Introduction

Purpose

An effective program review supports continuous quality improvement to enhance Student Learning Outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:
• Program review documents are due to Dean by December 14 for completion of Section 6.
• Dean completes section 6 and returns documents to program review team by January 7, 2013.
• Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Department Name: **Political Science**

Program Mission(s): **Help students develop critical, analytical, research and writing skills in the social sciences especially in political science, that enables them to transfer to four year institutions, vocational programs and the workforce and to develop lifelong learning skills.**

Program Review team members:

Name	Department	Position
Dr. Joseph A. Woolcock	Political Science	Professor
Dr. Meredith Heiser	Political Science	Professor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	5

Existing Classified positions:
Example: Administrative Assistant I
Example: Program Coordinator

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Political Science	A.A.	90

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
Example: A.S Degree	2	2	0
Example: Certificate of Achievement			

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	1,498	1,610	7%
Productivity (Goal: 546)	603	545	-10%
Success	73%	70%	-4%
Full-time FTEF			
Part-time FTEF			

Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

   a. **Based on Enrollment trends submitted by College on attached data sheets, between 2010-2011 and 2011-2012 enrollment increased by 13% in political science courses. This data suggests that enrollment in political science courses is on the increase. More than half of these enrollment numbers in 2010- 2011 and 2011-2012 are in online courses with Political Science 01 being the larger followed**

Program: Updated:

by Political Economy 09. Political Science 01 offers multiple sections each quarter including summer while Political Economy 9 is offered more than once for the academic year.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.
   a. AA, AS, AA-T, AS-T, Certificates of Achievement
   b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

   c. The Political Science Program only offers the Associate in Arts (AA) degree. It offers No certificate program.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

   a. **Productivity in 2010-2011 was 603, above the College's 546 goal in 2010/11, a 10% increase. In 2011-2012, however, when the College productivity goal was set at 546, the Program productivity rate was 545 one single point below that of the college. The exact reason for the single point decline is not easily ascertainable. However, it is important to note that the program does teach four Honors courses that are combined with regular sections of those same courses with maximum enrollment of 25 students for each section. As a general rule, Honors sections tend to be smaller than regular sections because there are smaller numbers of Honors students than regular students so therein may be the explanation of the marginal decline.**

   b. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

   Political Science 01 is the most frequently offered course in the Program with multiple sections each quarter including summer. The demand for this course is greater than the demand for every other course because of general education requirement. Between 2010/11 and 2011/12, enrollment growth was 13%. Online Sections attract larger enrollments than face-to-face sections but at the same time tend to have largest number of drops as students "shop" around to find sections that make the least demand on them in terms of academic effort.

Honors courses that are reported solely as Honors with decreasing enrollments are misleading because these courses all have Regular and Honors sections combined but the reporting data does not account for this reality. Thus, it is important that reporting data be adjusted to account for this fact that can provide a much clearer picture of enrollment trends. Political Science 01 does not have an Honors Section.

At least one Honors course is offered every quarter except for summer when none is offered. These offerings are strategically designed to coincide with Honors students' needs and timetable for transfer. Over the years, much thought is put into each offering to ensure that students' demands for transfer requirements are met and that Program goals and objective are satisfied.

4. Curriculum and Student Learning Outcomes (SLOs)
   a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

   Course Outline of Record (COR) as a general rule have met Title 5 Requirements in accordance with BSS Division Curriculum Committee and College Curriculum Requirements and every course has at least one SLO. Both full –time faculty members have been assigned responsibility for a number of these courses: <u>Professor Woolcock</u> has curriculum responsibility for: Poli 03 and 03H, Poli 09 and 09H, Poli 015 and 015H. <u>Professor Heiser</u> has responsibility for: Poli 01, Poli 02 and 02H and all 1Unit courses. Both professors have met their responsibilities in this area.

   Political Science courses do not have pre-requisites like for example English 1A. What they have are <u>advisories</u> and those advisories are clearly indicated on the COR and reviewed as circumstances change. Content Review of courses is usually done at the time of GE Renewals and/or when advised by the BSS curriculum Committee and Articulation Office.

   b. Comment on any recent developments in your discipline that might require modification of existing curriculum and/or the development of new curriculum?

   The Transfer Model Curriculum (TMC) that was approved by statewide group of CSU and CC faculty in response to the Student Transfer Achievement Reform Act (SB 1440) which became law in 2010, requires that every discipline in California Community College system develop an Associate Degree for transfer to the CSU system. Dr Heiser was tasked by Dean Glenn Violett to take the lead in the development of the degree program to meet 80% deadline by Fall 2013 and 100 percent compliance by Fall 2014.

Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

The Student Learning Outcomes (SLOs) are similar to the Program Learning Outcomes (PLOs) and the college mission in that they are designed to help students develop skills in: Literacy, numeracy, reasoning, inquiry, and analysis that prepares them for transfer, the work place, community and life-long learning.

For example, crucial to student success in each course is the development of critical, analytical, reasoning, research and writing skills. These skills are considered to be at the core of the learning process that forms the basis for all future learning. Accordingly, pedagogical approach is predicated on ensuring a level of functionality commensurate with some level of college education.

c. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

This question should be more appropriately addressed to Division Deans who should or ought to have responsibility for ensuring that courses are being taught to the COR and SLOs rather than within a Program Review written by faculty. The presumption here is that faculty evaluation undertaken by a Division Dean, should be the source for such information as well as Green Sheet review.

5. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

   In the Political Science Department Program courses, there is a reasonable degree of confidence in the consciousness of each faculty member to teach basic skills in each course that is offered. This reasonable degree of confidence is predicated on the assumption that since over 80% of current student body is deficient in basic writing, research, reasoning, computational skills, instruction must address them for there to be any degree of success in any course.
   a. Please discuss current outcomes or initiatives related to this core mission.
6. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

   Honors courses taught within the Political Science Program were all re-written some three years ago not merely to satisfy UCLA which demanded this be done, but to also broaden and integrate course objectives, through methods of instruction, expanded course content, and development of critical, analytical, research and writing skills. What however still remains a major problem at Foothill College is that even among "Honors students" some of the basic skills one would hope students have already acquired remain a central problem. There are some regular students who take Honors courses that have already achieved more than these basic skills while some Honors students have not. Here the College has a fundamental responsibility to provide strong tutorial

assistance for all students so that the very same objectives the college claims as its mission can be truly realized. Relying heavily on faculty to continue to carry this burden along with a tremendous increase in workload is a recipe for ensuring that student success at any reasonable level remain merely a pipe dream. And even the Honors students who successfully transfer to some of the finest schools in the US report that they still find writing and analytical skills a major challenge.

a. Please discuss current outcomes or initiatives related to this core mission.
7. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php

Majority of students who take political science courses, except for Political Science 01, seem to do so for transfer purposes as a major, double major and/or support courses for other majors. They tend to pursue graduate and or professional work (law school, Grad school, Comm. School, etc.) rather than enter the work force. Some may enter the para-legal field but the tendency is for going to professional schools.

a. Please discuss current outcomes or initiatives related to this core mission.
b. Please attach minutes from your advisory board meeting(s).

Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
http://foothill.edu/staff/irs/ESMP/index.php

c. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

There is no current initiative related to increasing outreach, retention and success of underrepresented students by the Program faculty. Faculty just cannot do this kind of work in addition to the burdens they are carrying and without compensation and release time. Whatever "initiative" that may exist is at the level of instructors in the program and remains informal. Faculty is too overworked to take on additional burden in the department. However, some tutor students who show some potential and are committed to succeeding but need help to do so.

Section 2. Learning Outcomes Assessment Summary

Program: Updated:

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please see Attachment.

Unit Assessment Report - Four Column

Foothill College

Program (BHS-DA) - Dental Assisting AS/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BHS-DA) - Dental Assisting AS/CA - 1 - Upon completion of the Dental Assisting Program graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California. **PL-SLO Status:** Active			
Program (BHS-DA) - Dental Assisting AS/CA - 2 - Upon completion of the Dental Assisting Program graduates will value and implement proper radiation safety for patients, self, and others. **PL-SLO Status:** Active			

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Unit Course Assessment Report - Four Column

Foothill College

Program (BSS-ACTG) - Accounting AA/CA

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Per our decision from last academic year, we did away with the pre-test. We only administered a set of 30 departmental questions integrated by each instructor into their individual final exams. The 30 post-test questions were from the publisher's test bank. **Assessment Method Type:** Departmental Questions	11/17/2010 - The 30 post-test questions (from the publisher's test bank), although aligned to the chapter topics, do not appropriately align to the learning objectives. The results of the tests, we felt, do not validly measure the learning outcomes. **Result:** Target Not Met **Reporting Year:** 2010-2011 **Resource Request:** Hire knowlgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in the classroom.	11/17/2010 - Time spent developing or adapting textbook comprehensive problems into a practice set with adjustments, working papers, Excel sheets, etc.
Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Accounting (ACTG) - ACTG 1B - FINANCIAL ACCOUNTING II - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) **Assessment Cycles:** 2011-2012			

Program: Updated:

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
1. What findings can be gathered from the Course Level Assessments?

The "findings" that the Assessments provide seem to revolve around some central themes:

a. Majority of students, including Honors, are for the most part under-prepared for college level work.

b. Faculty is essentially providing in addition to instructional responsibilities, remedial work and tremendous tutorial assistance to students to help them succeed in courses at enormous personal cost and personal time.

c. College faculty is essentially doing in addition to instructional responsibilities for any given course, what high school should have done at that level of education.

d. Foothill College needs to commit itself to providing significant tutorial assistance to students because the increasing level of faculty assistance at this level to students is unsustainable.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

a. A vibrant Tutorial Program combined with 1 Unit courses focusing on research, writing and analytical skills for all students.

b. Course should be developed by English Department in conjunction with the Library and interested faculty from across all departments. These 1 Unit courses should be required of all students.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

a. There is no problem with the CL-SLOs as formulated. The problem lies with the effort, time and assistance needed to take students from their very poor and inadequate level of preparation in high school to the college level. The need to address this serious problem at the instructional level cannot be more urgent. The enormous generosity of faculty to carry this burden which the college should have long ago address is unsustainable.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

 a. **The assessment of course-level student learning outcomes is not ex post facto in the Program, or more precisely, this kind of assessment existed long before SLO became the buzz word and formalized into accreditation. In the social sciences where writing and analysis are a-priori, one only has to review a sample of students' written work by the end of Week 2 of any given quarter and the gravity of the problem that exists become very clear. Were it not for the tremendous generosity and commitment of faculty to student success, the successful transfer to some of the finest colleges and universities in the US for many students could not have happened. But once again, the college needs to address this enormous deficit that exists on the instructional side of the institution and come up with credible solutions very quickly because current practices are not sustainable.**

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

Political Science Program has formally adopted TWO Program-level Outcomes:

• 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.

• 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.

Both Program Level Outcomes are logically connected to Student Learning Outcomes in that they address the skill level expected of students upon completion of Program.

1. What summative findings can be gathered from the Program Level Assessments?

    The summative findings could be measured by number of earned AA degrees in the Program. **However, the number of Political Science majors, AA degrees earned, and transfers to complete a baccalaureate degree in Political Science do not seem to appear on College Data Sheet. It does not appear to be the case as though the college undertakes such close tracking.**

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

There are no certificate programs in Political Science. The Program offers only an AA degree. However, the program is a major part of the foundation courses in the social sciences for all students and it might be a major challenge for the college data collectors to assess direct course offerings impact on students.

3. If your program has other outcomes assessments at the program level, comment on the findings.

Program: Updated:

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 None were listed	None were listed		
2			
3			

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 Engage BSS Division in discussion of a 1 Unit course in research, analysis, writing skills in conjunction with English Dept. and Library	Beginning in Fall 2013	Establishment of such a course along with a vibrant Tutorial Center could begin to respond to helping underprepared students.	Division must want to do this for any serious movement to occur.
2			
3			

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position None needed	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Program: Updated:

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior <u>program review</u> cycles.

Developing a 1 Unit course in research, writing and analytical skills for all students in program and across college to address the obvious weaknesses in their preparation for college level work. This should be done with the Language Arts Division and Learning Center.

5.2 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The concern is with the poor level of preparation of students for college level work and the enormous burden being carried by faculty to address a problem that the college should rightfully address as a part of instruction.

5.3 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

The strength of the program lies in its ability to prepare students for transfer in the field of political science, for the legal profession, the workforce and lifelong learning skills. In addition and most importantly too, for helping students to successfully transfer to some of the finest four year institutions in the US, Europe and Asia as majors who go on to contribute to society and live as very productive human beings.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:
The Political Science Department is a core academic discipline at Foothill College and offers high quality learning opportunities for students. The program is a core transfer discipline and offers both regular and honors-level courses, providing rigorous academic preparation for students transferring to universities. The program enrollment grew 9 % from 2010-2011 to 2011-2012 and productivity remains strong at 545.
The program has a strong honors focus and many students who take both regular and honor-level courses have success in transferring to universities.
The program has recommended a one-unit class that can be co-authored with English and other departments to address some of the writing and research analysis deficiencies students have and that is an idea that is supported by the Dean.

6.2 Areas of concern, if any:

Program: Updated:

Program-level learning outcomes and assessment remains an area of development for the program. The program should work with the instruction office and the division SLO coordinator to develop program-level learning outcomes by the next program review cycle.

The program relies on a strong tutorial component and the college is working to develop a new learning resource center in the next academic year that can address some of the needs in this area.

6.3 Recommendations for improvement:

Complete program level outcomes and assessment in coming year. Introduce idea of one-unit writing and research analysis class with English and other departments.

6.4 Recommended next steps:

_X__ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.