

Los Angeles Southwest College

Program Review

2010

Program: POLITICAL SCIENCE

Initiator: Dr. Tamura Howard

Reviewer 1: La Shawn Brinson

Reviewer 2: Allison Moore, Glenn Yoshida

Date first draft of review was completed by initiator: 10/20/10

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Tamura Howard 10/20/10
Department Chair Date

Dean Date

Vice-President Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The Political Science program is dedicated to providing quality learning of the political processes of the United States and the international community to enrich the lives of its students, keeping in mind their diverse backgrounds and cultures.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	348	485	663
Evening	188	227	281
Total	536	712	944

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	58.0	48.5	44.2
Evening	20.9	25.2	40.1
Total	35.7	37.5	42.9

1.0 Describe the trends in **enrollment and average class size**.

Enrollment has increased steadily over the past three years, more specifically, enrollment during the day increased 39% from 07-08 to 08-09 and 37% from 08-09 to 09-10. Evening enrollment rates increased but at a slower rate, 21% and 24% respectively. Although enrollment rates have increased over the past three years, class sizes have not experienced the same trend.

Class size has decreased by 16% from 08-09 to 07-08 and by 8 % from 08-09 to 09-10. However, evening class size has increased over the pass three years, a total increase of 91%.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

Based on the information on enrollment and class size, the most striking statistics is the large increase for evening class size of 91% compared to an increase of 16% in the day. This data indicates that as more of our students take classes in the evening, consideration needs to be given to the availability of services to our evening students. Without greater attention toward the evening population, students' ability to successfully complete course work and gain mastery of concepts is jeopardized.

Moreover, the data illustrates that while more students are enrolling in the daytime, this does not translate into actual class attendance. If the day time enrollment has increased, but the average class size has in turn decreased, this means we are enrolling more students than actually have seats in classes.

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Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Inform Students
Planned Activities	Due to budget constraints outside of the control of my department, the college and even the district, there are a limited number of classes available in comparison to the demand of students needing classes. All attempts necessary should be made to offer the greatest number of classes to meet the need, but when not possible students should be informed of the current climate in Los Angeles Community College district and given options and information so they can better plan their academic goals.
Individual Responsible	Campus Information Center and Student Services
Start Date	Spring 2010
Method of Evaluation	Successful completion of this goal can be determined by the existence of an information system that successfully reaches students.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	0.7%	1.0%	1.7%
Black/African American	67.5%	58.0%	61.7%
Hispanic	27.2%	27.9%	27.4%
Native American	0.0%	0.1%	0.3%
Pacific Islander	0.2%	0.4%	0.3%
Caucasian/White	0.9%	0.3%	2.0%
Other	1.1%	0.7%	0.3%
Unknown/Decline To State	2.2%	11.5%	6.3%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

The largest ethnic group in the department remains to be African American (61.7%) with Latinos as the second largest (27.4%). The percentage of African American students decreased slightly in 08-09, while the percentage of Latino students in the program has remained the same. The largest change in percentage was that of students who declined to state their ethnicity in 08-09 - from 2.2% to 6.3%.

Our trend in ethnicity numbers reflects the department’s need to add courses on African American politics, Chicano politics, Diaspora studies, or Race in Contemporary American Politics. Additional courses might include Mexican politics, 20th Century Latin American political development, or International Migration. If the department is unable to add courses, current courses should incorporate themes that run along the above mentioned courses, such as Race in American politics or the impact of International Economies on Migration.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	34.1%	33.3%	41.2%
20-24	25.0%	31.3%	27.3%
25-29	11.4%	13.2%	12.2%
30-34	9.9%	5.8%	5.7%
35-39	7.3%	4.9%	4.6%
40-49	7.3%	7.0%	7.1%
50+	5.0%	4.5%	1.9%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	72.4%	70.4%	67.2%

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Male	27.6%	29.6%	32.8%
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2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

Since 2007, enrollment increased by 21% for students aged 19 and under, while enrollment decreased by 62% for students aged 50 and over. For students in the age group of 20-29, there is an average increase of 8%. On average, since 2007, enrollment for students under 30 increased by 12%.

On the other hand, enrollment decreased by 36% for students over the age of 30. In particular, enrollment for students aged 30-39 decreased by 40%, while an enrollment drop of 62% occurred among students aged over 50.

The steady increase of students under 30 is consistent with educational trends. Given the higher costs of education at 4-year degree granting institutions, anticipate higher enrollment numbers for future academic years.

On the other hand, while 2009 projections from the National Center for Educational Statistics indicated higher enrollments for older adults, the economic downturn, higher unemployment -which impacts ability to pay fees - and higher costs to education, may factor into older students' decision to enroll.

Gender

For the first time in several years male enrollment has seen an increase (7% from 07-08 to 08-09 and (11% from 08-09 to 09-10). Overall, since 2007, male enrollment has experienced an increase by 19%. Enrollment increases can be affected both by population growth and by rising rates of enrollment.

Female enrollment, however, has experienced a decline (3% from 07-08 to 08-09 and 5% from 08-09 to 09-10). Overall, since 2007, female enrollment has experienced a decrease of 7%. The slight decrease in female enrollment, at the community college level, may be attributed to a higher number of female students receiving admissions to 4 year universities. These trends, however, should be analyzed against additional categories in order to gain a greater understanding.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	87.1%	88.0%	86.3%
% Evening	86.7%	80.6%	86.1%
% Total	86.9%	85.7%	86.2%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

Retention rates of day students have remained relatively the same with slight differences of approximately 1% over the last three years. Evening students saw a slight drop in retention rates in 08-09 but overall rates have remained relatively high in both day and evening classes in all three years.

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There should be a continual effort to improve retention rate.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	52.3%	67.8%	71.3%
% Evening	68.6%	57.7%	66.5%
% Total	58.0%	64.6%	69.9%

2.3 Given the data, describe the trend in **successful course completion** rates.

Success rates of day students have increased over the past three years, with an overall increase of 36%. Evening students saw a drop in success rates in 08-09, which also correlates with the slight drop in retention rates in that same year for evening students. However, the success rate has climbed back since 08-09 to 71.3% and 66.5%.

Overall, success rates for day and evening students has increased by 21%.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

The high success and retention rates can be attributed to an increased focus on offering students new and innovative courses, online courses, and student learning outcomes.

Faculty have also worked together to develop students learning outcomes that identify core concepts in each class and in the discipline as a whole.

In addition, faculty have developed and designed several new courses in the discipline that reflect changes in the field nationwide. Moreover, faculty have collaborated with departments throughout the campus to ensure that students with basic skills needs have support necessary to succeed.

2.3.2 What are the implications of this trend in successful course completion for your program?

The implications of this trend indicate that efforts of faculty in the department are a success, especially with the improved retention and success level among students.

There should be continued work with other departments, such as Learning Assistance Center, Student Services, and English department. These programs should be strengthened and supported since they provide a vital complementary element to student learning and advancement.

Degrees and Certificates Awarded

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	2007-2008	2008-2009	2009-2010
Degrees	1	1	1
Certificates	0	0	0
Skills Certificates	0	0	0

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

Prior to 2007, the Political Science Department has not had a student graduate from the program since at least 1998. The existence of one graduate is an indication that the program is moving in the right direction, but obviously this is not an acceptable standard when considering student success. One of the main problems is that the program, due to class cuts and budget constraints cannot and does not offer all of the classes needed to graduate from the program.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

One of the main problems is that the program, due to class cuts and budget constraints, cannot and does not offer all of the classes needed to graduate from the program. One necessary addition that the program should consider is tying its main courses to actual workforce needs in the community.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

Student success and access to courses needs to be addressed. Political Science is required for several degrees and programs and in order for students to successfully complete the program, a sufficient amount of classes and times.

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Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Hire More Faculty, increase class offerings
Planned Activities	
Individual Responsible	Department Chair
Start Date	Fall 2010
Method of Evaluation	Increase in the Number of successful graduates

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

A computer lab to assist students in course work, research and writing. Tutors to help students comprehend complex material and relay that information successfully on exams and quizzes.

WSCH per FTEF

	2007	2008	2009
Total	636	590	739

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

According to California standards, WSCH per FTEF is targeted at 525. As reflected in data above, from 2007 to 2008 staff dedicated less time to students per semester. With the exception of the decrease in 2008, overall WSCH per FTEF has increased, from 636 to 739- an increase of 16%. The implication of the increase is that instructors are dedicating more time with students.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

The increase in this ratio speaks directly to the quality of education provided for students. In particular, students will have less access to faculty members, inability to access instructor office hours, which decreases the ability of students to full grasp course material. Ultimately, this affects class productivity.

Moreover, faculty members are overworked, which affects the quality of instruction and their ability to improve course offerings. Office hours are also affected if the number of students per class size increases. Students will lack the appropriate guidance to complete courses.

Given the rise in fees at the Cal State and UC system, community colleges will continue to experience higher numbers in enrollment. Accordingly, the WSCH per FTEF ratio must be addressed, especially if there is a concern for efficiency. Either there needs to be more attention to increasing instructional staff or controlling enrollment numbers.

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3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Dr. Tamura Howard	<input checked="" type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	
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	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	

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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase student ability to access technology and the ability to work with students basic skills needs
Planned Activities	Research grants, funds or other financial resources to build a computer lab and hire tutors.
Individual Responsible	Grant Writer
Start Date	Fall 2011
Method of Evaluation	Successful creation of a computer lab and at least one tutor hired

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
Catalog does not accurately reflect the current course offerings in the Political Science Dept. All current course offerings have been updated.			

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
All courses are current.	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
Women in Politics	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input checked="" type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

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4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

n/a

4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

n/a

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

n/a

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Update College Catalog
Planned Activities	College catalog should reflect current class offerings
Individual Responsible	College President
Start Date	Past Due
Method of Evaluation	Successful posting of a current complete college catalog

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 **student learning outcomes** for each of the **degree programs** you offer and provide an **assessment strategy** for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

<u>LASC Institutional SLOs</u>	
1. Communication (Oral and Written Skills)	<ul style="list-style-type: none"> ○ use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)	<ul style="list-style-type: none"> ○ use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)	<ul style="list-style-type: none"> ○ utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)	<ul style="list-style-type: none"> ○ demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)	<ul style="list-style-type: none"> ○ demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title: Political Science				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Students should demonstrate a basic knowledge of political institutions and processes of American Government.	Political Science 1	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

2. Analyze the impact of important political events on the prevailing political culture	Political Science 2	<input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
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5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs	Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Example: Course name: Chemistry 51	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Political Science 1	SLO 1: At the end of the course students will be able to identify the five basic steps in the domestic policy making process.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4

		<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Political Science 2	SLO 1: Analyze the impact of important political events on the prevailing political culture of two countries.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Political Science 20	SLO 1: At the end of the course students will be able to explain the difference between race and ethnicity and explain why race is significant socially while it is meaningless biologically.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

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- 5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program:				
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

In the syllabus and verbally at the beginning of the semester

5.3.1 How do you measure whether students understand what the outcomes mean?

Once the SLO's are discussed, students are asked if they understand and are encouraged to ask questions for clarification.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

A study guide is handed out and a review session takes place prior to the exam. Students are given the opportunity to ask questions and can assess their understanding of the SLO's through this process. Students are also given a rubric for written work.

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

Results are reviewed after completion, and adjustments are made by the instructor to improve, maintain or increase results.

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Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Continue to use the results of the SLO assessment to monitor student success and make recommendations for the future
Planned Activities	Continue periodic SLO assessment
Individual Responsible	Classroom Faculty
Start Date	According to SLO schedule
Method of Evaluation	various: embedded questions, exams, and essay

Module Six: Student Feedback

6.0 Data collection: Political Science has had only one student complete the program, so we are unable to administer a departmental survey to students at this time.

6.0.1 How many surveys were collected from students?

6.0.2 How many students participated in focus groups?

6.0.3 How many students participated in interviews?

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

6.1 Describe the results of the data accumulated in the above methods.

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase the number of course offering so that students can successfully complete the Political Science program and thusly the evaluation
Planned Activities	Hire new faculty and increase class offerings
Individual Responsible	Hiring Committee
Start Date	Spring 2011
Method of Evaluation	Increase in the number of students successfully finishing the program. Upon graduation, students can be administered the survey for completion.

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

For the first time in years, we graduated one student with an AA in political science. With a continual growth of staff and awareness of our department requirements, we should anticipate an increase in our graduation rate.

Moreover, the department exhibits an 85% retention rate for both day and night students. Since 2007, our success rate for day students has increased from 52% in 07-08 to 71.3% in 09-10 - an increase of 36%. The success rate for evening students experienced a slight drop of 15% between 2007 and 2009; however, starting in 2008, the success rate has climbed back by almost 10% to 66.5%. Overall, our success rate - for day and night students- has increased by 21%.

Lastly, our enrollment numbers also reflect the demographics of our community. Our ethnicity percentages illustrate our efforts to serve African American and Latinos students, with 60% enrollment of African American and approximately 30% of Latinos.

Program Weaknesses

Based on the findings within this report, the political science department exhibits several weaknesses. In particular, the main factor affecting the educational quality of instruction is the rise in the *WSCH per FTEF* ratio from 636 in 2007 to 739 in 2010. Without addressing the lack of instructors and classes, the *WSCH per FTEF* ratio will continue to rise, especially with the current budget constraints California is undergoing.

This trend speaks directly to decreased efficiency in the classroom, instructor-student time, and ability for staff to improve class material. This increase is an outcome of class size; in particular for students who attend evening classes. Class size has increased from 20.1 in 2007 to 40.1 in 2010. Not surprising, since 2007, success rates for evening students has slightly dropped by 3% - from 68% to 66%.

If evening class sizes are on the rise, the department must channel resources to address the current need. In particular, resources should be directed toward hiring instructors, as a higher number of students per classroom directly affect the quality of education.

Lastly, department of political science continues to endure a low graduation rate, with one student per year graduating. The department lacks outreach efforts to inform and raise awareness of the AA degree in political science. This is a shortcoming, given that pursuing a degree in political science is one of the most versatile career paths. An AA degree in political science provides students the ability to enter a college of education and obtain a bachelor's degree and a secondary teacher's certificate. Moreover, besides providing the foundation for a degree in law, it also offers paths toward local, state, and federal government careers, public relations or international business, and careers abroad.

Ultimately, the goal of the department is to prepare Southwest student with the critical thinking skills and knowledge of government and economic issues that companies need. Given that a high number of Southwest students are bilingual, they have a comparative advantage for entering career paths that require multiple languages.

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Program Opportunities

The Program has developed several new courses and is up to date and current in its offerings. Faculty are also highly motivated to find new ways to incorporate technology in the classroom. Political Science courses are always well attended and have a low drop out rate.

Program Challenges

Political Science struggles to offer enough classes to meet the demand. There is still one class in the Political Science degree program that does not get offered on a regular basis due to budget and faculty constraints.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year of dropped entirely and the rationale behind the decision
Hire at least one full time faculty instructor	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	The option for hiring one faculty member is still in progress and will be determined when there is a hiring committee in place.
Hire Support Staff	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	There is no money in the budget although the need for support staff is still great.
Classroom Aides/ Maps/ Displays	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	The need for these items still exists but can not be implemented due to budget constraints.

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Hire an additional full time faculty member	Hire a faculty member	Hiring committee	Spring 2011	
2	Increase the number of course offerings	Increase number of course offerings	College President	Fall 2011	
3	Increase number of students successfully completing the Political Science program	Hire tutors	Dept. Chair	Fall 2011	
4	College Catalog should reflect current course offering, prerequisites and certificates so that course standards can be enforced by both faculty and student services department.	Update College Catalog	College President and Administrators	Ongoing	

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5	Continue to use the results of the SLO assessment to monitor student success and make recommendations for the future	Continual SLO Assessment	Political Science Faculty	2011-2012 school year	
6	Increase student ability to access technology and the ability to work with students basic skills needs	Research funding and grant opportunities that will assist in building technology capabilities and student access	Grant Writer	Fall 2011	
7	Create an information system that successfully reaches student in a timely fashion.	Create an information system that successfully reaches student in a timely fashion	College Information Center and Student Services	Fall 2011	

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Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Hire Full Time faculty	1	1	1	Inability to offer courses for successful completion of the program	70000
2	Clerical Staff	1	2	1	Faculty time can be better focused on student success and course development	30000
3	Computers, media, books and electronic resources	10	3	1	Students are in need of basic skills assistance, and more specialized assistance related to Political Science	40000

Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

- 3. List a minimum of (3) recommendations for the program.**

1. Hire Full Time Faculty
2. Increase class offerings so that students can successfully complete the four semester plan and graduate.
3. Increase student resources to include tutors, computers, reading materials and electronic resources.