From:	Linda Amidon on behalf of Kathy Berry
To:	Suzanne Gretz; Jose Lopez; Lianna Zhao; David Zielinski; Frank Rapp; Taylor Ruhl; Melani Guinn; Tina Aguirre; Becky Green; Olga Artechi; Ted Ceasar; Dolores Diaz
Cc:	Efrain Silva; Victor Jaime; Lourdes Ayon; Kathy Berry
Subject:	Comprehensive Program Review (CPR) Training
Start:	Thursday, November 12, 2009 1:30:00 PM
End:	Thursday, November 12, 2009 3:00:00 PM
Location:	Board Room
Attachments:	Comprehensive Program Review.msg

Instructional Program Heads:

I forgot to mention an important item in my earlier email regarding the "CPR" data: Mandatory training on completing the updated comprehensive program review form will take place this week. The form and a completed sample are included in the attachment.

Counseling Program Heads (EOPS, DSPS, Student Support Services):

I did not receive from Dawn the data needed to complete the comprehensive program reviews for your areas. If you have not received the data, please contact her directly.

Part 2 – Comprehensive Program Review Fall 2009

Program Name:

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.
   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

3. List any significant issues or problems that the program is immediately facing.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

4. Identify any outside factors that might influence your program during the next three years.

From:	Suzanne Gretz
To:	Linda Amidon
Subject:	Comprehensive Program Review
Date:	Thursday, October 01, 2009 5:44:19 PM
Attachments:	Comp Program Review Form Fall 09.doc Comp Program Review SAMPLE Fall 09.doc

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Hi Linda:

Here you go on the Comp forms for Friday. See you tomorrow

Suzanne

Part 2 – Comprehensive Program Review Fall 2008

Program Name: **SAMPLE (Political Science)**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

The main program objectives of the political science program during the Academic Years 2005 – 2007 were to:

1. Increase student access to political science courses for two purposes:
   a. to make available more sections of Political Science 102 to meet the students' American History and Institutions graduation requirement, and
   b. to make available political science electives for general education program needs.

2. Improve student retention and success.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

SAMPLE

Political Science Program
Enrollment at Census

Course	Fall 2005	Fall 2006	Fall 2007	Fall Ttl	Spring 2006	Spring 2007	Spring 2008	Spr Ttl	Summer 2006	Summer 2007	Summer 2008	Sum Ttl	Winter 2006	Winter 2007	Winter 2008	Win Ttl	3 Year Ttl
POLS 052	69	61	32	162	48	32	33	113									275
POLS 100	119	98	83	300	119	67	26	212									512
POLS 102	572	836	895	2303	794	796	732	2322	128	201	157	486	152	150	208	510	5621
POLS 104			7	7	9			9									16
POLS 106	9		15	24	16	14	15	45									69
Total	769	995	1032	2796	986	909	806	2701	128	201	157	486	152	150	208	510	6493

Political Science Program
Number of Sections

Course	Fall 2005	Fall 2006	Fall 2007	Fall Ttl	Spring 2006	Spring 2007	Spring 2008	Spr Ttl	Summer 2006	Summer 2007	Summer 2008	Sum Ttl	Winter 2006	Winter 2007	Winter 2008	Win Ttl	3 Year Ttl
POLS 052	2	2	1	5	2	2	2	6									11
POLS 100	4	3	3	10	5	3	1	9									19
POLS 102	14	17	20	51	18	18	21	57	4	6	4	14	5	5	7	17	139
POLS 104			1	1	1			1									2
POLS 106	1		1	2	1	1	1	3									5
Total	21	22	26	69	27	24	25	76	4	6	4	14	5	5	7	17	11

SAMPLE

Political Science Program
Retention Rate

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	81%	87%	94%	87%	81%	65%	73%	73%									80%
POLS 100	68%	82%	63%	71%	73%	64%	81%	73%									72%
POLS 102	90%	85%	85%	87%	87%	77%	79%	81%	93%	92%	88%	91%	93%	94%	92%	93%	88%
POLS 104			100%	100%	100%			100%									100%
POLS 106	90%		93%	92%	75%	64%	93%	78%									83%
Average	82%	84%	87%	85%	83%	68%	82%	78%	93%	92%	88%	91%	93%	94%	92%	93%	83%

Political Science Program
Success Rate

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	54%	67%	50%	57%	60%	58%	61%	59%									58%
POLS 100	37%	50%	32%	40%	49%	45%	59%	51%									45%
POLS 102	73%	65%	59%	66%	58%	60%	61%	60%	89%	83%	80%	84%	86%	86%	87%	86%	74%
POLS 104			100%	100%	100%			100%									100%
POLS 106	60%		53%	57%	69%	64%	80%	71%									65%
Average	56%	61%	59%	58%	67%	57%	65%	63%	89%	83%	80%	84%	86%	86%	87%	86%	66%

SAMPLE

Political Science Program
Grade Distribution

Sem.	Year	Course	A	B	C	D	F	I	MW	CR	NC	UG	W	XX	Total	# Succeed	Success Rate	Retention Rate
Fall	**2005**	POLS 052	7	8	22	8	11						13		69	37	53.6%	81.2%
		POLS100	10	24	10	18	19						38		119	44	37.0%	68.1%
		POLS 102	99	171	146	52	43	1					57		569	416	73.1%	90.0%
		POLS 106	3	3			3						1		10	6	60.0%	90.0%
Win.	**2006**	POLS 102	62	46	22	5	5	1					11		152	130	85.5%	92.8%
Spr.	**2006**	POLS 052	5	9	14		10						9		47	28	59.6%	80.9%
		POLS100	18	21	17	7	20						31		114	56	49.1%	72.8%
		POLS 102	100	167	169	91	130						101		758	436	57.5%	86.7%
		POLS 104	8		1										9	9	100.0%	100.0%
		POLS 106	7	3	1		1						4		16	11	68.8%	75.0%
Sum.	**2006**	POLS 102	67	38	9	1	4						9		128	114	89.1%	93.0%
Fall	**2006**	POLS 052	11	17	13	3	9						8		61	41	67.2%	86.9%
		POLS100	7	17	25	9	22						18		98	49	50.0%	81.6%
		POLS 102	148	212	181	63	97	3					129	1	834	541	64.9%	84.5%
Win.	**2007**	POLS 102	60	44	25	5	7						9		150	129	86.0%	94.0%
Spr.	**2007**	POLS 052	10	3	5		2					1	11		31	18	58.1%	64.5%
		POLS100	10	10	10	3	10						24		67	30	44.8%	64.2%
		POLS 102	153	170	158	51	82						181		796	481	60.4%	77.3%
		POLS 106	5	4									5		14	9	64.3%	64.3%
Sum.	**2007**	POLS 102	70	61	33	4	13					1	15		197	164	83.2%	92.4%
Fall	**2007**	POLS 052	1	5	10	4	10						2		32	16	50.0%	93.8%
		POLS100	11	10	5	7	19						30		82	26	31.7%	63.4%
		POLS 102	149	219	157	77	155					2	130		889	525	59.1%	85.4%
		POLS 104	1	6											7	7	100.0%	100.0%
		POLS 106	6	1	1		6						1		15	8	53.3%	93.3%
Win.	**2008**	POLS 102	53	79	48	4	8						16		208	108	86.5%	92.3%
Spr.	**2008**	POLS 052	8	7	5	2	2						9		33	20	60.6%	72.7%
		POLS 100	3	8	4	1	5						5		26	15	57.7%	80.8%
		POLS 102	120	188	133	47	89						149		726	441	60.7%	79.5%
		POLS 106	7	3	2		2						1		15	12	80.0%	93.3%

SAMPLE

Sum.	**2008**	POLS 102	48	57	20	6	4	2					19		156	125	80.1%	87.8%

Political Science Program
Full Time Equivalent Faculty (FTEF)

	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr. Avg.	Summer 2006	Summer 2007	Summer 2008	Sum. Avg.	Winter 2006	Winter 2007	Winter 2008	Win. Avg.	3 Year Avg.	3 Year Total
Full Time	2.6	2.8	3.2	2.9	3.8	2.8	2.8	3.1	0.8	1.2	0.8	0.9	0.6	0.8	1.4	0.9	2.0	23.6
Part Time	1.6	1.6	2.0	1.7	1.6	2.0	2.2	1.9					0.4	0.2		0.3	1.0	11.6
Total	4.2	4.4	5.2	4.6	5.4	4.8	5.0	5.0	0.8	1.2	0.8	0.9	1.0	1.0	1.4	1.2	3.0	35.2

Political Science Program
Full Time Equivalent Students (FTES)

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg.	3 Year Total
POLS 052	7.1	6.3	3.3	5.6	5.0	3.3	3.4	3.9									2.4	28.5
POLS 100	12.3	10.2	8.6	10.4	12.3	6.8	2.7	7.3									4.4	52.9
POLS 102	57.1	86.6	92.0	78.6	81.8	81.9	75.4	79.7	13.5	21.0	16.3	16.9	3.2	15.8	21.1	13.4	47.1	565.7
POLS 104			.7	.7	.9			.9									.14	1.7
POLS 106	.9		1.6	1.3	1.7	1.5	1.6	1.6									.59	7.1
Total	77.6	103.1	106.2	95.6	101.6	93.5	83.1	92.7	13.5	21.0	16.3	16.9	3.2	15.8	21.1	13.4	54.7	655.9

SAMPLE

Political Science Program FTES per FTEF																	
Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg	Spring 2006	Spring 2007	Spring 2008	Spr Avg	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	17.9	15.8	16.6	16.8	12.4	8.3	8.5	9.8									13.0
POLS 100	15.4	16.9	14.3	15.5	12.3	11.3	13.5	12.1									13.9
POLS 102	20.4	25.5	23.0	23.1	22.7	22.8	18.0	21.0	16.8	17.5	20.4	18.1	3.2	15.8	15.1	11.8	20.3
POLS 104			3.6	3.6	4.7		4.7										4.1
POLS 106	4.7		7.8	6.2	8.1	7.3	7.8	7.8									7.7
Average	18.5	23.4	20.4	20.8	18.8	19.5	16.6	18.3	16.8	17.5	20.4	18.1	3.2	15.8	15.1	11.8	18.6

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

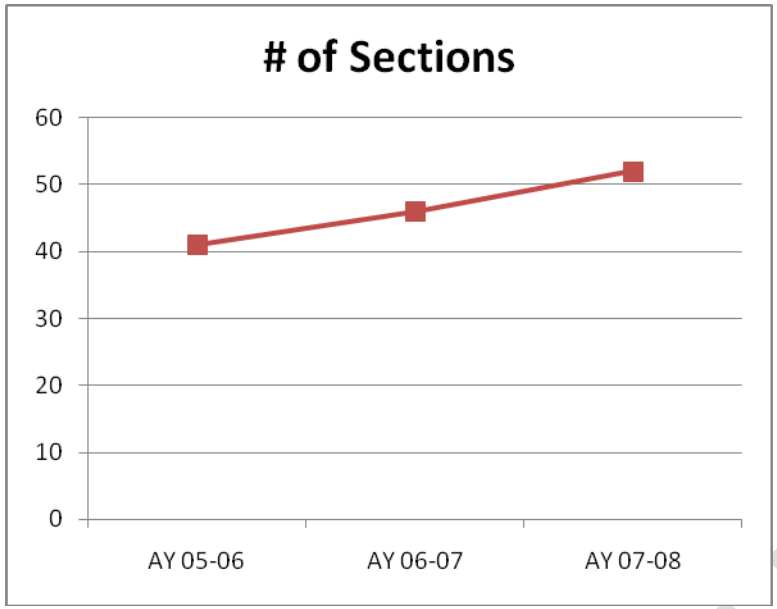
SLOs were identified for Pols 102 and 104 in the Fall 2008 semester and assessments are underway. SLOs will be identified and assessed for Pols 100 and 106 in the Spring 09 semester. Pols 052 is being deleted and SLOs will not be developed

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

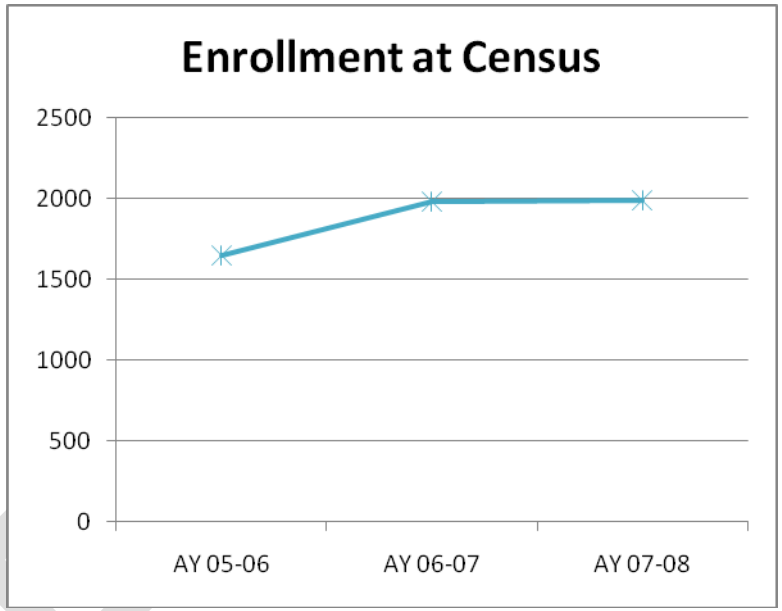
<u>Enrollment & Access</u>

During the academic years 2005-06, 2006-07, 2007-08 we were successful in meeting students' needs for the Political Science 102 course. The data below shows that during the three year period we offered 139 sections of POLS 102, enrolling 5621 students, or an average of 40.4 students per section, a 101% overall fill rate at census. The following graphs show the number of sections offered and the enrollment for POLS 102 over the three year period:

SAMPLE



GRAPH 1

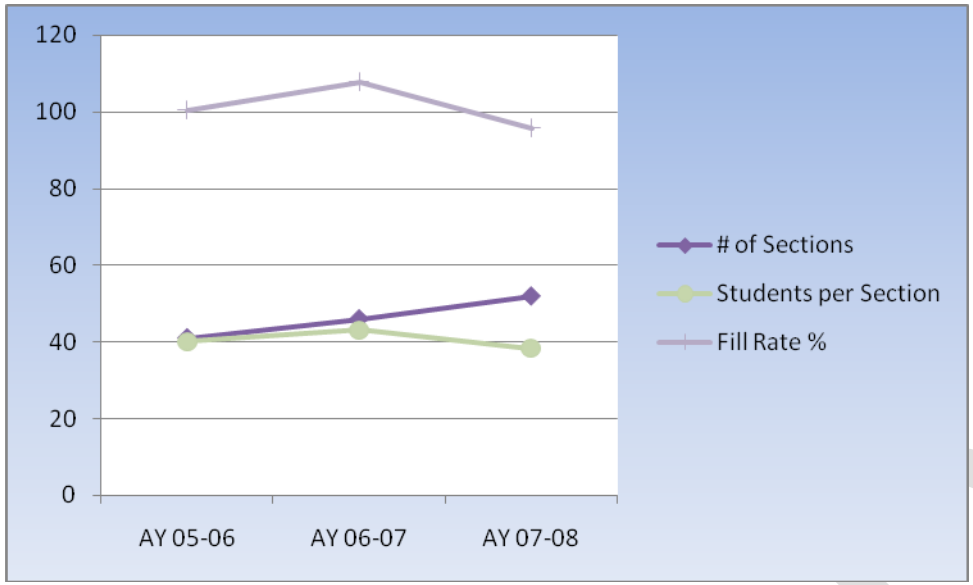


GRAPH 2

In addition to offering more sections of Political Science 102 overall, we have also successfully offered them at different times throughout the schedule. During the Fall and Spring semesters we offered classes consistently from 8:30 in the morning through 10:00 p.m. Monday through Thursday and occasionally on Friday nights and Saturday mornings. We have offered POLS 102 during every winter and summer session, and during this period we began to offer POLS 102 on-line during all four semesters and sessions. We have also offered the as a short-term course and as a late-start course during the fall and spring semesters. Overall, we have been extremely effective in scheduling POLS 102 courses in such a way as to provide access to all IVC students.

As we have steadily increased the number of sections of POLS 102, we are also stabilizing our fill rates at around 100% at census. The following graph shows the the number of sections offered, the average number of students per section, and the average fill rate for each of the three academic years under discussion:

SAMPLE

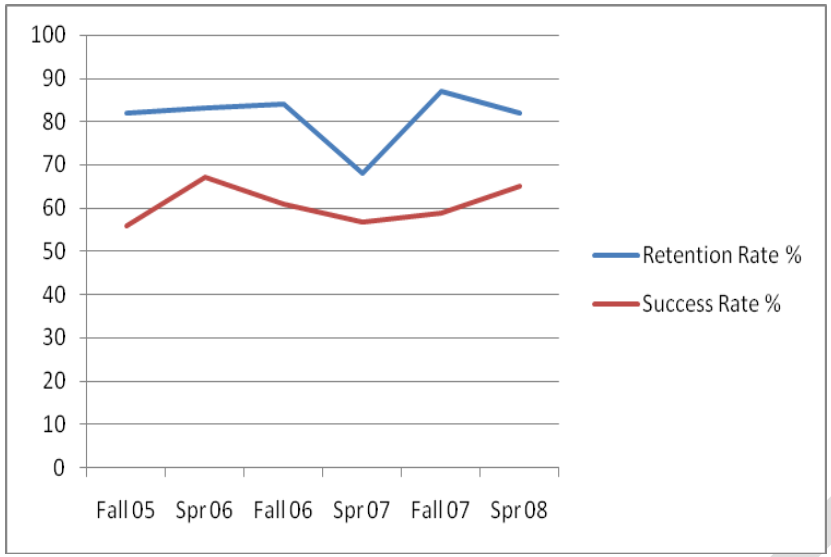


GRAPH 3

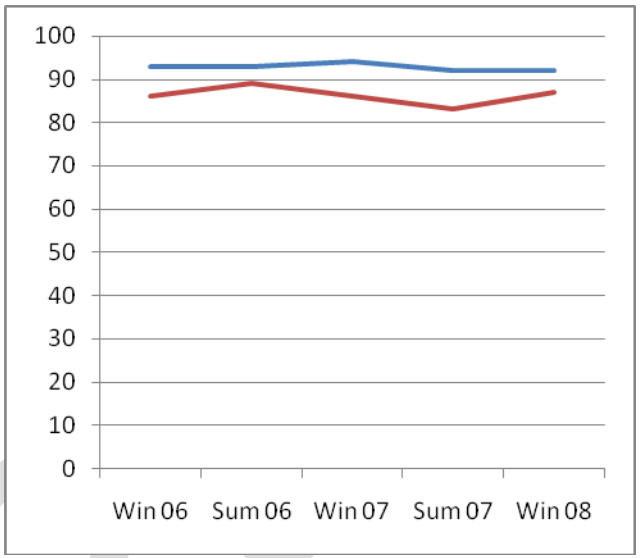
<u>Retention</u>

Overall, student retention in political science courses is good, averaging 83% overall during the three-year period. However, the success rate of students in these courses is not as high as we would like, at an overall 66%. The following graph shows that for the fall and spring semesters both the retention and success rates are trending only slightly upward over time. However, both the retention and success rates for courses during the winter and summer sessions show a higher overall retention and success rate, though the trend is flat.

SAMPLE



GRAPH 4: Retention & Success Fall & Spring



GRAPH 5: Retention & Success Winter & Summer

We believe that there are a number of reasons for these retention trends. First, the class that accounts for the majority of the students who enroll in political science courses is Political Science 102, American Government, a required course. The required nature of the course helps to account for the high retention rate in these classes. However, the lower success rate is also partially accounted for by the same reason. Since students are required to take this course, they are not always very strongly motivated to do well in the course. Further, we find that a lot of students take Political Science 102 in their first year of enrollment at IVC. Students in their first year of college often do not do as well as more experienced students, and further they are not as skilled at the self –assessment needed to determine their actual standing in a course and thus might erroneously elect to stay in a course they are in danger of failing in lieu of dropping. Finally, the course is often taken by students who are still taking basic skill level courses in English. Since the content of the POLS 102 is at a beginning college reading and writing skill level, these basic skill students often struggle with the course readings and assignments.

On the other hand, we see that the success and retention rates for students who take POLS 102 in the winter and summer sessions are significantly higher (graph 5 above). We believe that students who self-select to attend winter and summer sessions are often more highly motivated to succeed than the students enrolled in the fall and spring semesters. Thus, our best, most highly qualified, most highly motivated students are those who take courses in the winter and summer sessions; and the overwhelming majority of those students complete the courses successfully.

SAMPLE

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

Currently political science classes are taught by two full-time faculty members, 40% of the load of a third full-time faculty member, and four adjunct faculty members teaching 6 sections per spring and fall semester. We believe that we are exactly meeting the student demand for POLS 102. However, at a 96% fill rate, there is very little room for additional students or enrollment growth. Since we have maximized our teaching resources we will not be able to offer additional sections to meet expanding student need without hiring more instructors.

Unfortunately, as we have moved our teaching resources to cover the required course, Political Science 102, we have had less opportunity to offer sections of the elective courses, Political Science 100, 104 and 106, for general education purposes. Finally, student demand for the alternative graduation requirement course, POLS 052, has been steadily declining over the three year period. While 117 students enrolled in this course during AY 2005-06, enrollment had declined to 65 during AY 2007-08. Since this course is non-transferrable, fewer students are electing to take this IVC only course, and we do not intend to continue the course after the 2008-09 academic year. We have decided to eliminate this course.

We currently do not offer a certificate or degree in political science. All courses are offered as general education requirements or electives.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Currently, the statewide Academic Senate is considering changing the minimum qualifications for political science faculty. The change would disallow teachers who have a B.A. and M.A. in Public Administration from teaching in political science, instead requiring at least a B.A. in political science and an M.A. in Political Science or Public Administration. Some of our part-time instructors possess the B.A. and M.A. in Public Administration which would be disallowed in the future. In addition, SDSU-IV campus offers the degrees in Public Administration only, not Political Science. We are concerned that this minimum qualifications change may decrease our adjunct faculty pool, a fairly small group as it is.

3. List any significant issues or problems that the program is immediately facing.

None at this time.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire an additional full-time faculty member for the political science program	Employment data	Fall 2009
Improve student success rate through: innovative basic skills partnership programs,	Institutional success and retention data	Fall 2012

SAMPLE

SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate,		
Increase on-line and alternative delivery opportunities for political science courses	Course schedule	Fall 2012
Develop an internship program for political science students, placing them into federal, state, and local government offices	Creation of internship courses Institutional enrollment data	Fall 2012
Investigate the feasibility of developing an A.A degree in Political Science and/or Public Administration. Factors to be considered: Community need and student desire Faculty availability for course development and offering Applicability to university transfer opportunities	Written Report	Fall 2010

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Initial Student Learning Outcomes are being implemented in all four political science courses in AY 2008-09. Assessments of SLOs measured in Fall 2008 will be made in Spring 2009. The program intends to extend multiple SLOs in each course during the next two years, and integrated the SLOs in the General Education program path.

Fall 2008	Initial SLOs identified – Pols 102 & 104 SLO Assessment Pols 102 & 104
Spring 2009	Assessment Evaluation & Modification recommendations – Pols 102 & 104 Initial SLOs identified – Pols 100 & 106 SLO Assessment Pols 100 & 106
Fall 2009	All SLOs identified – Pols 102 & 104 SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106
Spring 2010	All SLOs identified – Pols 100 & 106 SLO Assessment – Pols 10 0 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Begin integration into GE SLO plan
Fall 2010	SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106 Continue integration into GE SLO plan – course level SLO and curriculum modification as required

SAMPLE

Spring 2011	SLO Assessment – Pols 10 0 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Complete integration into GE SLO plan – course level SLO and curriculum modification as required
Fall 2011	SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106 Assessment evaluation & modification recommendations – GE Program
Spring 2012	SLO Assessment – Pols 10 0 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Assessment evaluation & modification recommendations – GE Program

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Currently Political Science does not have a classroom dedicated to the department. Instead classes are taught wherever room can be found throughout the division. We would like to have one classroom dedicated to Political Science where we can permanently install materials appropriate to the discipline. In addition, the currently installed A/V equipment in the classrooms used by political science is old and unreliable. Instructors report that it is difficult to access and display internet content in their classrooms since the connection is unreliable and slow. Since political science is by its nature a discipline that needs to access current media the unreliability of the internet is particularly harmful to this program. We believe that the remodeling of the 200 building will enable us to meet these needs in the future.

4. Identify any outside factors that might influence your program during the next three years.

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case the political science program is going to find it increasingly difficult to meet the needs of our students.

As overall college enrollment increases, there is greater demand for the required course POLS 102. Currently we employ 2 full-time faculty members in the political science program. In addition, we have diverted 40% of the load of another full-time faculty member from the history program to political science to meet student demand in this program. This equates to 2.4 FTEF. And yet, as the graph above illustrates, we are consistently utilizing between 4.5 and 5 FTEF to teach political science courses during the fall and spring semesters. This additional need is being meet through full-time overload and adjunct faculty. Since 2.4 FTEF are providing 3.0 FTEF of instruction this is a significant overload commitment for the political science faculty. Additionally, it is difficult to recruit qualified adjunct faculty. The minimum qualifications to teach require a person to possess a master's degree, a situation that is unfortunately limited in the Imperial Valley.

Finally, the most significant challenge we are going to face is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in political science. Trends suggest that the population of under-prepared students is unlikely

SAMPLE

to decrease in the immediate future. The political science program is going to need to work with our campus community to identify ways to partner with the ESL, English, and Counseling programs to provide new opportunities and programs to improve student success.

SAMPLE

From:	Linda Amidon
To:	Suzanne Gretz; Jose Lopez; Lianna Zhao; David Zielinski; Frank Rapp; Taylor Ruhl; Tina Aguirre; Melani Guinn; Becky Green; Janis Magno; Ted Ceasar; Dolores Diaz; Olga Artechi
Cc:	Efrain Silva; Frances Beope; Kathy Berry; Rhonda Ruiz; Frances Arce-Gomez; Carol Cortes-Ramirez; Toni Gamboa; Jessica Waddell; Lency Lucas; Dawn Chun
Subject:	Comp Program Review SAMPLE Fall 09 Revised 11-12-09
Date:	Friday, November 13, 2009 9:06:00 AM
Attachments:	Comp Program Review SAMPLE Fall 09 Revised 11-12-09.docx

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Good morning everyone.

Attached is the updated comprehensive program review sample, which includes the changes made at the training held yesterday.

Linda

Part 2 – Comprehensive Program Review Fall 2008

Program Name: **SAMPLE (Political Science)**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review. (Just list them – no commentary)

The main program objectives of the political science program during the Academic Years 2005 – 2007 were to:

1. Increase student access to political science courses for two purposes:
   a. to make available more sections of Political Science 102 to meet the students' American History and Institutions graduation requirement, and
   b. to make available political science electives for general education program needs.

2. Improve student retention and success.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

Political Science Program
Enrollment at Census

Course	Fall 2005	Fall 2006	Fall 2007	Fall Ttl	Spring 2006	Spring 2007	Spring 2008	Spr Ttl	Summer 2006	Summer 2007	Summer 2008	Sum Ttl	Winter 2006	Winter 2007	Winter 2008	Win Ttl	3 Year Ttl
POLS 052	69	61	32	162	48	32	33	113									275
POLS 100	119	98	83	300	119	67	26	212									512
POLS 102	572	836	895	2303	794	796	732	2322	128	201	157	486	152	150	208	510	5621
POLS 104			7	7	9			9									16
POLS 106	9		15	24	16	14	15	45									69
Total	769	995	1032	2796	986	909	806	2701	128	201	157	486	152	150	208	510	6493

Political Science Program
Number of Sections

Course	Fall 2005	Fall 2006	Fall 2007	Fall Ttl	Spring 2006	Spring 2007	Spring 2008	Spr Ttl	Summer 2006	Summer 2007	Summer 2008	Sum Ttl	Winter 2006	Winter 2007	Winter 2008	Win Ttl	3 Year Ttl
POLS 052	2	2	1	5	2	2	2	6									11
POLS 100	4	3	3	10	5	3	1	9									19
POLS 102	14	17	20	51	18	18	21	57	4	6	4	14	5	5	7	17	139
POLS 104			1	1	1			1									2
POLS 106	1		1	2	1	1	1	3									5
Total	21	22	26	69	27	24	25	76	4	6	4	14	5	5	7	17	11

Political Science Program
Retention Rate

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	81%	87%	94%	87%	81%	65%	73%	73%									80%
POLS 100	68%	82%	63%	71%	73%	64%	81%	73%									72%
POLS 102	90%	85%	85%	87%	87%	77%	79%	81%	93%	92%	88%	91%	93%	94%	92%	93%	88%
POLS 104			100%	100%	100%			100%									100%
POLS 106	90%		93%	92%	75%	64%	93%	78%									83%
Average	82%	84%	87%	85%	83%	68%	82%	78%	93%	92%	88%	91%	93%	94%	92%	93%	83%

Political Science Program
Success Rate

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	54%	67%	50%	57%	60%	58%	61%	59%									58%
POLS 100	37%	50%	32%	40%	49%	45%	59%	51%									45%
POLS 102	73%	65%	59%	66%	58%	60%	61%	60%	89%	83%	80%	84%	86%	86%	87%	86%	74%
POLS 104			100%	100%	100%			100%									100%
POLS 106	60%		53%	57%	69%	64%	80%	71%									65%
Average	56%	61%	59%	58%	67%	57%	65%	63%	89%	83%	80%	84%	86%	86%	87%	86%	66%

Political Science Program
Grade Distribution

Sem.	Year	Course	A	B	C	D	F	I	MW	CR	NC	UG	W	XX	Total	# Succeed	Success Rate	Retention Rate
Fall	**2005**	POLS 052	7	8	22	8	11						13		69	37	53.6%	81.2%
		POLS100	10	24	10	18	19						38		119	44	37.0%	68.1%
		POLS 102	99	171	146	52	43	1					57		569	416	73.1%	90.0%
		POLS 106	3	3			3						1		10	6	60.0%	90.0%
Win.	**2006**	POLS 102	62	46	22	5	5	1					11		152	130	85.5%	92.8%
Spr.	**2006**	POLS 052	5	9	14		10						9		47	28	59.6%	80.9%
		POLS100	18	21	17	7	20						31		114	56	49.1%	72.8%
		POLS 102	100	167	169	91	130						101		758	436	57.5%	86.7%
		POLS 104	8		1										9	9	100.0%	100.0%
		POLS 106	7	3	1		1						4		16	11	68.8%	75.0%
Sum.	**2006**	POLS 102	67	38	9	1	4						9		128	114	89.1%	93.0%
Fall	**2006**	POLS 052	11	17	13	3	9						8		61	41	67.2%	86.9%
		POLS100	7	17	25	9	22						18		98	49	50.0%	81.6%
		POLS 102	148	212	181	63	97	3					129	1	834	541	64.9%	84.5%
Win.	**2007**	POLS 102	60	44	25	5	7						9		150	129	86.0%	94.0%
Spr.	**2007**	POLS 052	10	3	5		2					1	11		31	18	58.1%	64.5%
		POLS100	10	10	10	3	10						24		67	30	44.8%	64.2%
		POLS 102	153	170	158	51	82						181		796	481	60.4%	77.3%
		POLS 106	5	4									5		14	9	64.3%	64.3%
Sum.	**2007**	POLS 102	70	61	33	4	13					1	15		197	164	83.2%	92.4%
Fall	**2007**	POLS 052	1	5	10	4	10						2		32	16	50.0%	93.8%
		POLS100	11	10	5	7	19						30		82	26	31.7%	63.4%
		POLS 102	149	219	157	77	155					2	130		889	525	59.1%	85.4%
		POLS 104	1	6											7	7	100.0%	100.0%
		POLS 106	6	1	1		6						1		15	8	53.3%	93.3%
Win.	**2008**	POLS 102	53	79	48	4	8						16		208	108	86.5%	92.3%
Spr.	**2008**	POLS 052	8	7	5	2	2						9		33	20	60.6%	72.7%
		POLS 100	3	8	4	1	5						5		26	15	57.7%	80.8%
		POLS 102	120	188	133	47	89						149		726	441	60.7%	79.5%
		POLS 106	7	3	2		2						1		15	12	80.0%	93.3%
Sum.	**2008**	POLS 102	48	57	20	6	4	2					19		156	125	80.1%	87.8%

Political Science Program
Full Time Equivalent Faculty (FTEF)

	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr. Avg.	Summer 2006	Summer 2007	Summer 2008	Sum. Avg.	Winter 2006	Winter 2007	Winter 2008	Win. Avg.	3 Year Avg.	3 Year Total
Full Time	2.6	2.8	3.2	2.9	3.8	2.8	2.8	3.1	0.8	1.2	0.8	0.9	0.6	0.8	1.4	0.9	2.0	23.6
Part Time	1.6	1.6	2.0	1.7	1.6	2.0	2.2	1.9					0.4	0.2		0.3	1.0	11.6
Total	4.2	4.4	5.2	4.6	5.4	4.8	5.0	5.0	0.8	1.2	0.8	0.9	1.0	1.0	1.4	1.2	3.0	35.2

Political Science Program
Full Time Equivalent Students (FTES)

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg.	3 Year Total
POLS 052	7.1	6.3	3.3	5.6	5.0	3.3	3.4	3.9									2.4	28.5
POLS 100	12.3	10.2	8.6	10.4	12.3	6.8	2.7	7.3									4.4	52.9
POLS 102	57.1	86.6	92.0	78.6	81.8	81.9	75.4	79.7	13.5	21.0	16.3	16.9	3.2	15.8	21.1	13.4	47.1	565.7
POLS 104			.7	.7	.9			.9									.14	1.7
POLS 106	.9		1.6	1.3	1.7	1.5	1.6	1.6									.59	7.1
Total	77.6	103.1	106.2	95.6	101.6	93.5	83.1	92.7	13.5	21.0	16.3	16.9	3.2	15.8	21.1	13.4	54.7	655.9

Political Science Program
FTES per FTEF (avg is ~15)

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg	Spring 2006	Spring 2007	Spring 2008	Spr Avg	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	17.9	15.8	16.6	16.8	12.4	8.3	8.5	9.8									13.0
POLS 100	15.4	16.9	14.3	15.5	12.3	11.3	13.5	12.1									13.9
POLS 102	20.4	25.5	23.0	23.1	22.7	22.8	18.0	21.0	16.8	17.5	20.4	18.1	3.2	15.8	15.1	11.8	20.3
POLS 104			3.6	3.6	4.7		4.7										4.1
POLS 106	4.7		7.8	6.2	8.1	7.3	7.8	7.8									7.7
Average	18.5	23.4	20.4	20.8	18.8	19.5	16.6	18.3	16.8	17.5	20.4	18.1	3.2	15.8	15.1	11.8	18.6

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes.

   Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, **including course and program level data** as appropriate.

   (You may include a grid that summarizes all the SLO forms completed for all applicable courses in this program and any program SLOs. Cycle assessment data should be included also)

- SLOs were identified for Pols 102 and 104 in the Fall 2008 semester and assessments are underway.
- SLOs will be identified and assessed for Pols 100 and 106 in the Spring 09 semester.
- Pols 052 is being deleted and SLOs will not be developed
-

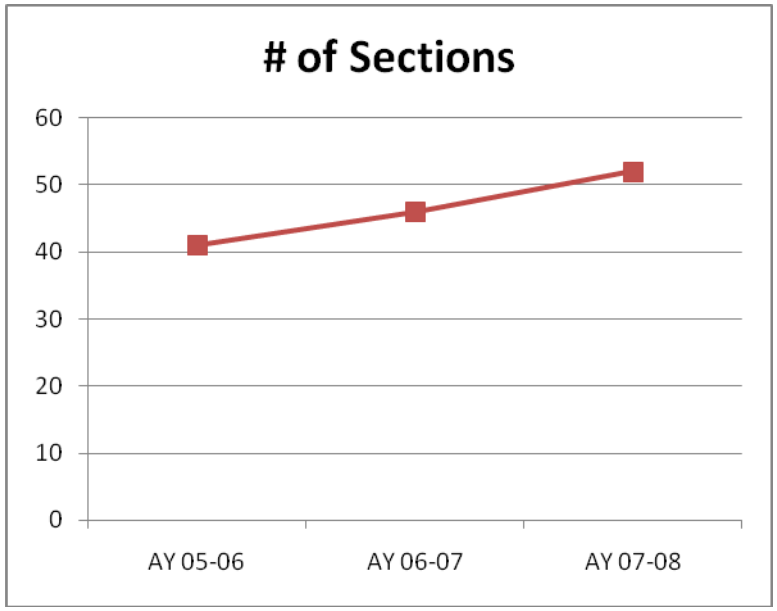
Course	SLOs	Cycle Assessment Completed	ISLO linked to

4. **Analyze the data** presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

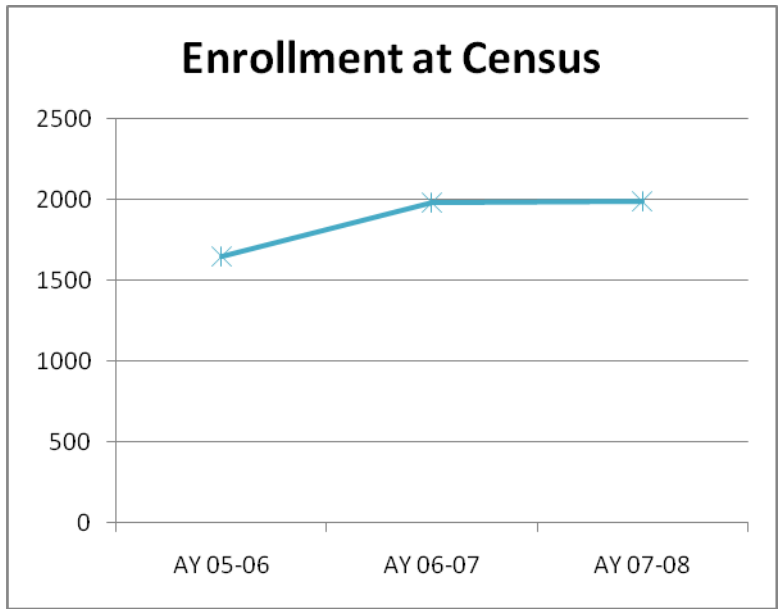
Look at the RAW data above for each area and provide graphical and written analysis

Enrollment & Access

During the academic years 2005-06, 2006-07, 2007-08 we were successful in meeting students' needs for the Political Science 102 course. The data below shows that during the three year period we offered 139 sections of POLS 102, enrolling 5621 students, or an average of 40.4 students per section, a 101% overall fill rate at census. The following graphs show the number of sections offered and the enrollment for POLS 102 over the three year period:



GRAPH 1

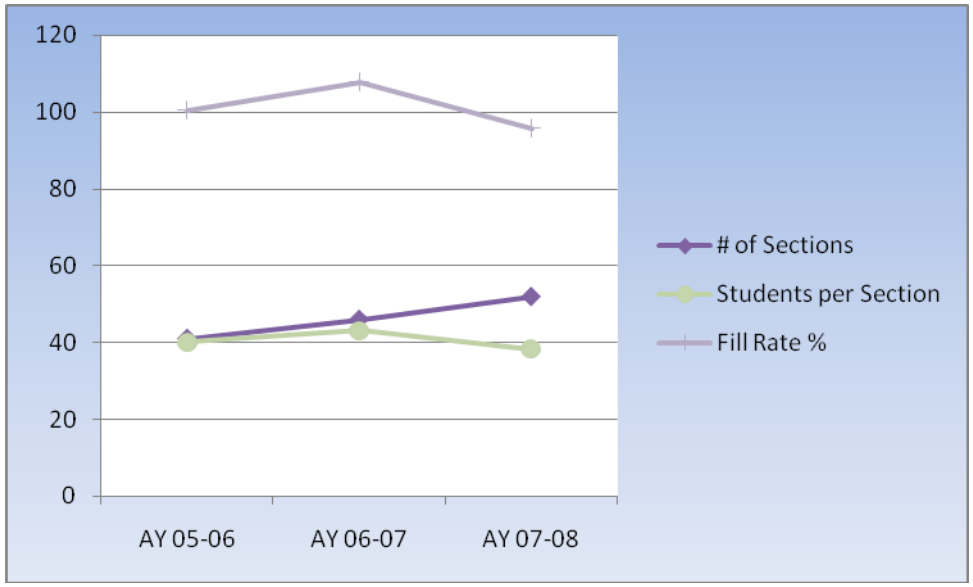


GRAPH 2

Additional Information –if it will help

In addition to offering more sections of Political Science 102 overall, we have also successfully offered them at different times throughout the schedule. During the Fall and Spring semesters we offered classes consistently from 8:30 in the morning through 10:00 p.m. Monday through Thursday and occasionally on Friday nights and Saturday mornings. We have offered POLS 102 during every winter and summer session, and during this period we began to offer POLS 102 on-line during all four semesters and sessions. We have also offered the as a short-term course and as a late-start course during the fall and spring semesters. Overall, we have been extremely effective in scheduling POLS 102 courses in such a way as to provide access to all IVC students.

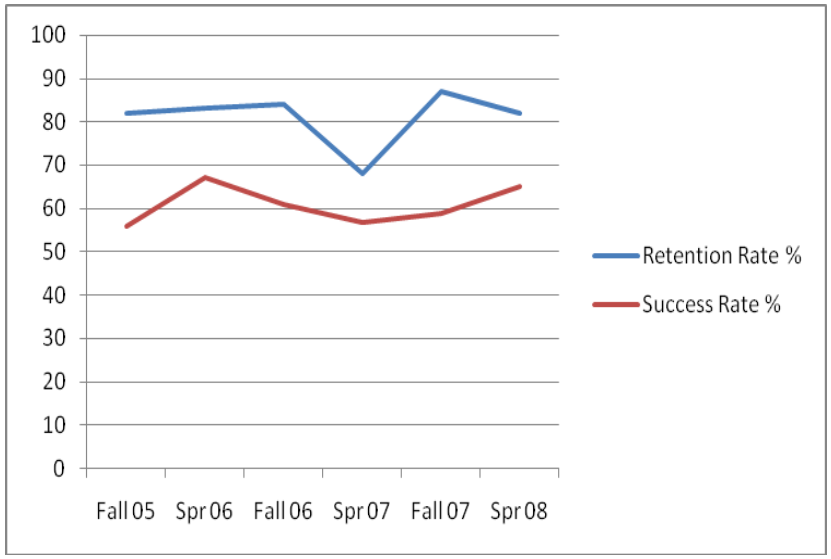
As we have steadily increased the number of sections of POLS 102, we are also stabilizing our fill rates at around 100% at census. The following graph shows the the number of sections offered, the average number of students per section, and the average fill rate for each of the three academic years under discussion:



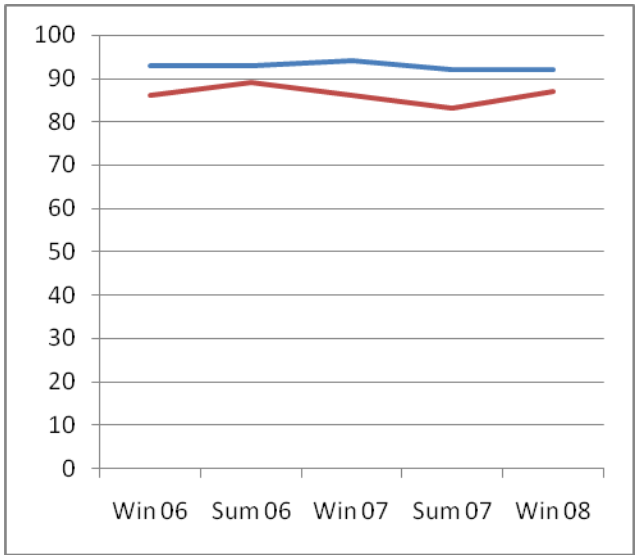
GRAPH 3

Retention

Overall, student retention in political science courses is good, averaging 83% overall during the three-year period. However, the success rate of students in these courses is not as high as we would like, at an overall 66%. The following graph shows that for the fall and spring semesters both the retention and success rates are trending only slightly upward over time. However, both the retention and success rates for courses during the winter and summer sessions show a higher overall retention and success rate, though the trend is flat.



GRAPH 4: Retention & Success Fall & Spring



GRAPH 5: Retention & Success Winter & Summer

Additional information – if it help

We believe that there are a number of reasons for these retention trends. First, the class that accounts for the majority of the students who enroll in political science courses is Political Science 102, American Government, a required course. The required nature of the course helps to account for the high retention rate in these classes. However, the lower success rate is also partially accounted for by the same reason. Since students are required to take this course, they are not always very strongly motivated to do well in the course. Further, we find that a lot of students take Political Science 102 in their first year of enrollment at IVC. Students in their first year of college often do not do as well as more experienced students, and further they are not as skilled at the self –assessment needed to determine their actual standing in a course and thus might erroneously elect to stay in a course they are in danger of failing in lieu of dropping. Finally, the course is often taken by students who are still taking basic skill level courses in English. Since the content of the POLS 102 is at a beginning college reading and writing skill level, these basic skill students often struggle with the course readings and assignments.

On the other hand, we see that the success and retention rates for students who take POLS 102 in the winter and summer sessions are significantly higher (graph 5 above). We believe that students who self-select to attend winter and summer sessions are often more highly motivated to succeed than the students enrolled in the fall and spring semesters. Thus, our best, most highly qualified, most highly motivated students are those who take courses in the winter and summer sessions; and the overwhelming majority of those students complete the courses successfully.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009 (Keep it short and concise)

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

Currently political science classes are taught by two full-time faculty members, 40% of the load of a third full-time faculty member, and four adjunct faculty members teaching 6 sections per spring and fall semester. We believe that we are exactly meeting the student demand for POLS 102. However, at a 96% fill rate, there is very little room for additional students or enrollment growth. Since we have maximized our teaching resources we will not be able to offer additional sections to meet expanding student need without hiring more instructors.

Unfortunately, as we have moved our teaching resources to cover the required course, Political Science 102, we have had less opportunity to offer sections of the elective courses, Political Science 100, 104 and 106, for general education purposes. Finally, student demand for the alternative graduation requirement course, POLS 052, has been steadily declining over the three year period. While 117 students enrolled in this course during AY 2005-06, enrollment had declined to 65 during AY 2007-08. Since this course is non-transferrable, fewer students are electing to take this IVC only course, and we do not intend to continue the course after the 2008-09 academic year. We have decided to eliminate this course.

We currently do not offer a certificate or degree in political science. All courses are offered as general education requirements or electives.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.) This area will be important as you look back in 2-3 yrs and are probably out for your control

Currently, the statewide Academic Senate is considering changing the minimum qualifications for political science faculty. The change would disallow teachers who have a B.A. and M.A. in Public Administration from teaching in political science, instead requiring at least a B.A. in political science and an M.A. in Political Science or Public Administration. Some of our part-time instructors possess the B.A. and M.A. in Public Administration which would be disallowed in the future. In addition, SDSU-IV campus offers the degrees in Public Administration only, not Political Science. We are concerned that this minimum qualifications change may decrease our adjunct faculty pool, a fairly small group as it is.

3. List any significant issues or problems that the program is immediately facing.- Can be internal and external

IVC BUDGET!!! And NO SPACE!!!
None at this time.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Consider a grid like the one below as it may help when you look back after 2-3 yrs

Objective	**Completion Indicators**	**Completion Date** **BE REALISTIC**
Hire an additional full-time faculty member for the political science program	Employment data	Fall 2009
Improve student success rate through: • innovative basic skills partnership programs, • SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate,	Institutional success and retention data	Fall 2012
Increase on-line and alternative delivery opportunities for political science courses	Course schedule	Fall 2012
Develop an internship program for political science students, placing them into federal, state, and local government offices	Creation of internship courses Institutional enrollment data	Fall 2012
Investigate the feasibility of developing an A.A degree in Political Science and/or Public Administration. Factors to be considered: Community need and student desire Faculty availability for course development and offering Applicability to university transfer opportunities	Written Report of the investigation and feasibility study	Fall 2010 Accomplishing all of the new degree and public safety building will take 6-10 years

2. Identify how student learning outcomes or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Initial Student Learning Outcomes are being implemented in all four political science courses in AY 2008-09. Assessments of SLOs measured in Fall 2008 will be made in Spring 2009. The program intends to extend multiple SLOs in each course during the next two years, and integrated the SLOs in the General Education program path.

Consider another grid that may help clarify and highlight what you have done and will do.

Fall 2008	Initial SLOs identified – Pols 102 & 104 SLO Assessment Pols 102 & 104
Spring 2009	Assessment Evaluation & Modification recommendations – Pols 102 & 104 Initial SLOs identified – Pols 100 & 106 SLO Assessment Pols 100 & 106
Fall 2009	All SLOs identified – Pols 102 & 104 SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106
Spring 2010	All SLOs identified – Pols 100 & 106 SLO Assessment – Pols 10 0 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Begin integration into GE SLO plan
Fall 2010	SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106 Continue integration into GE SLO plan – course level SLO and curriculum modification as required
Spring 2011	SLO Assessment – Pols 10 0 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Complete integration into GE SLO plan – course level SLO and curriculum modification as required
Fall 2011	SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106 Assessment evaluation & modification recommendations – GE Program
Spring 2012	SLO Assessment – Pols 10 0 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Assessment evaluation & modification recommendations – GE Program

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Currently Political Science does not have a classroom dedicated to the department. Instead classes are taught wherever room can be found throughout the division. We would like to have one classroom dedicated to Political Science where we can permanently install materials appropriate to the discipline. In addition, the currently installed A/V equipment in the classrooms used by political science is old and unreliable. Instructors report that it is difficult to access and display internet content in their classrooms since the connection is unreliable and slow. Since political science is by its nature a discipline that needs to access current media the unreliability of the internet is particularly harmful to this program. We believe that the remodeling of the 200 building will enable us to meet these needs in the future.

4. Identify any outside factors that might influence your program during the next three years. (Can be positive influence or negative influence)

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case the political science program is going to find it increasingly difficult to meet the needs of our students.

As overall college enrollment increases, there is greater demand for the required course POLS 102. Currently we employ 2 full-time faculty members in the political science program. In addition, we have diverted 40% of the load of another full-time faculty member from the history program to political science to meet student demand in this program. This equates to 2.4 FTEF. And yet, as the graph above illustrates, we are consistently utilizing between 4.5 and 5 FTEF to teach political science courses during the fall and spring semesters. This additional need is being meet through full-time overload and adjunct faculty. Since 2.4 FTEF are providing 3.0 FTEF of instruction this is a significant overload commitment for the political science faculty. Additionally, it is difficult to recruit qualified adjunct faculty. The minimum qualifications to teach require a person to possess a master's degree, a situation that is unfortunately limited in the Imperial Valley.

Finally, the most significant challenge we are going to face is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in political science. Trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The political science program is going to need to work with our campus community to identify ways to partner with the ESL, English, and Counseling programs to provide new opportunities and programs to improve student success.