Program/Discipline: Political Science

Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. **Input should be sought from all campuses.** It should be submitted or renewed every year by the designated date in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use,

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update
*Be sure to include information from all three campuses.

Program/Discipline: Political Science
Submitted by (names): Joe Brookshire
Contact Information (phone and email): joe-brookshire@redwoods.edu
Date: 10/12/08

1. Program/Discipline Changes
   Has there been any change in the status of your program or area since your last
   Annual Update? (Have you shifted departments? Have new degrees or certificates
   been created by your program? Have activities in other programs impacted your area
   or program? For example, a new nursing program could cause greater demand for
   life-science courses.)

   Note: curricular changes should be addressed under 12 (Curriculum).

   ☐ No (go to next question)
   ☑ Yes  Describe the changes below:
   
   Due to increased enrollment Dr. Snow-Flamer has suggested that additional
   sections of POLSC 10 be considered. Adding new sections would require hiring
   new instructors. At this time Political Science is in its second academic year
   without a full time political science faculty member at the Eureka campus. For
   the Fall 2008 semester a second online section of POLSC 10 was added;
   consequently two online sections are now offered. Another positive effect of the
   increase in enrollment is the greater likelihood of offering elective political
   science classes at the Eureka campus each semester. The last elective course at
   the Eureka campus was offered two years ago in the fall of 2006. The Del Norte
   and Mendocino campuses have very good records of offering elective classes in
   political science. Furthermore, if the proposed Liberal Arts in Social and
   Behavioral Sciences degree is approved by the state then there would very likely
   be additional increased demand for political science classes: POLSC 10
   (American Institutions) as well as elective courses. In order to alleviate some of
   the problems that have arisen due to the absence of a full-time political science
   faculty member at the Eureka campus, a part-time temporary area coordinator
   position for political science was added to the 2008-2009 academic year.

2. Program/Discipline Trends
   Refer to the data provided (data link is located at
   http://inside.redwoods.edu/Assessment/ProgRev/InstructionalProgramReviewData.as
   p) and describe the trends in enrollment, retention, success rates, and student
   demographics. If applicable, describe how changes in these areas are impacting your
   discipline and describe efforts within your area to address these impacts.

   While Fall 2008 enrollment at CR has risen from 6 to 8%, enrollment in political
   science classes has increased by at least 20% at the Eureka campus. This unexpected
   increase required raising the class size limits in the four sections of POLSC 10 taught
   at the Eureka campus in Forum 100, thereby increasing the TLUs of two associate
faculty members. In order to keep these two instructors from exceeding 13.5 TLUs, one associate faculty was hired to take over their two smaller sections of POLSC 10. Planning for Spring 2009 will take into account this increased enrollment. Sections of POLSC 10 will be added and the need for additional faculty will be addressed. As mentioned in #1 above, the increase in enrollment has a positive effect on being able to offer more elective classes in political science.

According to IR information, from the 2005-2006 academic year to 2007-2008 there was a decrease in the success rates and retention rates in political science, specifically with POLSC 10. Factors that can account for these fluctuations are many, among which was a significant retention drop in online courses in the summer of 2007. These need to be further explored and discussed by the political science faculty. Significant enrollment changes, choice of course offerings, the role of distance education, and fluctuating retention and success rates are areas which would be better addressed with a full-time political science faculty member at the Eureka campus.

3. **Labor Market Review (for occupational programs)**

Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at [http://www.redwoods.edu/District/IR/Reports/LaborMarket.asp](http://www.redwoods.edu/District/IR/Reports/LaborMarket.asp). Institutional Research (IR) is available to help with surveys and reviews. All survey data (whether collected by your program or the institution) should be sent to IR to be kept on record.

- a. Meets a documented labor market demand,
- b. Does not represent duplication of other training programs (in the region), and
- c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

4. **Budget Resources**

List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td>Eureka campus: 268</td>
<td></td>
</tr>
<tr>
<td>Equipment replacement and repair budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>through Senate</td>
<td></td>
</tr>
<tr>
<td>Work-study funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Budget Items</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is the funding for these areas adequate? ☐ Yes ☒ No

If not, describe the impact of unaddressed needs on your discipline or program. Increased enrollment and increases in sections and elective classes require expanded funding across the area. Potential efforts to increase student interest in political
science (through student centered extra-curricular activities, a lecture series of guest 
speakers, candidate or issue debates, panel discussions, and the use of public relations 
resources) would require additional funding.
More specifically, resource materials for students in political science classes are 
inadequate and/or out of date. There exists an urgent need for contemporary DVDs 
and instructional supplies which illuminate current issues in political science.

5. **Learning Resource Center Resources**
   Is the level of resources provided by the Academic Support Center and Library 
   (Learning Resource Center) adequate. □ Yes □ No
   If not, explain.
The LRC resources are inadequate. Current audiovisual, text, and online 
databases at the LRC are needed so that political science students are able to work 
on relevant research and analysis assignments

6. **Student Services Resources**
   Complete the following grid concerning Student Services Areas.

<table>
<thead>
<tr>
<th>Student Services Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is a connection to this discipline/program and YES the student services area does satisfy the needs of the discipline.</td>
</tr>
<tr>
<td></td>
<td>There is a connection to this discipline/program and NO the student services area does not satisfy the needs of the discipline.</td>
</tr>
<tr>
<td></td>
<td>Uncertain about the student service area provided or how it connects to this discipline/program</td>
</tr>
</tbody>
</table>

   Admissions and Records □ □ □
   Counseling □ □ □
   Financial Aid □ □ □
   Career Services □ □ □
   Disabled Student Programs and Services (DSPS) □ □ □
   Extended Opportunities Programs and Services (EOPS) □ □ □
   CalWorks □ □ □
   Residence Halls □ □ □
   Upward Bound □ □ □
   Student Conduct □ □ □
If a lack of support was indicated in the table above, describe your program/discipline need.

7. Faculty Resource Needs
Complete the Faculty Employment Grids below (data link is provided at http://www.redwoods.edu/District/IR/Reports/EnrollmentFTES.asp).

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Full-Time Faculty</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC</td>
<td>51.12</td>
<td>47%</td>
<td>53%</td>
<td>+8%</td>
<td>-33%</td>
<td>Loss of full-time faculty at the Eureka campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for spring 2008 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from spring 2007</th>
<th>% Change from spring 2006</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC</td>
<td>45</td>
<td>30%</td>
<td>70%</td>
<td>-10%</td>
<td>-39%</td>
<td>Total teaching load dropped while Part-Time faculty teaching load increased.</td>
</tr>
</tbody>
</table>

a. Describe the status of any approved, but unfilled full-time positions.
As seen above, there has been a drop in the number of full-time teaching loads in the past three years. In 2004-2005, the last year that Ryan Petersen was full time with Political Science, the total number of FTEs was 109.9. In the 2007-2008 academic year, the number of FTEs had dropped to 91.61. This drop reflects the 2007 resignations of Ryan Petersen and Kathleen Lee, but is offset by the addition of several online sections of POLSC 10. No request for a time faculty position was made in 2007. Nonetheless, political science would benefit from having a full-time faculty position. The request for such is currently underway. At present, there are just enough POLSC faculty on the Eureka campus because the class size limits on FM100 classes were raised. Other smaller sites do not always have enough associate faculty on hand to regularly offer courses.

b. If you are requesting a Full-Time Faculty position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
   • The ratio of full-time to associate faculty
   • Current availability of associate faculty
   • Relation to program review recommendations
   • Effect on diversity of the faculty
   • Effect on academic offerings and ability to serve students and the community
   • Effect on the vitality and future direction of a program and/or the college
   • Effect on student learning

c. If your Associate Faculty needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty. Associate faculty in political science would benefit from the hiring of a full-time faculty member to manage the needs of the area. Due to the unexpected rise in enrollment in the Fall 2008 semester issues of class offerings, class sizes, and associate faculty positions needed to be addressed. The associate faculty is affected by how appropriately issues such as these, as well as others, are addressed.

8. Staff Resources
   Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.

<table>
<thead>
<tr>
<th>Staff Employed in the Program</th>
<th>Full-time (classified) staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment (e.g., Math, English)</td>
<td>Eureka - 5%</td>
<td>0</td>
<td>Gains over Prior Year</td>
<td>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</td>
</tr>
<tr>
<td>POLSC</td>
<td>Eureka - 5%</td>
<td>0</td>
<td>Gains over Prior Year</td>
<td>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</td>
</tr>
</tbody>
</table>
(3/72 of the ALSS faculty teaches in POLSC)

additional discipline (ECE) assigned to ALSS, as well as more faculty due to increased sections has meant that each discipline has a smaller share of the full time administrative assistant for ALSS

Do you need more full-time of part-time classified staff? ☑ yes ☐ no
If yes, explain why.
Eureka - the ALSS division has about 72 full-time and part-time faculty members. Of that 72 only 10 are currently teaching full time. Consequently, the one administrative assistant must attend to the needs of a large number of the associate faculty. Matters that would normally be handled by full time faculty (student evaluations, coordinating evaluations, details of scheduling, tracking work orders) are now directed toward the assistant. With the ALSS office handling the multitude of needs of eight different academic areas, the amount of work is far more than what one division administrative assistant can reasonably manage. One additional administrative assistant is needed.

9. Facilities, and Classroom Technology
Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? ☑ Yes ☐ No
If No was checked, complete and attach Facility Form (facilities.form) for each instructional space that does not meet the needs of this discipline/program:

10. Equipment
Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline? ☑ Yes ☐ No
If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Price</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Equipment Repair**

Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? *This does not include classroom specific equipment repair described in the facilities section.*  [ ] Yes  [ ] No

If Yes was checked, provide the following information to justify a budget allotment request:

<table>
<thead>
<tr>
<th>Equipment requiring repair</th>
<th>Repair Cost / Annual maintenance cost</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer in FM100</td>
<td>$1,000</td>
<td>150</td>
<td>Students and faculty have had problems accessing some information formats (flash drives and Cs).</td>
</tr>
</tbody>
</table>

**11. Learning Outcomes Assessment Update.**

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level outcomes)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

These concerns have not been discussed. Until a full-time political science faculty member is hired these important assessments are unlikely to be initiated.

12. Curriculum Update

Identify curricular revisions and innovations undertaken

a. in the last year.
   Political Science 40 - Independent Study in Political Science

b. planned for the coming year.
   All of the other six political science classes are out of date and need updating.

Complete the grid below. The course outline status report can be located at:
http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline Last Updated</th>
<th>Year Next Update Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLSC 1</td>
<td>1989</td>
<td>2009*</td>
</tr>
<tr>
<td>POLSC 3</td>
<td>1988</td>
<td>2010*</td>
</tr>
<tr>
<td>POLSC 10</td>
<td>1988</td>
<td>2009*</td>
</tr>
<tr>
<td>POLSC 12</td>
<td>2002</td>
<td>2010*</td>
</tr>
<tr>
<td>POLSC 20</td>
<td>1999</td>
<td>2010*</td>
</tr>
<tr>
<td>POLSC 30</td>
<td>1988</td>
<td>2010*</td>
</tr>
<tr>
<td>POLSC 40</td>
<td>2008</td>
<td>2011</td>
</tr>
</tbody>
</table>

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

Clearly, the important requirement of updating and submitting course outlines to the curriculum committee has been neglected year after year. In last year’s annual update the completion of course outlines is mentioned as a new initiative. However, only one course outline (POLSC 40) was updated, submitted to the curriculum committee, and approved.
Concerning this current 2008 program review, the continued lack of progress on course outlines is another example of how the absence of a full-time Political Science faculty member affects attending to the larger needs of the subject area. The fact that political science has these out of date course outlines, illustrates how a lack of direction can result in omissions of critical information, analysis, as well as appropriate and necessary action.
In order to update almost all of CR’s political science courses in a timely fashion as indicated in the chart above, a full-time political science faculty member is needed. The asterisks alongside the dates given in the chart indicate that these dates are contingent upon the hiring of a full-time political science faculty member. The two courses with a 2009 date are those which demonstrate the most urgent need.
13. Communication

Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.

Again, the absence of a full-time political science faculty member at the Eureka campus has a broad and detrimental effect on everyone involved with all aspects of political science. Not the least of which is the communication within and between all of levels. The ALSS chair consistently disseminates all necessary information to the ALSS faculty. However, communication within Political Science and from the Political Science to the administrative levels is insufficient at this time. A recent example of this inadequacy was in early October 2008 when emails among members of the political science faculty expressed confusion over the actual number of online POLSC 10 classes being offered and the process of adding online classes. Fortunately the confusion was cleared up by the DE faculty coordinator.


List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.

See #15

15. Goals and Plans

If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.

☐ QIP Attached

If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp).

The recommended goal of the 2007 update was to implement Student Learning Outcome assessments. This remains to be started. The completion of new course outlines was listed as an initiative. Only one of seven courses was updated. Challenges listed were the resignation of full-time faculty members and the recruitment of part-time faculty. No request was made for the hiring of a full-time position.

The salient goal for 2008-2009 is:
To request the hiring for a full-time political science faculty position at the Eureka campus.

Other important goals include:
Addressing the need to update at least two political science course outlines
Practicing a broader inclusion of political science faculty into email communications regarding area issues.

Bringing the area faculty into a discussion which would explore and evaluate factors in the success rates and retention rates of POLSC 10 and to make recommendations.

Political Science Program Review 2008
Attachment 7B

Political Science Request for Full-Time Faculty Position at the Eureka Campus

The 2008 annual Program Review for Political Science makes several references to the urgent need to hire a full-time faculty member to the program. Throughout the review inadequacies in different areas are described. The political science program would greatly benefit from a full-time faculty member because only in this way would the critical and separate deficiencies would be effectively addressed.

Currently five out of the six (17%) political science classes offered at the Eureka campus are taught by associate faculty. In terms of FTES only 10 % of the FTES are with a full-time faculty member. This low percentage is a significant drop from just two years ago. The drop is due to the 2007 resignations of Ryan Petersen and Kathleen Lee from the Eureka campus.

Fortunately, associate faculty members have been available to cover the loss of these two faculty members. Some associate faculty members have had their TLUs increased while new associate faculty members have been hired. Human Resources has consistently had an impressive file of political science CVs on hand. Nonetheless, a full-time faculty member who can devote the time and energy to the needs of Political Science is needed. Apart from offering a more diverse faculty, a full-time political science faculty member would be of great benefit to CR students in several ways: being able to teach a broader range of offerings, bringing a deeper understanding of the subject area, and providing a more meaningful connection between the college and the CR community regarding political science.

The impact of hiring a full-time faculty member on the annual program review would be positive and comprehensive. Significant changes to the program have occurred and will continue to take place. The potential Liberal Arts in Social and Behavioral Science degree is just one example. The full-time position would be better able to direct the political science program through these changes. With regards to specific aspects (enrollment trends, success and retention rates, changes in student demographics, the needs of the faculty, effective lines of communication, budgeting, coordinating with the
LRC and with Student Services), only a faculty member who is full-time in political science can fully manage and produce the best results from these tasks. Of even greater concern are the larger tasks of updating course outlines, developing of Student Learning Outcomes and Program Outcomes, and initiating overall goals and action plans.

The need for a full-time faculty position in Political Science is clear. The many tasks outlined above are too broad, detailed, and dissimilar to be undertaken by associate faculty. They are also far too critical to be neglected any longer. This 2008 Annual Program Review for Political Science makes clear the urgent need to hire a full-time faculty member.