Data Analysis – Course Specific

1. Demographics – Enrollments by gender, ethnicity, and age group for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths The political science department serves a large cohort of students between the ages of 18 and 24; the percentage of students belonging to this group is sometimes 15% higher than in the college at large. This fact suggests the popularity of political science courses for undergraduate transfer. It might also reflect a larger national trend of increasing political involvement and interest among young adults.

   b. Areas needing improvement Women and African-Americans are represented in slightly smaller proportions (approximately 4 or 5% lower) than in the college at large.

   c. Follow-up items for the department’s Unit Plans n/a

   d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable) Stronger ties to RISE and other programs might increase student enrollment of African-Americans. Regular offerings of POLS 340 (Women in Politics) might increase the enrollment of female students.

2. Student Success – Successful course completion rates (number of A, B, C, and Credit grades divided by all grades) for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths Course completion rates were significantly higher in political science classes than for the college at large in three out the last five years for which data has been provided. When it was lower, the difference was no more than 2%.

   b. Areas needing improvement n/a

   c. Follow-up items for the department’s Unit Plans n/a

   d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable) n/a

   e. Student Learning Outcomes – Describe any SLO development and assessment efforts since the last program review. Attach any departmental SLO plans or other materials related to these efforts. Political science faculty continue to develop and implement assessments of SLOs in their courses. Political science assessment information is available on campus SLO website.

3. Productivity – Weekly Student Contact Hours (WSCH) divided by FTE for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths Productivity has increased steadily from over the last five years, from 489.43 in fall 2004 to 600.27 in fall 2008.

   b. Areas needing improvement n/a

   c. Follow-up items for the department’s Unit Plans n/a

   d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable) n/a
4. Enrollment – Weekly Student Contact Hours (WSCH) for department, division, and college. 5-year trend data (fall semesters).
   a. Strengths See Section 3.
   b. Areas needing improvement
   c. Follow-up items for the department’s Unit Plans
   d. Anticipated Implications and Resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals) (if applicable)
Program Review
Degree/Certificates

Program Analysis

I. Degrees and Certificates – Analysis:

A. Are the courses in the required program adequate and relevant to the degree and/or certificate? Yes.

B. Are the suggested electives adequate? Yes. Since the last program review, the department has added to the schedule new courses in Latin American Politics and Middle East Politics. The college has offered Women in Politics on two occasions, but both times had to cancel those courses due to budgetary pressures. Women in Politics will be scheduled for fall 2010.

C. Number of declared majors within the last three years 96

D. Number of graduates within the last three years 1. The department only began to offer the A.A. degree in 2007.

E. Program Learning Outcomes
   List ProLOs developed and assessment efforts since the last program review; attach any related departmental SLO plans or units plan items. See attached ProLo grid.

II. Additional data for career-technical education programs (if available):

   Student Placement

   A. Student Follow-Up Survey

   B. Indicators of student success

   C. Core Indicators

Other Factors - Discuss any other factors that are important to the success of your program.

___________________________________  __________________
Department Chair  Date

___________________________________  _____________
___________________________________  _____________