Instructional Programs

2017-2018 Self-Study
Three-Year Program Review Template
Political Science Department

Social Sciences 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

Jodi Balma
Naji Dahi

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.

Jodi Balma		Professor	11/15/17
Printed name of Principal Author	Signature	Title	Date

Ricardo Salas			
Printed name of Department Coordinator	Signature	Title	Date

Jorge Gamboa			
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.
The Fullerton College Political Science Department teaches students how to integrate learning into their everyday lives. The coursework is rigorous to improve oral and written communication skills, and teach students how to think critically. We promote the following: clearly stating college level reading and writing are essential for student success, stating the time needed to be successful, linking students with student services, and lastly listing student learning outcomes in all course syllabi. The Political Science Department has implemented pedagogical changes in an effort to aid students in being successful learners. We prepare students to be successful learners, which increases the likelihood that our students will be responsible, contributing members of an increasing diverse and technologically complex society.

Vision: Fullerton College will transform lives and inspire positive change in the world.
The Political Science Department encourages students to develop awareness, knowledge, and understanding of current events. Understanding local, regional, state, national, and international news is essential to be an informed citizen of the world. Equipping our students with the tools they'll need to make sense of an increasingly complex world is one of the essential goals of our department. Whether it's taking Comparative Government, International Relations, Middle East Politics, or Contemporary Issues in American Politics, our students gain an in-depth understanding of the subject as we foster intellectual curiosity.

Core Values:
We promote a sense of community that enhances the well-being of our campus and surrounding areas.
The Political Science Department encourages our students to get involved on campus with student clubs, student government, the campus food bank, the Veterans Center, Speech and Debate, tutoring opportunities, and other campus jobs.

We respect and value the diversity of our entire community
Diversity is essential to the understanding of politics and is incorporated in each of our courses. We value the importance of recognizing and utilizing the diversity within our classes to foster interactive learning environments. This diversity amongst our faculty provides diverse perspectives as well as important, influential role models for our students.

We commit to equity for all we serve
The Political Science Department attempts to improve the academic performance of all students and to work with our campus community to reduce obstacles to our students' success.

We honor and build upon our tradition of excellence.
The Fullerton College Political Science Department values tradition in our content and pedagogy. We offer a wide variety of courses to provide our students with a well-rounded curriculum. We value excellence in education and continue to implement new and different methods of teaching. We see value in a balance between tradition and innovation.

We expect everyone to continue growing and learning.
Members of the Political Science Department pride themselves on remaining current with content in the discipline and incorporating new information and current events in the classroom. Professor Balma is the Coordinator of the Honors Program and the department offers several honors courses. Students enrolled in these classes are given the opportunity to submit their research papers for consideration by the Honors Transfer Council of California (HTCC) Research Conference at UC, Irvine. Students selected to participate present their research papers on political and policy topics. This is an enriching and unique experience for freshman/sophomore level college students, and is a valuable academic opportunity.

We support the involvement of all in the decision-making process.
Political Science Department members collaborate on department decisions. The Political Science faculty participate on various campus committees including hiring committees and managers' evaluation committees. We also participate in campus forums and discussions and support and encourage student participation in campus extracurricular activities.

We support innovation in teaching and learning.
The field of political science demands currency in the classroom and faculty update their lesson plans with new and current examples on a regular basis. We also seek out innovation in pedagogy. The American Political Science Association holds an annual conference on "Teaching and Learning" which offers a forum for sharing with discipline colleagues throughout the nation.

We act in accordance with personal integrity and high ethical standards
As a department we are committed to high ethical standards and professionalism. We work to interact respectfully and with courtesy to all members and groups on our campus. Student discipline issues are handled in accordance with Fullerton College regulations and consistently applied.

We work together with our educational and community partners.
The Political Science Department promotes and encourages our students to make use of the campus resources available. We encourage student participation in clubs and student government. We promote and encourage our students to get involved with local politics, seek out and support internships with local campaigns, district offices, and non-profit agencies. Former students have intern with the White House, California Governor's office, the California Treasurer's office, the Superintendent of Public Instruction, the Attorney General's office, and many local elected officials. Our faculty seek out opportunities to collaborate with campus partners. We serve on hiring committees outside our division and have built strong partnerships from the committee work we've done.

We support an environment of mutual respect and trust that embraces the individuality of all.
Our faculty members are empowered to make their own decisions regarding
textbook adoption, use of ancillary materials, and evaluations methods. It is equally important for our
students to learn how to effectively access and critically analyze this information beyond their classroom
experience, and our faculty endeavor to reach this goal on behalf of our students so they will be informed
participants in our governance.

We accept our responsibility for the betterment of the world around us.
The Political Science Scholarship is funded by members of our department to support students in their
educational pursuits. We encourage our students to get involved in local elections and public policy and
are proud that a number of our alumni serve on local city commissions, school boards, and city councils.
They're also actively involved in campaigns and are employed in Southern California, Sacramento, and
Washington, D.C.. We strongly believe that our alumni are future community, state, and national leaders.

College Goals:
Goal 1: Fullerton College will promote student success
The Political Science Department is committed to student retention and success. We strive to meet the
needs of students with various teaching/learning modalities, including traditional face to-face classes and
distance education classes which are offered fully online using the latest technological enhancements.

We regularly communicate with students about opportunities on campus to help them succeed. We
advise students to develop the skills they need to be successful learners and recommend the use of the
Skills Center, Writing Center, Cadena Center and Tutoring Center.   Financial challenges are a serious
obstacle to our students' success so we encourage our students to apply for the Social Sciences and
Fullerton College Foundation scholarships as well as taking advantage of the campus food bank, the Care
Bank, and other campus resources.

The Political Science is committed to supporting the Honors Program by offering four sections of honors
courses each year. We offer two sections of POSC 100 HF Honors American Government, and one each of
POSC 110 HF Honors Contemporary Issues in American Politics, and POSC 180 HF Honors Capitol Field Trip:
Sacramento Seminar. The Honors Program provides motivated students with a small class size to
encourage seminar-style learning, close faculty interaction, and an opportunity to delve deeper into the
curriculum, and pursue research opportunities. Each spring, our honors students present the results of
their research papers at the HTCC Research Conference at UC, Irvine. High impact practices like working
with a faculty mentor on research have proven to improve student success.

We offer a section of POSC 100 American Government for TAP students. The goal of the Transfer
Achievement Program (TAP) is to encourage and support students in their goal of transferring to a four-
year college or university. This goal is met by offering a comprehensive, student-centered instructional
and peer-supportive program tailored to meet the needs of community college students, and the Political
Science Department is committed to supporting this effort.

Goal 2: Fullerton College will reduce the achievement gap.

The Political Science Department attempts to improve the academic performance of all students. Supplemental Instruction is used by one of our professors to offer additional help for students struggling with American Government and believe that including SI in additional sections of American Government would be beneficial to our students. Students in need of specialized help in a course are referred to our Tutoring Center where our former students are recommended for employment. Department faculty members also regularly refer students to the Fullerton College Writing Center for assistance with improving their skills in writing essays and research papers. Faculty members consistently make themselves available to students by holding regular office hours, encouraging and scheduling student study groups both inside and outside class, and by maintaining regular, frequent communication with students via email. Connections with faculty outside of the classroom are the one of the consistent methods shown to engage students and increase retention and success, especially for minority or underrepresented students.

Goal 3: Fullerton College will strengthen connections to the community

The Political Science Department values a strong connection to the community. We organize events and participate in a wide variety of events to strengthen connections to the community. The Political Science Department and/or the Political Science Student Association have participated in the following over the past three years:

- Kindercaminita
- Annual Family and High School Senior Night
- Dia De Los Muertos
- The Women's Student Forum
- Walk in Her Shoes and the Clothesline Project
- Guest Speakers: Assemblywoman Sharon Quirk-Silva (FC Alumnus), Assemblyman Phillip Chen, State Senator Josh Newman, Stanton City Manager Jim Box, NOCCCD Trustee Jackie Rodarte (FC Alumna), Ed Lopez, and Molly McClanahan, Westminster School Board Member Jamison Power (FC Alum), Anaheim City Commissioner Grant Henninger (FC Alum), La Habra Cultural Commissioner Monica Choi (FC Alumna), Brea City Council Member Christine Marick, Brea School Board Member Nicole Colon, Fullerton City Council Member Jesus Silva, La Habra City Council Member Rosie Espinoza (FC Alumna), among others.
- Professor Balma has spoken to the High School Principals Lunch and the Counselors Breakfast.
- Professor Balma is working with Assemblyman Phillip Chen and State Senator Josh Newman to create 4th Grade presentations about California Government for local elementary schools.
- Professor Balma serves as the Student Outreach Coordinator for the North Orange County League of Women Voters. This involves involving students in candidate forums for school board and city council elections in Brea, Buena Park, Cypress, Fullerton, La Habra, La Palma, Placentia, and Yorba Linda.
- Professor Balma is often quoted in the Orange County Register on local campaigns and political stories. She's also been interviewed on NPR regarding the 65th Assembly election in 2014 and 2016 and more recently about the Recall petition for the 29th Senate district. In November 2017, she was interviewed on KQED Radio (Sacramento) about the 2018 39th Congressional election.
- Organizing events in which political science faculty present: "Election 2016: What Happened?", "Sex Trafficking", "Conflict in the Middle East Politics" and others.

- There are two courses that allow our students to get experience and college credit. With POSC 198: Campaign Internship and POSC 199: Public Policy Internship, our students have gained experience with local campaigns and working with local non-profits, district offices for elected officials, and various agencies.
- We also encourage students to attend lectures, book signings, meetings, and other political events in the local community.
- A number of our students have been appointed to local city commissions and elected to school boards and city councils.

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		
Enrollment		2013	3249
		2014	4352
		2015	4031
		2016	4139
		2017	4197
	The numbers above show the improvement in enrollment in the Political Science Department (POSC thereafter) since the last program review. **Enrollment increased from 3249 students in 2103 to 4197 students in 2017, a 29.18% increase.** That number is close to the 23.4 percent increase for the entire Social Science Division. Compared to other large departments (>4000 students) in the division, POSC has increased its enrollment more than History (9.6%), Sociology (14%), and Psychology (12.9%) during the same time period. Overall, enrollment in the department seems to have stabilized at an average that is slightly above 4000 students. This could be attributed to stable state funding following the passage of Proposition 30 in the November 2012 election. NB: the higher than usual enrollment in 2014 is due to the 3 summer sessions that the POSC department offered in late 2013.		
Total FTES		2013	321.8
		2014	425.8
		2015	397.2
		2016	406.9
		2017	415.4
	The changes in FTES mirror the changes in enrollment cited above. **FTES increased from 321.8 in 2013 to 415.4 in 2017, a 29.1% increase overall.** The highest FTES was in 2014 (425.8) and the lowest was in 2015 (397.2). As with enrollment, FTES seems to have stabilized above 400 (411 to be exact) from 2104 to 2017. Stable state funding is, once again, responsible for this fortunate development.		
Sections		Sections	Total Seats

2013	49	3142
2014	65	4307
2015	60	4028
2016	63	4180
2017	63	4358

POSC went from a peak of 58 sections (2007-08) down to 47 sections in 2009-10 (10% drop) as a result of the cuts in state funding during and after the Great Recession. The decline in the number of sections and seats stabilized at 49 and 3142 seats in 2013. **Thereafter (2013-2017), the department experienced a 28.6% increase in sections offered and a 38.7% in total seats available.** Between 2014 and 2017 the department stabilized with an average of 62.75 sections offered and 4218.25 total seats available.

FTEF	

2013	13.7
2014	18.1
2015	17.5
2016	17.9
2017	18.5

Between 2009 and 2012, the department witnessed a severe decline in FTEF of 6.7 FTEF (41.6%) due to budget cuts following the Great Recession. **Since then FTEF has increased from 13.7 in 2013 to 18.5 in 2017, a 35.04% increase.** The average FTEF since state funding stabilized (2014-2017 period) has been 18.

Fill Rate	

2013	103.2%
2014	100.7%
2015	100.1%
2016	98.9%
2017	96.6%

Fill rates at a community college seem to be inversely related to the health of the local economy. From 2009-10 (when the economy was struggling) the fill rate was 107% for the department. **As the economy improved (fewer people went to college to upgrade their skills) the fill rate steadily declined to a current 96.6%. The decline in fill rate could also be attributed to the increase in class sections offered following the 10% drop in the 2008-2009.** During that period, instructors were adding more walk-in and petitioning students than classes could seat. That practice created an artificially high fill rate. We were told by management to stop adding students due to fire and regulation codes.

WSCH/FTEF	

2013:	719.5
2014:	722.2
2015:	694.6
2016:	695
2017:	684.6

In 2009-10, we experienced 745 weekly student contact hours per full-time equivalent faculty. Since then the number has steadily declined

	to 684.6 in 2017. **The drop from 2014 to 2017 was 5.2%. Overall, we seem to be heading closer to the 525 WSCH/FTEF set by the college.** This is in large part due to the fact that POSC has five full-time faculty that maintain rigorous office hours. The department doesn't hire many part-time instructors who do not (by contract) have to maintain office hours.
Retention	
Success	
Majors	

Retention

2013	80.3%
2014	80.4%
2015	79.6%
2016	80.0%
2017	81.8%

Back in 2009 the department's retention rate was 73%. In 2013 the department increased its retention to 80.3%. **The department has been able to maintain a steady average retention rate of 80.42% between 2013 and 2017.** Consistency in retention has been the departments forte.

Success

2013	61.8%
2014	62.9%
2015	61.2%
2016	63.1%
2017	62.8%

In the last program review, the department increased its success from a low of 50% in 2010 to a high 62% in 2013. **In the past four years the department has maintained an average 62.5% success rate.** Once again, the department has maintained remarkable consistency on this metric.

Majors

2013	228
2014	296
2015	310
2016	289
2017	308

Another important KPI is the number of political science majors. By that metric, **the department increased its majors from 228 in 2013 to 308 in 2017, a 35.1% increase.** The highest number on majors was in 2015. The overall average for the past five years was 286.2 majors in POSC.

2.2 Peer Institution Comparison

Complete the table below.

College/ Program:	Fullerton POSC	Cypress POSC	Rio Hondo POSC	LA City POSC	Riverside POSC	Santa Ana POSC
Retention:	F2016: 80.55%	F2016: 88.59%	F2016: 88.55%	F2016: 79.22%	F2016: 79.94%	F2016: 88.6%
	F2015: 78.44%	F2015: 89.36%	F2015: 88.55%	F2015: 76.26%	F2015: 79.83%	F2015: 87.53%
	F2014: 78.08%	F2014: 88.07%	F2014: 86.60%	F2014: 85.08%	F2014: 75.95%	F2014: 82.6%
Average	**79.02%**	**88.67%**	**87.9%**	**80.19%**	**78.57%**	**86.24%**
Rank	5	1	2	4	6	3
Success:	F2016: 60.73%	F2016: 66.22%	F2016: 61.65%	F2016: 52.99%	F2016: 54.18%	F2016: 67.37%
	F2015: 60.75%	F2015: 63.83%	F2015: 60.12%	F2015: 53.91%	F2015: 57.58%	F2015: 65.67%
	F2014: 59.45%	F2014: 64.33%	F2014: 56.11%	F2014: 64.92%	F2014: 51.66%	F2014: 61.93%
Average	**60.31%**	**64.79%**	**59.29%**	**57.27%**	**54.47%**	**64.99%**
Rank	3	2	4	5	6	1
Degrees: 2014	14; 8 AAT; 6 AA	1 AAT	0	4; 4 AA	2 AAT	3 AA
2015	21; 12 AAT; 9 AA	7 AAT	4 AAT	4; 4 AA		1 AA
2016	22; 12 AAT; 10 AA	16 AAT	8 AAT	4; 1 AAT; 3 AA		10; 7 AAT; 3 AA
2017	28; 25 AAT; 3 AA	12 AAT	21 AAT	6; 1 AAT; 5 AA		20; 14 AAT; 6 AA
Total	**82; 57 AAT; 28 AA**	**36 AAT**	**33 AAT**	**18; 2 AAT; 8 AA**	**2 AAT**	**24; 21 AAT; 4 AA**
Average/Year	20.5; 14.3 AAT; 7 AA	9 AAT	8.25 AAT	4.5; 0.5 AAT; 2 AA		6; 5.3 AAT; 1 AA
Rank: AAT/year	1	2	3	5		4
Transfers:	CSU Transfers	CSU Transfers	CSU Transfers	CSU Transfers	CSU Transfers	CSU Transfers
	2013: 16	2013:10	2013: 12	2013: 12	2013: 4	2013: 10
	2014: 19	2014: 4	2014: 8	2014: 10	2014: 13	2014: 5
	2015: 20	2015: 11	2015: 9	2015: 10	2015: 13	2015: 13
Average	18.3	8.3	9.67	10.67	10	9.33
Rank	1	6	4	2	3	5

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)).

The following peer institutions were selected for comparison from a list provided by OIRP: Cypress College, Rio Hondo College, LA City College, Riverside College and Santa Ana College. The authors of this self-study selected the following parameters for comparison: Retention, Success Rate, Degrees Awarded, and Transfers to CSU campuses.

1. As regards **retention**, the department has lagged its peers. **The department, as an average, ranks 5 out of 6 POSC peer departments on that metric**. The upside is the department has improved during the Fall 2016 semester in comparison with its peers and **now ranks 3rd amongst its peers in retention.** The department is working hard to improve the retention rate in future semesters and academic years.

2. As regards **success rate**, the department is very competitive with its peers. **The department, as an average, ranks 3 out of 6 POSC peer departments on that metric**. While the success rate improved slightly between Fall 2014 (59.45%) and Fall 2015 (60.75%), it pretty much remained the same for the Fall 2016 semester. Despite its competitive standing among its peers, the department is working hard to improve the success rate in future semesters and academic years.

Term	# Peers with higher retention rate	# Peers with lower retention rate	# Peers with higher success rate	# Peers with lower success rate
F 2016	3	2	3	2
F 2015	4	1	2	3
F 2014	4	1	3	2

3. When it comes to **degrees awarded**, **the Fullerton College POSC Department is a standout among its peers.** Three of the five departments in the comparison (Cypress, Rio Hondo, Santa Ana) have an average enrollment of more than 1000 students during the four-year period 2014-2017. The Fullerton College POSC Department out ranks all three awarding more degrees overall and more AAT degrees in particular. The department has averaged 20.5 AA degrees and 14.3 AAT degrees for the four-year period. The second best at offering POSC AAT degrees is (our sister) Cypress college at an average of 9 AAT degrees. The third best is Rio Hondo College POSC department at an average of 8.25 AAT degrees.

4. Finally, when it comes to **transfers**, **the Fullerton College POSC Department is the leader among its peers.** During a three-year period (2013 to 2015), **the department transferred an average of 18.3 students to California State University campuses**, far and away above LA city College POSC department in second (10.67 students) and Riverside College POSC department in third (10 students).

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.)

I have broken the data below into sections based on **gender and race/ethnicity**. I have also added the Social Science Division numbers to the mix for context. This will tell us if the POSC department is performing similarly to the overall Social Science Division or not. This should tell us if the issues that the department is facing are division wide structural problem or not.

1. **Gender: In terms of retention and success rate of male students, the performance of the POSC department is very much in line with that of the division.** The division has a 1.52% advantage in terms of retention but the department has a 0.44% advantage in terms of success rate. In terms of retention and success rate for female students the differences between the division and the department are slightly larger. **The division has a 5.5% higher retention than the POSC department and a 6.7% higher success rate than the department.** While the difference in the former is less than 6% and less than 7% in the latter, **clearly there is room for improvement here for the POSC department**. We need to redouble our effort to increase female success rate in the classroom.

Group	Year	Division Enrollment	Division Retention Rate	Division Success Rate	POSC Enrollment	POSC Retention Rate	POSC Success Rate
Males	2103	12990	84.40%	65.00%	1541	82.10%	64.10%
	2014	15858	83.50%	63.10%	2077	81.30%	65.80%
	2015	14766	84.10%	63.40%	1889	81.60%	64.60%
	2016	14282	84.10%	65.30%	1888	81.70%	65.60%
	2017	14204	85.00%	66.30%	1912	82.40%	65.20%
	AVERAGE	14420	84.34%	64.62%	1861.4	81.82%	65.06%
Females	2103	17042	84.90%	66.20%	1678	78.70%	59.40%
	2014	20968	84.10%	64.50%	2233	79.80%	60.20%
	2015	20071	84.40%	65.50%	2096	77.70%	58%
	2016	20046	84.90%	67.50%	2201	78.40%	61.10%
	2017	20040	86.00%	69.20%	2222	82.20%	60.70%
	AVERAGE	19633	84.86%	66.58%	2086	79.36%	59.88%

2. **Race/Ethnicity:** The five largest ethnic populations that the Social Science Division and the POSC Department serve are **Hispanics, Whites, Asian-Americans, and African-Americans**, **and Filipinos**.

a. The **Hispanic student community** is the largest community that the Social Science Division and POSC Department serves. **Hispanic enrollment has steadily increased in the POSC department from 1599 students in 2013 to 2372 in 2017, a 48.34% increase. By contrast, the Social Science Division only encountered a 30.5% increase in Hispanic enrollment. The Division and the Department are close in terms of retention rate** with the Division retaining a 4.6% more students than the Department does. The success rate varies slightly between the Division and the Department, but here again the differences are not stark. The success rate is only 4.08% higher for the division than it is for the department (62.28% to 58.20%). **Overall, the department has maintained a steady retention and success rate among Hispanic students.**

Group	Year	Division Enrollment	Division Retention Rate	Division Success Rate	POSC Enrollment	POSC Retention Rate	POSC Success Rate
Hispanic	2103	14951	83.70%	61.60%	1599	79.70%	58.10%
	2014	19024	82.90%	60.20%	2159	79.20%	59.10%
	2015	18850	83.00%	61.00%	2188	77.70%	56.00%
	2016	19245	83.60%	63.30%	2283	78.10%	58.90%
	2017	19512	85.00%	65.30%	2372	80.50%	58.90%
	AVERAGE	18316	83.64%	62.28%	2120.2	79.04%	58.20%

b. The **White student community** is the second largest community that both the Division and the Department serves. **Both the division and the POSC department have experienced a decline (13% for the division and 8.9% for the department) in white student enrollment between 2013 and 2017.** While the division has a 3% higher average retention rate than the department (86.10% to 83.03%), the success rate for the department and the division is a statistically insignificant 1.66% in favor of the division (71.22% to 69.56%). **Furthermore, the department's success rate has improved by 4% and its retention rate by 3.2% between 2013 and 2017.**

Group	Year	Division Enrollment	Division Retention Rate	Division Success Rate	POSC Enrollment	POSC Retention Rate	POSC Success Rate
White	2103	7739	85.80%	70.40%	876	81.50%	66.40%
	2014	8584	85.40%	69.70%	1077	82.70%	68.90%
	2015	7832	86.10%	70.40%	873	82.80%	70.10%
	2016	7095	85.80%	71.80%	864	83.70%	72.00%
	2017	6734	87.40%	73.80%	798	84.70%	70.40%
	AVERAGE	**7597**	**86.10%**	**71.22%**	**897.6**	**83.08%**	**69.56%**

c. The **Asian-American student community** is the third largest community that the Division and the Department serves. **The department increased its enrollment of Asian students by 29.1%. By contrast, the division only increased its Asian enrollment by 6.68%. The department has more than double the enrollment of the division.** The average retention rate for both the division and the department are close with a 4.12% higher retention rate favoring the division (87.44% for division vs. 83.32% for POSC department). **Furthermore, the department has increased its retention rate from 81.90% in 2013 to 85.20% in 2017, a 3.3% increase. The success rate for Asian students has also increased slightly between 2013 and 2017 (2.9% increase).** The division's average success rate, however, is **4.7% higher** than that of the POSC department.

Group	Year	Division Enrollment	Division Retention Rate	Division Success Rate	POSC Enrollment	POSC Retention Rate	POSC Success Rate
Asian-American	2103	3820	86.70%	74.70%	371	81.90%	68.50%
	2014	4468	85.90%	73.30%	510	81.80%	69.60%
	2015	4158	87.80%	75.30%	487	82.30%	71.00%
	2016	4154	88.60%	76.70%	453	85.40%	72.80%
	2017	4075	88.20%	76.80%	479	85.20%	71.40%
	AVERAGE	**4135**	**87.44%**	**75.36%**	**460**	**83.32%**	**70.66%**

d. The **African-American student community** is the fourth largest community that the Social Science Division serves and the fifth largest community that the Political Science Department serves. **The POSC department has been able to increase its enrollment of African-American students by 69.3% from 2013 to 2017.** By contrast the Social Science Division increased it enrollment by 20.6% only during the 2013 to 2017 time-frame. **When it comes to both retention rate and success rate there are significant differences between the division and the department.** First, the division retains an average of 8.64% more African-American students than the department does. Second, the division has 6.72% higher success rate than the department does. **However, the division (50.56%) and the department (43.84%) and the campus (53.68%) have poor success rates among African-American students. In fact, the success rate for the department, the division, and the campus are heading in the wrong direction, declining by 6.8% for the department, 6.1% for the division and 5.1% for the campus.** This suggests that there is a structural problem that must be dealt with when it comes to African-American student success and retention.

Group	Year	Division Enrollment	Division Retention Rate	Division Success Rate	POSC Enrollment	POSC Retention Rate	POSC Success Rate
African-American	2103	947	81.60%	52.20%	75	73.30%	49.30%
	2014	1280	81.80%	49.50%	131	69.50%	44.30%
	2015	1083	78.70%	53.90%	108	66.70%	45.40%
	2016	1055	77.80%	51.10%	122	68.90%	37.70%
	2017	1142	77.30%	46.10%	127	75.60%	42.50%
	AVERAGE	1101	79.44%	50.56%	112.6	70.80%	43.84%

e. The Filipino student community is the fourth largest in the POSC department and the fifth largest in the Social Science division. **The department has improved enrollment of Filipino students by 52.8% between 2013 and 2017.** By contrast, the division has increased its Filipino student enrollment by a much smaller 8.4%. In terms of retaining Filipino students the division and the department have less than 4% points (3.14%) separating them. Success rates for Filipino students are also equally close between the department and the division with less than 5% (4.4%) separating them.

Group	Year	Division Enrollment	Division Retention Rate	Division Success Rate	POSC Enrollment	POSC Retention Rate	POSC Success Rate
Filipino	2103	896	85.70%	69.20%	89	77.50%	59.60%
	2014	1142	86.10%	71.60%	146	85.60%	69.20%
	2015	1004	88.50%	71.70%	110	90.00%	71.80%
	2016	1070	87.90%	72.90%	137	87.60%	71.50%
	2017	971	86.10%	70.50%	136	77.90%	61.80%
	AVERAGE	1017	86.86%	71.18%	123.6	83.72%	66.78%

f. The final two student communities that the POSC department serves are the **Native-Americans and the Pacific Islanders**. Unfortunately, the number of students enrolled in POSC courses from each community are so small (average 10.6 students for the former and 13 students for the latter), that any meaningful statistical analysis is rendered mute. There are simply not enough cases (students) to have a meaningful analysis on each group of students.

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

Our AA-T has been implemented and is providing a pathway for our transfer students at the CSU. This is particularly important as CSU, Fullerton is an impacted campus and the AA-T improves our students' chances for year-round transfer. Our student survey indicates that over 80% of our Political Science majors have a goal of getting an AA or AA-T, while the remaining just seek transfer to a university without getting the degree. 90% of our Political Science students indicate that they are able to complete all of their coursework at Fullerton College with the remaining 10% needing to take classes at other campuses to complete their major prep or degree requirements. Students also indicate that they'd like more campus symposiums and transfer/career information about Political Science.

Changes in the online course POSC 150 California Politics have proven very successful. After seeing lower student retention and success rates, pedagogical changes were made to better serve online students. Using weekly assignments keeps students engaged with regular deadlines. As a result, course retention has gone from 60% in 2013 to 83% in both 2015 and 2016 while student success rates have gone from 53% in 2013 to 73% in 2016. Similar changes were made to the online POSC 100 American Government with comparable results.

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.

Fullerton College's Supplemental Instruction has proven to be especially effective in improving retention and success rates for American Government. We hope this program receives institutional support and is allowed to expand to more sections of American Government as this is a required course for transfer to the CSU.

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 department has been able to maintain a steady average retention rate of 80.42% between 2013 and 2017. Consistency in retention has been the departments forte. In the past four years the department has maintained an average 62.5% success rate. Once again, the department has maintained remarkable consistency on this metric. Enrollment increased from 3249 students in 2103 to 4197 students in 2017, a 29.18% increase. FTES increased from 321.8 in 2013 to 415.4 in 2017, a 29.1% increase overall. Thereafter (2013-2017), the department experienced a 28.6% increase in sections offered and a 38.7% in total seats available.

When it comes to <u>degrees awarded</u>, the Fullerton College POSC Department is a standout among its peers. The department has averaged 20.5 AA degrees and 14.3 AAT degrees for the four-year period. Finally, when it comes to <u>transfers</u>, the Fullerton College POSC Department is the leader among its peers. During a three-year period (2013 to 2015), the department transferred an average of 18.3 students to California State University campuses.

3.2. What are the weaknesses of your program?

The division (50.56%) and the department (43.84%) and the campus (53.68%) have poor success rates among African-American students. In fact, the success rate for the department, the division, and the campus are heading in the wrong direction, declining by 6.8% for the department, 6.1% for the division and 5.1% for the campus. This suggests that there is a structural problem that must be dealt with when it comes to African-American student success and retention.

We are limited in our growth by the lack of available classrooms. American Government is the only course that satisfies the "American Ideals CSU Graduation Requirement" for every CSU transfer student and a general education course for our UC transfer students. We should be offering far more sections of this course, in addition to expanding our major course offerings for Political Science students, but simply do not have the classroom space to do so.

3.3 What opportunities exist for your program?

We currently offer American Government and California Government online. Our student survey demonstrates a demand for more major course offerings online for our working students. This format allows for expansion of our course offerings without more physical classroom space.

Reviving the Political Science Intern-Mentor Program that allows graduate students interested in teaching at the community college level to get that experience. The benefit will be two-fold, to prepare graduate students to teach and to provide our students with tutoring. Historically we have acquired many of our adjuncts through intern-mentor programs. This gives us a means to aid in the development of quality adjuncts. It is also a wonderful opportunity for our students to connect with mentors at local universities.

3.4 What challenges exist for your program?

The biggest challenge is the increase in administrative workload for faculty – Program Review, 6-year review, SLOA assessment, and other administrative tasks. Teaching remains our number one priority and has the biggest impact on student retention and success and yet we're being pulled away from that more and more. This Program Review is a good example of that – it seems to increase in depth and breadth each year.

Providing clerical help focused on faculty support would be more efficient in terms of cost and time. One of the problems faculty face with an increased administrative workload is taking to carve out time between meetings, teaching, student clubs, service, and office hours in order to work without interruption is almost impossible. As our administrative workload increases, faculty feel less available for our students and campus service.

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.	Describe the major theories and philosophical principles that were applied to establish the American political system, e.g., federalism, confederation, and states' rights.	Spring 2014 Spring 2016	Spring 2014 Spring 2016	2016-17	2
2.	Differentiate among the different forms of government, i.e., parliamentary, federalism, one-party rule.	POSC 215, Fall 2013 Fall 2015	POSC 215 Fall 2013 Fall 2015	2015-16	2
3.	Identify some of the critical periods in the evolution of foreign policy in general, and American foreign policy in particular. Such theories and concepts will include "balance-of-power," "bipolar versus multipolar world," and the "realist school" versus the "idealist school" of foreign policy.	POSC 230, Spring 2014 Spring 2016	POSC 230 Spring 2014 Spring 2016	2016-17	2
4	Identify some of the theories and philosophical principles that were used to establish political systems, i.e., liberalism, conservatism, fascism, communism.	POSC 120, Spring 2014 Spring 2016	POSC 120, Spring 2014 Spring 2016	POSC 120, 2016-17	2

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
Describe the major theories and philosophical principles that were applied to establish the American political system, e.g., federalism, confederation, and states' rights.	The program-level student learning outcome is assessed via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment. This outcome is assessed in the "core" required course, POSC 100 American Government.	2016 looking at individual courses, the majority of students, 63.74%, met the expectation for this PSLO.	The department faculty review the results.
Differentiate among the different forms of government, i.e., parliamentary, federalism, one-party rule.	The program-level student learning outcome is assessed via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment. This outcome is assessed in the course, POSC 215 Comparative Political Systems.	2015 80% met the expectation for this PSLO.	The department faculty review the results.
Identify some of the critical periods in the evolution of foreign policy in general, and American foreign policy in particular. Such theories and concepts will include "balance-of-power," "bipolar versus multipolar world," and the "realist school" versus the "idealist school" of foreign policy.	The program-level student learning outcome is assessed via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment. This outcome is assessed in the	2016 83% met the expectation for this PSLO.	The department faculty review the results.

	course, POSC 230 International Relations.		
Identify some of the theories and philosophical principles that were used to establish political systems, i.e., liberalism, conservatism, fascism, communism.	The program-level student learning outcome is assessed via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment. This outcome is assessed in the course, POSC 120 Introduction to Political Theory.	2016 60% met the expectation for this PSLO.	The department faculty review the results.

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.
All of our PSLOs have ongoing assessment in our courses.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?
We want to make sure our program level SLOs match our course SLOs and reflect the overall goals of our department.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?
It is not yet possible to correlate an increase in the number of degrees awarded to the assessment of PL-SLOs. When the Department is able to collect more longitudinal data, it may be possible to establish a correlation between these variables.

4.6 What challenges remain to make your program level SLOAs more effective?
elumen has proven difficult to use so we have not had course section information before now and had been using course-level data. Being able to use the reporting function of eLumen will allow us to routinely and consistently analyze the data for our required POSC 100 American Government course results.

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.**
- The Social Science Division Dean is coordinating with Political Science (POSC) faculty to help address and improve student success.
- 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.

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

> The **Hispanic student community** is the largest community that the Social Science Division and POSC Department serves. **Hispanic enrollment has steadily increased in the POSC department from 1599 students in 2013 to 2372 in 2017, a 48.34% increase. By contrast, the Social Science Division only encountered a 30.5% increase in Hispanic enrollment. The Division and the Department are close in terms of retention rate** with the Division retaining a 4.6% more students than the Department does. The success rate varies slightly between the Division and the Department, but here again the differences are not stark. The success rate is only 4.08% higher for the division than it is for the department (62.28% to 58.20%). **Overall, the department has maintained a steady retention and success rate among Hispanic students.**

> The **African-American student community** is the fourth largest community that the Social Science Division serves and the fifth largest community that the Political Science Department serves. **The POSC department has been able to increase its enrollment of African-American students by 69.3% from 2013 to 2017.** By contrast the Social Science Division increased it enrollment by 20.6% only during the 2013 to 2017 time-frame. **When it comes to both retention rate and success rate there are significant differences between the division and the department.** First, the division retains an average of 8.64% more African-American students than the department does. Second, the division has 6.72% higher success rate than the department does. **However, the division (50.56%) and the department (43.84%) and the campus (53.68%) have poor success rates among African-American students. In fact, the success rate for the department, the division, and the campus are heading in the wrong direction, declining by 6.8% for the department, 6.1% for the division and 5.1% for the campus.** This suggests that there is a structural problem that must be dealt with when it comes to African-American student success and retention.

> **5.3 How did you measure the level of success and/or progress achieved in the goals listed above?**
> We measured the retention and success rates for our individual classes and program overall.

> **5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.**
> We introduced Supplemental Instruction in one professor's American Government courses as a pilot. It was very successful, and we encourage other faculty to include this in their American Government courses. We also recommend our students make use of campus resources like the Skills Center, Tutoring Center, Writing Center, and other workshops that will help support their academic improvement. Our faculty have participated in "Teaching Men of Color" workshops and continue to research teaching methods that help with retention and success while still maintaining high academic standards.

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?
No resources were allocated in the last cycle.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?
Funds were not needed for the goals we set.

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:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Improve Student Retention and Success rates for groups with low rates.
List College goal/objective the plan meets:	College Goal #: 1, 2 Objective #: 1.2, 2.2-4
Describe the SAP: (Include persons responsible and timeframe.)	The Political Science faculty will focus on American Government, a required course that students often struggle with in terms of student retention and success.
What *Measurable Outcome* is anticipated for this SAP?	Student Success and Retention rates for these groups increasing.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funding is needed. Using campus resources like Supplemental Instruction, the Tutoring Center, the Writing Center, and the Health Center, many of our students can work to improve their academic outcomes without additional funds. However, it's important to understand our students often face personal and work obstacles that interfere with their own success and there's little our campus or faculty can do.

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		
Total Requested Amount	$0	$0

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Offering more campus symposiums and Political Science transfer and career information for our majors.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1.3, 1.4
Describe the SAP: (Include persons responsible and timeframe.)	Our Political Science Student Association and the Political Science department can use campus symposiums and Political Science transfer and career panels to provide more information for our students majoring in the field and recruit new majors.
What *Measurable Outcome* is anticipated for this SAP?	All of our student club and department events have evaluation surveys. We will also measure AA and AA-T degrees each year and the number of majors in the program.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funds are needed.

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		
Total Requested Amount	$0	$0

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Political Science Intern-Mentor Program
List College goal/objective the plan meets:	College Goal #: 1, 3 Objective #: 1.1, 1.2, 3.3 local transfer schools
Describe the SAP: (Include persons responsible and timeframe.)	Offering a paid internship for graduate students interested in teaching at the community college. Interns will be required to attend each class, participate in developing syllabi, participate in development of assignments and have brief opportunities to teach in the class. Having interns from universities in the community helps fulfill goal three by strengthening the connections with the community as well. The interns would be required to work approximate 130 hours per semester and would receive a stipend of $1,500.00 per semester (approximately $11.54 per hour).
What *Measurable Outcome* is anticipated for this SAP?	Having an additional teacher in the classroom helps students and can provide additional tutoring for those struggling with the subject. We expect student retention and success rates to increase for those classes with a graduate-level intern.
What specific aspects of this SAP can be accomplished without additional financial resources?	

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	$3000	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$3000	

STRATEGIC ACTION PLAN # 4	
Describe Strategic Action Plan: (formerly called short-term goal)	Social Sciences Faculty Support Staff
List College goal/objective the plan meets:	College Goal #: 1, 2, 3
Describe the SAP: (Include persons responsible and timeframe.)	Hire a part-time administrative assistant to support faculty administrative needs including: 1. Assisting faculty with Six-Year Review of curriculum: checking commas, author names, textbook edition updates, and other clerical updates. 2. Saving all active Social Science courses/programs from CurricUnet and uploading to our Division "I" drive yearly, as a failsafe. 3. Assisting faculty with with eLumen data entry for Student Learning Outcome Assessment. 4. Helping with Program Review data collection: a lot of the data is from the same sources so it would be more efficient to have one person providing this research. 5. Reviewing Assist.org for articulation verifying our articulation agreements are current. 6. Creating faculty web pages and upgrading/improving department web sites. 7. Lists of discipline majors with email addresses (we cannot currently email large groups of students), so we can contact students majoring in our respective disciplines. 8. Creating brochures and posters for the Social Science Division and individual departments. Our classrooms should exhibit support for, and information about, our respective programs. 9. Creating posters and flyers for division events and promoting campus events. 10. Shop online for instructional equipment, gather the ordering information that goes on the forms.
What *Measurable Outcome* is anticipated for this SAP?	Providing designated faculty support services with the increased administrative workload would allow faculty to concentrate on the rest of their workload that impacts our students and campus.
What specific aspects of this SAP can be accomplished without additional financial resources?	The district is currently paying faculty much more money to do these administrative tasks that it would cost to hire clerical support. That frees up faculty time for campus service, student club advising, and improving the classroom experience for our students. A dedicated administrative assistant would also provide consistency and professional support for small departments where the administrative

	workload falls on just 1-2 professors.

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	45% 10 months Classified Employee	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	Step 33: 1774 (45%) monthly 10 months: $17,740	

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.)

The possible retirement of some of our long-serving faculty members will impact our department. The last new hire for our department was in 2000. We are an aging department in need of new faculty with dynamic new ideas and a desire to serve our department, division, and campus.

Our student survey indicates demand for more online offerings and an expansion of course offerings in the major. We may want to include more courses in our curriculum like Disaster Politics to deal with the growing demands on our federal and state emergency resources, Contemporary Issues in International Politics that could complete our course that focuses on American contemporary issues, Research Methods in Social Sciences, and Identity Politics with emphasis on women in politics, LBGTQ issues, and racial issues. The Sociology department was very successful in expanding their number of majors by increasing their course offerings and now have one of the biggest programs in our division despite not having required courses.

8.0 Self-Study Summary
This section provides the reader with an <u>overview</u> 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 Political Science Department continues to strive for program excellence. Our division is involved within our division, campus, and community and encourage our students to do the same. Our student retention and success rates have stabilized. We strive to improve the classroom experience for our students and encourage them to make good use of our campus resources that provide student support services. Our transfer rate and degrees awarded continue to improve.

Our AA-T has been implemented and is providing a pathway for our transfer students at the CSU. This is particularly important as CSU, Fullerton is an impacted campus and the AA-T improves our students' chances for year-round transfer.   Our student survey indicates that over **80% of our Political Science majors have a goal of getting an AA or AA-T**, while the remaining just seek transfer to a university without getting the degree. 90% of our Political Science students indicate that they are able to complete all of their coursework at Fullerton College with the remaining 10% needing to take classes at other campuses to complete their major prep or degree requirements. We need to increase our course offerings so they no longer need to seek out classes at other campuses. Our **department increased its majors** from 228 in 2013 to 308 in 2017, a **25.9% increase**, the number of **degrees granted has doubled** since 2014 and our transfers to CSU have continued to increase. We also have a number of students at the UC's who are successfully completing their Political Science degrees.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

Information on the college's graphic standards is available here: http://news.fullcoll.edu/campus-communications/web-help/graphics/.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

The Social Sciences Division is currently revising their website. Once the division is completed, our departments will have a new template and update each website. Our Political Science department is waiting for this process. Individual faculty websites will also be updated during this process.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Political Science website	11/5/2017	Not all	http://polisci.fullcoll.edu/
		Internships need updating	

Routing & Response Page
Originator → IMS → Appropriate President's Staff Member → Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS)
RESPONSE

Printed name of IMS	Title	Date

Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.

☐ *I concur with the findings contained in this Program Review.*

☐ *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:

_____

_____

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

_____

_____

Appropriate President's Staff Member
Acknowledging Receipt

Printed Name	Signature	Title	Date

Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.