



Division of Behavioral & Social Sciences
Dr. Christina Gold, Dean

Political Science Department Program Review

Spring 2021

Prepared by:
Joshua Casper
Dr. Laurie Houske
Eduardo Munoz

Table of Contents

<u>Program Review Component</u>	<u>Page Number</u>
I. Program Overview	1
II. Direction, Vision, and Goals	6
III. Analysis of Research Data	7
IV. Curriculum	23
V. Assessment and SLOs/PLOs	25
VI. Analysis of Student Feedback	34
VII. Facilities and Equipment	34
VIII. Technology and Software	34
IX. Staffing	34
X. Prioritized Recommendations	35

PART I: OVERVIEW OF THE PROGRAM

A.) Provide a brief narrative description of the current program, including the program's mission statement, the students it serves and its relationship to the college's mission and strategic initiatives. Describe the degrees or certificates offered by the program.

The Political Science Department mission is to provide students with the opportunity to take general education courses that will prepare them for both, obtaining an Associate of Arts for Transfer degree and meeting transfer requirements to a four-year institution. The courses offered within the department emphasize critical thinking skills and analysis which allow students not only to succeed academically but also to engage in the political system and become civic minded citizens.

The Program has a variety of course offerings available to students, taught by four full-time faculty members and nine adjunct faculty. There are six courses offered in the areas of American and California Politics, Comparative Politics, Political Methodology, Ethnic Politics, Civil Liberties and Civil Rights, Political Philosophy, and International Relations. Delivery of instruction includes both, traditional lecture courses and online courses. Upon completion of the program, students will have gained comprehensive knowledge within the subfields of the discipline including the methodology employed by contemporary political scientists, current urban problems, issues pertaining to intergovernmental relations, and the role of international law and organizations within the world community.

The Political Science Department offers an Associate of Arts Degree for Transfer in Political Science. In order to obtain an AA-T degree, students must complete a total of 18-19 units with 9 of these units from Political Science courses.

The Department serves a diverse student population whose demographics on average include: 51% females, 49% males, 12% African-American, 15% Asian, 52% Latino, 12% White, 0% Native American, 0.5% Pacific Islander, and 5% two or more ethnicities. The majority of the students, roughly 90%, also tend to fall between the ages of 17-29, with about 34% attending full-time.

B.) Describe the degrees and/or certificates offered by the program.

The program offers only one degree: Associates of Arts for Transfer (AA-T) Degree. As a department, we actively encourage students to seek AA-T degrees in Political Science.

C.) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.

Mission

"El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities."

The Political Science Department's program fully aligns itself with the El Camino College Mission by offering a comprehensive curriculum to ensure that our students not only gain knowledge within the different subfields but are also exposed to the different ways in which they can interact within the political system in a diversified community.

Strategic Initiatives

A. STUDENT LEARNING – Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

The Department's goals and objectives are aligned with the above by offering excellent instruction using a variety of student support services, including but not limited to; Supplemental Instruction, FYE-Learning Communities, Tutoring and Honors Transfer Program.

B. STUDENT SUCCESS & SUPPORT – Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

Much the same way that the department fulfills initiative A, it also promotes student success by advocating use of campus wide resources available to students to enhance their learning.

C. COLLABORATION – Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.

The Department through its courses raises awareness for students in terms of their opportunities where they can develop a sense of community working on different types of projects such as service learning, political participation, and the like.

D. COMMUNITY RESPONSIVENESS – Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

The Department meets this initiative in a variety of ways. The department regularly offers video or information sessions with the League of Women Voters. We also put on an annual workshop for students focusing on "What to do with a Political Science degree". Additionally, we are made aware of various lectures at neighboring universities particularly CSU Long Beach. Also, the Political Science Club regularly discusses internship opportunities, and career planning.

E. INSTITUTIONAL EFFECTIVENESS – Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

The Department is up to date in fulfilling the SLO process through its planned four-year cycle. The same can be said about the Annual Program Plan, and this current Program Review.

F. MODERNIZATION – Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

The renovation of the Social Science building, where all of the department courses have been taught, has brought about fully modernized smart classrooms where several technological resources have been added to facilitate positive student learning and address different student learning styles. Additionally, a new Social Science building is under construction and is anticipated to have additional modernization features such as flexible classroom space and small meeting rooms for students.

In the area of distance education, the department researches new systems to offer students quality resources.

D.) Describe the status of all active recommendations for the program

Previous Recommendations (Program Review 2016)

1. Hire one-two full-time faculty members due to retirement. \$90,000 – SI: A
Completed: We hired two full-time faculty members to replace two retirements.
2. Online courses should be offered in different time formats: 5 weeks (Winter), 6 week (Summer), 8 weeks (Fall/Spring). \$0 – SI: B
Completed: We offer online course in all of these formats throughout the semesters.
3. Hire Adjunct Faculty as needed. \$4,000 – SI: A
Completed: When needed during the last four years, adjunct faculty candidates have been interviewed and added to the eligible pool of instructors, to be ready to teach courses when the demand for such is there on any given semester.
4. Continue to make students aware of the possibility of obtaining an AA-T degree in Political Science and try to identify students that may qualify for an AA degree in Political Science. \$0 – SI: B
Completed: We no longer offer an AA degree so it is just informing students about an AA-T. We have missed a year where we did not present “What to do with a Political Science degree” due to the ongoing COVID-19 pandemic, but we plan to continue them into the future.
5. Develop additional online courses-possibly POLI 3, 5, 6, or 7. \$0 – SI: A
Active: Due to the pandemic we are now offering all classes online. We would not have completed this recommendation but now we have the option of offering these courses. We are still in discussions about how often we should offer these courses online if at all.
6. Faculty should continue to be encouraged to attend professional development seminars pertaining to academic retention which will serve to enhance the overall academic success of the students. \$0 – SI: B
Completed: Faculty attended a variety of professional development seminars offered by El Camino. We will continue to focus on the issue of retention and success but will add the importance of equity to these concepts.
7. Develop new curriculum as needed. \$0 – SI: A
Completed: We did not have the need for new curriculum during the past program review period but will likely have new curriculum during the current program review period.
8. Hire one full-time faculty member if program enrollment increases. \$90,000 – SI: A
On Hold: Based on program growth this recommendation has been put temporarily on hold.
9. Continue the ongoing dialogue within the Division SLO Committee and the College wide SLO Committee so as to make sure that our department is aware of any new innovative ideas pertaining to the implementation of the SLO cycle. \$0 – SI: A
Completed: There has been continuing collaboration to stay aware of any new ideas pertaining to the implementation of the SLO cycle. One of our own faculty is in fact the Division SLO facilitator which adds to departmental awareness of any possible changes in the SLO process that are taking place on campus during any given semester.

10. Continue collaborating with Adjunct Faculty and assist them in different ways when their courses are scheduled for assessment. More and more Adjunct faculty are making contributions by assessing their sections and engaging in dialogue with full time faculty teaching the same course. \$0 – SI: C
Completed: There has been increased communication between Adjunct faculty and full-time faculty. Adjunct faculty are regularly contributing data to the SLO cycle.

11. Continue encouraging faculty to attend SLO training workshops as they immerse themselves more and more into the SLO process. \$0 – SI: B
Completed: The department continues to be involved in the SLO process through its active participation in the Division SLO Committee. Faculty are well aware every semester of the ongoing training opportunities and workshops for inputting SLO's and PLO's that are offered at the college wide level.

12. Given that we are at the end of our first full four-year cycle, and each SLO for all courses is only assessed once within the cycle, we will compare and do an evaluation of the same SLO for any given course as the second cycle begins. This will give us an idea of whether the action plan was successful or needs to be revised. \$0 – SI: A
Completed: There has been an evaluation as each SLO has been assessed by looking at previous assessments. We now have multiple years for comparison and we can continue to evaluate our program in the coming years.

13. A couple of areas that we need to consider for further evaluation based on the results, include; developing a sense of community in the program, providing extra-curricular activities, and working with the library to make sure they provide all available resources to help students succeed in their courses. \$0 – SI: A
Active: Some aspects of this were completed but also ongoing. The Political Science club provides a variety of activities to our students and a sense of community but this is more challenging due to the pandemic. Students are also becoming more aware of library resources but this is an ongoing dilemma due to the pandemic.

14. Some faculty every semester already set up a workshop at the library with their classes to discuss the research services and data bases that are provided. We recommend that with availability and time provided, other faculty could begin implementing similar practices. \$0 – SI: A
Completed: Faculty are using library services, particularly during the pandemic. The library is continuing to offer new services and this will continue to be a recommendation for faculty to avail themselves of these services.

15. Opportunities to experience the learning process outside the classroom are also provided. Keeping lines of communications with public elected officials and those campaigning for seats give students a chance to connect content with applicability in the community, i.e., campaign volunteering, poll work on election days, etc. It is recommended that when possible such practices continue. \$0 – SI: D
Completed: As a department we continue to make these opportunities available to students. They were somewhat more limited in the last election due to the pandemic but there were still a few opportunities made available to students.

PART II: DIRECTION, VISION, AND GOALS

A.) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The greatest changes that the department foresees are the difficulty for students taking online classes due to the COVID-19 Pandemic and completing their course work in a two-year period. Additionally, the department will have to deal with the reality for students that it is a very difficult job market for the social sciences. We expect budget cuts in the future in order to balance pandemic-related budgetary spending.

B.) Articulate the direction and vision of the program.

The Political Science Program is successful and the faculty have a clear understanding of the goals of the program and where we are headed.

- The program continues to offer a quality education by providing students with current content knowledge within the field of political science.
- The program continues to offer an annual workshop for career planning. This gives students the opportunity to discuss and plan their future career.
- The department intends to continue collaborating across the disciplines with programs such as: the Honors Transfer Program, SER/MyPath, First Year Experience, and Learning Communities.
- The Political Science Club continues to exist and is supported by the entire department. It offers benefits to the students in terms of fellowship and career planning and the department will continue to offer it as a resource to students.

C.) Identify two-to-four specific goals that will move the program toward its vision within the next four years.

The program would like to see the continuation of Supplemental Instruction/PASS Mentors as this is an invaluable tool which greatly serves the needs of students.

The program recognizes its equity deficiencies and will continue to bridge the gap between all groups of students through resources provided by the college.

PART III: ANALYSIS OF RESEARCH DATA

Present & analyze program data based on the data provided by Institutional Research & Planning

A.) Head count of students in the program

According to the Academic Program Review Dashboard, the Political Science Department has a 4-year annual enrollment average of **4,387** students in the program. Over the past 4 years, we've has a little over 17,000 students in our program.

B.) Course grade distribution

POLI 1		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016-2017	Lecture	746	697	434	127	279	366	2649	70.85693	82.21638	86.183465
	Online	260	244	143	46	85	156	934	69.27195	83.16195	83.297645
2017-2018	Lecture	624	774	466	88	205	206	2423	76.92943	84.07758	89.021874
	Online	373	266	171	38	155	158	1161	69.76744	80.75773	86.391042
2018-2019	Lecture	694	691	381	69	155	127	2117	83.41993	88.74372	94.000945
	Online	546	404	209	47	154	234	1594	72.71016	85.22059	85.31995
2019-2020	Lecture	967	570	260	69	149	79	2099	85.6122	88.9604	95.998094
	Online	754	486	259	50	182	158	1892	79.22833	86.44752	91.490486

POLI 1H		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016-2017	Lecture	-	-	-	-	-	-	-	-	-	-
	Online	-	-	-	-	-	-	-	-	-	-
2017-2018	Lecture	27	25	4	0	1	3	60	93.33333	98.24561	95
	Online	-	-	-	-	-	-	-	-	-	-
2018-2019	Lecture	61	18	7	0	3	4	93	92.47312	96.62921	95.698925
	Online	-	-	-	-	-	-	-	-	-	-

2019-2020	Lecture	64	19	3	0	3	1	90	95.55556	96.62921	98.888889
	Online	-	-	-	-	-	-	-	-	-	-

POLI 2		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016-2017	Lecture	45	22	5	3	2	9	86	83.72093	93.50649	89.534884
	Online	18	16	12	5	13	18	82	56.09756	71.875	78.04878
2017-2018	Lecture	38	29	10	3	7	11	98	78.57143	88.50575	88.77551
	Online	8	4	2	1	10	11	36	38.88889	56	69.444444
2018-2019	Lecture	36	18	9	1	13	8	85	74.11765	81.81818	90.588235
	Online	14	14	1	0	8	5	42	69.04762	78.37838	88.095238
2019-2020	Lecture	40	21	5	0	5	7	78	84.61538	92.95775	91.025641
	Online	11	7	1	0	16	7	42	45.2381	54.28571	83.333333

POLI 3		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016-2017	Lecture	7	13	5	1	9	4	39	64.10256	71.42857	89.74359
	Online	-	-	-	-	-	-	-	-	-	-
2017-2018	Lecture	9	8	3	3	6	8	37	54.05405	68.96552	78.378378
	Online	-	-	-	-	-	-	-	-	-	-
2018-2019	Lecture	8	8	3	1	10	6	36	52.77778	63.33333	83.333333
	Online	-	-	-	-	-	-	-	-	-	-
2019-2020	Lecture	13	5	5	0	15	6	44	52.27273	60.52632	86.363636
	Online	-	-	-	-	-	-	-	-	-	-

POLI 5		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016-2017	Lecture	27	14	7	2	7	14	71	67.60563	84.21053	80.28169
	Online	-	-	-	-	-	-	-	-	-	-
2017-2018	Lecture	25	13	6	5	9	4	62	70.96774	75.86207	93.548387
	Online	-	-	-	-	-	-	-	-	-	-
2018-2019	Lecture	19	13	10	4	22	3	71	59.15493	61.76471	95.774648
	Online	-	-	-	-	-	-	-	-	-	-
2019-2020	Lecture	27	15	4	6	13	11	76	60.52632	70.76923	85.526316
	Online	-	-	-	-	-	-	-	-	-	-

POLI 6		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016-2017	Lecture	5	11	14	1	5	8	44	68.18182	83.33333	81.818182
	Online	-	-	-	-	-	-	-	-	-	-
2017-2018	Lecture	3	13	4	1	3	10	34	58.82353	83.33333	70.588235
	Online	-	-	-	-	-	-	-	-	-	-
2018-2019	Lecture	8	14	8	1	5	6	42	71.42857	83.33333	85.714286
	Online	-	-	-	-	-	-	-	-	-	-
2019-2020	Lecture	13	3	2	0	9	0	27	66.66667	66.66667	100
	Online	-	-	-	-	-	-	-	-	-	-

POLI 7		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016-2017	Lecture	69	34	15	0	5	13	136	86.76471	95.93496	90.441176
	Online	-	-	-	-	-	-	-	-	-	-
2017-2018	Lecture	50	28	17	5	6	13	119	79.83193	89.62264	89.07563
	Online	-	-	-	-	-	-	-	-	-	-
2018-2019	Lecture	53	17	5	3	10	5	93	80.64516	85.22727	94.623656
	Online	-	-	-	-	-	-	-	-	-	-
2019-2020	Lecture	52	24	10	2	10	8	108	79.62963	86	90.740741
	Online	-	-	-	-	-	-	-	-	-	-

POLI 10		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016-2017	Lecture	55	10	2	4	5	4	80	83.75	88.15789	95
	Online	13	7	5	0	5	6	36	69.44444	83.33333	83.333333
2017-2018	Lecture	39	25	8	1	3	8	84	85.71429	94.73684	90.47619
	Online	14	10	7	1	3	6	41	75.60976	88.57143	85.365854
2018-2019	Lecture	67	19	8	4	9	10	117	80.34188	87.85047	91.452991
	Online	18	11	1	1	6	6	43	69.76744	81.08108	86.046512
2019-2020	Lecture	45	13	3	1	4	4	70	87.14286	92.42424	94.285714
	Online	43	20	6	3	6	5	83	83.13253	88.46154	93.975904

POLI 10H		A	B	C	D	F	W	Total	Success	Success (No Ws)	Retention
2016- 2017	Lecture	-	-	-	-	-	-	-	-	-	-
	Online	-	-	-	-	-	-	-	-	-	-
2017- 2018	Lecture	-	-	-	-	-	-	-	-	-	-
	Online	-	-	-	-	-	-	-	-	-	-
2018- 2019	Lecture	21	7	0	0	1	1	30	93.33333	96.55172	96.666667
	Online	-	-	-	-	-	-	-	-	-	-
2019- 2020	Lecture	30	3	1	0	4	0	38	89.47368	89.47368	100
	Online	-	-	-	-	-	-	-	-	-	-

As a department, we are generally satisfied with our Success and Retention Scores overall. When compared with our previous program review, both our Success and Retention Scores are higher. It should be noted that our classes have some variation in the Success and Retention Scores which can be a result of some classes having more students withdraw than in others.

As has long been a debate in our department, *the issue of how to calculate a Success Rate is relevant*. The Success Score includes students that drop from the class; which, in truth, is not a representation of who was successful with the material. Students drop for a variety of reasons, many of which are beyond the program's control. As a department, we posit that including the withdraw number in the Success Score creates an undue burden for students, as it makes understanding the true level of difficulty of the class near impossible. The Success Score seems to represent the number of students who completed the course and were successful but that is not *what that number represents*. It includes students who did not complete the course but instead dropped. This would not be an issue if this were a standard computation set by the state but this calculation is set by each individual college which can only add greater confusion to students. This area could use further evaluation by the college to determine if most colleges are adopting the Chancellor's Office methodology for success or are using a different methodology.

*Overview of Success and Retention Rates by Course and by Year
2016-2017 to 2019-2020*

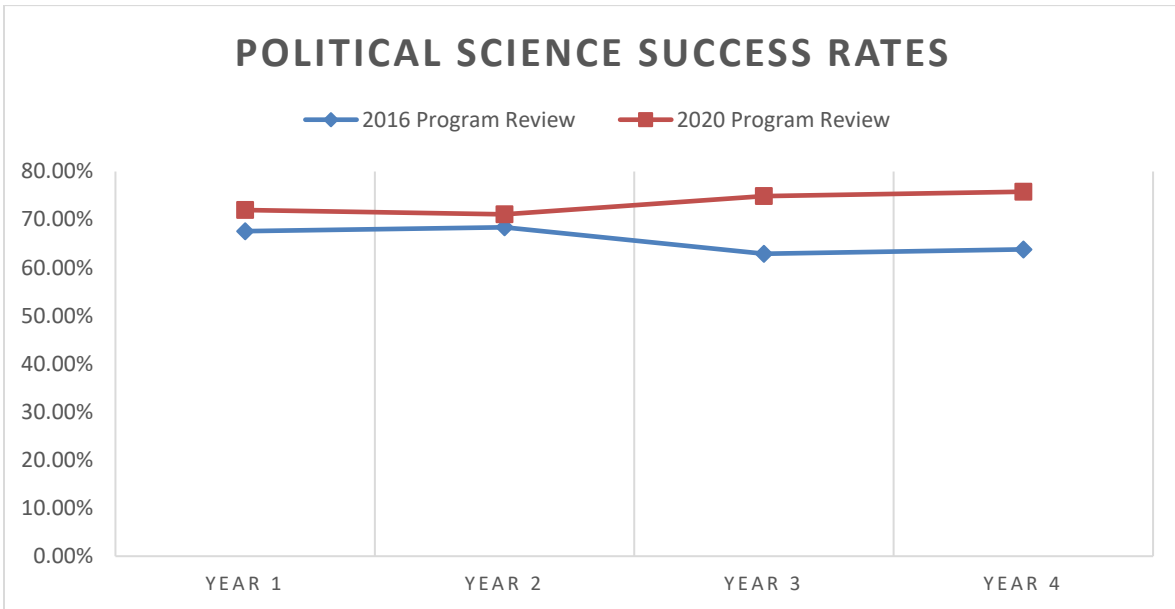
Course Name	Success	Successful Completion (success rate based only on students who completed the course-no W)	Retention
2016-2017	2016-2017	2016-2017	2016-2017
POLI 1	70.9%	82.2%	86.2%
POLI 1 DE	69.3%	83.2%	83.3%
POLI 1H	-	-	-
POLI 2	83.7%	93.5%	89.5%
POLI 2 DE	56.1%	71.9%	78.0%
POLI 3	64.1%	71.4%	89.7%
POLI 5	67.6%	84.2%	80.3%
POLI 6	68.2%	83.3%	81.8%
POLI 7	86.8%	95.9%	90.4%
POLI 10	83.8%	88.2%	95.0%
POLI 10 DE	69.4%	83.3%	83.3%
POLI 10H	-	-	-
2016-2017 Averages	72.0%%	83.7%	85.8%
2017-2018	2017-2018	2017-2018	2017-2018
POLI 1	76.9%	84.1%	89.0%
POLI 1 DE	69.8%	80.8%	86.4%
POLI 1H	93.3%	98.2%	95.0%
POLI 2	78.6%	88.5%	88.8%
POLI 2 DE	38.9%	56.0%	69.4%
POLI 3	54.1%	69.0%	78.4%
POLI 5	71.0%	75.9%	93.5%
POLI 6	58.8%	83.3%	70.6%
POLI 7	79.8%	89.6%	89.1%
POLI 10	85.7%	94.7%	90.5%
POLI 10 DE	75.6%	88.6%	85.4%
POLI 10H	-	-	-
2017-2018 Averages	71.1%	82.6%	85.1%
2018-2019	2018-2019	2018-2019	2018-2019
POLI 1	83.4%	88.7%	94.0%
POLI 1 DE	72.7%	85.2%	85.3%
POLI 1H	92.5%	96.6%	95.7%
POLI 2	74.1%	81.8%	90.6%
POLI 2 DE	69.1%	78.4%	88.1%
POLI 3	52.8%	63.3%	83.3%

POLI 5	59.2%	61.8%	95.8%
POLI 6	71.4%	83.3%	85.7%
POLI 7	80.7%	85.2%	94.6%
POLI 10	80.3%	87.9%	91.5%
POLI 10 DE	69.8%	81.1%	86.0%
POLI 10H	93.3%	96.6%	96.7%
2018-2019 Averages	74.9%	82.5%	90.6%
2019-2020	2019-2020	2019-2020	2019-2020
POLI 1*	85.6%	89.0%	96.0%
POLI 1 DE	79.2%	86.5%	91.5%
POLI 1H	95.6%	96.6%	98.9%
POLI 2	84.6%	93.0%	91.0%
POLI 2 DE	45.2%	54.3%	83.3%
POLI 3	52.3%	60.5%	86.4%
POLI 5	60.5%	70.8%	85.5%
POLI 6	66.7%	66.7%	100%
POLI 7*	79.6%	86.0%	90.7%
POLI 10	87.1%	92.4%	94.3%
POLI 10 DE	83.1%	88.5%	94.0%
POLI 10H	89.5%	89.5%	100%
2019-2020 Averages	75.8%	81.2%	92.6%

**It should be noted that in Spring 2020, a total of 8 students in POLI 1 and 2 students in POLI 7 used Pass/No Pass to determine their grade. Only 1 student in each class did not pass, the remaining did. This had no statistically significant effect on the Success and Retention Rates for that year.*

As a department, we find that the Success and Retention Scores are not particularly informative. Students who remain in our courses are likely to pass and in some classes 100% who remain in the class pass. Looking at successful completion is also significant relative to online courses. Online courses have a high drop rate but at the same time those who remain in the class are passing at a higher percentage than what is represented by the success rate.

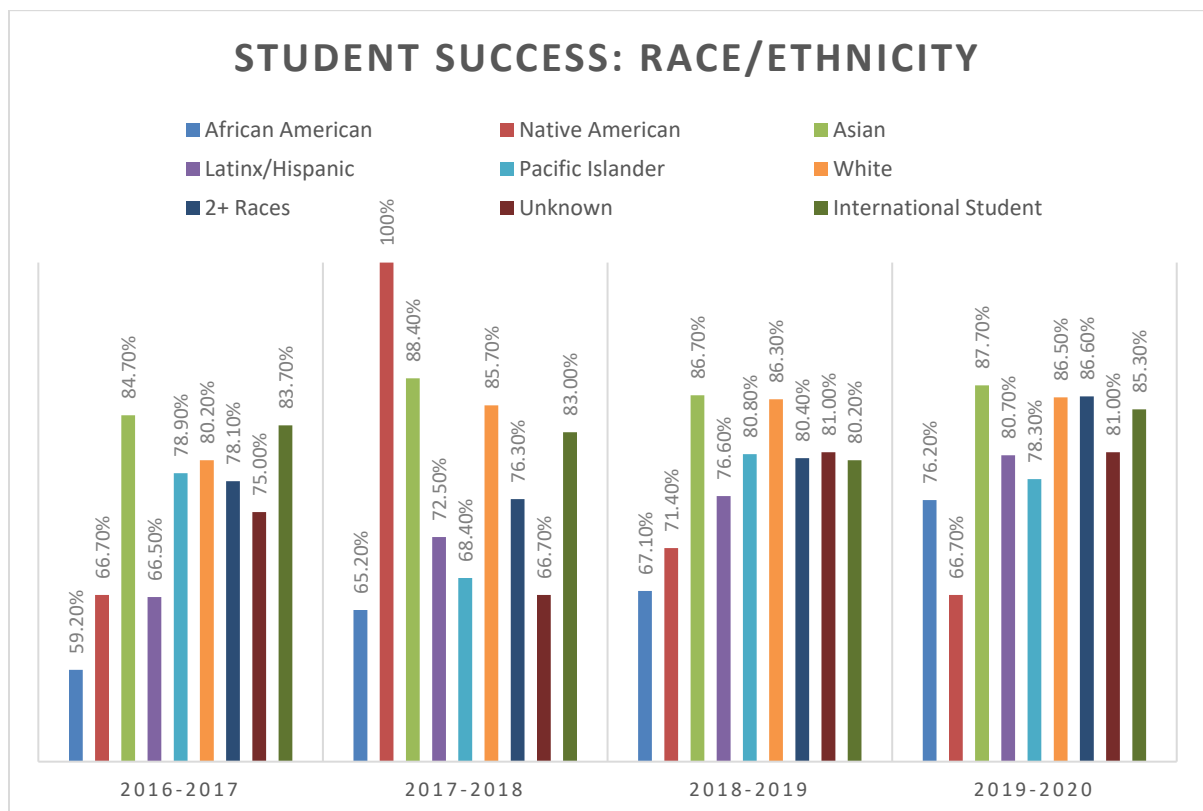
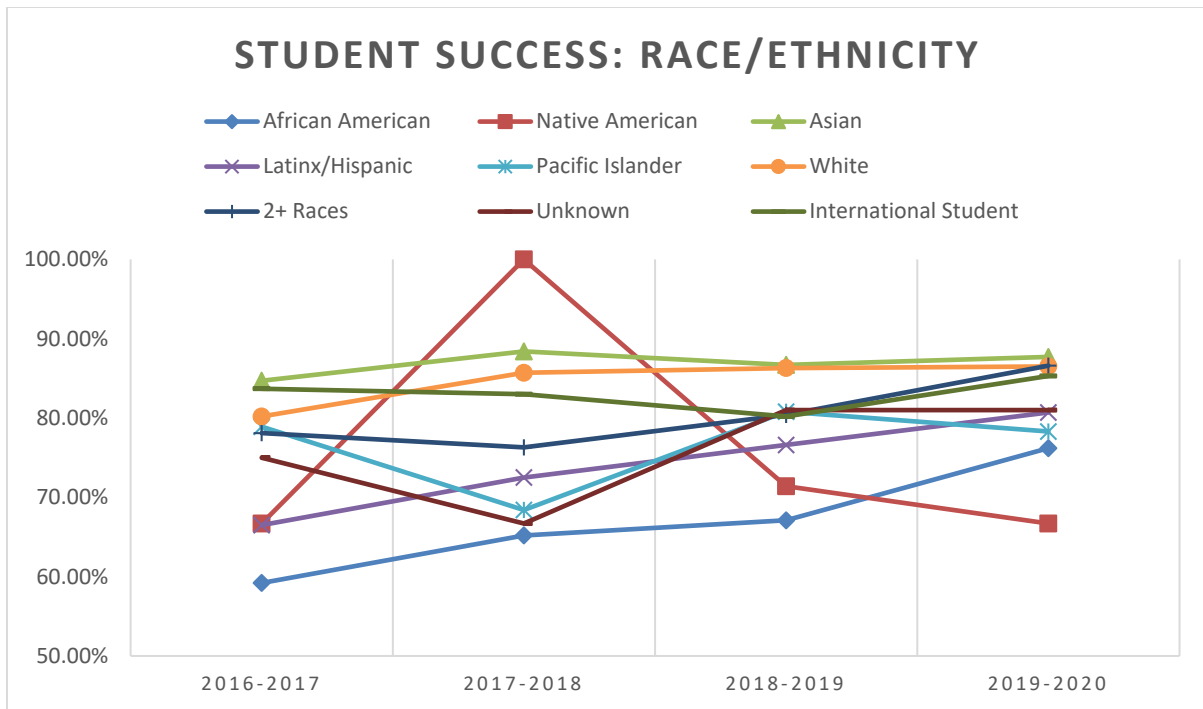
C.) Success Rates



Political Science Success Rates					
2016 Program Review			2020 Program Review		
Year 1	2011-2012	67.6%	Year 1	2016-2017	72.0%
Year 2	2012-2013	68.4%	Year 2	2017-2018	71.1%
Year 3	2013-2014	62.9%	Year 3	2018-2019	74.9%
Year 4	2014-2015	63.8%	Year 4	2019-2020	75.8%

This chart and corresponding table indicate two major facts:

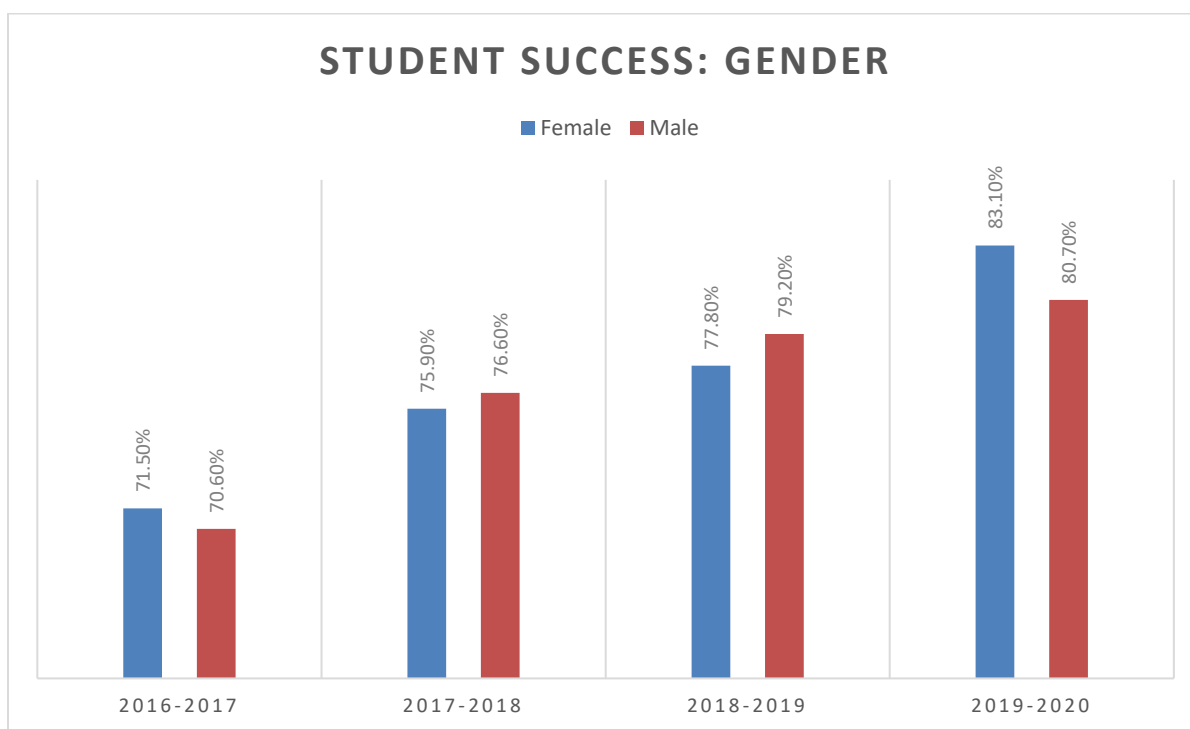
1. The program has been, on the whole, more successful in the past four years than it was in the previous program review.
2. The program's success rates are on a generally upward trajectory. Despite a minor dip (less than 1%) in year 2 of this program review, we have continued to see improvement in our students' overall success.



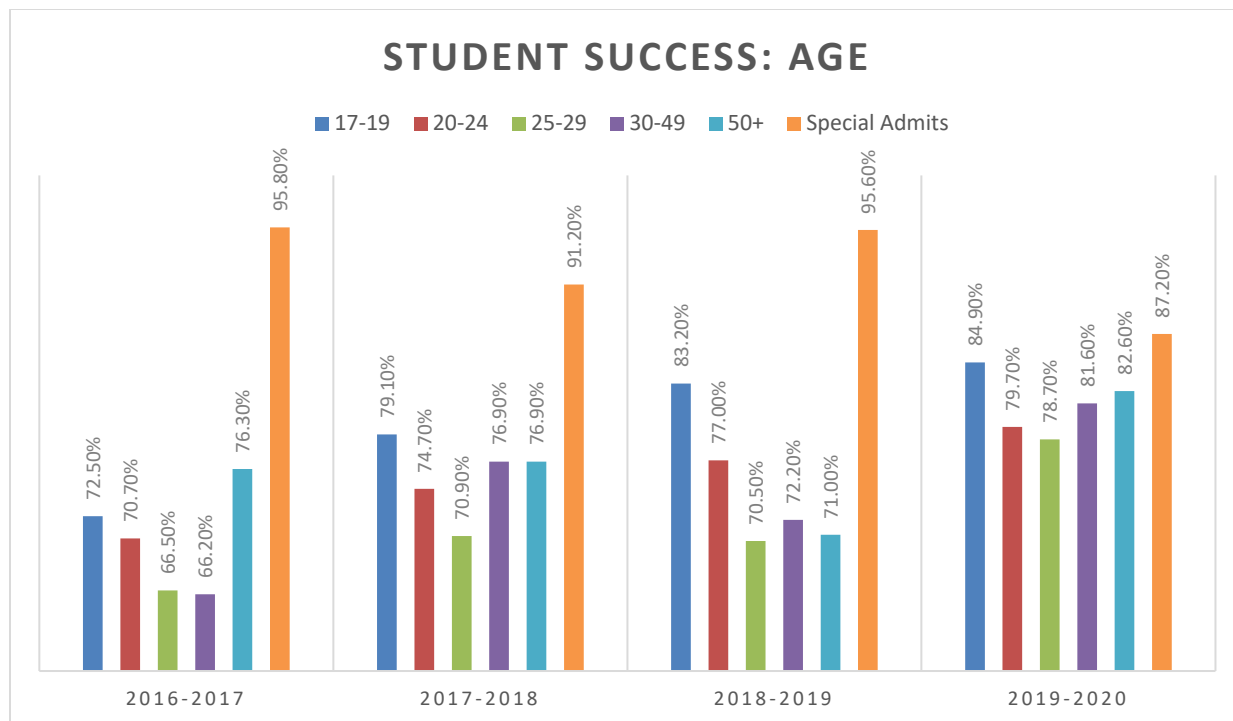
We recognize that both of these charts represent the same data; we simply wished to provide two different methods by which to view the data. The line graph makes clear that, on the whole, all of the various racial and ethnic groups, are improving in their overall success (with one exception being Native American/Alaska Natives – this population is very small and is subject to experience radical shifts in its

success scores due to the small size of the population). Two groups we'd like to point out are African American and Latinx students.

- African American Students: We, as a department, recognize that there is a stark equity gap between our African American students and the rest of the student population. And we were initially troubled to see that African American Success rates were as low as 59.2% in 2016-2017. However, because we have taken an active role in trying to bridge the gap in student success, we are proud that, over the past four years, the success rate of our African American students has continuously improved each year. What's more, there was a nearly 17% increase in student success from 2016-2017 to 2019-2020 that now more than $\frac{3}{4}$ of our African American students are successful in our courses. We, of course, acknowledge there is still much room to improve and grow, but we would be remiss if we neglected to point out the increase in these particular success rates.
- Latinx Students: Similar to our African American students, we recognize the equity gap between our Latinx students and the rest of the student population. While their overall success rate in 2016-2017 was among the lowest (66.5%), we have seen our Latinx students' success rate climb, uninterrupted, to be *almost* comparable with the rest of the student population (80.7%). Once again, we recognize there is still work to be done to further strengthen our Latinx students' success; nevertheless, it is important to acknowledge the indefatigable efforts made by our department to bridge the success gaps.

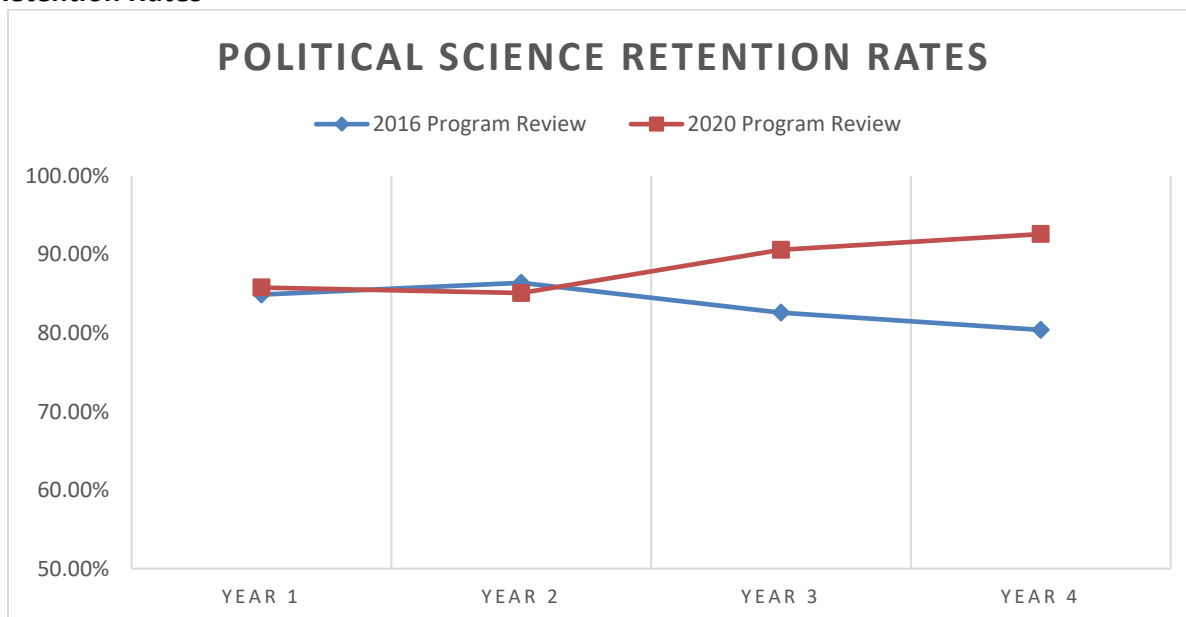


The above graph demonstrates that both female and male students are continuously improving in their overall success in our courses. We hope this trend continues.



In this graph (above), it is clear that there are some equity gaps with regards to age. Our special admits (aka: K-12 concurrent enrollment students) tend to have the highest success rates, but that is also a reflection of this group being a smaller population, and thus more dramatically affected by the changes in success of a small handful of students, as opposed to other age groups which have larger shares of our overall population. As a department, we will take time over the next four years to look into the disparities in success by age groups. However, we are thrilled to note that the general trend is upward for all age groups (aside from special admits which we addressed earlier).

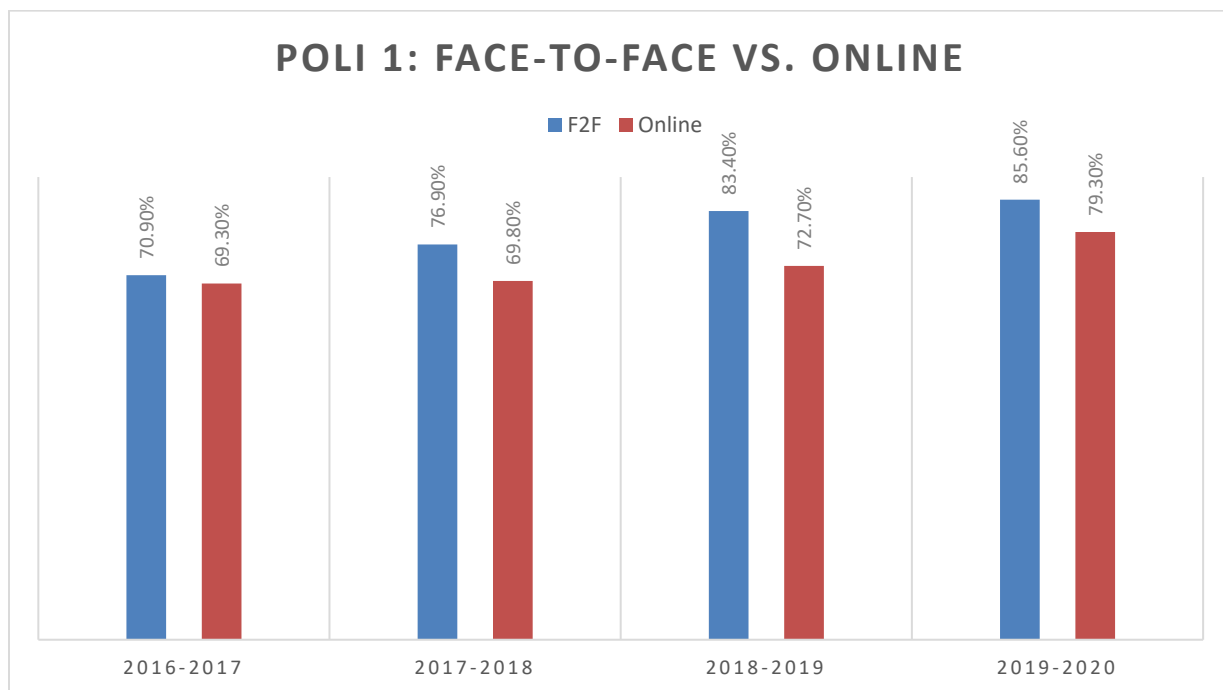
D.) Retention Rates

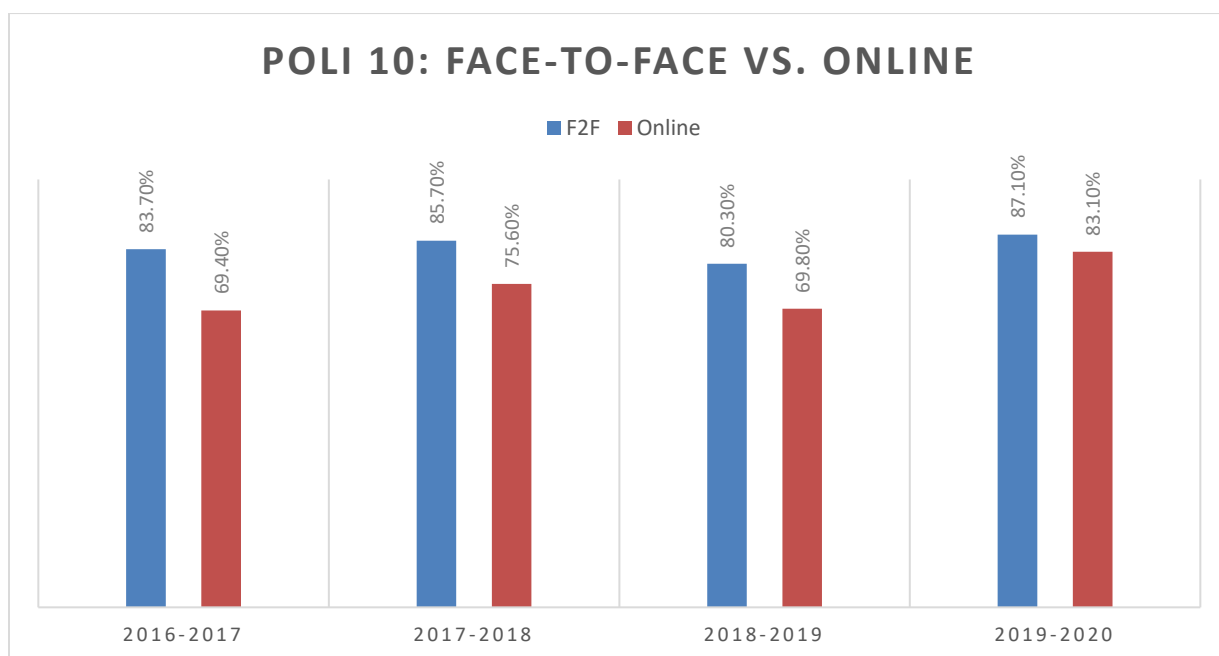
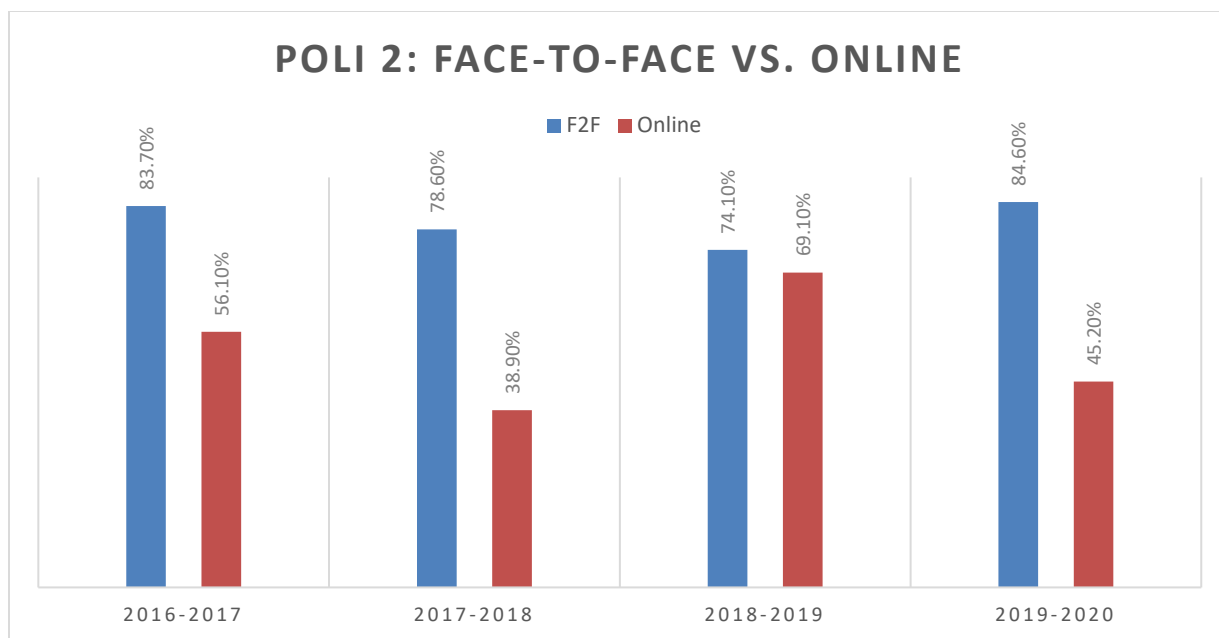


Political Science Retention Rates					
2016 Program Review			2020 Program Review		
Year 1	2011-2012	84.90%	Year 1	2016-2017	85.8%
Year 2	2012-2013	86.40%	Year 2	2017-2018	85.1%
Year 3	2013-2014	82.60%	Year 3	2018-2019	90.6%
Year 4	2014-2015	80.40%	Year 4	2019-2020	92.6%

As a department, we are pleased to see that our retention rates not only improved from the last program review, but continue to be in an upward trend. That, coupled with our ever-improving success rates, further substantiate our long-held belief that if students stay in the class, they are more likely to be successful. We are retaining more and more students, and more and more students are succeeding in our classes.

E.) Comparison of success and retention rates in face-to-face vs. online classes



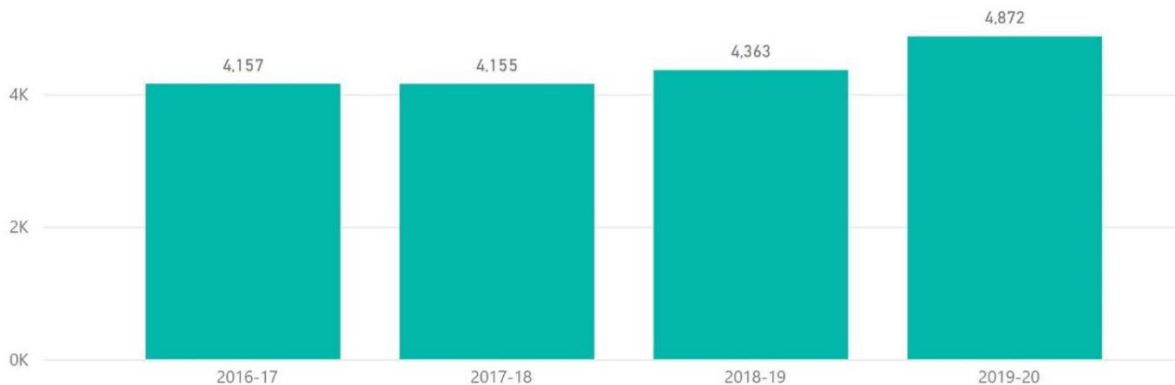


These graphs serve as further evidence to us that students are more successful in face-to-face classes than they are in an online environment. Nevertheless, we shouldn't stop offering online classes; we should, in fact, offer more – and necessitated by student demand. Since students have been required to learn in an entirely online environment – and because faculty have been required to teach in an entirely online environment – during the COVID-19 pandemic, we believe that our online classes will improve over the next few years and beyond. As faculty, we've been forced to hone our teaching skills online, and students have been "required" to adapt to online classes, thus teaching them how to be successful in online classes.

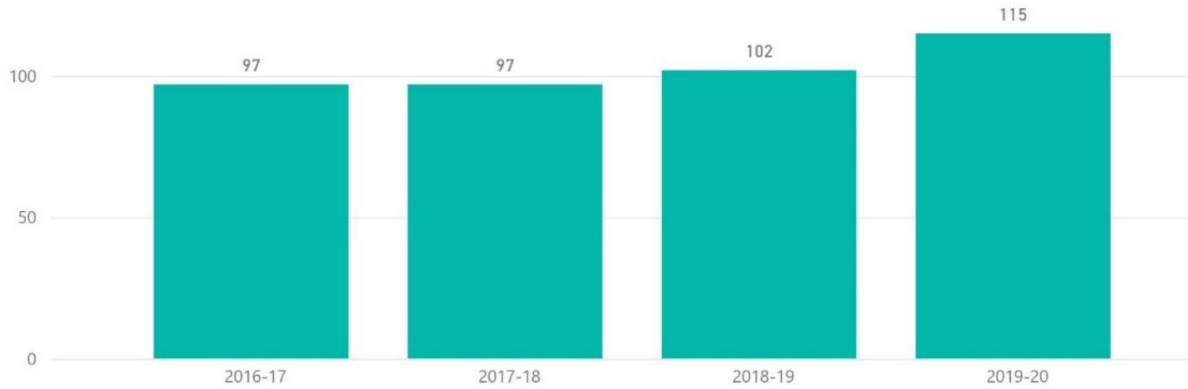
F.) Enrollment Statistics

Program Participation (4-year Trend)					
Political Science					
Years: 2016-2017 to 2019-2020					
	2016-2017	2017-2018	2018-2019	2019-2020	4-Year Average
Annual Enrollment	4,157	4,155	4,363	4,872	4,387
Course, Section, Seat Counts					
Political Science	2016-2017	2017-2018	2018-2019	2019-2020	
Sections	97	97	102	115	
Seats	-	-	-	-	
Course Fill Rates	2016-2017	2017-2018	2018-2019	2019-2020	
Political Science	98%	99%	99%	99%	
Daytime	101%	102%	102%	102%	
Evening	96%	98%	104%	97%	
Online/Unknown	90%	92%	96%	96%	
	4,157	4,155	4,363	4,872	
Cap	-	-	-	-	
Enrollment	4,157	4,155	4,363	4,872	

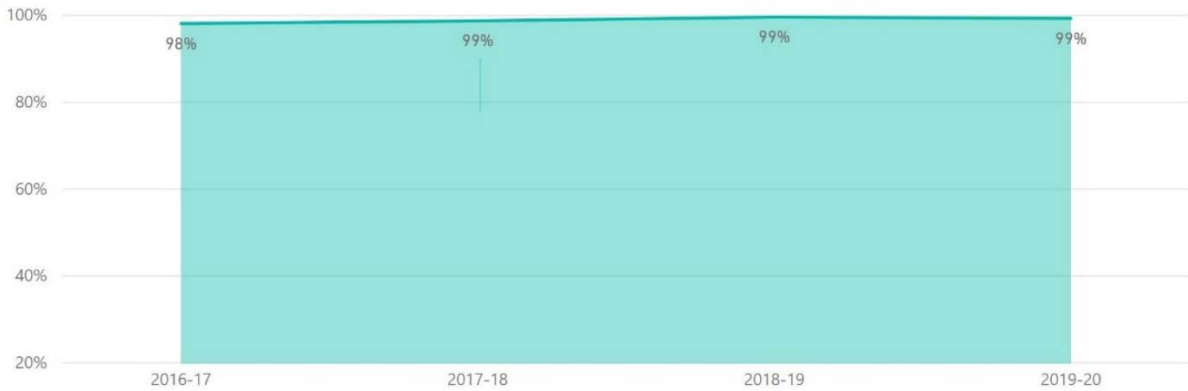
Enrollment Count



Number of Sections Offered



Fill Rates



Over the past 4 years, our enrollment has consistently grown, and we've been able to offer more and more sections of courses each year to meet the needs of students. What's more our courses continue to fill, nearly to capacity. We hope to see enrollment continue to grow post-COVID-19.

G.) Scheduling of Courses

Sections Offered by Time of Day



Fill Rate by Time of Day



We continue to offer our courses at various times of day to meet the needs of the students. Unsurprisingly, daytime courses are still the most popular among students (reliably filling beyond the cap), while the need for night classes has remained steady. Additionally, we grew (and continue to grow) our online course offerings to meet the needs of students. As more and more students requested online sections, we have grown our offerings and have seen a fill rate consistently over 90% and climbing.

H.) Recommendations

- Create a schedule for offering POLI 3, 5, 6, and 7 as online/distance education courses as student demand necessitates.
- Faculty should continue to be encouraged to attend professional development seminars pertaining to equity and academic retention which will serve to enhance the overall academic success of the students.

PART IV: Curriculum

Review and discuss the curriculum work done in the program during the past four years.

A.) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

In compliance with accreditation standards and articulation requirements, the Political Science Department has created a six-year course review timeline. Please see the chart below.

Six-Year Course Review Cycle Worksheet													
Division: Behavioral and Social Sciences		Department: Political Science				Faculty: Laurie Houske				Date: 04/1/2021		Semester/year of next Program Review: 2021	
Total # of Courses:		8		Courses Requiring CCC Blanket Approval: <i>(Special Topics, CWEE, and Independent Study courses)</i>									
Course	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
		FA 21	SP 22	FA 22	SP 23	FA 23	SP 24	FA 24	SP 25	FA 25	SP 26	FA 26	SP 27
POLI-1	2015-2016		X										
POLI-1 HTP	2015-2016	X											
POLI-2	2019-2020								X				
POLI-3	2020-2021										X		
POLI-5	2016-2017	X											
POLI-6	2020-2021										X		
POLI-7	2018-2019						X						
POLI-10	2019-2020				X					X			

B.) Course Additions/Revisions

Since the last program review, the department has maintained our current curriculum. Before the next program review the departments intends to develop 2 new courses: Media and Politics and Gender Politics. The department continues to increase our online offerings. Due to the pandemic, all courses are offered online. As a department we will consider whether we will continue to offer all courses online and at what frequency.

C.) Course Deletions

Since the last program review, there were no course inactivations.

D.) Course Cycle (Not offered within a two-year cycle)

Currently all courses are regularly offered each year.

Additionally, we offer distance education sections of POLI 1, POLI 2, and POLI 10. Please see Part III of this Program Review for the number of distance education sections offered over the past four years.

E.) Articulation

All courses offered by the department have been articulated for transfer credit with the California State University system and with the University of California system.

Additionally, the department has adopted the Transfer Model Curriculum for the California State University system. Our courses are in alignment with the TMC and are all approved.

Associate Degrees

The department offers an Associate of Arts Transfer Degree in Political Science. The 2016-17 academic year was the first time we were offering the AA-T. We have seen an increase in the number of students receiving a degree but the vast majority of students transfer to universities to complete a Bachelor of Arts in Political Science.

AA & AA-T Degrees Political Science				
2015-16	2016-17	2017-18	2018-19	2019-20
18	39	27	41	42

F.) Recommendations

- Develop 2 new courses: Media and Politics and Gender Politics.
- Continue to make students aware of the possibility of obtaining an AA-T degree in Political Science.

PART V: ASSESSMENT OF SLOs/PLOs

The Political Science Department has reached the Accrediting Commission for Community and Junior Colleges' rubric for the *Characteristics of Institutional Effectiveness in Student Learning Outcomes*, level three: Proficiency.

The Department continues to fully participate in the college wide SLO/PLO process as well as working within its guidelines to complete the cycle. All of the department SLO's and PLO's have a common theme, that is to have the students gain content knowledge and prepare them to critically analyze the different theories within the different subfields in Political Science, as well as encourage them to become civic minded citizens within the political system. There has been an expansion in terms of the number of both SLO's and PLO's in the past four years, with every Political Science Course now having 3 SLO's and there being 3 overall Program Level Outcomes (PLO'S) in our department. They incorporate the college core competencies that include: content knowledge, critical, creative and analytical thinking, communication and comprehension.

The SLO's that have been created by the department, both at the course and program level are as follows:

Program Level

PLO #1 Contemporary Issues

Upon completion of their course of study in the Political Science Department, students will be able to identify and explain major economic, political, social, cultural and historical themes underlying contemporary issues in the policymaking process.

PLO #2 Primary and Secondary Sources

After completing their course of study within Political Science, students will be able to critically analyze different theories pertaining to the discipline using primary and/or secondary sources in support of their arguments.

PLO #3 Political Issues and Policy Making

After completing their course of study in Political Science, students will be able to identify and distinguish various academic and journalistic sources, and explain what these reveal about contemporary political issues and policy making.

Course Level

Political Science 1 “Government of the United States and California”

SLO #1 Articles and Amendments

In a multiple-choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California.

SLO #2 Linkage Mechanism

In a multiple choice or written essay test, students will demonstrate an understanding of how political parties and interest groups serve as channels for popular participation, and compare/contrast the techniques they use to do so.

SLO #3 The Executive Branch

In a written essay or multiple-choice exam, students will demonstrate an understanding of the various roles played by the President and California Governor, the political resources available to them to meet the expectations associated with those roles, and how those resources are limited.

Political Science 2 “Introduction to Comparative Politics”

SLO # 1 Political Systems

In a written essay, the students will discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.

SLO #2 Institutional Choices

In a written essay, students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems and the impact they have on the policymaking process.

SLO # 3 Democracy

In a written essay, students will demonstrate knowledge of and analyze the various concepts of democracy and how these differences impact the system of government.

Political Science 3 “Introduction to Principles and Methods of Political Science”

SLO # 1 Ideologies

In a written essay, the students will discuss and critically analyze the major political ideologies found among contemporary political systems.

SLO #2 Presidential and Parliamentary Systems

In a written essay, students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems found in democracies today.

SLO # 3 Methodology

In a written essay, students will demonstrate knowledge and distinguish the differences among the various methodological techniques used to study Political Science.

Political Science 5 “Ethnicity in the American Political Process”

SLO #1 Inclusion Strategies

In a written essay, students will demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.

SLO #2 Race within Policymaking

In a series of multiple-choice questions students will critically analyze the major theories regarding race within the policymaking process.

SLO #3 Public Policy

In a written assignment, students will demonstrate knowledge of and compare and contrast the different government public policies that have influenced race and ethnic relations in America.

Political Science 6 “Civil Rights and Liberties in the United States”

SLO # 1 Judicial Tests

In a written essay, students will demonstrate knowledge of the various judicial tests pertaining to speech, press, and assembly as interpreted through various court decisions.

SLO #2 Constitutional Jurisprudence

In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.

SLO # 3 Equal Protection Clause

In a written essay, students will demonstrate knowledge of the various judicial tests pertaining to the Equal Protection Clause.

Political Science 7 Political Theory

SLO #1 Greek Philosophers

In a written essay, students will analyze how philosophers, from ancient Greece through the modern era, have considered and conceptualized a variety of ideas critical to the discourse of political theory.

SLO #2 The State

In a written essay, students will describe and assess the value of a state based on privilege versus one based on equality, and the apparent conflict between liberty and equality in a democratic state.

SLO #3 Social Justice

In a written essay, students will describe and analyze the different theories of the “just state”, and compare and contrast their ideas on political power and social justice.

Political Science 10 “Introduction to International Relations”

SLO #1 Major Theoretical Approaches

In a written assignment, students will demonstrate knowledge of the major theoretical approaches to studying international politics including but not limited to: Realism, Liberalism, Constructivism, Feminism, etc.

SLO #2 Causes of War

In a written assignment, students will discuss and critically analyze the causes of war within the international system of states.

SLO #3 International Political Economy

In a written assignment, students will discuss and compare and contrast the major theoretical approaches as they pertain to International Political Economy.

All of the above SLO's and PLO's are in alignment with the College Core Competencies as noted on the chart below.

BEHAVIORAL AND SOCIAL SCIENCES Institutional (ILO), Program (PLO), and Course (SLO) Alignment				
Program: Political Science		Number of Courses: 7	Date Updated: 10.30.2014	Submitted by: Eduardo Muñoz, ext. 3740
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
	SLO-PLO-ILO ALIGNMENT NOTES: <i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i> <i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i>			
PLOs				PLO to ILO Alignment (Mark with an X)
				1234
	PLO #1 Contemporary Issues Upon completion of their course of study in the Political Science Department, students will be able to identify and explain major economic, political, social, cultural and historical themes underlying contemporary issues in the policymaking process.			X
	PLO #2 Primary and Secondary Sources After completing their course of study within Political Science, students will be able to critically analyze different theories pertaining to the discipline using primary and/or secondary sources in support of their arguments.			X
PLO #3 Political Issues and Policy Making After completing their course of study in Political Science, students will be able to identify and distinguish various academic and journalistic sources, and explain what these reveal about contemporary political issues and policy making.			X	

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
POLI 1 Governments of the United States and California: SLO #1 Articles and Amendments In a multiple choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California.	X						
POLI 1 Governments of the United States and California: SLO #2 Linkage Mechanisms In a multiple choice or written essay test, students will demonstrate an understanding of how political parties and interest groups serve as channels for popular participation, and compare/contrast the techniques they use to do so.	X			X	X		
POLI 1 Governments of the United States and California: SLO #3 The Executive Branch In a written essay or multiple choice exam, students will demonstrate an understanding of the various roles played by the President and California Governor, the political resources available to them to meet the expectations associated with those roles, and how those resources are limited.	X						
POLI 10 Introduction to International Relations: SLO #1 Major Theoretical Approaches In a written assignment, students will demonstrate knowledge of the major theoretical approaches to studying international politics including but not limited to: Realism, Liberalism, Constructivism, Feminism, etc.	X	X	X				
POLI 10 Introduction to International Relations: SLO #2 Causes of War In a written assignment, students will discuss and critically analyze the causes of war within the international system of states.	X	X		X	X		
POLI 10 Introduction to International Relations: SLO # International Political Economy In a written assignment, students will discuss and compare and contrast the major theoretical approaches as they pertain to International Political Economy.	X						
POLI 2 Introduction to Comparative Politics: SLO #1 Political Systems In a written essay, the students will discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.	X	X					
POLI 2 Introduction to Comparative Politics: SLO #2 Institutional Choices In a written essay, students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems and the impact they have on the policymaking process.	X			X	X		
POLI 2 Introduction to Comparative Politics: SLO #3 Democracy In a written essay, students will demonstrate knowledge of and analyze the various concepts of democracy and how these differences impact the system of government.	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
POLI 3 Introduction to Principles and Methods of Political Science: SLO #1 Ideologies In a written essay, the students will discuss and critically analyze the major political ideologies found among contemporary political systems.	X	X					
POLI 3 Introduction to Principles and Methods of Political Science: SLO #2 Presidential and Parliamentary Systems In a written essay students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems found in democracies today.	X			X	X		
POLI 3 Introduction to Principles and Methods of Political Science: SLO #3 Methodology In a written essay, students will demonstrate knowledge and distinguish the differences among the various methodological techniques used to study Political Science.	X	X					
POLI 5 Ethnicity in the American Political Process: SLO #1 Inclusion Strategies In a written essay students will demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.	X	X					
POLI 5 Ethnicity in the American Political Process: SLO #2 Race within Policymaking In a series of multiple choice questions students will critically analyze the major theories regarding race within the policymaking process.	X			X	X		
POLI 5 Ethnicity in the American Political Process: SLO #3 Public Policy In a written assignment students will demonstrate knowledge of and compare and contrast the different government public policies that have influenced race and ethnic relations in America.	X	X	X				
POLI 6 Civil Rights and Liberties in the United States: SLO #1 Judicial Tests In a written essay, students will demonstrate knowledge of the various judicial tests pertaining to speech, press, and assembly as interpreted through various court decisions.	X	X					
POLI 6 Civil Rights and Liberties in the United States: SLO #2 Constitutional Jurisprudence In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.	X	X		X	X		
POLI 6 Civil Rights and Liberties in the United States: SLO #3 Equal Protection Clause In a written essay students will demonstrate knowledge of the various judicial tests pertaining to the Equal Protection Clause.	X	X	X				
POLI 7 IS THE SAME COURSE AS PHIL 17. POLI 7 Political Theory: SLO #1 Greek Philosophers In a written essay students will analyze how philosophers, from ancient Greece through the modern era, have considered and conceptualized a variety of ideas critical to the discourse of political theory.	X	X	X				
POLI 7 Political Theory: SLO #2 The State In a written essay students will describe and assess the value of a state based on privilege versus one based on equality, and the apparent conflict between liberty and equality in a democratic state.	X	X		X	X		
POLI 7 Political Theory: SLO #3 Social Justice In a written essay students will describe and analyze the different theories of the "just state", and compare and contrast their ideas on political power and social justice.	X	X					

Four-Year Assessment Timeline for Program and Course Level SLO's

SLO and PLO Assessment Timeline		
Division: BSS	Program: Political Science	Program Review Date: 2020, 2024,
Semester and Year	SLO to be Assessed Include the SLO# and Short Title	PLO to be Assessed Include the PLO# and Short Title
Spring 2021	POLI 5 SLO # 3 Public Policy POLI 6 SLO #1 Judicial Tests POLI 10 SLO #3 International Political Economy	PLO # 1 Contemporary Issues
Fall 2021	POLI 1 SLO #1 Articles and Amendments POLI 2 SLO #3 Democracy POLI 3 SLO #1 Ideologies POLI 7 SLO #3 Social Justice	
Spring 2022	POLI 5 SLO #1 Inclusion Strategies POLI 6 SLO #2 Constitutional Jurisprudence POLI 10 SLO #1 Major Theoretical Approaches	PLO #2 Primary and Secondary Sources
Fall 2022	POLI 1 SLO #2 Linkage Mechanisms POLI 2 SLO #1 Political Systems POLI 3 SLO #2 Presidential and Parliamentary Systems POLI 7 SLO #1 Greek Philosophers	
Spring 2023	POLI 5 SLO #2 Race within Policymaking POLI 6 SLO #3 Equal Protection Clause POLI 10 SLO #2 Causes of War	PLO #3 Political Issues and Policy Making
Fall 2023	POLI 1 SLO #3 The Executive Branch POLI 2 SLO #2 Institutional Choices POLI 3 SLO #3 Methodology POLI 7 SLO #2 The State	
Spring 2024	POLI 5 SLO #3 Public Policy POLI 6 SLO #1 Judicial Tests POLI 10 SLO #3 International Political Economy	

Fall 2024	POLI 1 SLO #1 Articles and Amendments POLI 2 SLO #3 Democracy POLI 3 SLO #1 Ideologies Pol Sci 7 SLO #3 Social Justice	
------------------	---	--

As noted in the above chart, and in line with the college wide approach, the Political Science Department has a Four-Year Program and Course Level SLO Timeline in place, whereby in at least every semester a course level SLO, and every year (except for program review year) a PLO are implemented. Up to now we are current in the scheduled timeline, with 100 percent of the courses and program level SLO's having been assessed. There are 3 course level SLO's being assessed this semester, as well as 1 PLO. And seven course SLO's are scheduled to be assessed for the next academic year as well as another PLO. Even during the Pandemic which began at the beginning of Spring semester 2020 and it's still ongoing, our department successfully conducted assessments for all the courses that were scheduled to be assessed in the previous 4 Year Timeline.

Assessment Result and Analysis

Both, course and program level SLO's continue to be assessed within the department consistent with the college wide guidelines as well as its own 4 Year Timeline. The Department is well represented at both the Division and College wide SLO Committees having a designated faculty member which regularly attends the various meetings that take place every month during each semester. The SLO facilitator for our Behavioral and Social Sciences Division is in fact a member of our department which allows us to have first-hand knowledge and awareness of any ongoing discussions or changes taking place at the college wide level.

Several types of assessment methods have been put in place for all the courses in our department including both, multiple choice and essay questions that can be incorporated on course exams, or given as separate assessments. Faculty in our department make a conscious effort to collaborate in every way possible while creating assessments and analyzing results. For example, when multiple choice type assessments are done, they include common questions shared by faculty teaching the same course. When assessments take the form of written essays, it is done in a similar fashion, with input given by members of the department as well as using a common rubric to have consistency and cohesiveness within the grading criteria (see below). From time to time as well, there is communication and discussion within faculty in our department to revise or make changes in categories within the common rubric used.

1I. Rubric and Primary Traits		3	2	1
	Organization	The student presents the information in a logical, sequential, well organized, captivating manner which the reader can easily follow	The student is well organized throughout most of the essay, with a few instances where the sequence of information does not seem to follow	The student's essay lacks organization, material is not presented in the proper sequence, the reader can not understand what is being presented
	Content Knowledge	The student exhibits a thorough understanding of the content material being covered for this assignment and its applicability to understanding global politics	The student shows a good understanding of the content, though in some areas the essay lacks descriptive, analytical and explanatory power	The student's essay doesn't illustrate an understanding of the topic at all, and its relation to the assignment given
	Supporting arguments and examples	The student's essay makes well use of supporting evidence and examples that illustrate their ability to synthesize the material and present it effectively	The student on occasion gives supporting evidence and examples throughout the essay	The student's essay doesn't contain any supporting arguments nor examples that would illustrate their ability to present the material clearly

The Political Science Department, through its completion of the SLO cycle for every course implemented, strives to improve the quality of education by revising and refining assessments and working on those areas whereby analysis of the data shows weak student performance, to help improve student learning.

We continue to raise faculty awareness (for both, full-time and adjunct faculty) through our formal and informal faculty meetings, and whenever the opportunity arises. There is a strong effort on the part of our faculty as well to discuss SLO's with students, i.e., when going over the syllabus at the beginning of each semester and especially when each specific course is scheduled for assessment.

Through the SLO process several different types of action plans have been implemented in different course, primarily those plans in the area of teaching strategies. This has led in many cases to modification and refinement of the way instruction is delivered, i.e. use of technology and the like.

Based on the ACCJ's rubric for the Characteristics of Institutional Effectiveness in Student Learning Outcomes, the Political Science Department has also determined that it has reached the Level Three: Proficiency, whereby:

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- Results of assessment are being used for improvement and further alignment of institution wide practices.
- There is widespread institutional dialog about the results within the department.
- Decision-making includes dialog on the results of assessment and is purposefully directed to improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Recommendations

- Continue the ongoing dialogue within both, the Division SLO Committee and the College wide SLO Committee so as to make sure that our department is aware of any new innovative ideas pertaining to the implementation of the SLO cycle.
- Continue collaborating with Adjunct Faculty and assist them in different ways when their courses are scheduled for assessment. More and more Adjunct faculty are making contributions by assessing their sections and engaging in dialogue with full time faculty teaching the same course.
- Continue encouraging faculty to attend SLO training workshops as they immerse themselves more and more into the SLO process.
- While we have experienced an ongoing pandemic for the last 13 months and all courses in our department have transitioned from face to face instruction into online instruction, even under those conditions we have fully and successfully assessed all courses that were scheduled for assessment. This will give us an opportunity to compare and contrast through both, future SLO and PLO assessments many variables and their effects on instruction. At the same time, this will also give us an idea of what action plans could be needed in the future.

PART VI: ANALYSIS OF STUDENT FEEDBACK

Review and discuss student feedback collected during the past four years (e.g., via surveys, focus groups, interviews). Include a copy of any feedback reports generated by the program or by Institutional Research and Planning.

To our program's knowledge, there were no forms of student feedback collected in the past four years. If there were any, we were not made aware of them or their existence.

PART VII: FACILITIES AND EQUIPMENT

Describe and assess the existing program facilities and equipment. Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals. Explain the long range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals

In Fall of 2011, the Behavioral and Social Science building was renovated and re-opened. The program's facilities and equipment are still in excellent condition. Some faculty will continue to use this building but a new building is under construction with a projected move in date of Spring 2023.

PART VIII: TECHNOLOGY AND SOFTWARE

Describe and assess the adequacy and currency of the technology and software used by the program. Explain the immediate (1-2 years) need related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals. Explain the long range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals

All current classrooms meet technological needs and it is fully expected that the new building will meet all technological and software needs when we have access to it. Additionally, it has been announced that the college will maintain its laptop replacement program so those needs will also be meet.

PART IX: STAFFING

Describe the program's current staffing, including faculty, administration, and classified staff. Explain and justify the program's staffing needs in the immediate (1-2 years) and long term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

The current FT/PT ratio is acceptable although not particularly beneficial to students. If there is further growth within the program, additional faculty would need to be hired to maintain the integrity of the program. The estimated cost for a full-time political science instructor would be \$90,000. The estimated cost for an adjunct political science professor would be \$4,000 per section.

Currently, the Political Science Department has 4 full-time professors; Joshua Casper, Laurie Houske, Eduardo Munoz, and David Reed and 9 part-time faculty. There is no expectation of any future retirements.

Recommendations

1. Hire one full-time faculty member if program enrollment increases.
2. Hire Adjunct Faculty as needed.

PART X: PRIORITIZED RECOMMENDATIONS

Provide a single, prioritized list representing each of the recommendations from sections 3 to 9. Include cost estimates, and identify the college strategic initiative(s) and program goal(s) supported by each recommendation.

1. Faculty should continue to be encouraged to attend professional development seminars pertaining to equity and academic retention which will serve to enhance the overall academic success of the students. \$0 – SI: B
2. Continue to make students aware of the possibility of obtaining an AA-T degree in Political Science. \$0 – SI: B
3. Hire Adjunct Faculty as needed. \$4,000 – SI: A
4. Create a schedule for offering POLI 3, 5, 6, and 7 as online/distance education courses as student demand necessitates. \$0 – SI: A
5. Develop 2 new courses: Media and Politics and Gender Politics. \$0 – SI: A
6. Continue the ongoing dialogue within both, the Division SLO Committee and the College wide SLO Committee so as to make sure that our department is aware of any new innovative ideas pertaining to the implementation of the SLO cycle. \$0 – SI: A
7. Continue collaborating with Adjunct Faculty and assist them in different ways when their courses are scheduled for assessment. More and more Adjunct faculty are making contributions by assessing their sections and engaging in dialogue with full time faculty teaching the same course. \$0 – SI: C
8. Continue encouraging faculty to attend SLO training workshops as they immerse themselves more and more into the SLO process. \$0 – SI: B
9. While we have experienced an ongoing pandemic for the last 13 months and all courses in our department have transitioned from face-to-face instruction into online instruction, even under those conditions we have fully and successfully assessed all courses that were scheduled for assessment. This will give us an opportunity to compare and contrast through both, future SLO and PLO assessments many variables and their effects on instruction. At the same time, this will also give us an idea of what action plans could be needed in the future. \$0 – SI: A
10. Hire one full-time faculty member if program enrollment increases. \$90,000 – SI: A
11. A couple of areas that we need to consider for further evaluation based on the results, include: developing a sense of community in the program, providing extra-curricular activities, and working with the library to make sure they provide all available resources to help students succeed in their courses. \$0 – SI: A
12. Some faculty every semester already set up a workshop at the library with their classes to discuss the research services and data bases that are provided. We recommend that with availability and time provided, other faculty could begin implementing similar practices. \$0 – SI: A

13. Opportunities to experience the learning process outside the classroom are also provided. Keeping lines of communications with public elected officials and those campaigning for seats give students a chance to connect content with applicability in the community, i.e., campaign volunteering, poll work on election days, etc. It is recommended that when possible such practices continue. \$0 – SI: D