1. Program Overview

Review Title: Political Science Fall 2014

Review Type: Instructional

External Regulations: Not External

Departments (Disciplines): Political Science

Mission of the Program:

The MJC Political Science Department's mission is to offer a comprehensive program that promotes awareness and the attainment of knowledge in relation to global, national, state, and local politics. Developing students' research, reading, writing, oral communication, and critical thinking skills in connection to political issues and controversies, as well as encouraging political participation, are some of our main goals.

Overview of the Program:

The Political Science Department strives to have students connect political science theory to current political problems. We teach courses in each of the major fields of political science: American Politics, Political Theory, Comparative Politics, and International Relations. Classes on the U.S. Constitution, California Politics, American Political Thought, and Human Rights are also offered. Our Internship in Political Science course provides students with experience in areas of politics, law, and social justice. The political science program prepares students for transfer to four-year colleges and universities, and courses offered in our department prepare students for professions in areas such as government, law, teaching, lobbying, and nonprofit service.

Program Activities and Accomplishments:

We have an active political science club called, "The Freedom Forum." This club has created opportunities for students to participate politically on campus and in the community. For example, we debate current political events and host political speakers at our meetings. And we serve as poll workers on Election Day.

Through the Internship in Political Science program, we place about seven to ten students per semester in various political, legal, and non-profit organizations in Stanislaus County each semester.

Steve Miller received a 2014 Japan Studies Institute fellowship. In addition, he gave a presentations at the 2014 Stanford Human Rights Education Initiative (SHREI) Symposium held at Stanford University. The presentation was entitled, "From SHREI to Human Rights 101: Adding a Human Rights Course to the Curriculum."

2. Response to Prior Year
Previous Program Review Commendations:

From Manager: As a result of attending the Stanford Human Rights Education Initiative, Steve created a political science course on Human Rights at MJC! It was approved in 2013 and will be taught in 2014. Steve is deeply involved at the college through the political science club, the creation of speakers forums, and the establishment of intern programs for political science students.

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Previous Program review Recommendations:

From Manager: Adjunct faculty assessment findings could be integrated into the assessment analysis more fully.

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Describe how your program has responded to these commendations and recommendations.

In response to the commendations, we have been continuing to serve our students by offering a rich and diverse set of course offerings. We have continued an active political science club and political internship program. In response to the recommendations, all of the political science adjunct faculty actively participated in the course learning outcomes assessment of American Politics (POLSC 101) during the Spring 2014 semester.

In a previous year, the college funded the Resource Requests listed below. You provided a proposed measure of effectiveness at that time. Please “close the loop” by analyzing the actual effectiveness of each item.

<table>
<thead>
<tr>
<th>Item Funded</th>
<th>Proposed Measure of Effectiveness</th>
<th>Analysis of Actual Effectiveness</th>
</tr>
</thead>
</table>

3. Program Personnel

Program Personnel:

No personnel currently associated with this review

Fulltime faculty retirements or other departures last review:

0

Adjunct Faculty Spring:

3

Adjunct Faculty Fall:

5

Anticipated Staffing Changes:
We hired three new adjunct faculty member this past year.

4. Student Learning Outcomes

Institutional Learning Outcomes (ILO) Assessment Executive Summary:

The Political Science program has many CLOs that inform the ILOs at Modesto Junior College. Most of the students we assessed have attained these ILOs, so we are pleased with the results. We assessed a high number of students in relation to the ILOs having to do with critical thinking and library research. Through assessing ILOs, we found that our program makes a unique contribution to ILOs because we offer a political internship class. This class promotes civic engagement, volunteerism, and social responsibility, which are components of two ILOs.

An important part of our action plan is to expand the political internship program. We will work to develop more partnerships with organizations in the Modesto area. Other parts of our action plan are to develop strategies to assist students in their political science scholarly research. We want to help students critique academic writings. And we want to offer varied ways of presenting political science subject material.

Program Learning Outcomes (PLO) Assessment Executive Summary:

Overall, the results are satisfactory. Most of our students are meeting the program learning outcomes. The students are doing nice work in attaining PLO #1, which addresses critical and creative thinking. There is room for improvement in the results for PLO #3, which relates to searching for, and critiquing, political science literature. Improvements can also be made in the results for PLO #4, which involves evaluating governmental laws, political institutions, and public policies.

We created our PLOs this past cycle. Through the process of assessing our CLOs, we have developed new PLOs that are informed by the CLOs. The Political Science Department's action plan is to create strategies to help students find and critique political science literature. In addition, we are currently working to incorporate new, varied, and engaging ways of presenting the subject material. This is especially important for PLO #4.

General Education Learning Outcomes (GELO) Assessment Executive Summary:

81% of our students achieved GELO #1, and 80% attained GELO #3. This helps demonstrate that most political science students are learning critical and creative thinking skills, as well as learning about political action. Through our department meetings on CLO assessments, we made improvements. For example, we slightly modified existing CLO statements and added some new CLOs. We collectively developed new assessment tools that we use in our classes, and we engaged in discussions of teaching pedagogy.

Our action plan is to develop our instructional strategies and assessment tools. We want to try new ways to engage our students. One faculty member shared how she used document-based questions. Another faculty member encouraged the use of more active learning activities, such as simulations and structured class debates. We will work more on teaching students to cite sources professionally. And we plan to develop our skills in preventing students from plagiarizing.

Has this program made adequate progress on assessing outcomes since the last program review? If not, provide a plan to meet the outcomes assessment expectations of the college:

Yes, our program has made adequate progress.

5. Curriculum

There are currently no courses in this program out of compliance with the five-year cycle of review.

Courses not taught within last 2 years

<table>
<thead>
<tr>
<th>Courses not taught within last 2 years</th>
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</thead>
<tbody>
<tr>
<td>POLSC 111 - 08/27/2012</td>
</tr>
<tr>
<td>POLSC 131 - 05/05/2014</td>
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<tr>
<td>POLSC 165 - No Date on Record</td>
</tr>
</tbody>
</table>
Provide your plan to either inactivate or teach each course:

We are offering POLSC 180 during the Spring 2015 semester. It's a new course.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards overseen by this program?:

Yes

Are there plans for new courses or educational awards in this program?:

No

6. Trend Analysis

Enrollment, Retention, and Success Trends

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<tbody>
<tr>
<td>Poli Sci</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Fill Rate</td>
<td>117%</td>
<td>115%</td>
<td>119%</td>
<td>115%</td>
<td>104%</td>
</tr>
<tr>
<td>Census Fill Rate</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
<td>99%</td>
<td>90%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>81%</td>
<td>80%</td>
<td>82%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Success Rate</td>
<td>58%</td>
<td>59%</td>
<td>64%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td></td>
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</tr>
<tr>
<td>Beginning Fill Rate</td>
<td>112%</td>
<td>112%</td>
<td>111%</td>
<td>104%</td>
<td>100%</td>
</tr>
<tr>
<td>Census Fill Rate</td>
<td>99%</td>
<td>99%</td>
<td>97%</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>80%</td>
<td>80%</td>
<td>82%</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td>Success Rate</td>
<td>61%</td>
<td>62%</td>
<td>65%</td>
<td>65%</td>
<td>62%</td>
</tr>
</tbody>
</table>
Our beginning fill rate has been above the college average for each of the past five years. Our census fill rate is also strong and been above the college average for four of the past five years. This helps show that there is significant student demand for, and interest in, political science classes. Since 2009-2010, our success rate has increased each year, and our retention rate has increased each of the past three years. This past year, both our retention rate and success rate were higher than the college average. The Political Science Department believes it offers rigorous courses, which makes it challenging for students to complete and succeed in passing our courses. In relation to each of these four rates, because they have been above the college average this past year, we believe our program is a real asset to the college.

Has there been any changes in these rates since the last program review?

Since the last program review, the beginning fill rate is slightly down; however, the college average is down too. The success rate slightly increased. Our fill rate is high. Our plan for possible improvement in retention rates and success rates is to continue to assess our course learning outcomes. The results from these assessments will help us devise ways to improve.

Faculty Trends

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</tr>
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<tbody>
<tr>
<td>Full-time Regular</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>Full-time Regular</td>
<td>191.66</td>
<td>177.87</td>
<td>169.01</td>
<td>174.96</td>
<td>174.08</td>
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<tr>
<td>Full-time Overload</td>
<td>0.30</td>
<td>0.00</td>
<td>0.00</td>
<td>0.30</td>
<td>0.00</td>
<td>0.00</td>
<td>Full-time Overload</td>
<td>39.27</td>
<td>35.23</td>
<td>32.58</td>
<td>43.58</td>
<td>46.68</td>
</tr>
<tr>
<td>Adjunct</td>
<td>2.20</td>
<td>2.20</td>
<td>2.30</td>
<td>1.48</td>
<td>2.58</td>
<td>Adjunct</td>
<td>142.17</td>
<td>137.53</td>
<td>128.66</td>
<td>145.50</td>
<td>152.49</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>Other</td>
<td>0.48</td>
<td>0.40</td>
<td>0.05</td>
<td>0.05</td>
<td>0.05</td>
<td></td>
</tr>
</tbody>
</table>
Faculty Trend Analysis:

This data helps illustrate that we are currently understaffed as a program in terms of full-time faculty. While the college is about 50% percent in terms of "Taught by Full-time Regular" faculty, the Political Science Department is only at about 37% in relation to "Taught by Full-time Regular" faculty. Also, the overall load taught by full-time faculty in the department is much lower than it was in 2009-2010. This means that students are not getting the same opportunity that they used to have to take classes taught by full-time faculty. These above-mentioned changes are due to a recent retirement of one of our full-time faculty members.

Location Trends

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Poli Sci</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Campus</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>West Campus</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Off Campus</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Hybrid</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Distance Ed</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
This data illustrates that our department makes a strong effort to ensure that its courses are accessible to all students. We would like to offer more classes on the West Campus, though. We offer distance education for POLSC 101, POLSC 102, and POLSC 131 classes. One noticeable trend, however, is that there was a significant drop in our online course offerings if we compare 2009-2010 to this past year. It dropped from eight courses in 2009-2010 to four courses this past year. This is due to a full-time faculty retirement. In general, our department prefers to offer regular classes because we think that it's usually better for the students. However, because we are understaffed, we currently don't meet the student demand for online instruction.

Productivity Trends
Productivity Trend Analysis:

Our FTES/FTEF is high, and significantly higher than the college average. In relation to WSCH, we were at 641 during the 2011-2012 year. This is 121 points higher than the college average. Further, you will notice that from 2009-2010 to 2013-2014, our WSCH/FTEF declined from 741 to 641. I think this is due to the fact that one of our full-time faculty members retired. Thus, with two full-time faculty members, our WSCH/FTEF would likely be higher. In sum, this data helps illustrate that students are quite interested in taking political science classes and that we are a very productive department.

Time of Day Trends
The conclusion that we draw from this data is similar to a conclusion from our analysis of location trends: the Political Science Department tries to make its courses accessible to all students. 40% of our courses are during the morning, which is when there is the most student demand. We also reach students by offering a healthy number of afternoon and evening classes. In fact, 42% of our courses were offered at one of these two times. The data trend reveals that our nice mixture of morning, afternoon, and evening classes has existed for the past five years.

7. Long-range Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as opportunities or threats to your program or an analysis of important subgroups of the population you serve.

Students who major in political science need to take the core political science classes at MJC in order to maximize their chances of being accepted to colleges or universities when they apply to transfer. So it is critical that we offer excellent
courses in each of the four major fields of political science: American Politics, Comparative Politics, International Relations, and Political Theory. These four courses are requirements for the AA-T degree in Political Science. It's quite difficult to offer all of these courses with only one full-time faculty member. The Political Science Program is also quite important for the college because we are part of the CSU US History, Constitution and American Ideals requirement. Students may satisfy this requirement by completing POLSC 101, POLSC 102, or POLSC 120, in addition to one course from a select group of history classes.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.:

In three to five years, we hope to be a program with two full-time faculty members and that regularly offers political science courses in each of the four major fields of political science. Our program will also be supported by a strong group of part-time faculty. We want to continue to be a program with faculty who actively participate in college committees and activities. In the future, we believe our Freedom Forum Political Science Club will continue to be active. Our expectation is that our Political Internship program will continue to be successful. Enrollments should remain strong and we will offer courses at times and locations that make the courses most accessible to students. We will continue to offer online classes.

8. Resource Requests

<table>
<thead>
<tr>
<th>Name</th>
<th>Resource Type</th>
<th>Sub type</th>
<th>Budget Object Code</th>
<th>Level</th>
<th>Est. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science Instructor</td>
<td>Personnel</td>
<td>Full-Time Tenure Track</td>
<td>Instruc-Reg(classroom faculty)</td>
<td>Mission</td>
<td>$100,000 Annual</td>
</tr>
</tbody>
</table>

9. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

This program review helps illustrate that the Political Science Department is a very strong and productive department and has faculty dedicated to fulfilling the mission of the college. The findings help show that our department's faculty are committed to student learning, professional development, and participation in college activities. The department recently completed CLO assessments for POLSC 101, and this enabled the part-time faculty to participate actively in the assessment process. Our curriculum is current and relevant. The Enrollment and Productivity Trends demonstrate that there is much student interest in political science courses. The Location and Time of Day Trends show that we strive to reach all students by providing courses at a variety of times and locations, and we offer both regular and online instruction.

We also need to hire a new full-time political science instructor. The data indicates that the necessary student demand and department productivity exists to justify the new hire. We have already proven for about the past forty years that with two full-time faculty, we are a quite productive and responsible department.

10. Managers Comments

Commendations: Since the writing of this Program Review, there has been the addition of a full-time faculty member, and the ranks of the part-time faculty have expanded as well. The department is growing the program at a controlled, manageable rate, and students are responding well.

The Freedom Forum hosts a fund-raiser dinner where they award scholarships.

Recommendations: Consider ways through resource requests to facilitate new programming and simulations in the
courses. If it's reflected in the Program Review Resource Requests, these items may be considered in other allocations (e.g. IELM, etc.).

11. Instruction Council Comments

Commendations:
Recommendations:

12. Outcome Assessment Workgroup Comments

Commendations:
Recommendations: