<b>Activities</b>			
Secure success rate data by ethnicity from Instruction Office	Work with Instruction Office to formulate retention protocol			
Analysis of Tutorial assistance program data by ethnicity	Work with Tutorial Program, Instruction Office and Language Arts Division to formulate new strategies for student success			
Analysis of Basic Skill Program data base in cooperation with Language	Use findings of Basic Skill Program in cooperation with Language Arts Division			

13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	
<b>Funding from Instruction Office</b>	<b>To support Department Operational Goals</b>	<b>Funding requests are predicated on increasing student access, expanding community of scholars and increasing student success in courses.</b>	

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of <b>diverse learners</b> ?	<p>By providing opportunities for ethnically and culturally diverse groups of students to collaborate with other students in preparing oral presentations on assigned topics in class.</p> <p>By allowing ethnically and culturally diverse group of students to work on assigned research paper where they can draw on the diverse strengths and experiences of each other.</p> <p>Using the seminar approach as a pedagogical device that allows for active class participation by all students so that all students are fully engaged and exposed to the ideas and contributions of others.</p> <p>Providing opportunities in class for students to interact and work with each other on group assignments while enhancing at the same time, their analytical, research, writing and technological skills.</p>
2. How does your curriculum respond to changing community, student, and employer needs?	<p>By emphasizing and requiring written assignments that demand the use of critical, analytical, research, reasoning and writing skills.</p> <p>By providing opportunities for students to undertake research assignments and then present them to class utilizing conceptual, organizational, analytical, research, oral skills with the help of technology.</p>
3. How does your curriculum support the needs of other certificates or majors?	By providing support courses in political science to other social science, humanities, physical and biological sciences majors.
4. Do your courses for the major align with transfer institutions?	Yes. Verification is through articulation agreements with public and private colleges and universities.
5. Do your courses have appropriate and necessary <b>prerequisites</b> ? Identify any challenges and plans to address the challenges.	English 1A <b>eligibility</b> and ESL courses

6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: <b>Title V</b> , <b>course deactivation</b> , updated <b>prerequisites</b> , <b>cross-listed courses</b> , measuring <b>student learning outcomes</b> , <b>curriculum sheets</b> , <b>certificates and degrees</b> ).	Review and update all courses so that they meet Title V, Student Learning Outcomes, certificate and degree requirements and all other State mandates in a timely manner and submit them to Division Curriculum Committee for approval.	
7. Does your program offer <b>distance education</b> courses?	Yes	
8. If you offer <b>distance education</b> courses, list one or two short examples of how your <b>distance education</b> courses provide for effective interaction between students and faculty.	Class Discussion Forum where academic discussion questions developed out of lectures are provided for students to discuss. Professor selects weekly class discussion leaders, provide detailed instructions on assignments, examples of quality Opening Statements as a guide for leaders to develop and post theirs to the class. Students are required to participate on a regular and sustained basis throughout the week in researching and discussing topics amongst themselves. Professor reads contributions and provides feedback. Professor evaluates Contributions. Students display their research, analytical, and writing skills publicly to other students, engage in a level of intellectual discourse commensurate with a college level course, and learn from their classmates what is considered college level work. Use of Private Message Box to raise questions to Instructor and to get response.	
9. If you offer <b>distance education</b> courses, list one or two short examples of how your <b>distance education</b> courses provide for effective interaction among students.	Students introduce themselves to each other (some use photographs of themselves) in Student Lounge and are required to participate on a daily basis in class discussion forum on assigned topics arising out of class lecture. They must respond analytically to the contributions of their classmates and systematically cite all sources used. <b><u>Encyclopedia is not allowed as a source.</u></b> They also use the Student Lounge to “chat” amongst themselves. Students are required to utilize the <b>New York Times</b> stories, Op Ed and editorials to help inform their analyses of current and relevant topics.	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		

10. What <b>college skills</b> should a student have before entering your program?	Should be able to read and write at the college level and/or be eligible for <b>English 1A</b> . Should have already developed some strong analytical, research, reasoning and writing skills at the college level.	
11. Given the data, comment on the effectiveness of the <b>assessment and placement</b> of college skills students into your program. (For MATH, ENGL and ESL only).	Uncertain of the predictive value of these assessment and placement tests on student performance in courses.	
12. In what ways are you addressing the needs of the <b>college skills</b> students in your program?	Through group research projects on modules in course, research papers on assigned topics, oral presentations of assigned topics in class and contributing on a regular and sustained basis to class discussion online. These contributions require writing and reasoning at a college level of intellectual discourse.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	Use of Tutorial Center and EOPS to assist students with research, writing and analytical skills. Discussions with Language Arts on basic skills and use of the Language Lab and Writing Center to assist students with assignments.	
<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	Given the wide range of student preparation, there is no sequence of courses that students are required to take. However, Introduction to American Government & Politics (Poli.01) is often recommended especially to those not adequately prepared for college level work. And even at this level too many students are unable to succeed.	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.		

<p>16. If applicable, describe any <b>capstone course, signature assignment</b> (project, <b>service learning</b>, portfolio), or <b>exam</b> that demonstrates knowledge, skills, and abilities, indicating successful program completion?</p>	<p>Research paper assignments that demonstrate critical, analytical, research and writing skills in Political Science 01, 02, 03, 09 and 015 and Political Science 034 on the use of the Scientific Method in the social sciences. Each student is required to design a research project (15-20 pp) utilizing the scientific method and then meet individually with professor to discuss assignment. Student also has access to professor during research and writing phase of assignment.</p>	
<i>Course Scheduling &amp; Consistency</i>		
<p>17. Given available data, describe the <b>trends</b> in the scheduling of <b>morning</b>, <b>afternoon</b>, and <b>evening</b> classes, as well as <b>Friday</b>, <b>Weekend</b>, and <b>distance education</b> classes. Comment on the feasibility of offering classes at non-standard times.</p>	<p>Students in program generally take classes scheduled on M T W TR in the mornings and early afternoons. Fridays are normally dedicated to online for hybrid sections. These classes tend to have higher attendance from 10:a.m. onwards. Attendance, however, varies by academic quarter. Regular attendance appears to be more predictable in times of economic downturns than in times of economic prosperity. Evening classes on campus are now replaced by online delivery.</p>	
<p>18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <b>prescribed length of time</b>? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.</p>	<p>Yes. However, because too many students do not get or seek appropriate academic advice early in their time at college, some tend to have problems with sequence of courses such as: Poli 02, 03, 09, 015. Yet, these courses cannot be offered on a more frequent basis because they may not meet appropriate class size even when Honors and regular courses are combined. Thus, any decision to experiment with current offerings has to be carefully calculated based on enrollment trends on a quarterly basis and even then it is a gamble.</p>	
<p>19. How does the department determine that classes are taught consistently with the <b>course outline of record</b>?</p>	<p>Unable to speak for anyone else, courses taught by principal author of this review are identical with course outline of record particularly because these courses are his authorship.</p>	
<b>Summary of Planning Goals and Action Plans</b>		

20. What are your goals with respect to curriculum and how will those goals be measured?		Continued update of curriculum to reflect changing requirements of receiving institutions, new thinking in the field, state mandates, and college requirements. More specifically, increased use of written assignments, research projects and small group presentations. Goals will be measured in curriculum update, student success in courses and increasing transfer to other colleges and universities.	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>	
<b>Increased funding for Tutorial assistance and basic skills program</b>	<b>To provide adequate tutorial assistance and basic skills development to students in order to enhance student success.</b>	<b>Increase funding needed to be put into the tutorial center to provide the kinds of tutorial assistance students need with course material, research projects, research paper, oral presentations to support student success.</b>	

IV. Learning Outcomes			
<i>Student Learning Outcome and Program Learning Outcomes Assessment</i>			
<p>1. Be sure and complete your <b>course-level student learning outcomes</b> assessment for each course through the C3MS system.</p> <p>2. <b>Program Learning Outcomes</b> in this section will be updated annually and posted on the <a href="#">Learning Outcomes</a> webpage.</p> <p>• <b>Intended Program Outcome 1:</b> Students will be able to Demonstrate critical, analytical, research and writing skills in political science and its sub-fields using basic scientific tools underlying modern social science.</p>			
<p>This Program Learning Outcome meets the Core College Mission of:</p> <p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul> <p>Means of Assessment/Criteria for Success</p> <p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p> <p>Summary of Data: October 2011</p> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p> <p>Use of Results: October 2011</p> <p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p> <p><i>Demonstrate critical, analytical, research and writing skills in political science and its sub-field using basic scientific tools underlying modern social science.</i></p> <p><i>Earning at least a letter grade C or higher on an assigned research paper.</i></p> <p><i>Will wait until Fall 2011 to assess student performance</i></p>			
<p>• <b>Intended Program Outcome 2:</b> Students will be able to Analyze the major theoretical formulations and concepts of political science and its sub-fields and the philosophical basis of those formulations.</p>			
This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional	Means of Assessment/Criteria	Summary of Data: October	Use of Results: October 2011

<b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>• <i>Communication</i></li> <li>• <i>Computation</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Community and Global Consciousness</i></li> </ul>	<b>for Success</b> <p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p>	<b>2011</b> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p>	<p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p>
<i>Critical Thinking. Communication</i>	<i>Successful completion of a research paper assignment that demonstrates use of critical, analytical, research and writing skills earning a letter grade of at least a C.</i>	<i>Will wait until Fall 2011 to assess student performance</i>	

**Remaining Program Learning Outcomes: (Students completing the Associate in Arts degree in Political Science at Foothill College will be able to):**

- **Analyze political and policy problems and the ability to formulate policy options.**
- **Demonstrate competency in the use of electronic and traditional library resources to research key international, national, state and local policy issues and present results.**
- **Deliver insightful, thoughtful and well-articulated oral presentations and research findings.**
- **Demonstrate critical thinking, communication, qualitative and quantitative skills coherently and systematically and in writing.**

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	None
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	<p>Participate in the continued development of the Honors Program, Honors Courses, and the Honors Program symposium. Work with Adapted Learning Division personnel. Work with Tutorial Center personnel. Work with EOPS Personnel. Work with Library (Reserve and Reference) personnel.</p> <p>Dr. Heiser worked with part-time instructor in Basic Skills.</p>
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	<p>Participate in the Honors Symposium at Stanford University. Participate in annual meetings of the American Political Science Association, the American Sociological Association, University of the West Indies Annual Conference on Development. Attend on a regular basis relevant lectures, seminars, and workshops at Stanford University and elsewhere. Attend transfer and curricula conference at Notre Dame University.</p> <p>Dr. Heiser established connections with National Council on US/China Relations at Hoover Institution. Member of US/UK group that observed and study German Federal elections. Attended numerous NEH and Fulbright Summer Seminars.</p>
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?	Dr. Heiser works with Advance Placement Testing, College Articulation Officer.
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?	Work with College Articulation Office and through constant revision of course curricula to ensure that they all satisfy articulation agreements and that they meet standards for transfer. Responding to college and university requests for verification of course material used. Responding to concerns and requests from College Articulation office for information on course material.

<b>Summary of Planning Goals and Action Plans</b>		
Identified Resource		Purpose
6. What are your goals with respect to departmental engagement and how will those goals be measured?		To help in the development of and/or formulation of intervention programs that will increase student retention and student success. Goals may be measured by program modifications and/or development of protocols to enhance student success.
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning</b> .
<b>Increased funding for Tutorial Program</b>	<b>To provide students with the kinds of academic assistance needed to enhance success in coursework and to prepare them for transfer.</b>	<b>Increased and systematic expansion of community of scholars.</b>
<b>Increased funding to Basic Skills Program</b>	<b>To provide students with assistance to develop basic skills for college success, lifelong learning, and to help make them employable in the labor market.</b>	<b>Increased and systematic expansion of lifelong learning skills. Helping to make students employable for the labor market</b>

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	<p>Attend and participate in professional conferences in political science (APSA)</p> <p>Attend and participate in professional conferences in sociology (ASA)</p> <p>Attend and participate in International Conference on Development, UWI</p> <p>Attend on a regular basis, lectures and workshops on topics relevant to areas of intellectual and professional interests.</p> <p>Review and evaluate texts for publishing company</p> <p>Board Member, Holy Sprit School, Fremont</p> <p>Board Secretary, Archbishop Carter Foundation Fellowships</p> <p>Dr. Heiser: Fulbright-Hays Grant to spend one month in China. DAAD Grant to attend German elections. Read 55 books to award one GSA prize for best book in German studies.</p>
2. What opportunities does your department take to share professional development experiences with colleagues?	<p><b>As a Department, this has never occurred.</b> The principal author of the review has never taken PDL. However, in certain conversations with some colleagues this sharing occurs.</p>
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	<p>Development of new courses, revision of existing courses, use of new material in courses.</p> <p>Dr. Heiser's goal is to relate to international exposure and bring that back to the classroom. This is measured by the quality of student papers generated from this effort.</p>
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	<p>Use of first time PDL is designed to develop in depth currency in the fields of Comparative Government, Political Economy, Political Theory/Political Thought, International Relations, and to use this currency update lectures and provide annotated bibliographies for each course.</p>
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please	<p>Funding to attend professional conferences.</p> <p>Professional Development Leave</p>

5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this and any necessary resources.	Funding to attend professional conferences. Professional Development Leave	
<b>Summary of Planning Goals and Action Plans</b>		
6. What are your goals with respect to professional development and how will those goals be measured?	Enhance knowledge of literature in the field and to use knowledge to update courses. Goals will be measured in report submitted to PDL Committee of Human Resources, enhanced quality of lectures, enhanced currency in the literature.	
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>
Professional Conference Funds	To assist with travel and professional conference costs	Maintain currency in the field, update course outlines, broader use of literature in courses.
Use of outside funds through grant application	To advance and maintain currency in professional field.	

<h2 style="text-align: center;">VII. Support Services</h2>		
<p style="text-align: center;"><i>Support Services</i></p>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes   ( No)	Faculty has to make extra time to undertake any such needs program may have.
2. Are there sufficient college and departmental computer labs available to support this program?	Yes   ( No)	May need to expand current facilities with increasing student enrollment and student demand of their use.  Dr. Heiser would like to take home current office computers when they are replaced with newer models. This would keep home computers updated as required by ETUDES-NG.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes   ( No)	Library needs to have literature of a higher level of intellectual discourse commensurate with a college and the college level courses being taught. It is essential that in the social sciences in particular, library has the kinds of quality resources students need to engage in meaningful research efforts for course assignments.
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes   ( No)	Classrooms are generally not safe enough to minimize any hostage taking or other violence in a classroom with an ability to "easily" exit that classroom. A second exit could minimize such a problem.
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	(Yes)   No	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes   ( No)	College needs to employ trained and competent personnel to work more closely with students with serious learning and developmental disabilities. This is terribly lacking and these students get the short end of the stick. There is no personnel providing the variety of tutorial assistance some of these students need in order to succeed in college.

7. Are general tutorial services adequate?	(No)	Terribly inadequate. They need significant improvements especially at a time when so many students are unprepared for college level work.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	(No)	Program is in need of counselors who can work more closely with students on their program of study from the day they begin college through the transfer process. Too often many students have no idea about courses they need to take and how to work out a proper program of coursework. Too many of them are basically lost.
9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	(No)	Many students appear to be in need of much closer assistance in these areas.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	(No)	There is some available but distance learning could be far more effective in working with students and faculty in need of technical assistance.  <b>ETUDES-NG software is upgraded frequently that it makes difficult keeping up with it especially for students and part-time faculty. Requests to upgrade it to meet State Ed Code requirements (tracking) are ignored or postponed.</b>
<i>Marketing &amp; Outreach</i>		
11. What impact do you feel the <a href="#">college catalog, class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		
12. What impact does the college or departmental website have on marketing your program?	Very little. Dated.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Yes, need support for websites	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Visiting high school campuses. Alert student to college websites.	
<i>Programs, clubs, organizations, and special activities for students</i>		

15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	AGS was designed especially for students in the Honors Program. The college eliminated it several years ago. It should be resurrected to provide students with opportunities for community and public service and to teach them of its importance in their professional life.	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	UC scholarships, Stanford University scholarships, other public and private colleges and university scholarships and Graduate Fellowships.	
<b>Summary of Planning Goals and Action Plans</b>		
17. What are your goals with respect to support services and how will those goals be measured?	To work closely with them in the development of interventions being considered to address current deficiencies. Will be measured through the development of successful intervention programs and increase enrollment.	
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

<p><b>\$30,000.00 of Instructional Funds to provide the instructional support services and tutorial assistance to under-prepared, unprepared and marginal students</b></p>	<p><b>To provide students with adequate tutorial assistance so that they may succeed in college.</b></p>	<p><b>It will coincide with college's need to expand community of scholars, adequately prepare them for academic and professional success in transfer, employment and lifelong learning skills.</b></p> <p>The rationale for this funding request is simple: Foothill College needs to make concrete its lofty mission statement of providing education for all, of creating a community of scholars, and educating students for lifelong learning by funding the Tutorial Center. Majority of Foothill College students do not have the requisite computation, writing, critical thinking, analytical, and reasoning skills to successfully complete a college level course. Relying on instructors to play the role of tutors so that these students can credibly succeed in a class is tantamount to the college passing the “buck” and undermining the very mission the college sets for itself. Foothill College students are at the nexus between high school and higher education. They carry a huge deficit in the requisite computational, critical thinking, writing, analytical and reasoning skills that are crucial for success in any lower division course. The fact that so many students have this deficit, and the college has not responded to an obvious need to provide the kinds of instructional assistance so that they can succeed in their studies, is a serious indictment on the college.</p> <p>Foothill College cannot “reason” itself out of this obligation that it has to these students. It is crucial for decision makers to realize that this support service is badly needed and that student success depends on it.</p>
<p>Used office computers to be used at home.</p>	<p>To provide faculty tools for work</p>	<p><b>Making faculty more accessible to distance education students</b></p>
<p>Hiring and training counselors (including adaptive learning)</p>	<p>Providing students with adequate professional help</p>	<p>Enhance the quality of student academic life and to support their success in college.</p>

<h2 style="text-align: center;">VII. Support Services</h2>		
<i>Support Services</i>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
19. Is there adequate clerical or administrative support for this program?	X Yes   No	
20. Are there sufficient college and departmental computer labs available to support this program?	X Yes   No	
21. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes   XNo	Library material needs to be upgraded with college level resources
22. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	X Yes   No	
23. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	X Yes   No	
24. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes   XNo	Students with disabilities do not seem to have tutorial assistance with their work in order for them to succeed.
25. Are general tutorial services adequate?	Yes   X No	This is woefully inadequate and is an indictment on the college for failing to provide the kinds of quality instructional resources for under-prepared, unprepared and marginal students to succeed.
26. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes   XNo	Students need far more academic counseling than is currently available to them. The college needs to seek out incoming students who are unaware of how to use these resources and help them on how to use them.
27. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?	Yes   X No	Many students do not know how to use some of the resources available to them and there does not seem to be any program that is predicated on guiding them to how to do so.
28. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes   X No	

<i>Marketing &amp; Outreach</i>		
29. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?		
30. What impact does the college or departmental website have on marketing your program?		
31. Is there any additional assistance from marketing that would benefit your program? If yes, explain.		
32. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?		
<i>Programs, clubs, organizations, and special activities for students</i>		
33. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.		
34. List any awards, honors, scholarships, or other notable accomplishments of students in this program.		
<b>Summary of Planning Goals and Action Plans</b>		
35. What are your goals with respect to support services and how will those goals be measured?		
36. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

<b>VIII. Career and Technical Education Programs</b>	
<i>Response to Labor Market Demand</i>	
1. How does your program meet labor market demand? Cite specific examples and sources.	Do not know
2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	This is a major recession that is significantly affecting every aspect of life in California, the US and many countries. Unemployment in every industry, career, and professional field is affected.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	The job market is in a deep recession. No idea when economic expansion will commence
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Marketing needs to undertake such a survey
5. What is the projected average percentage of salary increase in 2 years? 4 years?	Have no idea.
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Yes. Most political science majors from Foothill transfer to four year colleges and universities, then pursue law degrees, business degrees or other professions
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	<b>Yes. If the emphasis remains on the development of critical, analytical, research and writing skills, then every student with well honed skills should be able to make those transitions in a new labor market with newly established employment requirements.</b>

9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	Yes. Students can make some changes to majors and go into different fields. But the courses that they took earlier provide a major foundation for those fields.	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	Not aware of any	
11. How does this program prepare students for competitive employment?	Depends on the University to which they transfer and the chartering effect that university has on them.	
<i>Advisory Board</i>		
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	None	
13. List the dates and number of members attending of your most recent advisory board meetings.		
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?		
<i>Program Accreditation</i>		
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?		
16. What is the program's accreditation status?		
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.		
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.		

19. What indicators does your program use to determine success of our students after completion?	Their professional training as lawyers, professors, consultants, business executives, investigators, managers.	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	No	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?		
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		
<b>Summary of Planning Goals and Action Plans</b>		
23. What are your 4-year goals based on areas identified in the <a href="#">Career and Technical Education</a> section of the program plan and how will those goals be measured?		
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. How does your <a href="#">PT/FT ratio</a> impact the program?	Current ratio helps program to meet course needs
2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	Current part-timers to pick up full timer teaching load during Spring quarters over the next three years. Possibly pick up an additional class because of reassigned time.
<i>Classified Staff</i>	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	
<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	No
5. Do you have adequate resources to support <a href="#">ADA</a> needs in your physical and/or online courses and classrooms?	No
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	<b>ETUDES NG needs to add a new feature to account for number of times students access course site, date and time accessed. This addition is needed to verify students' attendance online. Currently, ETUDES NG does not have such a feature and it is terribly needed for accountability.</b>
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li><b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li><b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li><b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li><b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	

7. Are your facilities accessible to students with disabilities?	<b>Yes</b>	
8. List needs for upgrades for existing spaces	<b>Installing another door to each classroom for security reasons. Replacing chalk boards with white boards. Chalk boards give rise to serious allergenic problems for faculty and students alike..</b>	
9. List any new spaces that are needed	Additional bookshelves in faculty offices.	
10. Identify any long-term maintenance needs.		
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	<b>Classrooms need another door for security reasons particularly when dealing with disruptive and violent students and to prevent violent students from holding a class or instructor hostage in a classroom without an extra door to escape.</b>	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.		
<i>Budget</i>		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	<b>No. Significant more funding is needed to support Tutorial Program. The Tutorial Program is a crucial and significant component of instruction. Majority of students who are so significantly unprepared and under-prepared for college cannot succeed without this support system. It is myopic for anyone to think that the Mission of the College can become a reality without significant funding that will prepare students to succeed in their courses. To leave this crucial aspect of instruction unfunded and/or under-funded is to continue the process of a revolving door of failure for far too many students each year especially ethnic minorities whom the college in its Mission claims it wants to make a difference in their circumstances.</b>	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	<b>Department funds are terribly limited and are not even adequate to meet program needs especially in tutorial assistance to all students who are terribly in need of this service offered by such a program.</b>	

15. Are there ways to use existing funds differently within your department to meet changing needs?	Existing Funds in Division budget cannot meet the crucial and overwhelming need for assistance to the Tutorial Center to provide access and accommodation to unprepared and under-prepared college students. Tutorial assistance must be tied to instruction because it is a central part of what it will take for students to succeed at Foothill College.	
<b>Summary of Planning Goals and Action Plans</b>		
16. What are your goals with respect to resource planning and how will those goals be measured?		
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>

\$30,000.00 from Instruction funds	<p>To help fund the Tutorial Center so that it can adequately provide access and needed tutorial assistance to majority of Foothill College students who are unable to succeed in college without this instructional support service.</p>	<p>The rationale for this funding request is simple: Foothill College needs to make concrete its lofty mission statement of providing education for all, of creating a community of scholars, and educating students for lifelong learning by funding the Tutorial Center. Majority of Foothill College students do not have the requisite computation, writing, critical thinking, analytical, and reasoning skills to successfully complete a college level course. Relying on instructors to play the role of tutors so that these students can credibly succeed in a class is tantamount to the college passing the “buck” and undermining the very mission the college sets for itself. Foothill College students are at the nexus between high school and higher education. They carry a huge deficit in the requisite computational, critical thinking, writing, analytical and reasoning skills that are crucial for success in any lower division course. The fact that so many students have this deficit, and the college has not responded to an obvious need to provide the kinds of instructional assistance so that they can succeed in their studies, is a serious indictment on the college.</p> <p>Foothill College cannot “reason” itself out of this obligation that it has to these students. It is crucial for decision makers to realize that this support service is badly needed and that student success depends on it.</p>	

## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
Continue to provide quality core courses in political science that meet Ge, IGETC, AA degree requirements, transfer requirements and labor market needs	None	Help students develop computational, analytical, reasoning, writing, communication and critical thinking skills that are crucial to their becoming lifelong learners	

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
<i>Instruction support funds to provide instructional/tutorial assistance to under-prepared and marginal students succeed in their college courses</i>	<i>\$30,000.00 from Instruction Funds</i>	<i>To help students develop computational, analytical, reasoning, writing and critical thinking skills that are crucial to the learning process and success in their coursework</i>	<i>Develop a community of scholars with computational, analytical, reasoning, writing and critical thinking skills as lifelong learners and the ability to pursue further higher education.</i>

  

<i>Supervising Administrator Signature</i>	<i>Completion Date</i>
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