Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process improves and increases the flow of information about student learning, s

Dean's Comments(required) : The PPA for Political Science provides a factual assessment, demonstrating healthy and effective enrollment, and the program would be greatly assisted by additional faculty.

The growth of the program requires the hiring of an additional full -time faculty member complemented by the hiring of additional adjunct faculty members. Classes fill quickly and get waitlisted well before the start of the semester. The program not only provides bread and butter support to the students, college and community, it also promotes social engagement through the Political Science student club, the Panetta Series, service in support of shared governance and of the college in general. It does so in alignment with the Hartnell culture and community, collaborating with Ethnic Studies and tying in with the real world needs of the students.

__Celine Pinet_____   _May 26 2015_____
Typed Name of Area Dean   Date

VPAA Comments (required for comprehensive reviews):

_____   _____
Typed Name of VPAA   Date

This PPA report is organized in 3 sections and 11 subsections as follows:

I.   Comp rehensive Review – a. Overall Program Effectiveness, b. Instructional Staffin g, c. CTE Programs – Labor Market & Achievement, and d. Program Goals.
II.   An nual Review – a. Course Data & Trends, b. Teaching Modality, c. Curriculum, d. Outcomes, and e. Previously Scheduled Activities.
III.   Annu al Actio n Plan – a. New Activities and b. Resource Requests.

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political science is focused on the study of different governmental structures , the theoretical and ideological basis of political power, how individuals and factions obtain power, and   the use of power. The political science program at Hartnell College serves nearly five hundred and fifty students each semester by offering a framew ork of study that includes courses in the contemporary American political system, international relations, comparative governments utilizing the nation   -states of Britain, Japan, Nigeria, Russia, Iran, and China, political theory and ideologies, and finally   Chicano politics adds a political feature of the local community to the program. Furthermore, the local community is served by the program since each course of study improves their critical thinking skills, communication skills, and global awareness.

The unique aspects   of the program are found in the courses it offers:

POL-1: American Political Institutions is   the standard transfer level political science class that most students attend in order to transfer to a four -year university.   .

POL-2: Contemporary Governments Abroad is an elective in the program where students learn the state formation, political economy, governance and policy -

POL-6: Introduction to Political Theory and Thought is an elective in the program that examines the importance of linking thought with action as applied to the influence of political theory on contemporary ideologies such as liberalism, conservatism, socialism, applied socialism in the former Soviet Union and China, fascism as applied in Italy and Nazi Germany, and contemporary ideologies including but not limited to liberation ideology, green politics, radical Islam, and future ideology.

The program relates to the needs of the community by offering college level courses that transfer to UC, CSU, and private universities. In regard to transfer to a four-year university in order to earn a bachelor's degree, the needs of the community is evident given data provided by the U.S. Census Bureau data showing only 12.4% of the residents of Salinas have earned a bachelor's degree in comparison to the U.S. average of 28.8%. Furthermore, the elective POL-5 directly relates to the local community of the Salinas Valley by providing an introductory course in Chicano politics.

The program collaborates with the Office of Student Life through the existence of a Political Science Club that offers students opportunities to practice political science by providing political education for the campus community. In addition, the program interfaces with the discipline of Ethnic Studies as it regards the course POL-5 which is cross-listed with ETH-5. The interface consists of political science sharing its SLO and PLO data with Ethnic Studies. In fall semester 2014, the CSI-T in 3 program added POL-1 as part of its transfer to university graduation package.

The program is working well in its primary responsibility – the teaching of subjects in political science to students of the Salinas Valley. The faculty works well in the classroom as evidenced by student evaluations and faculty observations.

There is no sequence of courses although the program recently established a regular pattern of scheduling as it applies to electives in political science. Each fall semester the program offers the electives POL-3 and POL-5 whereas in spring semesters the program offers POL-2 and POL-6. It is believed that this newly established scheduling pattern will provide students with a timely and efficient means of obtaining an AA-T in Political Science as well as offering the student body at large with a regularly scheduled pattern of electives that should facilitate successful matriculation.

Consistency among multiple sections of the same course, in this case POL-1, is maintained within an academic sense by holding bi-annual meetings with individual adjunct instructors. In these meetings the course outline of record (COR) is reviewed to ensure compliance with the course description, course objectives, and student learning outcomes (SLOs). The course syllabus of each instructor is then reviewed to ensure its adherence to the COR. Any changes or adjustments to course syllabus are subsequently made by the adjunct instructor and reviewed by the tenured instructor for compliance. These meetings are further utilized to discuss any issues facing individual adjunct instructors regarding effective pedagogy that facilitates university level academic standards, assigned reading and textbooks, and effective classroom management skills.

In regard to alternate scheduling approaches, the program has discussed this option internally reaching a general consensus that condensed courses such as a summer six-week class are better suited to summer semester as the paradigm is settled on that approach during that season of the year. In 2009, POL-1 was scheduled as a four-week winter session course that was very successful in terms of retention and success rates.

Each course in political science includes an advisory that students to have successfully completed ENG-1 or attend ENG-1

during the semester in which the student is attending courses in political science.   The advisory is appropriate given that the primary goal of the program is to produce students that are   properly prepared to succeed at the university level in their reading, writing and verbal communication skills.   The program is concerned that a large nu mber of ill -prepared students are attending classes in political science thereby negatively affecting their retention and success. A prerequisite of ENG -1 is being considered, however additional data is required to properly measure the ramifications of ma   king the change from advisory to prerequisite.

In recent years faculty have engaged in professional activities   such as attending courses in online training (Etude s), yearly flex activities, the 38 [th] Annual Outreach Conference at UC, Berkeley, titled, Putin III: The Aftermath of the Russian Elections, required sexual harassment training, and mandatory diversity training   .

B. INSTRUCTIONAL STAFFING

1. In the table below ent er the number of sections offered and the number of full tim e and adjunct faculty in your program / discip li ne by term over the past sever al y ears.

Term	No. of Active Sections	Full-time Faculty	Adjunct Faculty
2012-2013	34	1	5
2013-2014	36	1	5
2014-2015	32	1	4

2. What staffing factor s/ challenges have influenced the effectiv eness of the program?

The effectiveness of the program is not challenged by current staffing; however it would be greatly assisted by the hiring of add   itional

faculty. The growth of the program requires the hiring of an additional full   -time faculty member complemented by the hiring of additional adjunct faculty member   s. The draft fall 2015 semester schedule as it exists today offers two sections without any available tenure-track or adjunct faculty to teach those sections.

C. CTE PROGRAMS – LABOR MARKET & ACHIEVEMENT

Please complete this section if the program is Career Technical Education (CTE). Go to subsection D if the program is no t CTE.

1. Describe the demonstrated effectiveness on the program over the past several years with levels and trends of achievement data, including degree/certi   eoTj 0.272 0 Td (p)Tj 0.283 0 Td (l)Tj 0.337 0 Td (e)Tj 0.522 0 Td (t)Tj 0.-576 0 Td r

In considering your program's future goals, please review Hartnell's vision and mission statements.

VISION STATEMENT

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

MISSION STATEMENT

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

1) To ensure that students earning AA-T degrees in Political Science are properly prepared to succeed in upper d 8S(u)28(i)13(n)7( )-11TJ 0 Tc

This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2015.

A. COURSE DATA & TRENDS

1. Please evaluate the 3-year trend of enrollment and success of courses in your program/discipline. Identify the courses you are choosing to examine this current year in the list below. You do NOT need to evaluate trends for each course every year.

Course Number	Course Name	Does the course have any DE (online or hybrid) sections?
POL-1 POL-2	American Political Institutions	Yes

needs to be done at this time to ensure continuous improvement.

All of the individual courses, except POL-5, have retention rates above eighty percent with two courses having retention rates of over ninety percent in spring semester 2013 and spring semester 2014 (POL-3 and POL-2 respectively). The aggregate data leads to the inescapable conclusion that nothing needs to be done at this time to ensure continuous improvement in POL-1, POL-2, POL-3, and POL-6; however data derived from POL-5 in spring semester 2013 denotes a retention rate of 57%. This number was vastly improved in spring semester 2014 to 81%, a change in faculty assignment may be responsible for the drastic increase or it could be the fact that a large number of students working toward an AA-T degree in Political Science started to attend the course, or of course it could be a host of multiple

The program continues to offer an AA -T degree in Political Science of which eight were awarded to students in academic year 2013-2014. One of those students, James Stephens, was accepted to Stanford University as a community college transfer. This graduating class was the first to have received AA- T degrees in Political Science leading to a general outlook that every two years the number of graduates remains steady or perhaps to see an annual increase in the number of graduates in future years resulting from the new scheduling format.

B. TEACHING MODALITY

1. Enter the number of Distance Education Courses, both fully online and hybrid sections, along with the number of full-time and adjunct faculty.

Term	No. of DE/Online Sections	No of Hybrid Sections	Full-time Faculty 2013BDC	Adjunct Faculty Q q06 319101.039 196 f 381.6 345.6 0.48
2012-2013 2013-	4	0	1	5

As measured against the first goal of the program t he process to change is best found in the students attending POL-1 in a DE format given the entry level skill of eighty -five percent of our students is below college level in English and Mathematics one could deduce that their prospect of success is somewhere above s.00Tx(E)-6(t)-5(e)-15(e)-10(n)-1( )-1p(l)-[(e)-10(r)5(c)-17(e)1(n)-1(t)-12(i)-11(n)-16(a

Based on a review of the data and subsequent discussions among faculty in the program there appear to be no other relevant factors regarding diverse teachin g modalities and environments; the college provides each scheduled class with a technologically advanced classroom that allows multiple modalities to be employed by instructors.

C. CURRICULUM

Comp lete the fol lowin g tabl es per tai ni ng to cou rs es sch edu led for re vi ew.

Coursesscheduled for review during AY 2014-15 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken through the curri culum process?	Date of approval (or an

Essay assignment in POL-1 (critical thinking)	None, the results are very good(80%)	No, the data wasavailable on
Essay assignment in POL-3 (global awareness)	None, the results are outstanding (95%)	No, the data was available on
Essay assignment in POL-5 (critical thinking)	None, the course was rescheduled to fall	Not applicable
Essay assignment in POL-6 (communication skills)	None, the assignment was completedon	No, the data has not been analyzed

List Program level outcome(s) scheduled for assessment in AY 15-16	Have your courselevel SLOs needed for this program level outcome beenassessed or scheduled for assessment?
Essayassignment in POL-5 (critical thinking)	Yes

2. Descri be how pr ogr am lev el ou tcom es we r e speci fi cal ly addr essed by t he pr ogr am/ di sci pli ne dur i ng t he past y ear .

For example, w ere data gathered at the courselevel? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventi ons conducted? Are there any plans to makechanges to certi ficate/d egree pro gr ams or improvements in teachin g and student learnin g?

All data was gathered at the course level by both tenured and adjunct faculty in political science. The review of data was conducted by individual faculty who subsequently entered their data in Elumen software which then conducted an analysis of the overall data in political sciences courses. Prior to the data being made available each adjunct faculty member meate6Td [(ov)-(at)a6- mfetees

addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were ana lys ion

5. Describ

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2015.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, AY 2015-16. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve, enhance, and or keep your program/discipline area current. A new activity may or may not require additional resources. Activities can include but are not limited to:

a. NEW CURRICULUM
b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
c. GRANT DEVELOPMENT AND PROPOSALS
d. FACULTY AND STAFF TRAINING
e. MARKETING/OUTREACH
f. ENROLLMENT MANAGEMENT
g. STUDENT SERVICES
h. ADMINISTRATIVE SERVICES
i. SUPPORT OPERATIONS
j. FACILITIES

1. List information concerning new projects or activities planned. The first activity listed should be the most

activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 2016-17. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2016-17 must be planned for appropriately.

Activity	Strategic Plan Goal(s) No. & Letter (e.g., 5A)*	Related Courses, SLOs, PLOs, or goals	Desired Outcome(s)	Resources Needed	Person Responsible	Estimated Date of Completion (can be more than one year in length)	Comments
1. Guest speaker series Real							

2. This item is used to describe how the new activity, or conti nu ing new activity, wi ll suppo rt the program / di scipli ne.

Consider:
- x Faculty
- x Other staffing
- x Faciliti es
- x Equipment (non-expendable, greater than $5,000), supplies (expendable, valued at less than $5,000)
- x Software
- x Hardware
- x Outside services
- x Training
- x Travel
- x Library materials
- x Science laboratory materials

a) Describe the new acti vity or follo w-on activity that this resour ce will suppo rt.

Guest speaker series:real world needs of Hartnell students

AA-T Recruitment: improve student learning

b) Describe how this activity suppo rts all of the following that apply:

1) Core Co m petency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)
2) Pr ogr am lev el Out come (list applicable program outcome)
3) Cou rse level Ou tcom e (list applicable course level outcome)
4)

5) Strategic Plan Goal (list applicable strategic plan goal)

Program level outcome: apply critical thinking skills in reading, comprehending, and interpreting political science scholarship

c) Does this activity span multiple academic years?   YES   NO

   If yes, describe the action plan for completion of this activity.

1. Creation of the series
2. Securing the main stage
3. Obtaining funding of stipends for speakers
4. Finding speakers
5. Completing steps 1-4 and actually holding an event

1. Development of recruitment events
2. Reserving Steinbeck Hall or a classroom
3. Reserving speaker system
4. Developing flyers and handouts
5. Completing steps 1-4 and actually holding a recruitment event

d) What measureable outcomes are expected from this activity? List indicators of success.

I do not know if there are measureable results from holding a guest speaker series, and realistically speaking there is no need for a measureable result when holding an event for individuals in the community as each will gain their own personal insight from the event.

Increase the number of students majoring in Political Science.

e) What are the barriers to achieving success in this activity?

   The primary barrier to success regarding both activities is time management in a single faculty discipline – finding time in an educational environment that demands an ever-increasing number of hours spent composing reports required by the ACCJC; two secondary barriers applicable to the speaker series are the securing of the main stage and funding of stipends for guest speakers.

APPENDIX A.   S

Priority 5: Innovation and Ri