**Evergreen Valley College**

**Program Review Self-Study Document**

**Criteria**

**10-11**

In preparing this Program Review, keep the college mission, strategic plan CTAs in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

**Evergreen Valley College’s Mission**: With student learning as our primary focus, Evergreen Valley College’s mission is to empower students to expand their human potential and to succeed in a global, multicultural society. We prepare students of all ages and backgrounds for balanced and productive lives, so they can ultimately improve the workforce and quality of life in our communities.

**DEPARTMENT/PROGRAM NAME: Political Science**

**PREPARED BY: R.J. Ruppenthal, Henry Gee**

**LAST REVIEW: Unknown**

**CURRENT YEAR: 2010-2011**

**AREA DEAN: Mark Gonzales, SSHAPE Division**

**SUMMARY OF THE DEPARTMENT/PROGRAM**

**Provide a brief summary of the department/program including brief history (impetus for department/program initiation if applicable, years of existence, progress made or not made over time, any other major factors that affected the program and current status)**

## PART A: Overview of Program

## 1. Identify EVC’s CTA for this year.

### A. Student Centered:

Provide access to quality and efficient programs and services to ensure student success.

### B. Organizational Transformation

We create a trusting environment where everyone is valued and empowered.

### C. Community Engagement:

Transform college image and enhance partnerships with community, business, and educational institutions.

1. **Identify your program/department’s CTA for this year.**

### **A. Student Centered**:

* Evaluate need for additional courses in Political Science
* Develop and offer online or hybrid online sections of Political Science 1 course

### B. Organizational Transformation:

* Hold regular meetings among Political Science instructors to maintain consistency in course offerings even in absence of a full-time faculty member
* Continually review curriculum to ensure it meets requirements for CSU and UC transfer

### C. Community Engagement:

* Cultivate opportunities for students to gain practical experience in government and public affairs through internships and volunteer work
* Bring relevant speakers to campus

1. **How did your program/department meet the overall CTA of the College?**

**Describe how your program/department met the overall CTA of the College.**

**Describe areas where your program/department needs improvement to meet the overall CTA of the College. Describe specific plan to achieve this goal.**

### A. Student Centered CTAs met:

* Updated Political Science 1 curriculum to ensure transferability of course to CSU and consistency with San Jose City College’s course
* Faculty member is developing online hybrid version of the course

**B. Organizational Transformation CTAs met:**

* Members of the Political Science faculty participated in shared governance and college accreditation by serving on key Academic Senate, key committees, and accreditation steering committee.

### C. Community Engagement met:

* Participated in presentation by Assemblyman Jim Beall at EVC
* Worked closely with Associated Students (AS) to present information on student government elections process and to attend candidate forums.

Because this department has no full-time faculty member at present, the two other full-time faculty members who teach each in the department met to develop these CTAs. Through this exercise, it became evident that the work of the department has fit quite squarely within the scope of the college’s Strategic Initiatives. Therefore, the department’s work has contributed toward fulfillment of the institutional CTAs as well.

1. **Identify**

### A. Analysis of unmet goals:

### There are no unmet goals, although the department is working to fulfill its current CTAs (please see Part A.2, above). The absence of a full-time instructor in Political Science continues to hinder the department’s work.

### B. Accomplishments of the Political Science Department:

Faculty members recently updated the curriculum for Political Science 1 to reflect the needs of the CSU system and to achieve consistency with San Jose City College’s version of this course. This primarily consisted of revising curriculum to reflect that the course includes adequate material on California state government, since the course at one time was more heavily on federal government.

### C. 3 new initiatives:

Develop a hybrid online version of Political Science 1.

Evaluate the need for additional courses in the Political Science department, such as Comparative Government, International Relations, or Political Theory.

Explore new partnerships with local government and community organizations in order to maximize opportunities for students to learn from relevant internships and volunteer work.

1. **State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

The Political Science Department offers one course, Political Science 1, which teaches students about American government and politics. More broadly, students taking this class are exposed to a variety of different cultures and perspectives through a range of teaching methodologies, giving them the opportunity to better understand political systems and behaviors in California, the United States of America, and the world. Therefore, the department helps the college fulfill its mission by providing students from many backgrounds with a basis of knowledge in an important transfer class, preparing them to succeed at a CSU, UC, or private four-year college. In addition, this class is designed to stimulate students’ interest in public affairs and important issues, encouraging them to be civically active and responsible global citizens.

**6. Identify current student demographics. If there are changes in student demo-**

**graphics, state how the program is addressing these changes.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program:** | **EVC Political Science** | | | | | | | | | | | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Current Term:** | **2011SP** | | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Sections:** | **7** | | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Courses:** | **1** | | | |  |  |  |  |  |  |  |  |  |  |  |
| **# of Labs:** | **0** | | | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **STUDENT CHARACTERISTICS BY TERM - SEATCOUNT TRENDS** | | | | | | | | | | | | |  |  |  |
|  |  |  | | **Spring 2010**  **(7 sections)** | | | **Fall 2010**  **(5 sections)** | |  | |  | |  |  |  |
|  |  | **#** | **%** | **#** | | **%** | **#** | **%** |  |  |  |  |  |  |  |
| **Total Seatcount** |  |  |  | 368 | |  | 272 |  |  |  |  |  |  |  |  |
| **Total Headcount** |  |  |  | 368 | |  | 272 |  |  |  |  |  |  |  |  |
| **Gender** |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
| **Female** |  |  |  | 180 | | 49% | 142 | 52% |  |  |  |  |  |  |  |
| **Male** |  |  |  | 187 | | 51% | 130 | 48% |  |  |  |  |  |  |  |
| **Unreported** |  |  |  | 1 | | 0% | 0 | 0% |  |  |  |  |  |  |  |
|  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
| **Age** |  |  | | **Spring 2010** | | | **Fall 2010** | |  | |  | |  |  |  |
|  |  | **#** | **%** | **#** | | **%** | **#** | **%** |  |  |  |  |  |  |  |
| **<18** |  |  |  | 8 | |  | 5 | 2% |  |  |  |  |  |  |  |
| **18-19** |  |  |  | 92 | | 25% | 100 | 37% |  |  |  |  |  |  |  |
| **20-22** |  |  |  | 149 | | 40% | 96 | 35% |  |  |  |  |  |  |  |
| **23-24** |  |  |  | 44 | | 12% | 18 | 7% |  |  |  |  |  |  |  |
| **25-29** |  |  |  | 39 | | 11% | 28 | 10% |  |  |  |  |  |  |  |
| **30-39** |  |  |  | 24 | | 7% | 16 | 6% |  |  |  |  |  |  |  |
| **40-49** |  |  |  | 10 | | 3% | 7 | 3% |  |  |  |  |  |  |  |
| **50>** |  |  |  | 2 | | 1% | 2 | 1% |  |  |  |  |  |  |  |
|  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
|  |  |  | | **Spring 2010** | | | **Fall 2010** | |  | |  | |  |  |  |
|  |  | **#** | **%** | **#** | | **%** | **#** | **%** |  |  |  |  |  |  |  |
| **Capacity Percentage** |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
| **@ Census (CAP)** |  |  |  |  | | 100% |  | 103% |  |  |  |  |  |  |  |
| **Completion Rate** |  |  |  |  | | 85% |  | 88% |  |  |  |  |  |  |  |
| **Awards** |  |  |  | 0 | |  | 0 |  |  |  |  |  |  |  |  |
| **WSCH** |  |  |  | 1,319 | |  | 953 |  |  |  |  |  |  |  |  |
| **FTES** |  |  |  | 40.6 | |  | 29.5 |  |  |  |  |  |  |  |  |
| **FTEF** |  |  |  | 1.4 | |  | 1 |  |  |  |  |  |  |  |  |
| **Productivity** |  |  |  | 942.4 | |  | 952.9 |  |  |  |  |  |  |  |  |
|  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
| **Enrollment Status** |  |  | | **Spring 2010** | | | **Fall 2010** | |  | |  | |  |  |  |
|  |  | **#** | **%** | **#** | | **%** | **#** | **%** |  |  |  |  |  |  |  |
| **Day** |  |  |  | 166 | | 45% | 138 | 51% |  |  |  |  |  |  |  |
| **Day & Eve** |  |  |  | 165 | | 45% | 115 | 42% |  |  |  |  |  |  |  |
| **Evening** |  |  |  | 37 | | 10% | 19 | 7% |  |  |  |  |  |  |  |
|  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
| **Full-time** |  |  |  | 203 | | 55% | 179 | 66% |  |  |  |  |  |  |  |
| **Part-time** |  |  |  | 165 | | 45% | 93 | 34% |  |  |  |  |  |  |  |
| **Units Attempted** |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
| **.5-5.5** |  |  |  | 26 | | 7% | 13 | 5% |  |  |  |  |  |  |  |
| **6-8.5** |  |  |  | 56 | | 15% | 36 | 13% |  |  |  |  |  |  |  |
| **9-11.5** |  |  |  | 83 | | 23% | 44 | 16% |  |  |  |  |  |  |  |
| **12-14.5** |  |  |  | 160 | | 43% | 128 | 47% |  |  |  |  |  |  |  |
| **15-17.5** |  |  |  | 34 | | 9% | 41 | 15% |  |  |  |  |  |  |  |
| **18+** |  |  |  | 9 | | 2% | 10 | 4% |  |  |  |  |  |  |  |
|  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **Student Seatcount, Retention, and Success ( and Fall 2010)** | | | | | | | | | | | | | | | | | |  |
|  |  | **Fall 2010** | | | | | | |  |  |  |  |  |  |  |  |  |  |
|  |  | **Seatcount** | | | **Retention** | | **Success** | |  |  |  |  |  |  |  |  |  |  |
| **Ethnicity of Students** |  | **#** | **%** | | **#** | **%** | **#** | **%** |  |  |  |  |  |  |  |  |  |  |
| African American |  | 16 | 6% | | 12 | 75% | 9 | 56% |  |  |  |  |  |  |  |  |  |  |
| Asian (All other) |  | 12 | 4% | | 11 | 92% | 8 | 67% |  |  |  |  |  |  |  |  |  |  |
| Asian/Cambodian |  | 5 | 2% | | 4 | 80% | 4 | 80% |  |  |  |  |  |  |  |  |  |  |
| Asian/Chinese |  | 6 | 2% | | 5 | 83% | 4 | 67% |  |  |  |  |  |  |  |  |  |  |
| Asian/Indian |  | 3 | 1% | | 2 | 67% | 2 | 67% |  |  |  |  |  |  |  |  |  |  |
| Asian/Vietnamese |  | 26 | 10% | | 22 | 85% | 19 | 73% |  |  |  |  |  |  |  |  |  |  |
| Filipino |  | 16 | 6% | | 14 | 88% | 12 | 75% |  |  |  |  |  |  |  |  |  |  |
| Latina/o |  | 73 | 27% | | 68 | 93% | 46 | 63% |  |  |  |  |  |  |  |  |  |  |
| Native American |  | 1 | 0% | | 1 | 100% | 0 | 0% |  |  |  |  |  |  |  |  |  |  |
| Pacific Islander |  | 3 | 1% | | 3 | 100% | 2 | 67% |  |  |  |  |  |  |  |  |  |  |
| White |  | 12 | 4% | | 10 | 83% | 8 | 67% |  |  |  |  |  |  |  |  |  |  |
| Other/Unknown |  | 99 | 36% | | 88 | 89% | 68 | 69% |  |  |  |  |  |  |  |  |  |  |
| **Total:** |  | 272 | 100% | | 240 | 88% | 182 | 67% |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student Seatcount, Retention, and Success (Spring 2010 and Spring 2011)** | | | | | | | | | | | | | | | | | |  |
|  |  | **Spring 2010** | | | | | | |  | | | | | |  |  |  |  |
|  |  | **Seatcount** | | | **Retention** | | **Success** | |  | |  | |  | |  |  |  |  |
| **Ethnicity of Students** |  | **#** | **%** | | **#** | **%** | **#** | **%** |  |  |  |  |  |  |  |  |  |  |
| African American |  | 28 | 8% | | 23 | 82% | 19 | 68% |  |  |  |  |  |  |  |  |  |  |
| Asian (All other) |  | 19 | 5% | | 16 | 84% | 13 | 68% |  |  |  |  |  |  |  |  |  |  |
| Asian/Cambodian |  | 9 | 2% | | 8 | 89% | 6 | 67% |  |  |  |  |  |  |  |  |  |  |
| Asian/Chinese |  | 6 | 2% | | 5 | 83% | 5 | 83% |  |  |  |  |  |  |  |  |  |  |
| Asian/Indian |  | 11 | 3% | | 8 | 73% | 6 | 55% |  |  |  |  |  |  |  |  |  |  |
| Asian/Vietnamese |  | 48 | 13% | | 36 | 75% | 24 | 50% |  |  |  |  |  |  |  |  |  |  |
| Filipino |  | 34 | 9% | | 29 | 85% | 24 | 71% |  |  |  |  |  |  |  |  |  |  |
| Latina/o |  | 113 | 31% | | 94 | 83% | 62 | 55% |  |  |  |  |  |  |  |  |  |  |
| Native American |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pacific Islander |  | 3 | 1% | | 3 | 100% | 2 | 67% |  |  |  |  |  |  |  |  |  |  |
| White |  | 25 | 7% | | 23 | 92% | 18 | 72% |  |  |  |  |  |  |  |  |  |  |
| Other/Unknown |  | 72 | 20% | | 66 | 92% | 50 | 69% |  |  |  |  |  |  |  |  |  |  |
| **Total:** |  | 368 | 100% | | 311 | 85% | 229 | 62% |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **College Persistence Rates** | | | | | | | | | | | | | | | | |  |  |
|  |  | **Spring 2010 to Fall 2010** | | | |  | | |  | | |  | |  |  |  |  |  |
|  |  | **Spring 2010** | **Persistence** | | |  |  | |  |  | |  |  |  |  |  |  |  |
| **Ethnicity of Students** |  | **Headcount** | **#** | | **%** |  |  |  |  |  |  |  |  |  |  |  |
| African American |  | 28 | 17 | | 61% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian (All other) |  | 19 | 14 | | 74% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian/Cambodian |  | 9 | 7 | | 78% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian/Chinese |  | 6 | 1 | | 17% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian/Indian |  | 11 | 11 | | 100% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian/Vietnamese |  | 48 | 31 | | 65% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Filipino |  | 34 | 26 | | 76% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Latina/o |  | 113 | 75 | | 66% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Native American |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pacific Islander |  | 3 | 1 | | 33% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White |  | 25 | 16 | | 64% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other/Unknown |  | 72 | 50 | | 69% |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total:** |  | 368 | 249 | | 68% |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **Grade Distribution of All (EVC Political Science) Students** | | | | | | | | | | | | |  |  |  |  |  |  |
|  |  | **Spring 2010** | | | **Fall 2010** | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Grade** |  | **#** | **%** | | **#** | **%** |  |  |  |  |  |  |  |  |  |  |  |  |
| A |  | 100 | 32% | | 79 | 33% |  |  |  |  |  |  |  |  |  |  |  |  |
| B |  | 67 | 22% | | 59 | 25% |  |  |  |  |  |  |  |  |  |  |  |  |
| C |  | 62 | 20% | | 44 | 18% |  |  |  |  |  |  |  |  |  |  |  |  |
| D |  | 21 | 7% | | 14 | 6% |  |  |  |  |  |  |  |  |  |  |  |  |
| F |  | 60 | 19% | | 44 | 18% |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **Average Grade Received by Students ( and Fall 2010)** | | | | | | | | | | | | | | | | |  |  |
|  |  | **Fall 2010** | | | | | | | **Avg** |  |  |  |  |  |  |  |  |  |
| **Ethnicity** | **Gender** | **4.0/A** | **3.0/B** | | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** |  |  |  |  |  |  |  |  |  |
| African American | F | 1 | 3 | | 2 | 1 | 2 | 9 | 2 |  |  |  |  |  |  |  |  |  |
|  | M | 1 | 0 | | 2 | 0 | 0 | 3 | 2.67 |  |  |  |  |  |  |  |  |  |
| Asian (All other) | F | 1 | 2 | | 0 | 0 | 0 | 3 | 3.33 |  |  |  |  |  |  |  |  |  |
|  | M | 1 | 3 | | 1 | 0 | 3 | 8 | 1.88 |  |  |  |  |  |  |  |  |  |
| Asian/Cambodian | F | 2 | 2 | | 0 | 0 | 0 | 4 | 3.5 |  |  |  |  |  |  |  |  |  |
|  | M | 0 | 0 | | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |  |  |
| Asian/Chinese | F | 1 | 1 | | 0 | 0 | 1 | 3 | 2.33 |  |  |  |  |  |  |  |  |  |
|  | M | 1 | 1 | | 0 | 0 | 0 | 2 | 3.5 |  |  |  |  |  |  |  |  |  |
| Asian/Indian | F | 0 | 2 | | 0 | 0 | 0 | 2 | 3 |  |  |  |  |  |  |  |  |  |
|  | M | 0 | 0 | | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |  |  |
| Asian/Vietnamese | F | 5 | 2 | | 4 | 0 | 0 | 11 | 3.09 |  |  |  |  |  |  |  |  |  |
|  | M | 5 | 2 | | 1 | 0 | 3 | 11 | 2.55 |  |  |  |  |  |  |  |  |  |
| Filipino | F | 3 | 0 | | 1 | 0 | 1 | 5 | 2.8 |  |  |  |  |  |  |  |  |  |
|  | M | 4 | 4 | | 0 | 0 | 1 | 9 | 3.11 |  |  |  |  |  |  |  |  |  |
| Latina/o | F | 10 | 4 | | 11 | 4 | 9 | 38 | 2.05 |  |  |  |  |  |  |  |  |  |
|  | M | 11 | 8 | | 2 | 3 | 6 | 30 | 2.5 |  |  |  |  |  |  |  |  |  |
| Native American | F | 0 | 0 | | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |  |  |
|  | M | 0 | 0 | | 0 | 0 | 1 | 1 | 0 |  |  |  |  |  |  |  |  |  |
| Pacific Islander | F | 1 | 1 | | 0 | 0 | 0 | 2 | 3.5 |  |  |  |  |  |  |  |  |  |
|  | M | 0 | 0 | | 0 | 1 | 0 | 1 | 1 |  |  |  |  |  |  |  |  |  |
| White | F | 1 | 0 | | 0 | 0 | 1 | 2 | 2 |  |  |  |  |  |  |  |  |  |
|  | M | 5 | 2 | | 0 | 1 | 0 | 8 | 3.38 |  |  |  |  |  |  |  |  |  |
| Other/Unknown | F | 11 | 10 | | 13 | 3 | 10 | 47 | 2.19 |  |  |  |  |  |  |  |  |  |
|  | M | 15 | 12 | | 7 | 1 | 6 | 41 | 2.71 |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **Average Grade Received by Students (Spring 2010 and Spring 2011)** | | | | | | | | | | | | | | | | |  |  |
|  |  |  | | | | | | | **Avg** |  |  |  |  |  |  |  |  |  |
| **Ethnicity** | **Gender** | **4.0/A** | **3.0/B** | | **2.0/C** | **1.0/D** | **0.0/F** | **Total** | **GPA** |  |  |  |  |  |  |  |  |  |
| African American | F | 2 | 1 | | 6 | 0 | 0 | 9 | 2.56 |  |  |  |  |  |  |  |  |  |
|  | M | 1 | 5 | | 4 | 0 | 4 | 14 | 1.93 |  |  |  |  |  |  |  |  |  |
| Asian (All other) | F | 3 | 1 | | 4 | 1 | 2 | 11 | 2.18 |  |  |  |  |  |  |  |  |  |
|  | M | 2 | 2 | | 1 | 0 | 0 | 5 | 3.2 |  |  |  |  |  |  |  |  |  |
| Asian/Cambodian | F | 1 | 0 | | 1 | 1 | 0 | 3 | 2.33 |  |  |  |  |  |  |  |  |  |
|  | M | 1 | 2 | | 1 | 1 | 0 | 5 | 2.6 |  |  |  |  |  |  |  |  |  |
| Asian/Chinese | F | 2 | 1 | | 0 | 0 | 0 | 3 | 3.67 |  |  |  |  |  |  |  |  |  |
|  | M | 1 | 0 | | 1 | 0 | 0 | 2 | 3 |  |  |  |  |  |  |  |  |  |
| Asian/Indian | F | 3 | 0 | | 0 | 0 | 0 | 3 | 4 |  |  |  |  |  |  |  |  |  |
|  | M | 1 | 1 | | 1 | 1 | 1 | 5 | 2 |  |  |  |  |  |  |  |  |  |
| Asian/Vietnamese | F | 5 | 2 | | 5 | 2 | 4 | 18 | 2.11 |  |  |  |  |  |  |  |  |  |
|  | M | 9 | 1 | | 2 | 2 | 4 | 18 | 2.5 |  |  |  |  |  |  |  |  |  |
| Filipino | F | 8 | 1 | | 3 | 0 | 0 | 12 | 3.42 |  |  |  |  |  |  |  |  |  |
|  | M | 5 | 3 | | 4 | 0 | 5 | 17 | 2.18 |  |  |  |  |  |  |  |  |  |
| Latina/o | F | 12 | 17 | | 9 | 4 | 10 | 52 | 2.33 |  |  |  |  |  |  |  |  |  |
|  | M | 11 | 8 | | 4 | 1 | 16 | 40 | 1.93 |  |  |  |  |  |  |  |  |  |
| Native American | F | 0 | 0 | | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |  |  |
|  | M | 0 | 0 | | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |  |  |
| Pacific Islander | F | 1 | 0 | | 1 | 0 | 1 | 3 | 2 |  |  |  |  |  |  |  |  |  |
|  | M | 0 | 0 | | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |  |  |
| White | F | 3 | 1 | | 1 | 0 | 2 | 7 | 2.43 |  |  |  |  |  |  |  |  |  |
|  | M | 6 | 4 | | 3 | 0 | 3 | 16 | 2.63 |  |  |  |  |  |  |  |  |  |
| Other/Unknown | F | 8 | 9 | | 7 | 6 | 4 | 34 | 2.32 |  |  |  |  |  |  |  |  |  |
|  | M | 14 | 8 | | 4 | 2 | 4 | 32 | 2.81 |  |  |  |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **Credit/No Credit Received by Students** | | | | | | | | | | | | | | | | | | |
| None | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **Faculty Demographics** | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ethnicity** |  |  | **Spring 2010** | | **Fall 2010** |  |  |  |  |  |  |  |  |  |
| African American |  | 1 | 1 | | 1 |  |  |  |  |  |  |  |  |  |
| Asian (All other) |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Asian/Cambodian |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Asian/Chinese |  | 1 | 1 | | 1 |  |  |  |  |  |  |  |  |  |
| Asian/Indian |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Asian/Vietnamese |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Filipino |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Latina/o |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Native American |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Other/Unknown |  | 1 | 1 | | 1 |  |  |  |  |  |  |  |  |  |
| Pacific Islander |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| White |  | 2 | 2 | | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **Faculty Part-time/Full-Time** |  |  | **Spring 2010** | | **Fall 2010** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Female - Full-time |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Female - Part-time |  | 0 | 0 | | 0 |  |  |  |  |  |  |  |  |  |
| Male - Full-time |  | 2 | 2 | | 2 |  |  |  |  |  |  |  |  |  |
| Male - Part-time |  | 3 | 3 | | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | |  |  |  |  |
| **Days of Week Classes Offered** | **Spring 2010** | | **Fall 2010** | | | **% Point Change** | |  |  |  |  |  |  |  |  |  |  |  |
| **#** | **%** | **#** | | **%** | **FA to FA** | **SP to SP** |  |  |  |  |  |  |  |  |  |  |  |
| MW | 3 | 43% | 3 | | 60% | 60.00% | 0.00% |  |  |  |  |  |  |  |  |  |  |  |
| TTh | 2 | 29% | 1 | | 20% | 20.00% | 0.00% |  |  |  |  |  |  |  |  |  |  |  |
| Th | 1 | 14% | 1 | | 20% | 20.00% | 0.00% |  |  |  |  |  |  |  |  |  |  |  |
| M | 1 | 14% |  | |  | 0.00% | 0.00% |  |  |  |  |  |  |  |  |  |  |  |

**7. Identify enrollment patterns of the department/program in the last 6 years and**

**analyze the pattern.**

Political Science 1 is the only class presently being offered. Retention rates are identified in the chart below.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | F05 | S06 | F06 | S07 | F07 | S08 | F08 | S09 | F09 | S10 | F10 |
| 001 | 80% | 83% | 82% | 84% | 86% | 80% | 89% | 84% | N/A | 85% | 88% |

**8. Identify department/program productivity.**

The productivity figures below show the WSCH/FTEF for our only course, Political Science 1. The table shows productivity for each semester in the regular academic year (excluding Summer and Intersession) from Fall 2005 through Fall 2010. The Fall 2009 figure was not available from the reports.

The department’s productivity for its Political Science 1 course is far higher than the average WSCH/FTEF at Evergreen Valley College. These numbers are very comparable to the productivity of its sister course, History 1. Both History 1 and Political Science 1 are required transfer courses and students on the waiting lists are routinely being turned away each semester. More students from the state universities are coming here to try to take these classes as well. Therefore, it is likely that the Political Science Department could offer additional sections of Political Science 1 and fill them while still maintaining a very high productivity rate.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | F05 | S06 | F06 | S07 | F07 | S08 | F08 | S09 | F09 | S10 | F10 |
| 001 | 849.2 | 801.1 | 868.9 | 922.6 | 976.6 | 714.8 | 932.6 | 955.5 | N/A | 942.4 | 952.9 |

**10. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

The department does not use an advisory board. Faculty members are involved in professional organizations. If the department had a full-time faculty member, this person would be able to pursue more focused professional development and organizational involvement in the realm of Political Science.

## PART B: Curriculum

1. **Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).**

The department offers a single course.

Political Science 1: Politics and Government in America This course covers the role and importance of the ideal of democracy and the evolution of the American political system. America's political institutions (executive, legislative and judicial) and political processes (voting, lobbying, attitudes) are examined against the backdrop of America's cultural diversity and political history. This course is a study of national, state and local government and politics with emphasis on the United States Constitution and the national government. Combined with HIST 1, meets Option 2 of the U.S. History Constitution and American Ideals CSU Graduation Requirement.

1. **State how the program has remained current in the discipline(s).**

The course above was recently updated to ensure that its content is current. Revisions were made to ensure that Political Science 1 meets the transfer requirements of CSU and UC, as well as to ensure consistency with the San Jose City College version of this class. As part of this revision, more content was added on California state government.

1. **All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process. (curriculum recency)**

Political Science 1, the only course, was revised recently.

1. **Identify and describe innovative pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

Political Science 1 instructors have made more use of technology in recent years. This includes the use of more video, audiovisual materials and interactive online exercises. By and large, the response from students has been quite positive. By drawing on various methodologies and by offering material in multiple forms, instructors are better able to cater to students with different learning styles. Clearly, today’s students are very technology-oriented and it remains a challenge for the instructors to innovate quickly enough.

1. **Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use the Curriculum Mapping form to lay out your plan.**

The Department is developing a hybrid online version of its Political Science 1 course. This hybrid course should be ready to be offered in Fall 2011.

The Department is committed to developing additional courses. In today’s society and job market, students must be prepared to work in a global economy and interact effectively with people from different countries, cultures, and political systems. Comparative Government, International Relations, and Political Theory are three possible courses which would help prepare students for the world beyond America. All three are lower division courses which are offered commonly at other community colleges. Most of these peer institutions offer 2-4 different lower division Political Science courses, while EVC offers just one. Prior to proposing a new course, we will ensure that any such course can be fully articulated with the CSU and UC systems.

1. **Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)**

Political Science 1 is a baccalaureate course that has been articulated and is transferable to CSU, UC, and many private four-year colleges.

1. **If external accreditation or certification is required, please state the certifying agency and status of the program.**

There is no external accreditation for the department.

## PART C: Student Outcomes

## On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for the courses that do not have one.

Political Science 1 has course level Student Learning Outcomes (SLOs), which were revised

recently.

1. **On the program level, list all programs (and degrees) that have current student**

**learning outcomes and provide the culture of evidence.**

There is no Political Science degree or certificate. Given that only one course is offered, and that this course has SLOs, these serve as the department’s de facto SLOs as well.

1. **List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of analysis.**

Assessment mechanisms are being identified at the course level to ensure that SLOs are being met. On an individual basis, Political Science 1 instructors are evaluating SLOs using questions on their final exams. Faculty members will meet to discuss the extent to which this assessment practice should be centralized, formalized, or supplemented.

## PART D: Faculty and Staff

1. **List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

Full Time Faculty Members

There are no full-time faculty members with a primary teaching assignment in this department. Two full-time faculty members from other college departments have service areas in Political Science and teach sections of the Political Science 1 course.

Henry Gee holds a J.D. from Santa Clara University and M.B.A. from Pepperdine University. Prior to teaching, he worked at Northern Illinois Gas Company as programmer/analyst, Four Phase Systems as systems engineer and product marketing analyst, and IBM as senior associate programmer.  Henry teaches in the Business Department, Computer Information Technology Department, and the Political Science Department.  He was a co-investigator on a National Science Foundation Grant and on several Department of Labor grants.  At Evergreen Valley College he has held a variety of leadership roles, most recently serving as Academic Senate President. He is a licensed attorney in California.

R.J. Ruppenthal began his higher education at a California community college, where he completed general education requirements before transferring to a four-year school. He holds a B.A. in Political Science from the University of California, Davis and a J.D. from the University of Wisconsin, Madison. R.J. has worked in the legal field and taught at several colleges and universities in the U.S. and abroad. He is an attorney and active member of the California State Bar Association. Publications include a law journal article on international copyright protection, a book on small scale gardening and food production, and articles in paralegal and urban gardening magazines.

Adjunct Faculty Members

Walter Adkins was born in San Francisco, California. He attended several California High Schools as a teenager under foster care supervision. After graduating from San Jose City College, Walt pursued and completed an undergraduate degree in Behavioral Science and a Master’s degree in Public Administration from San Jose State University. While serving as a command officer at the San Jose Police Department and with the support of the David Packard Foundation, Walt completed the very exclusive Executive Program for Organizational Change at Stanford University.

Walt joined the San Jose Police Department in 1969 and rose through the ranks retiring as the Assistant Chief of Police. Since retiring from the San Jose Police department in 1998, Walt has been teaching Political Science and the Administration of Justice at Evergreen Valley College and San Jose City College. Also, Walt has had teaching experience at San Jose State University, the College of San Mateo, and De Anza College. His interests beyond education are broad and varied to include long distance bicycle riding, competitive weight lifting, and hiking. He and his wife Jan Adkins share a love for live theater, stand-up comedy, and travel. Jan is also an adjunct faculty member at San Jose City College in the Language Arts department. Now both Walt and Jan have more time to pursue their interest after raising a blended family of six children who each possess college degrees.

Walt is a strong advocate of the community college system and believes that it played a pivotal role in his educational endeavors. As an adjunct faculty member, Walt strives to motivate his students based on his own life experiences.

Robert M. Noonan, Jr. --AA, Foothill College 1965; BA Chemistry, San Jose State College, 1967; DDS, University of the Pacific Dental School, 1971; MA History, San Jose State University, 1990; MA Political Science, San Jose State University, 1993. Robert was raised in a family of a career Air Force officer.  The family lived and moved through 40 of the continental states and spent two years in Japan in the mid 1950s.  Robert has taught history and political science as an adjunct professor at Evergreen College since the fall of 1993.  He has also taught political science at Cabrillo and Skyline colleges.

Paul Stamp – bio forthcoming

1. **List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.**

Henry Gee serves as Academic Senate president and remains active in statewide Academic Senate affairs. R.J. Ruppenthal serves on the college’s Institutional Effectiveness Committee and recently has worked on Accreditation and Student Learning Outcomes. Both Gee and Ruppenthal are attorneys and remain active members of the State Bar of California, completing mandatory, regular Continuing Legal Education (CLE). However, both Gee and Ruppenthal have primary teaching assignments in other departments. With no full-time faculty member assigned to the Political Science department, no faculty member is involved in professional development that is specific to the Political Science area.

1. **Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.**

**Evaluation of Non –tenured Faculty:** The Political Science Department does not have a full-time faculty member at present. For faculty evaluations, the department’s practice is to utilize the guidelines described in Article 20 of the Faculty Association Collective Bargaining Agreement (FACBA).

The non –tenured faculty member is evaluated for four years in order to give the faculty member an opportunity to demonstrate that they meet the performance criteria established by a Tenure Review committee which is composed of the

Discipline administrator and faculty. The tenure evaluation process consists of:

* Tenure Review committee in which faculty play a central role
* A pre-evaluation plan
* A Growth and Development Plan
* Observations of performance
* Student evaluations
* Progress review conferences
* Improvement plan, when applicable
* Summary Evaluation Report and recommendation prepared by the TRC
* Post evaluation conference
* Self- Evaluation

After the four-year process the TRC will make it’s recommendation to the Board of Trustees to grant tenure to the faculty member.

At the beginning of the non –tenured faculty member’s first semester of employment with the District a Tenure Review Committee is formed according to the selection procedure stated in section 20 .2 of the FACBA. The non – tenured faculty committee is composed of a faculty member selected from the appropriate subject area by the division administrator; the non- tenured member shall select the second faculty member. This must be done by the eighth week of the first semester of the first year. The Academic Senate must approve the tenured faculty members serving on TRC committees.

During this process the division administrator appoints the non- tenured faculty a mentor in the discipline. The mentor shall be available for assistance, discussions, and support related to the successful performance of new non-tenured faculty.

In the first three years of service the non-tenured faculty must be informed by the administrator of the rights and responsibilities concerning the evaluation process.

A Pre-evaluation Conference is convened by the end of the ninth week in the first semester and by the end of the fifth week in the third and fifth semesters. The non-tenured faculty member’s classes are then visited and the TRC members conduct student’s evaluations.

The non- tenured faculty member is responsible for designing a Growth and Development Plan according to FACBA 20.8.2. The Progress Review Conference is convened by the end of the fourteenth week of the first, third and fifth semesters to review the information from the TRC members and student evaluations as well as the Growth and Development Plan. A Post –Evaluation Conference is then convened by the fourth week of the non-tenured faculty member’s second, fourth, and sixth semesters to review and finalize the faculty member’s Growth and Development Plan.

In the fourth year, the Pre-Evaluation, Progress review Evaluation and the Post –Evaluation conferences are all completed by the end of the non-tenured faculty member’s seventh semester. The TRC chairperson drafts a Summary Evaluation Report based on classroom observations, administrator and student evaluations, job description and the non-tenured faculty member’s Growth and Development Plan. The TRC will proceed with tenure recommendation and submitted to the College President for approval. The Board of Trustees makes the final decision.

**Evaluation of Tenured Faculty:**

Tenured faculty are informed each term, by their respective deans, to have one of their classes visited by a faculty member who will conduct the student evaluation process. The student evaluations are summarized and kept in file in the dean’s office. If the dean perceives a problem, a conference will be convened by the dean with the faculty member, otherwise, a regular conference with the faculty member and the dean takes place once every three years to review student evaluations, issues and concerns related to the faculty members curriculum and teaching methods.

**Evaluation of Adjunct faculty:**

Adjunct faculty members are evaluated according to article 19 of the Faculty Association Collective Bargaining Agreement (FACBA). An evaluation committee is formed and shall consist of the division dean and a peer full- time faculty member. At least one of the members of the Committee shall observe the performance of the adjunct faculty member.

The evaluation process is as follows:

* The adjunct faculty shall be informed in advance of the evaluation process
* Observations should be scheduled in advanced and the adjunct faculty must consent.
* Student evaluations will be conducted at the end of the observation and collected by the committee member
* The adjunct faculty is provided with a written summary of the evaluations by the division dean in charge.
* A post evaluation conference shall be held with the adjunct faculty member and the dean at the conclusion of the evaluation process.

**Classified Staff Evaluation:**

Classified staff is evaluated in accordance with the schedule set forth in Article 16.2 of the CSEA contract.

**Probationary New-Hire Classified Employees**

Probationary new-hire classified employees are evaluated three times during the first year (twelve months) of employment. The first two evaluations take place after the third and sixth months of employment, and a final evaluation after eleven months, using the full progress report form.

**Probationary Promotional Classified Employees**

Classified employees promoted to a higher classification (pursuant to Article 15.4 of the CSEA contract) serve a probationary period of at least six months. Probationary promotional classified employees are evaluated at the end of the third and fifth months of employment in the new classification.

**Permanent Classified Employees**

After the probationary period, all classified employees are evaluated annually, on the employee’s anniversary date of hire.

1. **Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

**Orientation process for new faculty:**

New full-time, tenure=track faculty members are introduced to the campus by the division dean. In conjunction with the Tenure Review process specified in the FACBA, the division dean assigns a senior faculty member to serve as mentor to new faculty. All new faculty members are encouraged to attend the college’s orientation programs for new faculty as well as Professional Development Day events, TLC workshops, and Division meetings.

**Orientation process for new adjunct:**

The adjunct faculty is introduced to the campus by the division dean. The division dean assigns a faculty mentor to the adjunct faculty. The mentor familiarizes the adjunct with school procedures; teaching assignments, class syllabus and college deadlines. All adjunct faculty members are encouraged to attend the college’s orientation programs for new faculty as well as Professional Development Day events, TLC workshops, and Division meetings.

## PART E: Facilities, Equipment, Materials and Maintenance

1. **Identify facilities allocated to the program (including the facilities often used by the department/program)**

**Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program.**

**(faculty and staff can use the Instructional Equipment request form and process here as part of the information)**

**Identify facility needs and its rationale.**

The biggest difficulty for Political Science 1 has been the lack of classrooms of adequate size. EVC only has a handful of classrooms that can accommodate 55 or more students and there is heavy competition for these rooms. With the recent influx of additional students, due to the economic downturn and the scarcity of available classes at CSU, we have had to turn many students away from Political Science 1. With larger classrooms, we could have accommodated more students during this period. Looking ahead, this college will need at least as many, and probably more, sections of Political Science even to come close to meeting demand. We will need enough large classrooms to accommodate these sections.

In addition, today’s methods of teaching demand a smart classroom. While the larger classrooms generally have computers and projectors, some of this technology is old and in bad repair. For example, one of the computers has not been updated to run Office 2007 applications. In another classroom, the computer takes a long time to start up and then is too slow to run more than one application at a time. Having updated, smart classrooms will be essential for the department to offer online hybrid courses in the near future.

1. **Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.**

Please see our response to Part E.1, above.

1. **If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

Since Political Science is a general education subject, there is no industry support.

## PART F: Future Needs

1. **What faculty positions will be needed in the next six years in order to maintain or build the department?**

The Political Science Department badly needs a full-time instructor. This position was lost when former instructor Paul Fong left to take up elected office as a member of the California State Assembly. Given the likelihood of Mr. Fong continuing to serve in that office until term limits kick in, it will be four more years before there is a possibility of him returning to the college. The department needs to hire a full-time Political Science instructor before then to maintain its integrity and build more classes.

1. **What staff positions will be needed in the next six years in order to maintain or build the department? (staff, facilities, equipment and/or supplies) will be needed in the next six years? Provide rationale.**

There is no need for a staff position.

1. **Identify budget allocated for the department/program through the division budget (fund 10). Discuss its adequacy and needs if applicable along with rationale.**

**Identify any external (fund 17) funding the department/program receives and**

**describe its primary use.**

The most important budgetary need is to hire a full-time instructor. If the department continues to limp ahead for any period of time without one, then professional development funds need to be allocated to allow present faculty members (including adjunct faculty) to attend conferences and receive updated training in this field.

1. **What equipment will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

The department needs more smart classrooms with updated technology that can accommodate a larger (55-75 student) class size.

1. **What facilities will be needed in the next six years in order to maintain or build the department? Provide specific purpose and rationale.**

Larger classrooms are needed with computer and audiovisual equipment that is capable of running and projecting current software and video programs. In addition, as more online or hybrid versions of courses are offered, computer labs need to be expanded to provide students with access. Also, the college will need to provide accessible services to students who are taking online classes, including online or off-site counseling, admissions & records, financial aid, and more.

**PART G: Additional Information**

1. **Describe any other pertinent information about the program that these questions did not address?**

**PART H: Annual Assessment (Program Faculty and PR Committee)**