

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Political Science***

2. Person(s) completing the questionnaire: *Andrews*

3. Date of completion: *11/1/07*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
-

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Political Science meets the goal of transfer preparation. American Government (Political Science 1) offers the History and Institutions requirement for graduation and transfer to UC and CSU systems. Political Science instruction meets the goal of general education through its requirements of written and oral communication, critical thinking, ability to use quantitative analysis. The Political Science program contributes to all of the college's strategic goals in its learning experience, encouragement of collaboration, its direct and explicit address of diversity and inclusion and building active citizens who share in not only the college community but the local, state, national, and global communities as well.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Only the ups and downs of college goals for WSCH that force us to add classes or cancel classes without long term planning.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to the College data?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

There are no significant differences from the College averages. What this data reflects is that we are doing our job. When the students come to West Valley, they are coming to get their transfer courses completed to move on and we are meeting that need. Our enrollment numbers are consistent with the colleges.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Our trends remain consistent - they do not change significantly from year to year.

There are no significant differences from the college averages.

3. Using the success data from table III from previous program, add or revise as appropriate.

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to the College data?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Our trends remain consistent - they do not change significantly from year to year.

There are no significant differences from the college averages.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Political Science has recently hired a new full time faculty member, Nichola Gutierrez, who has already contributed greatly to the success of our program. We continue to have no significant budget so that no real resources exist build on the solid "meat and potatoes" program we currently offer. We want 1 more full time in order to fill out our already successful and solid WSCH producing program so that we can grow the program. It is clear that there is a demand for this subject and for curriculum other than the immediate History and Institutions transfer requirement. We want to build on that with new staff.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

We are considering the development of an internship program for political science students that would become a directed studies or work experience part of the program. Our new hire, Nichola Gutierrez has already introduced community service as a part of all of her curriculum in the American government classes. We are also looking at a course on American law.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

Political Science 5 is the only class we would de-activate.

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

- a) What relevant findings have been derived through the SLO assessment process since the last program review?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

Nichola Gutierrez is undertaking the SLO training this year and will share the results before the end of our academic year.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

- a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
- b) How might these influences form the basis for an action, objective, or request for resources?

Our program is one of the more simple ones. Give us a piece of chalk and a blackboard and we can do our job. These external influences do not affect us. The only external factor that has harmed Political Science at WVC is that Mission College permits one course instead of two to meet the History and Institutions requirement. Despite a recommendation from San Jose State's articulation department to revise their curriculum, it continues. I have raised several challenges to this with no success. It is not possible to teach the breadth of the curriculum required to meet the History and Institutions requirement in one 3 unit course. Nonetheless, they are doing this. I am not sure why San Jose State and UC continues to accept it as transfer but they do and it does harm our program.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

We have begun teaching Political Sciences 2, 3, 4 on a much more regular basis and have a consistent Honors program as well.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

We have a strong, solid, consistent program of the basic lower division courses required for general education and transfer. We will expand beyond our current program only to the extent that we have earlier mentioned of more hands on experience through internships and community service. We need more training and resources in computer technology. All of our faculty should have a laptop for in class instruction as well as day to day course management.

2. Program Strengths:

Curriculum and faculty are our strengths. We offer all of the basic courses and we have excellent teaching faculty.

3. Program Challenges:

To bring about even greater computer use.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

We expect to continue to offer the basic courses of Political Science with an internship program and/or community service program. Tim Kelly, one of our full time faculty, is looking into a course on immigration. We will make sure that all faculty are maximizing the positive aspects of computer use in the classroom and for course management. We will be completing our student learning outcomes in the fall semester and will incorporate that into our curriculum.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Student learning outcomes, computer use for course management (Angel Training for all).

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Student learning outcomes, computer use for course management (Angel Training for all).

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: 2.6	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: 1.0	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: 0	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): 0	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i> 0	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>classrooms</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>smart classrooms, two laptops</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): typical classroom supplies of paper, chalk, scantrons, xeroxing, syllabi, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): II faculty participate in staff development days, on line workshops, PGD workshops 1.0	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>n/a</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
 (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

We have some additional computers and one additional smart classroom.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *1.0*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *A classroom with tables and chairs so that students can work in small groups.*

Equipment (brief narrative description with estimated total cost): *Laptop computers for our faculty.*

Supplies (brief narrative description with estimated total cost): *standards supplies.*

Staff Development (brief narrative description): *n/a*

na

Other: *n/a*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu

Program Review Data Elements
Table III: Success/Retention Rates - POLITICAL SCIENCE

SPRING 2002 - FALL 2005 SUCCESS RATES:

	SP02	FA02	SP03	FA03	SP04	FA04	SP05	FA05
POLITICAL SCIENCE	68.80%	68.80%	74.60%	69.10%	70.60%	75.50%	73.50%	66.20%
WEST VALLEY COLLEGE	66.20%	63.20%	65.70%	70.00%	65.20%	66.60%	66.90%	64.90%

FALL 2005 RETENTION RATES (First Census vs End of Term):

	1st C Enr	1st C FTES	EOT Enr	EOT FTES	% Enr Ret.	% FTES Ret.
POLITICAL SCIENCE	534	54.738	444	45.563	-16.9%	-16.8%
WEST VALLEY COLLEGE	787	74.205	723	64.387	-8.2%	-13.2%

Notes:

Success rate defined as the number of A,B,C, & CR grades expressed as percentages of all grades awarded (A,B,C,D,F,I,CR,NC,W).
 Retention rate defined as the number of A,B,C,D,F,I,CR, & NC grades expressed as percentages of all grades awarded (A,B,C,D,F,I,CR,NC,W).
 Source: Student grades posted approximately three weeks after the conclusion of each semester.

Program Review Data Elements

Table I: Enrollment Data - POLITICAL SCIENCE

	F02	S03	F03	S04	F04	S05	F05	S06
POLITICAL SCIENCE Headcount*	580	542	488	493	615	572	533	552
West Valley College Headcount	11,634	11,841	10,505	10,439	10,282	9,983	9,691	9,587

	F02	S03	F03	S04	F04	S05	F05	S06
POLITICAL SCIENCE FTEs/FTEf (actual)**	18.50	19.90	21.00	19.70	18.80	19.70	19.50	0.00
WEST VALLEY COLLEGE FTEs/FTEf	19.90	19.60	21.10	19.00	18.70	16.40	17.60	0.00

* Headcount is an unduplicated count of students. A student taking two different classes is counted only once.

** Using 'actual' FTEs instead of 'actual' WSCH

Program Review Data Elements

Table II: Student Demographics - POLITICAL SCIENCE

POLITICAL SCIENCE TOTALS:

	F02	S03	F03	S04	F04	S05	F05	S06
Headcount (#)	580	542	488	493	615	572	533	552
Gender (%):								
Female	50.00%	48.60%	46.00%	48.30%	52.80%	49.4	49.40%	50.60%
Male	50.00%	51.40%	54.00%	51.70%	47.20%	50.6	50.60%	49.40%
Age (%):								
<21	68.90%	62.70%	63.10%	61.80%	66.60%	61.90%	68.60%	62.70%
21-25	19.00%	22.90%	24.60%	26.20%	21.80%	26.90%	22.40%	26.10%
26-30	6.20%	6.30%	4.90%	5.30%	5.20%	4.70%	2.30%	5.30%
31-40	2.20%	5.50%	3.30%	3.30%	4.10%	3.50%	4.10%	4.00%
41-50	2.40%	2.40%	3.10%	2.00%	2.30%	2.60%	2.30%	1.10%
51-60	1.00%	0.20%	1.00%	1.20%	0.00%	0.30%	0.20%	0.70%
>60	0.20%	0.00%	0.00%	0.20%	0.00%	0.00%	0.20%	0.20%
Ethnicity (%)								
African American			4.40%	4.40%	2.70%	2.30%	4.30%	4.10%
American Indian			1.10%	1.30%	0.70%	0.60%	0.90%	0.00%
Asian/Pac Island			10.20%	11.60%	12.40%	13.10%	12.70%	10.80%
Hispanic			14.90%	17.10%	17.40%	13.50%	17.40%	19.10%
Other Non-White			2.70%	3.10%	2.50%	2.30%	2.40%	1.60%
White			66.70%	62.40%	64.30%	68.10%	62.40%	63.30%

WEST VALLEY COLLEGE TOTALS:

	F02	S03	F03	S04	F04	S05	F05	S06
Headcount (#)	11634	11841	10505	10439	10282	9983	9691	9587
Gender (%):								
Female	60.00%	59.50%	59.60%	59.10%	59.90%	0.6	59.30%	59.10%
Male	40.00%	40.50%	40.40%	40.90%	40.10%	0.4	40.70%	40.90%
Age (%):								
<21	37.50%	34.60%	38.40%	34.70%	39.00%	36.60%	40.20%	36.90%
21-25	21.60%	22.30%	22.20%	24.00%	22.50%	23.00%	21.60%	23.10%
26-30	8.60%	8.80%	0.1	8.50%	8.20%	8.60%	7.50%	8.00%
31-40	13.10%	13.20%	12.20%	12.30%	11.80%	11.80%	0.1	10.60%
41-50	10.60%	11.90%	11.00%	0.1	11.00%	11.60%	11.50%	0.1
51-60	0.1	5.70%	5.30%	5.50%	4.70%	5.30%	5.30%	5.70%
>60	0.0	3.60%	0.0	0.0	0.0	3.00%	3.50%	3.30%
Ethnicity (%)								
African American	3.1	3.1	2.9	2.7	3.0	3.0	3.3	3.2
American Indian	0.8	0.8	0.8	0.8	0.7	0.7	0.8	0.9
Asian/Pac Island	19.0	19.7	19.7	20.2	19.3	19.8	18.9	19.3
Hispanic	14.1	13.9	14.6	14.0	15.3	14.8	15.9	15.3
Other Non-White	2.2	2.4	2.0	2.2	2.2	2.2	2.1	2.3
White	60.7	60.1	60.0	60.0	59.5	59.5	59.0	59.0