

Annual Program Review Update Form - Spring 2010

I. General Information

Program/Department:

Authors of Report:

Date:

6/6/10

Political Science

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II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

(1.) A number of changes have occurred since the last complete program review (the three-year program review completed spring 2009). (a) The first was a reduction in the number of sections offered by the department during the 2009-2010 academic year. (b) A second change was the writing of SLOs for all our courses, which we completed in fall 2009. (2) (a) The section reductions were the result of budget cuts. As a consequence, the department was forced to reduce the number of sections it offered and in turn the number of students it served. (b) The crafting of SLOs for the department's courses was part of the first stage in the college-wide effort to institutionalize outcome-based decision-making at the course, department/program, division, college, and district levels. (3) The writing of SLOs and the subsequent SLOAC work has enabled the department to more clearly specify course-level goals. This has in turn assisted our conceptualizing of program-level goals, which will be formalized during fall 2010. Upon review, our course-level SLOs correspond quite nicely with our program-level goals as defined by our 2009 program review. These in turn link up very neatly with the college's institutional core competencies (ICCs), including communication and expression, information literacy, critical thinking, personal and professional responsibility, physical and mental well-being, and global, cultural and social awareness. We are in a position to formally articulate program-level goals and to engage in the ongoing process of assessment, reflection, and enhancement of course- and program-level outcomes, teaching practices, and assessment techniques. We continue our focus on retention, success, and equity, and will assess the impact of our SLOAC work at the course and program levels on our goals in these areas.

III. SLO Information

iii. SLO Information:

Courses in Program	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
	Percent					
	7	7	4	3	1	1
		100%	57%	43%	14%	0%

SLOAC means: a complete SLO Assessment Cycle includes writing an SLO, assessing the SLO and the assessment reflection and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

(1.) The department will have completed SLOACs for all courses (n=7) by winter 2011. In winter 2010, the department completed a SLOAC for Poli 1. During spring 2010, it will complete SLOACs for poli 2, 16, and 17. Poli 3 and 5 are scheduled for fall 2010. During winter 2011, the department will conduct a SLOAC for poli 15, thus completing SLOACs for all 7 course offerings. (2) Department members have recently been trained in the SLOAC ECMS entry system, and will begin inputting SLOAC data during spring 2010. (3.) The department has dedicated itself to faithfully implement SLO assessments, and has found the exercise very rewarding. What follows is a brief summary overview of assessments, reflections, and enhancements the department conducted during winter 2010. The details of these analyses will be posted on the ECMS site. One instructor conducted assessments of all the SLOs for poli 1 across three sections using three multiple choice questions. Combining section results, he found the following rates of correct responses: SLO A, 39%; SLO B, 85%; and SLO C, 69%. These results prompted critical reflection of the lectures and materials presented regarding SLO A, and led to the development of new presentations aimed at more fully illustrating the finer aspects of the SLO. Another instructor conducted two types of assessments -- essay writing assignments and multiple choice questions on exams. The writing assignments assessed all the SLOs. Student performance on the first writing assignment was a 77.87% average. On a subsequent second writing assignment, student performance improved and resulted in a 82.13% average. The multiple choice questions on the midterm and final exams combined all three SLOs. 75% of students answered it correctly on the midterm; 93.9% on the final. The instructor, in consultation with colleagues, reflected that one way to improve these results might be to encourage more students to complete the written work, which would in turn ideally lead to even higher success rates on exams. When the department met to discuss these and other assessment results, we engaged in careful reflection on a broad range of issues, including assessment techniques in general, question design in particular, student comprehension, and teaching practices. We look forward to continuing the SLOAC work, and the development of program-level SLOs in fall 2010.

Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department:

Political Science

Please submit your top three (or less) choices below in ranked order:

Item Name:		Cost estimate
	Additional sections	\$6,000/section
	Part-time faculty stipends for SLOAC work	\$25/hour
	Full-time faculty member	\$80,000

What SLO Assessment findings, if any, support and guide the resource request?	Increasing our section offerings would enable us to serve a larger number of students. Going back to the last review, our program seeks to increase access to our program, and to promote retention, success, and equity. We recognize that to increase access we need to offer additional sections. Part-time stipends for SLOAC work and a full-time faculty hire would help us conduct our SLOAC work.
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How will the resource allocation specifically enhance your program's services, activities, processes, etc., to improve student learning and achievement?	The request for part-time faculty stipends for SLOAC work is aimed at promoting the most inclusive participation possible among full- and part-time faculty in the department's SLOAC process. Our current SLOAC work has demonstrated its value, and we want to support part-time faculty engaged in this important work. The full-time faculty member request stems from a wish on the part of the department to replace a recently retired faculty member. An additional full-time faculty member would be a great help in carrying out the department's functions.
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How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	These resources will enhance our department's contribution to the college's mission, ICCs, and will assist in addressing our program's goals for improvement. The department will continue to advance the College's mission to challenge students of every background to develop their intellect, character, and abilities, to achieve their educational goals, and to serve their community in a diverse and changing world, through our course offerings, individualized tutorials (office hours), partnering and collaborating with the full range of student support services on campus (tutorial center, adjunct skills, etc.) and online classes (distance learning), our promotion of the C.A.R. project, the Institute of Community and Civic Engagement (ICCE), our civic engagement classes, providing a challenge exam for California government to qualified students, maintaining individual and Department websites, providing leadership (and resources) in public discourse for campus and community events, participating in shared governance and other committee work, maintaining collateral contacts with other programs campus-wide and the general, college community and District. Our course-level student learning outcomes (SLOs) correspond neatly with the college's Institutional Core Competencies (ICCs), including communication and expression, information literacy, critical thinking, personal and professional responsibility, physical and mental well-being, and global, cultural, and social awareness. Moreover, our course-level SLOs map quite nicely onto our program goals, which we are in the process of formalizing. Our 2009 review identified our program's goals for improvement to include providing increased access to students from targeted groups and to close the performance gap. As we proceed with the SLOAC process at the course and program-level, we will carefully assess its impact on retention and success rates.
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Other information that may be important to support your request?	
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If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	The short answer is the current budget situation at the state level, which has forced us to reduce section offerings, to not be in a position to compensate part-timers engaged in SLOAC work, and to not be able to hire a full-time replacement for our recently retired department colleague.
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