



## *Instructional Programs*

### **2014-2015 Self-Study**

#### **Three-Year Program Review Template**

#### **Political Science Department**

#### **Social Science Division**

### **Statement of Collaboration**

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

### **Participants in the self-study**

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### **Authorization**

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

**Ricardo Salas**

Printed name of Principal Author

Signature

**Coordinator**

Title

**11/18/14**

Date

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Printed name of Department Coordinator

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**Coordinator**

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**Dr. Stanley Viltz**

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**Dean, Soc. Sci.**

Title

Date

## 1.0 Mission and Goals

**Mission:** The Fullerton College (FC) Political Science (POSC) Program shares and reflects the college's Mission, Core Values, and Goals. The program assists students to become successful learners in specified areas that compliments, reinforces, and strengthens the personal and civic responsibilities of the community and the nation. These are critical outcomes necessary for sustaining our democratic way of life.

The POSC Program has grown significantly in the past decade, adding additional courses to assure that students have the opportunity to develop, master, and succeed in the areas of American government, California government, comparative politics, contemporary politics, international relations, Middle East politics, political theory, public administration, and public law. The breath and expansive nature of our program compliments the mission of Fullerton College by establishing a positive environment for developing the analytical and critical thinking skills necessary for succeeding in the academic arena as well as adapting and contributing positively to this highly competitive and complex world.

**Vision:** The vision of both Fullerton College (FC) and the POSC Program work hand-in-hand; that is, we are fostering an environment that promotes inquiry and intellectual curiosity, personal growth, and a life-long appreciation for the power of learning. These qualities are necessary ingredients for success in a variety of occupational, institutional, and vocational activities, including education, journalism, law, public policy, administration and management, politics, just to name a few.

**Core Values: We respect and value the diversity of our entire community.** Fullerton College (FC) and the POSC Program are devoted to equal opportunity and accessibility, believing that the diversity of our management team, faculty, staff, student body and surrounding communities adds to the vitality and strength of the college. Embracing diversity is the hallmark of FC's core values. By creating a hospitable environment, establishing programs to assist students in navigating through the gauntlet of academic and vocational programs, FC, along with the POSC program are helping to meet the needs of our diverse community and society as whole.

These core values are reflected in the composition of the POSC Department's faculty with five full-time faculty members which includes one Latino, one Lebanese, one woman. We also have an attorney and a Vietnam era veteran, adding to the wealth of experience and expertise of the department. Finally, there are four adjuncts, two of which are women (Latina and Vietnamese) that complete our exceptional faculty. Having professors who come from a wide range of experiences and backgrounds provides students with a unique and diverse educational experience, serving to bring greater perspective and role models for their academic and personal development.

The curriculum provided by the POSC Department includes the important role that diverse groups have played in helping form the American political system and its evolution. From the contributions of the original inhabitants with their federal system that influenced the Europeans immigrants, to ideas of the Enlightenment, all served to form the eventual government that had never been tried before. Our rich history was the result of the creativity, vitality, and innovations that different people from all walks of life have given to America.

Members of our department have also reached out to students by serving as advisors and mentors in a variety of student clubs and programs, including the Christian Club, MECHA, Future Lawyers, and the Honors Program. Whenever important issues have arisen, members of the department have sponsored key note speakers and participated in forums, such as the conflict in the Middle East, immigration reform, and budget constraints.

**We value tradition and innovation.** The POSC Department of Fullerton covers all the major areas of the field. Students are exposed to the classic political thinkers of the early Hellenic period (Aristotle, Plato, Socrates), the Enlightenment (Hobbes, Locke, Rousseau), and Federalism (the Federalist Papers) in our Theory course. American government covers the birth of the republic, the historical, legal, and theoretical justification for adopting our unique political system.

Understanding how diplomacy works, conflict resolution, and the interaction of state and non-state actors helps students appreciate and understand the multiplicity of forces that affect domestic and international political conditions. Students can then utilize these newly acquired skills for their own day-to-day lives, whether it is in the workplace, student government, or elsewhere.

The POSC Faculty takes complexity and makes it understandable to the average Fullerton College student. We incorporate technology to enhance the learning experience by establishing websites, using computers in the classroom and presenting complimentary materials. We have also created hybrid and online courses to assure greater accessibility to the community at large.

In accordance with the state of California, the POSC Department has also upgraded its degree program to meet the new guidelines for graduation and transfer.

**We support the involvement of all in the decision-making process.** POSC Department meetings are open to everyone.

Fullerton College (FC) creates the opportunity for our voices to be heard in a variety of venues, e.g., the Academic senate, its committee structure, the union, and the Social Science Division. The POSC faculty, as individuals members of the our department and the Social Science Division, support, participate, and help create department, division, and campus wide policies that impact the culture and the environment of Fullerton College in a constructive and positive manner.

**We expect everyone to continue growing and learning.** The POSC faculty continues to develop and hone their academic and teaching skills both privately and through group support and interaction; thus, resulting in providing a better educational experience for Fullerton College students. Our older members have also assisted in advising and mentoring some of our adjunct instructors.

**We believe in the power of the individual and the strength of the group.** The POSC Department understands the importance of each individual faculty member. Their diversity, unique experiences, and areas of expertise make our courses popular for both the major and non-majors alike.

Our members interact with one another, advising, encouraging, and bringing group insight to any of the varied concerns/problems that may arise to assure a collective consensus on matters affecting the department and beyond. An atmosphere of collegiality and cooperation is one of the strengths of the POSC Department.

Our faculty members serve as role models with the students who they come into contact. Whether our faculty are functioning as advisors, mentors, or educators, they help assist students navigate through the myriad of problems that they may encounter in the academic world. The legacy of the POSC Program is best reflected in the contributions our students will provide society as a whole.

**We expect everyone to display behavior in accordance with personal integrity and high ethical standards.** The POSC Department values the worth and dignity of every person in the pursuit of higher learning and the acquisition of knowledge that nurtures a democratic society. Essential to the achievement of these standards are the freedom to learn, to teach and to guarantee equal opportunity for everyone.

As educators our primary professional concern is for the student and for the development of the student's potential. The members of the POSC Department will therefore strive for professional growth and seek to exercise the best professional judgment and integrity.

Aware of the importance of maintaining the respect and confidence of administration, fellow faculty members, staff, students, and members of the community, the POSC faculty strive to achieve and sustain the highest degree of ethical conduct.

**We accept our responsibility for the betterment of the world around us.** The POSC Department has a special responsibility when it comes to learning because the program helps to prepare the individual for participating in a democratic society, a cornerstone foundation for the maintenance and future stability of American political institutions and society. That is our program's unique charge which compliments and reinforces Fullerton College's values.

This critical responsibility we assume will assure that future political and civic-minded leaders will continue to develop, helping to foster the positive ideals of the United States, both domestically and internationally. Our department has established a relationship with the League of Women Voters of North Orange County and have collaborated on voter registration drives for the past five years. Their chapter has established scholarships for our students to attend League meetings and conference events. Our students are encouraged to work on local elections, complete internships in non-profit and district legislative offices, and consider summer internships in Sacramento and Washington, D.C..

**We value and promote the well being of our campus community.** The POSC Department supports and participates in inviting key note speakers that address some of the most important issues of our time. The department also conducts forums to directly address and better inform the campus and outside community.

Members of our department have participated in the Academic Senate and served on various committees that serve to develop and maintain the policies of FC and the District. Currently, the coordinator of the Honors Program is being directed by a member of the Political Science Faculty, Jodi Balma.

**College Goals:** The POSC Department respects and values the diversity of our entire community. Coinciding with College Goals, the Political Science Department prepares students into becoming successful learners that compliments both a general education and transfer requirements. In the process, the department assists in the development of critical thinking and analytical skills required for academic achievement, employment success and life-long learning. The curriculum and teaching approaches are designed to provide students with a comprehensive study of the constitutional and political processes that are the foundation of the United States government system as well as the study of additional government systems within and outside the country. Emphasis by the program is placed on helping students of diverse backgrounds and circumstances to grasp and master political science. Besides serving the critical function of preparing each generation to understand and participate in a democratic political system, it also fulfills the transfer requirements for those students who plan on attending a four-year university.

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
<b>Enrollment</b>	Enrollment in our courses have shown a steady increase the past 3 years since 2011-12 to a peak level of 4339 in 2013-14, a 13% increase from the previous peak of 2009-10 (3840) prior to 2013-14. Average enrollments the past 5 years are 3636 with the lowest occurring in 2011-12 (3113).
<b>Total FTES</b>	FTES has increased the past 3 years from a low of 323, 2011-13 to a peak of 436, 2013-14. There has been a 9% increase since the previous peak 5 years ago of 400, 2009-10. Average FTES the past 5 years are 373.4.
<b>Sections</b>	POSC went from a peak of 58 (2007-08) down to 47 in 2009-10 (10% drop). In 2013-14, POSC offered 65 Sections, a 16% increase since 2009-10 (47 were offered).
<b>FTEF</b>	From 2009-10 (where POSC had a peak of 16.1) the trend was downward for the next 3 years to 9.4 in 2011-12. Then it began to slightly rise to 9.7 in 2012-13 and spiked to 18.1 in 2013-14. These numbers are a reflection of the cuts that occurred after the 2008 economic meltdown where adjunct faculty were terminated and sections and classes cut. In 2013-14 the POSC Dept. was able to hire 4 adjuncts and expand sections and classes.
<b>Fill Rate</b>	From 2009-10, a Fill-Rate amounted to 107% for the POSC Program to 2013-14 at 101%, demand for the courses we offer remains relatively high. We have expanded course offerings to include Political Theory (POSC 120) & Public Administration (POSC 220) during the 5 year period. The Public Law course (POSC 275) was resuscitated.
<b>WSCH/FTEF</b>	In 2009-10, we experienced 745 weekly student contact hours per full-time equivalent faculty. The numbers peaked at 1306 in 2011-12 & have dropped the last 2 years, reaching 1028 in 2013-14.
<b>Retention</b>	One of the most positive statistics cited is the increase in retention levels from 73% in 2009-10 to 81% in 2013-14, an 8% increase over the past 5 years. After the last PR cycle our department had a meeting to discuss what we could do differently to improve retention. Internally, the department members all committed to increase and improve our efforts in assisting students better succeed by adding and revising curriculum, e.g., study guides, chapter breakdowns, and where possible, power point. Externally, we were determined to

	utilize FC services more effectively, i.e., Skills, Tutorial, and Writing Centers.
<b>Success</b>	Another important accomplishment for the POSC Program was the increase level of Success Rates over the past 5 years. From a low of 50% success in 2009-10 to a high of 64% in 2013-14, a 14% increase--a dramatic improvement by any measure.

## 2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Fullerton College/Political Science Pro.	Bakersfield College/Political Science Pro.	LA City College/Political Science Pro.	San Diego City College/Political Science Pro.	Santa Ana College/Political Science Pro.
<b>Retention:</b>					
Fall 2011	81.96%	87.95%	76.11%	76.72%	82.53%
Fall 2012	78.54%	85.95%	79.23%	82.45%	83.64%
Fall 2013	79.52%	89.27%	81.11%	84.45%	81.87%
<b>Success:</b>					
Fall 2011	65.98%	58.21%	53.87%	54.43%	59.21%
Fall 2012	71.23%	55.73%	57.45%	51.77%	59.29%
Fall 2013	60.78%	61.80%	57.47%	62.39%	61.80%
<b>Degrees Awarded:</b>					
Annual 2011-12	3	6	6	9	5
Annual 2012-13	19	12	3	8	8
Annual 2013-14	14	15	3	7	0
<b>Certificates Awarded:</b>					
<b>Transfers:</b>					

**How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).**

Fullerton College's Political Science (POSC) program has been expanding since 2013. Our enrollments went up from 3,242 (2012-13) to 4,339 (2013-14), reflecting the popularity and pent up demand for the program (In the summer of 2013 FC had 3 summer sessions after years of cutbacks since 2008, significantly adding enrollment numbers for that period). The 1,097 enrollment amounted to a 34% increase. The reasons for the added growth is attributed to a number of crucial factors which included the introduction of new courses (POSC 120-Intro Political Theory & POSC 220-Intro to Public Administration while expanding the Honors courses in POSC and On-Line offerings), the hiring of additional adjuncts (We now have four Adjunct Faculty and 5 Full Time Faculty) that helped increase our class offerings, and the reinstatement of classes that had been cut or discontinued because of the economic downturn since 2008 (POSC 100 sections were increased and POSC 275 was reintroduced).

As for Retention Rates, the three semesters cited, Fall 2011, 2012, & 2013, don't provide an accurate gauge of the FC POSC Department's success. Using the Key Performance Indicator Report of 2013-14, POSC Retention Rates went from 73% (2009-10) to 81% (2013-14). That is a dramatic 8% increase and that percentage is almost identical with Santa Ana (81.87%, F 2013) and L.A. City (81.11%, F 2013).

Reviewing Course Success Rates, again the three semesters selected don't tell the whole story for FC's POSC Program. These rates went from 50% in 2009-10 to 64% in 2013-14, a significant 14% improvement. What makes this increase even more exemplary is the fact that enrollments went up by more than one-third during the same period. The FC POSC program's 64% Course Success Rate tops all the Peer Colleges included in this report.

As for degrees awarded only Bakersfield College (BC) beat out FC by one in 2013-14 (FC awarded 14 and BC awarded 15).

In evaluating these figures, the FC POSC Program is on the right path, i.e., increasing enrollments, expanding course offerings, and witnessing improvements in both Retention and Success Rates. The POSC program at FC now assures students have the opportunity to select course offerings required for transfer to the major state, UC universities and private institutions.

### **2.3 Achievement Gap**

**Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)**

The POSC faculty made a concerted effort to improve Retention and Success Rates since the last Program Review was conducted in 2011. And the numbers tell us a very positive story of just how dramatic the program's efforts have been. Five years ago (2009-10) the overall Retention Rate was 73%. Five years later (2013-14) the number went up to 81%, a significant 8% increase. Similarly, the Success Rate went from 50% (2009-10) to 64% ((2013-14), a dramatic 14% increase. Even among students of color, excluding Asians (who tend to surpass the majority white population), Hispanics Retention Rates went from 70% (2009-10) to 79% (2013-14) and Success Rates went from 43% (2009-10) to a dramatic 59% (2013-14). Attention to the Hispanic population is most important because they are the largest ethnic group among people of color at FC (they represent about 31% of the city of Fullerton's population and 38% of Orange County's). In fact, the only ethnic group that seemed to have regressed in the past five years has been Native Americans, but they are a very small percentage of the overall student population (Native American's represent .09% of the city of Fullerton's population). And the achievement gap between White students and Hispanic and African American students has narrowed in the past five years. What these numbers indicate is that the concerted effort by the Political Science faculty, administration, staff and support services to address Retention and Success Rates has paid off significantly.

Can more be done? Indeed, there is always room for improvement. Our goal is to continue applying the methods the POSC program introduced over the past five years. This would include reaching out further to FC's support services (i.e., Tutorial, Skills, and Writing Centers) to better coordinate our efforts. We have added Supplemental Instruction to one section of POSC 100 and seen impressive improvements in student grades as a result. We hope this program is allowed to expand to include more sections of this course.

The attached Key Indicator Report for 2013-14 provides a more detailed breakdown of all the different groups and categories in the Political Science Program.

**AN** refers to %Retention and %Success. **An** refers to Annual. The following numbers encompasses **5 Years**, 0910=2009-2010, 1011=2010-2011, 1112=2011-2012, 1213=2012-2013, 1314=2013-2014.

<b>Group</b>	<b>% Retention</b>	<b>% Success</b>
<b>Males</b>	AN0910 76%, AN1011 73%, AN1112 80%, AN1213 82%, AN1314 81%	AN0910 54%, AN1011 54%, AN1112 61%, AN1213 64%, AN1314 67%
<b>Females</b>	AN0910 71%, AN1011 72%, AN1112 76%, AN1213 79%, AN1314 80%	AN0910 47%, AN1011 51%, AN1112 55%, AN1213 59%, AN1314 61%
<b>Asian-American</b>	AN0910 76%, AN1011 75%, AN1112 81%, AN1213 83%, AN1314 83%	AN0910 55%, AN1011 58%, AN1112 65%, AN1213 70%, AN1314 70%
<b>African-American</b>	AN0910 60%, AN1011 70%, AN1112 70%, AN1213 72%, AN1314 71%	AN0910 35%, AN1011 45%, AN1112 50%, AN1213 49%, AN1314 45%
<b>Filipino</b>	AN0910 76%, AN1011 64%, AN1112 74%, AN1213 75%, AN1314 85%	AN0910 56%, AN1011 55%, AN1112 50%, AN1213 56%, AN1314 68%
<b>Hispanic</b>	AN0910 70%, AN1011 69%, AN1112 76%, AN1213 79%, AN1314 79%	AN0910 43%, AN1011 45%, AN1112 53%, AN1213 58%, AN1314 59%
<b>Native American</b>	AN0910 69%, AN1011 66%, AN1112 81%, AN1213 87%, AN1314 69%	AN0910 62%, AN1011 52%, AN1112 55%, AN1213 65%, AN1314 53%
<b>Other Non-White</b>	AN0910 80%, AN1011 79%, AN1112 86%, AN1213 83%, AN1314 88%	AN0910 68%, AN1011 66%, AN1112 86%, AN1213 67%, AN1314 69%
<b>Pacific Islander</b>	AN0910 65%, AN1011 53%, AN1112 71%, AN1213 83%, AN1314 57%	AN0910 45%, AN1011 27%, AN1112 50%, AN1213 50%, AN1314 36%
<b>White</b>	AN0910 76%, AN1011 77%, AN1112 80%, AN1213 81%, AN1314 83%	AN0910 56%, AN1011 59%, AN1112 65%, AN1213 66%, AN1314 69%
<b>Unknown</b>	AN0910 75%, AN1011 77%, AN1112 77%, AN1213 89%, AN1314 77%	AN0910 58%, AN1011 59%, AN1112 58%, AN1213 72%, AN1314 67%
<b>Range (Max-Min)</b>	89-53	86-27

#### **2.4 Program Effectiveness: Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?**

Our faculty has made a conscientious effort to introduce different methods of delivery to increase our Retention and Success Rates after carefully reviewing the results from the last program review (PR) in 2011. None of the POSC faculty were satisfied with the Retention Rates and Success Rates from the two previous Program Reviews and were determined to improve our method of delivery wherever possible. Brainstorming to formulate a plan of attack to improve our numbers, the changes that were implemented included becoming more pro-active in reaching out to our students who were having difficulties by incorporating and/or improving study guides, utilizing available technologies, notifying students of the various services provided by FC (e.g., Tutorial Center, Skills Center, Writing center).

The POSC program is using SLOA (Student Learning Outcome Assessments) to measure the development of our students. Although, this is a relatively new procedure (introduced two years ago), it is yet another tool in attempting to improve the quality of education for our students. Like any new procedure, it is ongoing with adjustments and revisions in its evolution.

The POSC Program now officially offers Introduction to Public Administration (POSC 220), becoming available in the Fall 2013. This course now completes the full slate of necessary requirements in the field of Political Science, which include American Government (POSC 100), Contemporary American Politics (POSC 110), Introduction to Political Theory (POSC 120), California Government (POSC 150), Capital Field Trip: Sacramento Seminar (POSC 180), Introduction to the Study of Politics (POSC 200), Comparative Political Systems (POSC 215), Government & Politics of the Middle East (POSC 216), Introduction to International relations (POSC 230), Introduction to Public Law (POSC 275). In addition, our program also includes a

combination of honors courses, On-Line courses, and hybrid courses to provide a multiplicity of choices for students, adding greater opportunities and flexibility in servicing the community.

This past year, the POSC Program has been approved by the state of California for a new Political Science Associate Arts Degree for Transfer (POSC ATT), effective Fall 2015. It will offer students a 2 year degree in the major and provides transfer assurances into both the state and UC university systems when the required courses are completed.

Fullerton College provides students all the necessary course requirements in the field of Political Science, a circumstance that was not available in the past and is not available in some of the other community colleges in the state.

**2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.**

The states' new degree and transfer requirements are having and will continue to have an impact of options for students. In the past, receiving a 2 year degree from a community college did not get the kind of attention that the new state requirements have done. The POSC AAT was approved at the state level and will be offered in the fall 2015.

Of more serious concern from the faculty's perspective relates to economic conditions that would negatively impact the program. What occurred after the 2008 economic meltdown had a dramatic effect on section offerings at FC, including our department where we were forced to lay-off all of the adjunct faculty and significantly cut section offerings. The recent upsurge in enrollments from a low 3,113 in 2011-12 to 4,339 in 2013-14, an almost 40% increase, had more to do with the additional revenues provided after multiple years of cuts. POSC section-offerings went from 49 the previous year (2012-13) to 65 (2013-14), a 35% increase.

**2.6 Provide any other data that is relevant to your self-study.**

**3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

Based on your analysis in 2.1 through 2.6, answer the following questions:

**3.1 What are the strengths of your program?**

The major strength of the POSC department is the faculty. The department includes a dedicated, diversified group of instructors, experts in their respective fields, with 5 full-time faculty and four adjuncts, five are male and three are female, two Hispanics, one Lebanese and one Vietnamese. Coming from a wide array of experiences and backgrounds brings an added perspective and vitality to the program.

The faculty has demonstrated effective teaching skills and methods, assuring that students are exposed to a varied and comprehensive pedagogy. For the first time all five major areas of Political Science are taught at FC. This provides students, especially those in the major, the opportunity to complete the course requirements necessary when transferring to a university.

The number of sections and course offerings is consistent and in many cases, surpasses other comparable community colleges. The department has also added multiple sections of American Government (POSC 100) and California State Government (POSC150) via online, and includes an Honors Program component. Coupled with the new Introduction to Public Administration (POSC 220), and Introduction to Political Theory

(POSC120), these additional offerings are a further testament to meeting the needs of students at FC in the field of POSC. We recently were approved by the state for the POSC AA-T requirements and it will be available to students in the fall 2014.

The department has taken advantage of different methods of delivery, from the incorporation of new technologies, to utilization of power point programs (where available), internet services, classroom over-heads, and computers, alongside more traditional methods of instruction.

Members of our faculty have also served as mentors and advisors for a variety of student groups and organizations, participated in the Academic Senate and on some critical committees. We created the Political Science Scholarship as a result of our individual donations, a commitment the POSC faculty assumes each year when the recipient is announced.

The POSC Faculty made a concerted effort to improve its Retention and Success Rates with dramatic improvements over the past five years. These numbers reflect the effectiveness, versatility, and creativity of our department in addressing a serious concern.

### **3.2. What are the weaknesses of your program?**

There is still room for improving the Retention and Success Rates for Pacific Islanders, Native Americans, African Americans, and Hispanics. Excluding Native Americans, certainly the Program has made great strides in these areas over the past five years but we still need to continue to evaluate and brainstorm further about tackling this very serious and difficult problem.

The POSC Program will reach out further to FC's support services, i.e., the Skills Center, the Tutorial Center, the Writing Center, in an effort to improve on the successes that have been achieved. The problems of Retention and Success are afflicting other departments and society as whole and not unique to the POSC program. As a result, we will address this and other issues of concern both internally and externally where applicable.

### **3.3 What opportunities exist for your program?**

With the incorporation of SLOAs, new technologies, and a greater sensitivity of our faculty to the growing multi-ethnic and multi-cultural communities, our program will continue to adapt and address many challenges before us personally, among our peers, and within the division.

### **3.4 What challenges exist for your program?**

The future remains uncertain for our program and other departments at FC. The economic crisis of the recent past has had a profound effect on everyone. The POSC faculty remains vigilant, knowing that there are some forces outside of our control. All we can do is take advantage of the opportunities available to us. This means maximizing the size of the sections and courses we currently teach, work hard to continue to improve our Retention and Success Rates by exploiting the variety of support services available and improve upon our teaching methods.

Unlike some other programs, the nature of political science in general is dynamic. Every two years there are changes to the Congress, every four years changes to the presidency, changes to legislation, and changes to interpreting the Constitution. The POSC faculty has to constantly upgrade curriculum to be effective and remain current.

There is also the possibility of a couple of retirements among some of the older faculty members sometime in the next five years. Witnessing what has transpired in other departments and their inability to rehire because of possible budget constraints and other factors, the flexibility and leadership among our faculty may have additional pressures put upon them as we move forward.

Another challenge faced by the POSC Dept. is shared by all departments on our campus: faculty work load. The time commitment required to manage administrative tasks takes faculty away from our primary objective: being effective teachers. Administrative tasks such as compiling SLOA assessment data, revising curriculum, compiling and analyzing data and writing program reports, all require a significant amount of time, which results in students being short-changed. Given this challenge, it is advisable that this extra faculty work load be reduced. Some possibilities include reducing the administrative tasks mandated of faculty, providing extra pay for the increased work load, and/or providing faculty with more clerical support.

The Political Science Program at FC has reached a milestone in terms of course offerings, degree, and transferability for our students. Witnessing how this was achieved required patience, hard-work, and a long-term vision. Hopefully, our Program will maintain what it currently provides in sections and courses.

#### 4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses leading to the Political Science Associate in Arts Degree, the student will be able to describe the major theories and philosophical principles that were applied to establish the American political system, e.g., federalism, confederation, and states' rights.	POSC 100, CRN 11631, Assessed, 12/04/12  POSC 100, CRN 30022, Assessed, 07/23/14	POSC 100, CRN 11631, Analyzed, 12/10/12  POSC 100, CRN 30022, Analyzed, 08/25/2014	POSC 100, CRN 11631, Retention Rate 73%, Success Rate 58%  POSC 100, CRN 30022, Retention Rate 78%, Success Rate, 69%	Implemented 2012-13, End 2013-14
2.	Upon successful completion of courses leading to the Political Science Associate in Arts Degree, the student will be able to describe the major theories and philosophical principles that were	POSC 110, CRN 23782, Assessed, 05/14/12  POSC 110, CRN 21162, Assessed, 05/12/14	POSC 100, CRN 23782, Analyzed, 05/21/12  POSC 110, CRN 21162, Analyzed, 05/19/14	POSC 100, CRN 23782, Retention Rate 86%, Success Rate, 63%  POSC 110, CRN 21162, Retention Rate 88%, Success	Implemented, Spr. 2012, End 2013-14

	applied to establish the American political system, e.g., federalism, confederation, and states' rights.			Rate 70%	
3.	Upon successful completion of courses leading to the Political Science Associate in Arts Degree, the student will be able to identify some of the theories and philosophical principles that were used to establish political systems, i.e., liberalism, conservatism, fascism, communism.	POSC 120, CRN 23652, Assessed, 05/17/12,  POSC 120, CRN 21163, Assessed 05/15/14	POSC 120, CRN 23652, Analyzed, 05/29/12  POSC 120, CRN 21163, Analyzed, 05/19/14	POSC 120, CRN 23652, Retention Rate 81%, Success Rate 63%  POSC 120, CRN 21163, Retention Rate 57%, Success Rate 49%	Implemented Spr 2012, End Spr 2014
4.	Upon successful completion of courses leading to the Political Science Associate in Arts Degree, the student will be able to differentiate among the different forms of government, i.e., parliamentary, federalism, one-party rule.	POSC 215, CRN 11626, Assessed, 12/05/12  POSC 215, CRN 11477, Assessed, 12/04/13	POSC 215, CRN 11626, Analyzed, 05/10/12  POSC 215, CRN 11477, Analyzed, 12/09/13	POSC 215, CRN 11626, Retention Rate 80%, Success Rate 64%  POSC 215, CRN 11477, Retention Rate 79% Success Rate 63%	Implemented Fall 2012, End Fall 2013
5.	Upon successful completion of courses leading to the Political Science Associate in Arts Degree, the student will be able to identify some of the critical periods in the evolution of international relations. Such theories and concepts will also	POSC 230, CRN 20723, Assessed, 05/16/12  POSC 230, CRN 21306, Assessed, 05/14/14	POSC 230, CRN 20723, Analyzed, 05/21/12,  POSC 230 CRN 21306, Analyzed, 5/19/14	POSC 230, CRN 20723, Retention Rate 85%, Success Rate 76%  POSC 230, CRN 21306, Retention Rate, 91%, Success Rate, 66%	Implemented Spr 2012, End Spr 2014

include “balance-of-power,” “bipolar versus multipolar world,” and the “realist school” versus the “idealist school.”				
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**4.2 Assessment:** Complete the expandable table below.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. POSC 100 (American Government): Upon reviewing the data involving Retention Rates & Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected the numbers to improve.	A series of questions were created that are fundamental to the study of American Government. They were then given to students twice in the semester. Success meant that the student completed the course with a “C” grade or better.	PSLOs were introduced 2 years ago. Using both “Key Performance Indicator Report 2013-14” & “Political Science Success & Retention Rates by Course 2011 to 2014, overall retention rates increased from 73% (2009-10) to 81% (2013-14). Overall Success Rates increased from 50% (2009-10) to 64% (2013-14). Breaking the data down further by courses (Retention Rate went from 77%, 2011-2012 to 80% from 2013-14 & Success Rate went from 57%, 2011-12 to 63%, 2013-14) gave the program a more precise measure of where retention & success were positive & where there needed to be additional adjustments adapted.	Individual instructors are better aware of the strengths & shortcomings of the POSC Program. Department faculty would then analyze & brainstorm, addressing the areas cited (Retention & Success Rates). The Curriculum is constantly being adjusted to try & improve the delivery of courses with conflicting results. Contacts with individual students have improved. External services are being utilized (i.e., Skills, Tutorial, Writing centers).
2. POSC 110 (Contemporary American Politics): Upon reviewing the data involving Retention Rates & Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected the numbers to improve.	A series of questions were created that are fundamental to the study of American Government. They were then given to students twice in the semester. Success meant that the student completed the course with a “C” grade or better.	PSLOs were introduced 2 years ago. Using aggregate data by Political Science Course from Spr. 2012 to Spr. 2014, overall retention rates increased from 86% (Spr. 2012) to 88% (2013-14). Overall Success Rates increased from 63% (Spr. 2012) to 70% (2013-14). Breaking down the data further, POSC 110 students did better than aggregate	Using PSLOs data & specific course data, efforts are being made to refine & improve the delivery methods (e.g., study guides, chapter breakdowns, curriculum). External services are being utilized (i.e., Skills, Tutorial, Writing Centers). The numbers speak for themselves which are exemplary. Yet there is always room for

		scores from the “Key Performance Indicator Report 2013-14” (Overall Retention Rates were at 81%. There was a 7% higher Retention Rate in POSC 110. Overall Success Rates was at 64%. There was a 6% higher Success Rate in POSC 110.	improvement and the instructor is constantly evaluating and refining the course.
3. POSC 120 (Intro to Political Theory): Upon reviewing the data involving Retention Rates & Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected the numbers to improve.	A series of questions were created that are fundamental to the study of Political Theory. They were then given to students twice in the semester. Success meant that the student completed the course with a “C” grade or better.	PSLOs were introduced 2 years ago. From Spring 2012 to Spring 2014, Retention Rates went from 81% to 63% & Success Rates went from 63% to 54%. Reasons for the drop may be attributed to several factors; first, the drop in the number of majors in Political Science; second, the shift from an 18 week schedule to a 16 week schedule; third, the economic downturn may have created greater volatility among some students; and finally, POSC theory is one of the most difficult areas to master in the field.	This course was first introduced in 2011 & has been evolving ever since. Using PSLOs data & specific course data, efforts are being made to refine & improve the delivery methods (e.g., study guides, chapter breakdowns, curriculum). External services are being utilized (i.e., Skills, Tutorial, Writing Centers). Obviously, the instructor is disappointed in the negative, downward spiral of Retention & Success Rates and plans to continue to make changes to the course to change direction.
4. POSC 215 (Comparative Political Systems): Upon reviewing the data involving Retention Rates & Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to improve the results. We expected the numbers to improve.	A series of questions were created that are fundamental to the study of Comparative Political Systems. They were then given to students twice in the semester. Success meant that the student completed the course with a “C” grade or better.	PSLOs were introduced 2 years ago in the fall 2011 where Retention Rates were at 80%. In 2013 there was a slight drop to 79%. In the similar period, Success Rates went from 64% to 63%. These numbers are commensurate with the department’s aggregate numbers—In 2013-14, Retention Rates were at 81% and Success Rates were at 64%.	Using a combination of PSLOs data and specific course data, efforts are being made to refine & improve the delivery methods (e.g., study guides, chapter breakdowns, curriculum). External services are being utilized (i.e., Skills, Tutorial, Writing Centers).
5. POSC 230 (Introduction to International Relations): Upon reviewing the data involving Retention Rates & Success Rates along with the newly created assessment tool, the POSC Dept made a concerted effort to	A series of questions were created that are fundamental to the study of Introduction to International Relations. They were then given to students twice in the semester. Success meant	PSLOs were introduced 2 years ago in the spring 2012 where Retention Rates were at 85%. By the spring of 2014 these rates had increased to 91%. In the	Using a combination of PSLOs data and specific course data, efforts are being made to refine & improve the delivery methods (e.g., study guides, chapter

improve the results. We expected the numbers to improve.	that the student completed the course with a “C” grade or better.	similar period, Success Rates went from 76% to 66%, a significant drop. These numbers still surpass the department’s aggregate numbers—In 2013-14 where Retention Rates were at 81% and Success Rates were at 64%.	breakdowns, curriculum). External services are being utilized (i.e., Skills, Tutorial, Writing Centers).
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**4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.**

The Political Science Program has implemented SLOs for all our courses. SLOs are an additional instrument in monitoring the retention and success rates of our students. Initially dubious regarding the need for SLOs based on a history of grades as our measuring stick, the POSC faculty has incorporated SLOs along with other, more traditional methods for tackling and improving upon the Retention and Success Rates in each of the POSC courses. The significant improvement in the latter had more to do with the department faculty determined to redesign our curriculum by adding/revising study guides, chapter breakdowns, power point (where available), and a variety of other instructional tools into the mix.

**4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?**

Though there is a state and federal mandate to incorporate program level SLOs, the significant improvements in student Retention and Success Rates in the POSC Program over the past five years had much to do with the efforts of faculty to address and improve upon these critical areas. Coupled with administrative support and the rebounding of economic conditions that brought back section and course offerings--all served to increase Retention and Success Rates.

The fact is the POSC faculty addressed the concerns raised by Retention and Success Rates prior to the introduction of SLOs. Additionally, the administration provided FC and the department with statistical data over the past five years that showed the need to identify and find solutions to the problem areas.

The Key Performance Indicator Report 2013-14 for Political Science shows an overall 8% increase in Retention Rates over the past five years and an overall 14% increase in Course Success Rates. Those are significant improvements.

What was responsible for the improvement in Retention and Success Rates? That has yet to be determined though we can assume that the following conditions played an important role. Whether it was instructional changes being applied to curriculum that included SLO applications and assessment, the support services provided at FC, or improvements in the quality of our students—all served a critical function. We in the Political Science department would argue that it was mainly the faculty and their instructional methods that made these improvements possible but there is no point in arguing about success and who should take credit. There is no denying that administration’s providing critical data and encouraging changes played a vital role as well as FC’s support services, including the students themselves. This is and will continue to be a collective effort.

#### **4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?**

Program level SLO assessment provides an additional method for aggregating the data that is being accumulated for purposes of improvement. It compliments course level SLOAs.

Instruction has become more effective with the introduction of new technologies that diversifies our ability to deliver greater services. Computer technologies, discussion boards, multiple-means of direct interaction and communication with students, power-point programs (where available), have all served to enhance instruction.

Assessment provides the opportunity to evaluate and consider additional methods of helping prepare students. It also affords instructors additional opportunities to brain-storm and pick-apart each member's methods to consider adopting them. At this stage SLOs are a part of the process albeit a minor part. Its impact may dramatically change as participants become better skilled at enhancing its potential capabilities. We are in the infant stage in SLOAs evolution.

#### **4.6 What challenges remain to make your program level SLOAs more effective?**

Success in the classroom is dependent upon a multiplicity of factors that include both internal and external variables. Instructors continue to develop and improve their techniques, measurement tools, and methods of delivery. In their quest to stimulate and enhance their courses, instructors are sensitive to Success and Retention Rates while simultaneously maintaining standards. SLOAs are another tool in the quest to maximize the goals of the department, the college, and our students.

There are a number of challenges that the department faces in attempting to make SLOA more effective. SLOA will provide an additional means of measuring student development of core aspects of a particular course; and therefore, generate greater sensitivity to addressing areas that may need strengthening but increasing success and retention requires a combination of forces, some of which are out of the hands of the instructor and the institution. Fortunately, internally faculty serve to help one another in considering, adapting, and applying methods of instruction. And externally, FC provides a slew of support services (i.e. the Tutorial Center, the Skills Center, the Writing Center, Cadena, Counseling, EOPS) for our students.

#### **5.0 Evaluation of Progress Toward Previous Goals/SAP's** (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

##### **5.1 List the goals from your last self-study/program review.**

**Goal 1: Maintain department stability and student access as we weather the cuts in course offerings until economic conditions improve**

**Goal 2: Expanded curriculum**

**Goal 3: Changes in On-Line delivery**

**Goal 4: Program-level Student Learning Outcomes & Assessment**

## **5.2 Describe the level of success and/or progress achieved in the goals listed above.**

### **Goal 1: Maintain department stability and student access as we weather the cuts in course offerings until economic conditions improve**

**Plan:** The POSC Department had made significant strides since the last program review in increasing course offerings and revising AA requirements. The review process of the POSC AA-T has been approved by the state and is scheduled to be introduced for fall 2015. Adjunct faculty has been hired/rehired and now number four. Class sections and course offerings have now surpassed the levels that existed in the past when the cuts hit hardest. So the challenges now and into the future remain quite high. In 2012-13, the POSC Department offered 49 sections. In 2013-14, the POSC Department offered 65 sections. A 33% increase. **Goal 1** has been accomplished.

### **Goal 2: Expanded curriculum**

**Plan:** During the economic downturn, the Political Science Department had to cut all of our adjunct faculty and temporarily stopped offering the Introduction to Public Law (POSC 275). Not only was the department able to bring back Craig Matthews (adjunct), but we now have added three additional adjunct faculty members (Brenda Carpio, James Starkey, Jillian Thomas). With the improved economic conditions the POSC program was able to reintroduce the Public Law course. It also added Introduction to Political Theory (POSC 120) and Introduction to Public Administration (POSC 220). The addition of these two new courses since the last Program Review and the reestablishment of Public Law (POSC 275) provides students the opportunity to select from all five major categories in the field of Political Science. **Goal 2** has been accomplished.

### **Goal 3: Changes in On-Line delivery**

**Plan:** The Distance Education (DE) courses in Political Science had a difficult time with Retention and Success Rates, much worse than similar On-Campus classes back in 2011. The POSC faculty was determined to tackle this issue head-on. We made a conscious effort to improve methods of On-Line communication and interaction by aggressively monitoring student participation, revising study guides, chapter breakdowns, and utilizing additional software where available (power point) to create a more personalized delivery system. Our efforts have born fruit with a dramatic improvement in Retention and Success Rates of On-Line students.

DE is here to stay. Such courses offer students greater flexibility in designing their schedules and are a different method of delivery. Our department is committed to continuing to improve the Success and Retention Rates of such students, realizing that FC must continue to provide a multiplicity of delivery methods for instruction. **Goal 3** has been accomplished.

### **Goal 4: Program-level Student Learning Outcomes & Assessment (SLOAs)**

**Plan:** When SLO were first introduced, many of our faculty were confused about how to develop and incorporate this additional method for measuring the success of our students. Any time a brand new program is introduced into the curriculum, it invariably goes through an evolutionary process. Once we understood that SLOs were here to stay, the POSC Department faculty interacted with administration, fellow faculty, and staff to come up with a coherent plan of action. We have created a uniform assessment component that is now being applied to all our courses in POSC for the past two years. **Goal 4** has been accomplished (with the proviso that it is in the evolutionary stage of development).

### **5.3 How did you measure the level of success and/or progress achieved in the goals listed above?**

Our primary goal was improving Retention and Success Rates—these rates would be used as our yard stick for determining how the program was doing. The Key Performance Indicator Report (KPIR) 2013-14 for Political Science shows an overall 8% increase in Retention Rates over the past five years and an overall 14% increase in Course Success Rates. It shows increases in enrollments from 3,840 in 2009-10 to 4,339 in 2013-14, a 13% increase; increases in sections offered from a low of 47 in 2011-12 to 65 in 2013-14, a 38% increase.

With the hiring of additional faculty from zero to four, the POSC faculty made a concerted effort to address and improve Retention and Success Rates. By increasing the department's funding to higher levels since the 2008 economic meltdown, utilizing FC's support services more aggressively, and revising our curriculum—added together, all made possible the positive increases cited from the goals established in PR 2011.

For the first time in the history of the POSC program all the courses advertised in the FC Catalog are now available. Realizing that the POSC Department had been struggling to incorporate all our courses for more than two decades, struggling to overcome the budget cuts since 2008, and viewing the Retention and Success Rates over the past five years, we feel that the program is finally on the right path.

### **5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.**

Enrollments went up from 3,840 in 2009-10 to 4,339 in 2013-14, a 13% increase. The number of sections offered went from 47 in 2011-2012 to 65 in 2013-15, that a 38% increase. Overall Retention Rates went from a low 72% in 2010-2011 to 81% in 2013-14, that is a 9% increase. And overall Success Rates went from 50% in 2009-10 to 64% in 2013-14, a dramatic 14% increase. The one area that is a cause for concern is the number of students majoring in POSC has dropped from a high of 224 in 2009-10 to 149 in 2013-14, that is a 34% drop.

What these numbers reflect is the fact that our courses remain popular with the general student body. It is a rare situation when a POSC course is not able to garner the necessary registration requirements to be offered. Even our newest courses Introduction Political Theory (POSC 120) and Introduction to Public Administration (POSC 220) have been able to achieve the requisite number of enrollments—assuring that these 2 courses would continue to be offered.

Retention and Success Rates also show a steady increase. Though not as high as the most successful community colleges, the POSC program has steadily improved in the critical areas of Retention and Success Rates. There is always room for improvement and our faculty remains steadfast in adopting methods that work.

The one area of concern is the receding number of students majoring in Political Science. This may have to do with the changing nature of the economy, the areas of job-growth that are directed more to the natural sciences, finance, and communication technologies and not the social sciences.

### **5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?**

As a traditional academic program, the POSC Program is distinct from other departments where there is a need for specialized equipment, classroom size increases, or labs. The only amount we requested in the last PR cycle was \$4,000 for tutors.

Additional funds were finally realized in 2013-14 after the passage of a state initiative that assured a reinstatement of funds for the community college system as a whole. As a result, sections offered in the POSC Program at FC were increased from 47 in 2011-2013 to 65 in 2013-14, a 38% increase. As a result, enrollments went up from 3,113 in 2012-2013 to 4,339, a dramatic 39.4% increase.

Significant improvements occurred in the department’s ability to hire adjuncts to its highest levels from zero to four, helping to accommodate the additional sections; second, the commitment made by the POSC faculty to improve its curriculum has resulted in Retention Rates increases (from 73% to 81% in 2009-10) and Success Rate increases (from 50% in 2009-10 to 64% in 2013-14); and finally, offering new courses (Intro to Political Theory & Intro to Public Administration) and reinstating the Introduction Public Law (POSC 275) course, allowed the POSC Program to offer all five areas of the field for the first time in the past quarter century.

**5.6 If funds were not allocated in the last review cycle, how did it impact your program?**

From 2010-11 to 2012-2013, cuts in revenues for our department remained as a result of the serious economic downturn in 2008. The reinstatement and expansion of funds occurred in 2013-14, resulting in the statistics cited in **Section 5.5.**, i.e., the program had no adjuncts, had to temporarily remove Introduction to Public Law (POSC 275) course, and significantly downsized the number of sections being offered—taken together, these conditions negatively impacted enrollments.

**6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]**

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

<b>STRATEGIC ACTION PLAN # 1</b>	
Describe Strategic Action Plan: (formerly called short-term goal)	Fullerton College (FC) established a more effective measurable outcome of student retention and success in the Program Review process that activated efforts to address and improve problem areas.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success Objective #2: Increase course retention and success
Describe the SAP: (Include persons responsible and timeframe.)	The Social Science Division Dean is coordinating with Political Science (POSC) faculty to help address and improve student success. Since 2009-2010, aggregate Retention Rates went from 73% to 81% by 2013-14. During the same time period, aggregate Success Rates went from 50% to 64%, a whopping 14% increase. The SAP #1 was more effectively addressed as a result of FC providing the Social Science Division and the POSC Department with data that identified where we were at and where we are going.

	<p>Curriculum was revised and improved, e.g., more effective study guides, chapter breakdowns, and technology were adjusted and/or applied. Improved methods of communication and more effective utilization of support services, i.e., Skills Tutorial, &amp; Writing Centers were expanded.</p> <p>The POSC faculty will continue to monitor and introduce adjustments to our method of delivery to maximize success among our students.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The last program review in 2011 the Social Science Division and the POSC Department committed to a 2% increase in the Success Rates for students in our courses. We dramatically surpassed this goal. A number of factors led to the Success Rate of a 14% increase rather than the 2% committed rate over the past 5 years which included faculty improving the delivery of their courses, dramatic increases in the number of sections being offered from 47 (2009-2010) to 65 (2013-2014), hiring of 4 adjuncts (where none existed), more effective utilization of support services, and the introduction of additional measures (SLOAs).</p> <p>If conditions remain the same, e.g., financial resources are maintained that allows for maintaining our section and course offerings, including the retention in the current number of adjuncts, then we anticipate an additional 2% increase in student success in the future.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Fundamental to accomplishing the POSC Program mandate does not require additional financial resources. The current number of full-time and adjunct faculty is adequately fulfilling the level of demand that currently exists at FC.</p>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$6,000	State/District
Computer Software	\$1,500	State/District
Training		
Other	\$500	State/District
<b>Total Requested Amount</b>	<b>\$8,000</b>	

The funding requests are approximations. It would be nice for the faculty to receive new computers, spending about \$1,200 per member. All computers need software. Other refers to documentaries and books that instructors could use in the classroom or for personal instructional development.

## STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	Fullerton College (FC) established a more effective measurable outcome of student retention and success in the Program Review process that activated efforts to address and improve problem areas.
List College goal/objective the plan meets:	College Goal #2: Fullerton College will reduce the achievement gap. Objective #3: Increase success rate of Hispanic and African –American students by at least 2%
Describe the SAP: (Include persons responsible and timeframe.)	<p>The Social Science Division Dean is coordinating with Political Science (POSC) faculty to help address and improve student success among Hispanic and African-American students. Since 2009-2010, aggregate Success Rates for Hispanics went from 43% to 59% by 2013-14, a whopping 16% increase. During the same time period, African-American students aggregate Success Rates went from 35% to 45%, a significant 10% increase. The SAP #1 was more effectively addressed as a result of FC providing the Social Science Division and the POSC Department with data that identified where we were at and where we should be going.</p> <p>Curriculum was revised and improved, e.g., more effective study guides, chapter breakdowns, and technology were adjusted and/or applied. Improved methods of communication and more effective utilization of support services, i.e., Skills Tutorial, &amp; Writing Centers were expanded.</p> <p>The POSC faculty will continue to monitor and introduce adjustments to our method of delivery to maximize success among our students.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>In the last program review in 2011 the Social Science Division and the POSC Department committed to a 2% increase in the Success Rates for students in our courses. We dramatically surpassed this goal. A number of factors led to the Success Rate increases of 14% among Hispanic students and a 10% increase among African- American students since 2009-2010 rather than the 2% increase that the program had committed to after our last program review. This included faculty improving the delivery of their courses, dramatic increases in the number of sections being offered from 47 (2009-2010) to 65 (2013-2014), hiring of 4 adjuncts (where none existed), more effective utilization of support services, and the introduction of additional measures (SLOAs).</p> <p>If conditions remain the same, e.g., financial resources are maintained allowing for a continuation of the current number of section and course offerings, then we anticipate that the Retention and Success Rates will improve. The POSC faculty expects a more modest 2% increase among African American and Hispanic students Success Rates in the future.</p>
What specific aspects of this	Fundamental to accomplishing the POSC Program mandate does not

SAP can be accomplished without additional financial resources?	require additional financial resources. The current number of full-time and adjunct faculty is adequately fulfilling the level of demand that currently exists at FC.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	Expand Supplemental Instruction: \$1400 per section	District
<b>Total Requested Amount</b>		

See **Strategic Action Plan 1** for funding request of \$8,000.

## 7.0 Long Term Plans

**Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)**

Internal factors: Within the POSC Department, there is a possibility that there maybe 1 or 2 retirement/retirements within the next four to six years and if financial conditions permit, such a position/positions will result in replaceable new hires. Currently, full-time faculty remain wary about hiring additional new full-time faculty because demand is being met. The significant cuts to our program and to the district prior to 2013-14 have left an indelible mark on the psyche of faculty. As conditions have improved, the POSC Department was able to hire four adjuncts to help fulfill the current demand for the courses being offered. It is too soon to tell whether the sections being offered will continue to be sustained over the long-term. The POSC faculty feels that the number of full-time instructors is about right for the level of demand.

On the positive side, the POSC Program is on a stable footing for the first time in a quarter century. Students have the benefit to enroll in courses in all five areas of Political Science, maximizing units necessary for transfer to a university. And with the addition of the POSC AA-T, that will be incorporated the fall 2015, this adds to a student's options.

External factors: Demand for political science courses remains relatively high. That is attributed to several factors, including the requirement that all students complete American Government (POSC 100) as part of their undergraduate work and the popularity of our specialty courses which complement the general education units. The latter has to do with the reputation of the program and the popularity of our faculty to the general student body.

The recent trend is fewer students majoring in Political Science in spite of the dramatic increase in enrollments in our courses in 2013-14. That may have to do with the nature of the economy and the areas where the job market is stable or growing—health care (natural sciences), communication technologies (computers), finance (business, accounting, marketing, investment) and vocational areas. Political Science, outside of academia, politics and law, is perceived by many as no longer providing the employment opportunities as in the past. Therefore, growth in the POSC program may become problematic.

If the Great Recession of 2008 taught us anything it is to not become too comfortable. The current financial support that allowed for expanding sections and hiring four adjuncts is not assured. All that can be assumed is the here and now, seize this opportunity and do everything possible to help students succeed. Hopefully, nothing happens to disrupt the POSC Program at current levels.

## **8.0 Self-Study Summary**

**This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.**

The POSC Department made some changes in the curriculum to better meet the academic needs of our students. POSC instructors utilize various teaching strategies to ensure student success, including providing study guides, chapter breakdowns, quizzes, and power point (where available). All instructors in the department are excellent professors and were able to achieve, and even surpass Student Retention and Student Success Rates than originally anticipated. Grading is relatively uniform within the department. The skill level attained by students effectively prepares and compliments their academic success and future employment opportunities.

Based on the course offerings and the level of retention and achievement among students, the program is fulfilling its academic responsibilities with the goal of continuing to improve the method of delivery, flexible accessibility, and success rates. The philosophy of the POSC Department is to meet each challenge positively and productively—control those areas where the department has the greatest impact and not allow those areas that are simply outside the reach of each instructor's and the program's jurisdiction to negatively affect the program's mandate.

With the introduction of an honors component, distance education courses, additional specialty courses, and articulation, the program is on a solid academic footing. SLOA is just another method for measuring success and is constantly being refined while already incorporated into the POSC classes.

Instructors had the opportunity to reconsider all the methods being applied in the courses taught three years ago and obviously made some constructive and beneficial changes that resulted in significant increases in Retention and Success Rates. The flexibility and innovative-skills adopted by the department's members provides increased confidence that changes could be incorporated without compromising standards. What is also reassuring is the fact that historically the largest academically struggling ethnic and racial groups witnessed significant Retention and Success Rates increases as well.

In cooperation with administration and support services, the POSC faculty will continue to innovate and respond to the varied conditions that are a part of the academic world.

**Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page**



*I concur with the findings contained in this Program Review.  
S. B. Viltz, Interim Dean*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative exception):*

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## KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

### Political Science

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	Su	Fa	Sp	An																
<b>Course Information</b>																				
Courses Offered	1	5	5	9	2	6	5	9	1	6	9	12	3	7	9	12	3	8	10	14
Sections Offered	5	20	22	47	5	21	22	48	4	21	22	47	5	20	24	49	13	25	27	65
<b>Student Information</b>																				
Majors		181	184	224		188	175	216		161	166	203		141	177	202		127	160	149
New Majors		46	14	60		42	10	52		35	21	56		29	23	52		47	11	58
Enrollments	402	1,670	1,768	3,840	305	1,659	1,684	3,644	238	1,374	1,501	3,113	232	1,357	1,653	3,242	606	1,936	1,797	4,339
FTES	41	175	184	400	31	173	175	379	24	142	157	323	24	138	168	329	59	194	182	436
WSCH	1,244	5,236	5,515	11,994	924	5,181	5,250	11,356	1,915	5,187	5,123	12,225	2,141	4,671	5,449	12,261	6,229	6,372	6,009	18,609
<b>Program Resources</b>																				
FTE Faculty	1.8	7.0	7.3	16.1	1.4	6.6	6.7	14.7	0.8	4.1	4.4	9.4	0.9	3.9	4.8	9.7	2.5	8.1	7.5	18.1
<b>Program Efficiency</b>																				
Ave Section Size	80.4	83.5	80.4	81.7	61.0	79.0	76.5	75.9	59.5	65.4	68.2	66.2	46.4	67.9	68.9	66.2	46.6	77.4	66.6	66.3
Fill Rate (Census)	99%	107%	109%	107%	97%	112%	110%	110%	105%	107%	106%	106%	103%	106%	102%	103%	89%	103%	102%	101%
WSCH per FTEF	691	748	735	745	660	785	784	772	2,394	1,256	1,157	1,306	2,302	1,189	1,128	1,265	2,492	787	801	1,028
<b>Program Outcomes</b>																				
Degrees Awarded				10				4				3				19				14
Certificates Awarded																				
Transfers				24																
<b>Course Retention Rates</b>																				
Overall	75%	73%	73%	73%	79%	73%	71%	72%	80%	79%	76%	78%	86%	80%	80%	80%	84%	80%	80%	81%
Females	73%	70%	70%	71%	79%	72%	70%	72%	79%	77%	74%	76%	86%	78%	78%	79%	84%	79%	79%	80%
Males	78%	76%	76%	76%	81%	73%	72%	73%	82%	81%	78%	80%	85%	83%	81%	82%	84%	80%	82%	81%
African American	62%	65%	54%	60%	100%	74%	61%	70%	60%	85%	59%	70%	78%	83%	61%	72%	86%	64%	70%	71%
Asian American	72%	76%	76%	76%	85%	78%	76%	75%	95%	83%	76%	81%	91%	81%	83%	83%	89%	81%	82%	83%
Filipino	100%	76%	73%	76%	74%	64%	62%	64%	67%	87%	63%	74%	70%	69%	81%	75%	82%	83%	89%	85%
Hispanic/Latino	71%	70%	71%	70%	79%	68%	68%	69%	75%	79%	74%	76%	84%	79%	79%	79%	83%	79%	79%	79%
Native American		79%	58%	69%	33%	79%	58%	66%		100%	63%	87%	100%	73%	100%	87%	60%	75%	67%	69%
Other Non-White	50%	81%	85%	80%		67%	83%	79%	50%	89%	100%	86%	100%	80%		83%	100%	86%	88%	88%
Pacific Islander	100%	50%	67%	65%		50%	57%	53%	100%	80%	63%	71%	100%	71%	100%	83%	100%	57%	40%	57%
White	80%	77%	75%	76%	77%	77%	77%	77%	82%	76%	83%	80%	86%	83%	80%	81%	81%	83%	83%	83%
Unknown	80%	71%	78%	75%	75%	77%	77%	77%	82%	78%	74%	77%	100%	83%	94%	89%	90%	67%	83%	77%
<b>Course Success Rates</b>																				
Overall	53%	50%	50%	50%	65%	50%	52%	52%	62%	58%	57%	58%	73%	61%	61%	62%	74%	61%	62%	64%
Females	50%	47%	46%	47%	63%	47%	51%	51%	59%	56%	54%	55%	76%	56%	60%	59%	72%	58%	58%	61%
Males	58%	53%	54%	54%	68%	53%	53%	54%	68%	60%	62%	61%	68%	66%	62%	64%	76%	64%	65%	67%
African American	33%	37%	35%	35%	88%	42%	42%	45%	60%	56%	43%	50%	78%	54%	39%	49%	71%	36%	39%	45%
Asian American	60%	54%	55%	55%	67%	61%	53%	58%	78%	67%	61%	69%	75%	66%	71%	70%	84%	68%	65%	70%
Filipino	100%	54%	51%	56%	74%	56%	49%	55%	44%	56%	46%	50%	60%	44%	64%	56%	68%	68%	68%	68%
Hispanic/Latino	47%	44%	41%	43%	63%	40%	46%	45%	56%	54%	51%	53%	70%	56%	57%	58%	70%	56%	58%	59%
Native American		71%	50%	62%	0%	57%	58%	52%		73%	38%	55%	100%	64%	64%	65%	60%	42%	60%	53%
Other Non-White	25%	69%	75%	68%		44%	75%	66%	50%	89%	100%	86%	100%	60%		67%	100%	57%	75%	69%
Pacific Islander	67%	25%	56%	45%		25%	29%	27%	0%	40%	63%	50%	0%	71%	25%	50%	100%	43%	0%	36%
White	57%	56%	56%	56%	68%	57%	60%	59%	67%	60%	70%	69%	78%	67%	64%	66%	74%	68%	69%	69%
Unknown	52%	56%	63%	58%	50%	60%	60%	59%	59%	56%	59%	58%	80%	63%	80%	72%	90%	53%	75%	67%

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