1. **Executive Summary**
    0. Executive Summary

The undergraduate major in Political Science aims to provide understanding of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between national states, the changing character of the relations between citizens and governments, and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in political science, public administration, law, and other professional fields, and the student preparing for specialized roles in political and public organizations. In order to be in compliance with the AA-T (ADT) all Course Outline of Records are up to date and articulated with the CSUs and UCs as well as the Political Science emphases have been removed: 1. Pre-Law and 2. Public Administration and Service. However, the Political Science faculty is working with other CSU faculty to consider the establishment of an Area of Emphasis (AOE) Transfer Model Curriculum (TMC) in what has been given the working title of "Law and Public Policy" in compliance with SB 1440.

Moreover, this Program seeks to build an increasingly stronger Political Science Department with increasing enrollments and classes that meet the needs of the students. Completed through the redesign of the major with emphases that are aligned with our major transfer universities (AA-T and ADT).

Fortunately, the Political Science Department is part of the Social Sciences Division, which benefits from the support of a coordinator.

2. **Program Context**
    1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

The undergraduate major in Political Science aims to provide an understanding of the basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the relations between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administration, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The mission of the Political Science Department interconnects with the Social Sciences' Statement, which includes a mission, vision and values.

Mission:

The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and

evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

> *Nurturing new generations of social scientists;*

> *Fostering innovative research;*

> *Mobilizing necessary knowledge on important public issues.*

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

   The Political Science Department regularly maintains updated articulation agreements in order for students to successfully transfer to 4-year institutions once entering Cañada from high school.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

    The increasing number of Political Science majors continues to create the need for a strong commitment to maintain current articulation agreements with the 4-year institutions.

3. Looking Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

    Since the last Political Science Program Review (2014), there have not been any major changes except for adding Distance Education addenda to Latin American Politics (PLSC 320) and Politics and Religion Honors Seminar (PLSC 325). Additionally, Introduction to Political Theory (PLSC 150) is offered as a dual-CRN to include a parallel honors option.

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

    The Political Science Department has addressed efficiency concerns by offering 1-2 fewer classes per semester and by offering additional classes with a distance education option.

    (B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

    The Political Science Department addressed its action plan of requesting a new faculty hire, but that request was not supported by the campus.

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

    N/A

    (B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

The following hiring justification was submitted (2013/14) and was denied:

   We currently do not have sufficient faculty to support the current program because 1-2 less classes are offered each semester based on limited availability of current Political Science part-time faculty. This current limitation affects our Distance Education offerings because if we had at least a second full-time faculty member we could expand our online offerings to fulfill the AA and/or full transfer curriculum. Furthermore, with four adjuncts and only one full time professor we lack the stability to fulfill the Political Science Department's goals and vision for the future of Cañada College. Our part time professors are certainly talented, but they teach at multiple colleges and universities and/or hold an additional full-time position elsewhere and cannot be expected to perform administrative functions, attend department meetings, work on department projects, complete SLOs, and develop programs and workshops for underprepared students. Perhaps more importantly, having only one full time professor in a large program puts the entire

structure of the department at risk. As a result of frequently trying to fill specific positions at the last minute due to scheduling conflicts, we do find ourselves cancelling courses or the full-time faculty member is forced into overload situations in order to maintain continuity and reliability for studets at the last minute and not being able to sufficiently plan ahead in order to address the needs of our students. This is a certainty, and the question is really "when" and not "if." This issue stems from the fact that Political Science as a discipline is extremely broad, and requires specialists to teach specific courses. A Latin Americanist cannot necessarily teach Comparative Politics, and a Comparativist cannot necessarily teach California and Local Governments. If we end up cancelling courses after students have already enrolled, we will seriously damage the reputation of the department and the college. Students need to know that they can count on following the educational path they have created, and that we will offer the courses we advertise in our catalog and schedule.

The Political Science Department is an up to date department that reflects the structure of the CSU and UC systems. We offer both core courses essential to all majors, and an array of selectives that include the most common subfields such as Law, Public Administration and Public Service as well as courses fundamental to every Political Science Department such as International Relations, Political Theory, Comparative Politics and Latin American Politics and that support the college with Social and Behavioral Sciences, International Studies and Latin American Studies majors. In seeking a new full time faculty member we would look for someone who could teach a combination of key subjects and distance education courses in order to reduce the threat to the integrity of the department. This in turn will help us to meet the demands of our rapidly growing transfer student population, and enhance Canada College's reputation in the Bay Area.

With only one full time person in the Political Science Department it is difficult to fulfill department responsibilities and promote innovation within the program. It is unreasonable to depend upon part time faculty to advance the agenda of the department given that they teach in multiple locations and, thus are rarely available. Again, our part time professors are excellent at what they do; they simply cannot be expected to do more than teach and hold office hours since these are the limits of their compensation. With a second full time faculty member we would be able to fulfill the Department's administrative obligations more successfully and timely, plus develop and implement projects that will benefit our various student constituencies and the college as a whole. Examples include:

Distance Education: Due to limited training and scheduling conflicts, the full-time faculty member is the only one that can teach all, but one course in the department on-line. This scenario can create semesters where the only full-time faculty member has a completely on line schedule, which limits the valuable interaction students (especially in the major) could have with the most rooted member of the department.

Honors: Currently, there is 1 honors course option in the Political Science Department with an additional option becoming available this Fall 2014. The Department has been slow to add these valuable options since the entire responsibility of the Department falls on one full-time faculty member who must meet all other responsibilities and requirements.

Learning Communities: The Political Science Department has wanted to created a Learning Community with the English Department for over 5 years. A spontaneous learning community was created and offered once. Since there is not additional department support this valuable option has not been fully developed. Additionally, the Political Science Department has been

working closely with the Communication Studies Department to create a mainstream and honors learning communities emphasizing Public Speaking. Again these desires remain so without proper staffing support beyond one full-time faculty member. Also, the Political Science and History Departments would like to create both formal links and informal curricular connections given that they are so closely related (Examples: The history of the Supreme Court and important Supreme Court decisions, the influence of the Enlightenment on the creation of the Constitution, etc.).

Support for the Majors: Although we have a modest number of declared Political Science majors, when we combine our Political Science and Social Science (History, Communication Studies, Economics, Geography, Sociology, Psychology, Philosophy and Anthropology) numbers it becomes clear that we need to work on advising our students and helping them to develop clear major and career paths.

Service Learning: Further, it has been a long standing goal of the Political Science Department to foster the development of an academic community that inspires students to engage in activities related to their education outside of the classroom as well as inside. Conferences, trips to museums, concerts, plays, film series, speaking engagements, the future development of a robust semester abroad program explicitly linked to our curriculum, and shorter seminar trips within California and other places in the United States should be available to all of our students so that they become more broadly educated active learners.

The Political Science Department is large and growing. As the number of transfer students in the program increase there is a need for more full time faculty so that more stability can be created within the Department. As we lose key part time faculty without enough time to replace them with someone who is both qualified and talented, an unwanted occurrence takes place where classes are cancelled and much repeated time is spent interviewing in order to hire additional part-time faculty. If any 2 part time professors simultaneously leave Canada, the Political Science Department loses momentum on its scheduled course offerings with a drop in the number of students enrolled in classes with new (and unknown) faculty members. As this happens, students needs are left unmet and unaddressed. The damage to the reputation of the Political Science Department can be extreme as well as impact the reputation of the college. Further, if we truly want to move towards a culture of innovation and excellence, we definitely need another professor who is interested in joining those on campus who are engaged in the types of projects that will further both the Political Science Department's goals, and the goals of the college as a whole. This person would be the type of professor who has broad experience in terms of meeting the needs of our various student constituencies, experience developing learning communities, experience teaching online courses, experience developing and teaching honors courses and linked courses, and experience developing curricula and pedagogy that will help underprepared students acquire the skills they need to succeed and transfer.

The Political Science Department is currently staffed with one full-time professor and between six to eight part time professors. With such high enrollment numbers and important transfer course offerings, we are constantly worried that key individuals will not be able to teach specific courses due to scheduling conflicts. In fact, it is already fairly common for us to have to search for new part time faculty at the last minute. To ensure quality instruction, we really need an additional full time instructor so that we can count on both continuity and innovation. To gain this stability we would be willing to reduce the number of part time faculty.

In the long run this could save the college money in time and resources since the current 4 part-time faculty members equal at least 1 full-time faculty member in direct classes taught. Additional if these 4 became 1 then a broader measure of work could be completed that relate to required full-time duties as well as directly creating growth in the Political Science Department.

Unfortunately, this request was denied!

4.   Current State of the Program

7.   (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Much success has been experienced in the Political Science Department over the past five years. Section offerings and average enrollment per sections has increased considerably. Consequently, the department's load has been steady from 685 (2010/11) to 543 (2014/15) never going below 510, thus Political Science Department is most efficient when 7-8 sections are offered per semester. The slight drop in the load ratio for 2013/14 is a reflection of less classes taught by the only full-time faculty in the department. When the only full-time faculty member works on projects or holds positions that have release time, which results in less classes taught by that individual students respond by withdrawing from courses who may be taught by adjunct faculty they are not familiar with and can predetermine what can be expected. Thus, with the only full-time faculty member returning to teaching a full load of classes per semester will hopefully reflect a higher load over the next program review cycle.

The retention rate has been consistent over the past five years (86-91%), however the success relate has experienced less fluctuation from the last program review cycle. The success rate has improved since the last program review cycle. Many students enroll in on line classes believing it will be easier when in actuality it is increasingly challenging since it requires much discipline and organization. The fact that the success rate has risen demonstrates that the support efforts and adjustments made in the department regarding online instruction to develop more safeguards within these courses have better assisted students in order for them to be successful in an online format.

The Political Science Department encounters a larger percentage of continuing students compared to that of first time students. It would seem that students are more self-selecting and realize they should take there English and Math courses first before attempting content transfer level courses. Based on this data and that collected by the department at the beginning of each semester, students are operating as if there were a math and English pre-requisites for these courses. This is greatly important because it helps students with their chance of success, which is actually higher than it has been. Also, the California budget crisis and its impact on the overcrowding at the CSUs and UCs has pushed more students into community college, which is reflected in the continuing and transfer student numbers. The bulk of students in Political Science courses are transfer students (75%).

The demographics have not changed over time with regard to ethnicity with the 2 largest groups being served are White and Latino with the lowest number being represented is Black. This information definitely supports findings in the Student Equity Report and the Blacademia Project, which highlights the need to provide more supports for Black students. Overall, the age group (20-24) and education level (high school degree) being served by the department has not changed over time (2003-2012).

Thus, the Political Science Department is serving a very specific population and is meeting their needs on various levels. Moreover, the Political Science Department could serve the students better with an additional full-time faculty member.

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Great benefit can be gained with direct advertising by the Cañada Marketing Department to promote the transfer program offered by the Political Science Department as well as the entire Social Sciences Program, which includes 9 total disciplines.

Certain Political Science courses are on a semester rotation because they are mostly designed for the students within the major, thus in order to maintain positive enrollment numbers we have found that alternating between certain courses addresses this issue as well as offering courses for the major online. For example, PLSC 130 is usually offered in the Fall and PLSC 150 is usually offered in the Spring. Moreover, it is difficult to offer all PLSC courses on a 100% regular basis as well as a complete distance education component without an additional full-time hire because the schedule for the core courses is at the mercy of the current part-timers' availability and expertise and/or training each semester (and, will continue to be so since the college did not support an additional full-time hire in the Political Science Department). In order to still attempt to address the students needs the entire AA Degree and Political Science courses necessary for major transfer are offered as a distance education option.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

There has been a steady increase in the number of students (60%increase) in each of the Political Science courses.

More Political Science courses are currently being offered – multiple sections of the same courses and new courses (61% increase). Efforts to build the Department have been successful, however without a new full-time additional faculty hire it will be important to only offer 7-8 sections per semester in order to be most efficient.

Although there has been a decrease in Success Rate, there has been high and consistent Retention Rate.

The two largest ethnic groups in the Political Science Program are Latino and White. Thus, it is still very important to include ethnic studies' components to balance the focus for the two main ethnic groups and provide an inclusive environment for the smaller represented ethnic groups.

The largest age group has remained consistent as well as the education attainment level.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

The high success and retention rates of Political Science students in online and face-to-face courses are mostly equivalent.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

The personal demands on students' schedules and the lack of mental healthcare and support consistently contributes to students not being able to compete courses and/or be as successful as they and we would like them to be.

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

   Yes, the one full-time faculty member in the Political Science Department coordinates and collects the SLO data for all courses and inputs them into TracDat.

   (B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

   Since the Political Science Department consists of one full-time faculty member, there is no dialogue regarding SLOs. However, it appears from the SLO assessment data that students are entering the program with a more complete government foundation resulting in being able to spend less time on a pre-requisite material.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

    The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to <u>directly</u> measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

This past semester, 27 papers and exams were assessed. 85% (23/27) of the papers/exams received at least a 1 "acceptable" score. The average was 1.44, an increase from the previous assessment. The criterion was met. This was the second year the rubric was used to assess student competency. During the first year, one major area of concern that was discussed during the scoring of the samples: there was some difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt). During the second year, there was some confusion with sampling methods. A few faculty members did not use random sampling to select their examples. This probably altered the results. It was decided all examples need to be randomly selected next semester. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

5. **Looking Ahead**

11. Program Improvement Initiatives:

If the one full-time faculty member continues to only teach a full-load of classes (and not take time away from the Political Science Department to be an union-chair or Social Sciences coordinator, for example)the department will run more efficiently and the success and retention rates of the students will increase. Furthermore, the department will run most efficiently by offering no more than 8 sections per semester (excluding summer).