



COMPREHENSIVE PROGRAM REVIEW REPORT

Political Science

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

The Political Science Department works closely and collaborates with the following college programs and departments:

• **Learning Center** - for tutoring services

- *The Learning Center has been very supportive in providing not only a space with various support venues, but also the tutoring support has been exceptional in following ways:*
 - *Assisting with academic success strategies*
 - *Supporting political science students in becoming more independent learners, persist in college*
 - *Offering a range of individual and group tutoring sessions for political science student*
 - *Connecting closely with our political science classes in order to clarify and review concepts, explain processes and help political science students solve specific problems*
 - *Providing imbedded tutoring support*

• **Library** - for student support regarding research as well as course materials, which include books, films and scholarly journals

• **SparkPoint** – to connect students with the food pantry, financial literacy and emergency housing support

- *The Spark Point program and staff have been instrumental in supporting political science students with holistic needs outside of the classroom such as addressing food and housing insecurities in such an immediate and consistent manner.*

• **Equity and Antiracism Planning Committee (EAPC)** – to address inequities across the campus

- *The Political Science Department and EAPC members have worked closely to support the following:*
 - *Decrease anti-blackness on campus*
 - *Provide diverse professional development opportunities*
 - *Support in regards to diversity hiring*
 - *Working together to expand staffing for the Umoja Program*

• **Umoja Program** - The Political Science Department offers 2 core cohort courses:

- *PLSC 210 (American Politics) Fall Semesters*
- *PLSC 310 (California Politics and Local Government) Spring Semesters*

The Political Science Department works closely to increase the success and retention of Black students, and, therefore all students. This department provides the foundational classes for the Umoja Program alongside ENGL 100 and 110 as well as MATH 200.

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- **Puente** – The Political Science Department continually creates connections with Puente students by working with and through various learning communities.
 - **NOW (Nights, Online and Weekends)** Program formerly CWA (College for Working Adults) – The Political Science Department provides course that support the day time and timeliness as outlined for this group of students.
 - Courses regularly offered in multiple formats each semester: PLSC 210 (American Politics) & PLSC 310 (California Politics and Local Government)
 - **Welcome Center** – The Political Science Department works directly with this team in order to be an active participant in how students are directed toward Political Science courses with a dedicated academic counseling staff.
- DRC -**
- **Social Science Departments** – This group meets monthly in order to address and meet college demands as a cohesive group. The Political Science Department works closely with the following departments:
 1. Philosophy
 2. History
 3. Economics
 4. Geography
 5. Psychology
 6. Anthropology
 7. Communication Studies
 8. Ethnic Studies

We also work collaboratively to support the college community with events, topics of interest speaker series, interactive exploratory sessions, scholarship fundraisers and more.

- **Ethnic Studies Department** – continued direct support and mentoring to this new department
- **Faculty Teaching and Learning** – Members of the Political Science Department regularly attend teaching and learning sessions.
- **COLTS (Community of Learning Through Sports)** – The Political Science Department acknowledges student athletes as a special population that benefits well from a curriculum that acknowledges the college commitment outside of the classroom in order to provide a flexible and supportive learning environment.
- **Umoja Club** – Political Science faculty regularly attend their weekly meetings in order to make meaningful connections with our Black students. One of the Political Science Department faculty members is a co-advisor of this club and supports students in their goal of career development.
- **BSM (Black Students Matter) Committee** – The Political Science Department works with this group to address micro and macro aggressions on our campus while employing Political Science methods of having fruitful difficult conversations in a respectful manner.
- **Promise Scholars Program** – The Political Science Department has participated in student info sessions and offers courses that support the successes of this particular student group. These relationships have become even deeper since the Political Science Department is strongly integrated Umoja Program.

Political Science Department Mission

The undergraduate major in Political Science aims to provide an understanding of the of 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.

Social Sciences' Statement

Mission:

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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

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

Yes, the Political Science discipline has been a part of the Common Course Numbering (CCN) phases in compliance with the Education Code Sections 66725-66725.5 that requires implementation of a student-facing common course numbering (CCN) system across the California Community Colleges on or before July 1, 2027. The CCN system will assign the same course number to comparable courses across all California community colleges in order to "streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation." The CCN system will establish a structure that maximizes credit mobility for all students, strengthening equitable transfer and student success. More specifically, it will support students in areas such as building cohesive academic plans, understanding how required courses transfer and apply to completion, and making informed course selections that support degree completion.

In particular, the Political Science Department, has updated the following courses in regards to this movement:

- PLSC 210 (American Politics) --> POLS C1000 (American Politics): This course was updated Fall 2024 as directed by the CCN phase.
- PLSC 103 (Critical Thinking about World Politics) --> POLS 103 (Critical Thinking and Political Analysis): This course was updated Fall 2024 in order to address the increase and particularity of the

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writing component. This course was submitted with feedback and will need to be further updated during the next curriculum cycle.

The Political Science Department full-time faculty member is anticipating with preparation the update of all core department courses to be in compliance with the CCN mandates. The understanding is that this will be happening over the next four semesters. Additionally, this same faculty member actively participates in the review process prior to the courses' release for finalization in this goal of achieving course congruency from the California Community Colleges to the CSUs and UCs. Additionally, two of the six courses in the Political Science Department have been umojafied in order to meet the requirements of Umoja Statewide (UCEF - Umoja Community Education Foundation).

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes." CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group's recommendations for your program.

Our Political Science students continue to seek and obtain local government and non-profit jobs. For instance, the County of San Mateo and Redwood City consistently advertise job openings ranging from Administrative Clerk to Elections Specialist to Community Worker/Public Works/Housing and Community Development. Moreover, in the Bay Area there are various political science related jobs ranging from "Policy and Advocacy Manager" in San Jose with a salary of \$138,000 to "Director of Public Sector Communication" in Oakland with a salary of \$430,000. In general, there are a multitude of Political Science job opportunities in the immediate geographic area as well as across the country in case students are looking to leave the area, especially due to how expensive it is to live the Bay Area with many of our students unable to move out of their parents' home. Political Science graduates have a wide range of job opportunities, from government positions to private sector roles. Listed below are some of the top job opportunities for political science majors:

- 1. Policy Analyst: Analyze laws and policies to help leaders make informed decisions.
- 2. Legislative Assistant: Support politicians by researching issues and writing reports.
- 3. Social Media Manager: Plan content campaigns and communicate with the audience.
- 4. Nonprofit Program Coordinator: Manage administrative tasks for nonprofit organizations.
- 5. Public Affairs Specialist: Help government offices communicate with the public.
- 6. Paralegal: Assist attorneys by performing various administrative, research, and organizational tasks essential to the legal process.

These roles leverage the skills developed in political science, such as research, communication, and analysis, to influence government decisions and policies. Political science graduates can also explore careers in international affairs, consulting, and media, among other fields. Furthermore, according the U.S. Bureau of Labor Statistics, employment of political scientists is projected to decline 3 percent from 2024 to 2034. However, despite declining employment, about 500 openings for political scientists are projected each year, on average, over the decade. All of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as to retire. Political scientists will continue to be needed in government to assess the impact of public policy and proposals, such as service efficiencies, budget changes, and other improvements. However, demand for these workers is somewhat tied to federal funding. Therefore, budgetary (and political) constraints may directly impact the employment of political scientists, especially when we look at the sectors where most political scientists are employed -

Political scientists held about 6,500 jobs in 2024. The largest employers of political scientists were as follows:

Federal government, excluding postal service	67%
Professional, scientific, and technical services	15
Educational services; state, local, and private	6

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Religious, grantmaking, civic, professional, and similar organizations	3
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Political organizations, lobbying firms, and labor unions rely on political scientists' knowledge to manage complex regulations. Political scientists will be needed at research and policy institutes to focus on politics and political theory. Organizations that research or advocate for specific causes, such as healthcare or the environment, need political scientists to analyze policies relating to their field.

Quick Facts: Political Scientists	
2024 Median Pay	\$139,380 per year \$67.01 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2024	6,500
Job Outlook, 2024–34	-3% (Decline)
Employment Change, 2024–34	-200

The median annual wage for political scientists was \$139,380 in May 2024. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$74,750, and the highest 10 percent earned more than \$191,880. In May 2024, the median annual wages for political scientists in the top industries in which they worked were as follows:

Federal government, excluding postal service	\$151,630
Professional, scientific, and technical services	130,580
Religious, grantmaking, civic, professional, and similar organizations	91,150
Educational services; state, local, and private	81,620

Most political scientists work full time. They may work additional hours to finish reports and meet deadlines. Employers may consider candidates who have a bachelor's [degree](#) in political science for certain entry-level positions, such as with political campaigns or in government. Prospective political scientists may benefit from participating in internship or volunteer opportunities while in school. These experiences may offer students a chance to develop the analytical, research, and other skills they need to be successful.

The Political Science Department continues to work closely with our local government representatives in regards to internship opportunities. Since the American government remains one of our largest employers (even with the current Federal shut downs and gutting of services and departments), it is imperative to continue providing students with the opportunity to take part in this industry. And, as political officials move on in their careers (i.e. state level representation, retirement and etc), the Political Science Department will continue to cultivate relationships with our local San Mateo County government representatives.

The Political Science Department would still like to move forward in working with the former San Mateo County Supervisor, Rose Jacobs Gibson, to bring the Hagar Services Coalition Community Leadership Program to our campus. The Initiative for Leadership Engagement and Development (ILEAD) is a "call to action" in response to the need for increased voter turnout, better qualified candidates for elected office, greater resident civic participation and the community's knowledge of how local government works. ILEAD is a professional community development initiative designed to stimulate greater civic participation locally and across the nation (www.hagarservicescoalition.org). With College and curricular support, this program could be offered on our campus

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with linkages to PLSC 310 – California Politics and Local Government. Additionally, this opportunity would greatly compliment our Umoja Program courses and plan. With a direct connection to our service area of East Palo Alto, this would also serve as a means to support an enrollment boost. Our distance education/online students use technology to meet their class goals by using current programs and equipment. Overall, the Political Science Department and courses address community and labor needs through current articulation agreements in order for our students to seamlessly transfer to a 4-year college/university and there are no known changes.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

3. Community and Labor Needs: The EMSI data seems to only be available by subscription or perhaps it was unavailable due to the last recent date found was 2014 on the web. However, this research led me to looking more closely at the U.S. Bureau Labor Statistics, which is incorporated above in question number 3 on exactly this topic. Thank you for this feedback - it provided me with a rich journey through additional data.

8A. Access and Completion: In this current Program Review, I did discuss this especially in the section regarding the gap closing between first generation students and non-first generation students. As well as an overall increase in the success and retention of Black students.

9A. SLO Assessment—Compliance: I have noted our annual plan in the appropriate section.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

Prior Program Goals (2016/2023) – Looking Ahead: 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, Social Sciences coordinator, Umoja Program coordinator, for example) the department will run more efficiently and the success and retention rates of the students will increase like they have in the Umoja cohorted classes. Furthermore, the department will run most efficiently by offering 10 sections per semester (excluding summer) with 2 full-time and 1 part-time faculty members.

Progress: It continues to be challenging as a one person department to consistently without working additional hours to maintain all of the components of a successful student-first department. However, for the past 23 years, this one person department has been able to grow and more than maintain a productive Political Science Department.

Goals:

1. The Political Science Department would like to reap the rewards of having more than one full-time faculty member.
 - **Since there is not a priority to hire additional social science faculty, there does not seem to be a possibility of hiring another full-time political science faculty member. The resource request has been submitted in prior years, but there are no plans to do it again at this time.**
2. The Political Science Department would like to continue to Umojafy all courses in the department and invite part-time faculty to professional development Umoja opportunities.
 - **The Political Sciencd Department will continue to invite faculty to Umoja professionald development opportunites. However, it is more of a difficulty for part-time faculty to take advantage of these opportunities when they have obligations outside of this college.**
3. The Political Science Department would like to achieve high success and retention rates across the department like those in the Umoja cohorted political science courses.

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- We will continue to serve the political science students well, but until more faculty commit to the Umoja practices the success and retention rates will not be as high as they are with Umoja cohorted classes.

Current State of the Program

As stated in the 2022-2027 EMP: "Cañada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

No significant changes have occurred in regards to the Political Science Department's offerings outside of aligning with Common Course Numbering (CCN) among the California Community Colleges, CSUs and UCs. So far, the only class in phase 1 is POLS 103 (Critical Thinking and Political Analysis) during Fall 2024 and 2025. The remaining 6 courses (POLS 130 - International Relations, POLS 150 - Political Theory, POLS 170 - Comparative Politics, POLS 210 - American Politics, POLS 310 - California Politics and Local Government) in the department will be part of the upcoming phases.

The Political Science Department continues to offer the full 7 classes in various modalities throughout the semesters: in person, online (asynchronous and synchronous) and hybrid.

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

Yes, it is possible for a student to complete the Political Science AA-T and/or transfer as a Political Science major within 2 years. The Political Science Department offers all courses on a rotating basis, in order to accommodate student demand while balancing lower enrollments if the course is mostly attractive to a Political Science majors. The general education requirement courses are offered each semester in various modalities. Here is a sample of the rotating course schedule including modality:

1. POLS 103 - Critical Thinking and Political Analysis

- Fall Semester
- Online (asynchronous)

2. POLS 130 - International Relations

- Spring Semester
- Online (asynchronous)

3. POLS 150 - Political Theory

- Spring Semester
- Online (asynchronous) and in-person

4. POLS 170 - Comparative Politics

- Fall Semester
- Online (asynchronous)

5. (PLSC 210) POLS C1000 - American Politics

- Fall, Spring and Summer Semesters
- In-person and online (asynchronous)

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6. POLS 310 - California Politics and Local Government

- Fall, Spring and Summer Semesters
- In person, online (asynchronous) and hybrid

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

No updates needed at this time.

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

Unduplicated Headcount (overall): Since the last Program Review, which needed to take into account the effects of Covid, the Political Science Department has rebounded well with an increase of 62% (2024-2025) since 2020-2021. During the same period by semester increases breakdown with following numbers:

- Summer 2020 to Summer 2024 = **+82%**
- Fall 2020 to Fall 2024 = **+72%**
- Spring 2021 to Spring 2025 = **+63%**

There is even a larger rebound increase in unduplicated headcounts between 2021-2022 and 2024-2025.

- **Analysis**
 - This indicates significant and consistent growth over time.
 - Usually (Fall 2024-Fall 2022) has more student enrollments than Spring semesters. However, 2023 - 2025, both Fall and Spring semesters have maintained the same unduplicated headcount numbers.

Unduplicated Headcount (gender, generation & income):

- From 2020 to 2025 there has been an **increase** in female students by 66%.
- During the same time period there has been an increase in male students by 50%.
- Additionally, the gap between male and female students during the same time period went from 59% to 78%.
 - Prior to 2020, male students would outnumber female students, however there has been shift with female students outnumbering male students in Political Science courses.
- The gap between first generation (65%) and non-first generation (32%) students has closed significantly, 49% to 41% respectively.
- Although the percentage of AA & transfer to 4 years has been stable (~89%) from 2020 to 2025, the numbers have increased by 64%.

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- Overall, more students who self-report as not being low income are more interested in taking Political Science courses as opposed to those who self-report not being low income (83% v 22%).
 - **Analysis**
 - There has also been a significant increase in male students in the Umoja Program between 2021 to 2025. It would seem that programs and departments, including Outreach, are making an effort to recruit and retain male students based on the data. Also, having different groups on campus, specifically for male students is also appealing to that group of students and makes them more engaged with the college, as a whole.
 - The gap closure between first gen and non first gen students is most likely due to the excessive cost of 4 year colleges, which makes community college a even more attractive option.

Unduplicated Headcount (time & age):

- The largest proportion of students are continuing, full-time and ages 18-22.
 - **Analysis**
 - This is very consistent across the college and will most likely continue with the cost of 4 year colleges increasing. California Community Colleges are an attractive option for completing the first 2 years of undergrad at an extremely affordable level.

Leaning Community - Umoja Program

Based upon Umoja faculty training, the Umoja Program offers the following classes during each semester:

Course	CSU - Area	IGETC - Area	Semester	Units
ENGL 100	A2	1A	Fall	3.0
PLSC 210	US 2&3	4	Fall	3.0
ENGL 110	A3	1B	Spring	3.0
PLSC 310	US 3	4	Spring	3.0
MATH 200	B4	2	Spring	3.0

Umoja Program Success and Retention

Umoja Program classes have a significantly higher rate compared to non-Umoja Program classes

- ENGL 100: **90%** v 60% (success)
- ENGL 110: **87%** v 57.5% (success)
- MATH 200: **82%** v 59% (success)
- PLSC 210: **100%** v 60% (success)
- PLSC 310: **94%** v 65.4% (success)

Retention, overall, for Umoja Program classes is close to 100%.

Transfer level first year completion for Black students within the District:

- MATH: 42%
- ENGL: 46%

The high success and retention rates in the Umoja Program classes contributes to the increase in success and retention for Black students in the Political Science Department courses, as well and the college, too. The Umoja Program is successful due to its culturally responsive curriculum and practices that enhance the cultural and educational experiences of African American, Black, and other students. The program has been showing an increased Umoja student success by measuring students' perceived self-concept, sense of belonging within Umoja, and academic self-efficacy.

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Political Science at Cañada (units, transfer & degrees):

- The Political Science Department at Cañada has the highest average number of units across across SMCCCD; outperforming CSM and Skyline. 100% of the Political Science students are enrolled in more than 1 unit, which is 2.5 to 4.0 times more than the sister campuses.
- Large increase in successful Political Science transfer students by 59% (includes Political Science AA degree for transfer and Law, Public Policy & Society AA degree to transfer).

Political Science (course enrollment):

- The overwhelming majority of students take PLSC 210 (American Politics) and PLSC 310 (California Politics and Local Government) because they meet the following general education requirements: Area D for CSU and Area 4 for UC.
- The third highest enrollment course is PLSC 130 (International Relations). Which is somewhat surprising because this is mainly a class for political science majors. However, close behind it in fourth place is PLSC 103 (Critical Thinking about World Politics), which meets the Area A for CSU requirement and Area 1 for UC requirement. This is the critical thinking section of the GE requirements, which competes with English courses and a Philosophy course.
- Political Science 150 (Political Theory) and PLSC 170 (Comparative Politics) have the lowest number of students enrolling because they are distinctly for political science majors. For this reason, the Political

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Science Department offers these 2 classes once a year to ensure that Political Science majors can transfer in a timely manner.

- The highest success rates (80%+) are in the Political Science courses for the major: PLSC 130 (International Relations), PLSC 150 (Political Theory) and PLSC 170 (Comparative Politics). This makes sense since the students enrolled in these classes have an strong academic interest in the subject matter.
 - The next highest class, in terms of success rate (77%), is PLSC 210 (American Politics), followed by PLSC 103 (70%).
 - PLSC 310 has the lowest success rate (64%).
- The success rates between face-to-face and online/synchronous are comparable with online being somewhat higher. This can be due to the faculty member who mainly teaches online participates regularly in trainings and has a strong methodology of engagement for distance education students.
- Male and female students have comparable success rates in Political Science courses. This can indicate that regardless of gender students feel engaged and represented in course material. Also, faculty members are not showing a bias toward or against any one gender.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

The success rates between face-to-face and online/synchronous are comparable with online being somewhat higher. This can be due to the faculty members who mainly teach online participate regularly in trainings and have a strong methodology of engagement for distance education students. From faculty evaluation data, political science faculty closely mirror face-to-face activities in their online classes in order to encourage full engagement with a mattering (an Umoja concept that creates an inclusive "classroom" that demonstrates the value of each student) style.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

The Political Science Department did not make a resource request during the last Program Review cycle. The Political Science Department has and does support resource requests that support particular Social Science Departments and the Social Scientists, in general. Examples include:

- Specific software for the Psychology Department
- Maintenance of the Social Sciences' Hub

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Not applicable - The Political Science Department continues to have one full-time faculty member and 2 part-time faculty members. With this, the Political Science Department does not run as efficiently as it could if it had an additional full-time faculty member. All of the responsibilities of the department fall on the shoulders on one

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person who has other roles within the college. Part-time faculty within the department are invited to be engaged as much as they have the time and energy, which is limited due to their other responsibilities and time commitments.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, all active Political Science courses are being systematically assessed over a three-year cycle. The courses include:

1. POLS 103 (Critical Thinking and Political Analysis)
2. POLS 130 (International Relations)
3. POLS 150 (Political Theory)
4. POLS 170 (Comparative Politics)
5. POLS 210 (American Politics)
6. POLS 310 (California Politics and Local Government)

Over the past 3 years at least 2 of the 6 courses have been assessed. Currently, with updating the SLOs as they relate to PLOs, each course is on schedule to be assessed at least once a year. Various assessment methods have been used over the last 13+ years, however this cycle each course will be assessed with an SLO pre/post quiz. The two assessment model is helpful because pre-quiz, which is conducted at the beginning of the semester (within the first 2 weeks) helps establish the baseline knowledge of each student. Followingly, the post-quiz is administered at the end of the semester (within the last 2 weeks) assists in evaluating the changes in knowledge relative to the pre-test. This method helps in measuring the effectiveness of how students receive and process the course curriculum, which allows insights on many levels regarding learning and teaching outcomes. A retrospective design allows faculty to assess the knowledge journey from reciprocal directions. Overall, this assessment approach can be seen as essential when evaluating students in the same course, but with different faculty.

The Political Science Department plans to assess each course annually because this is a better timeline in order to engage part-time faculty more often and discuss department data in a regularized manner as we prepare each year to address any gaps.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

As the only full-time faculty member in the Political Science Department, the monologue has been as fruitful as possible. I would like to more consistently include data from the 2 political science adjuncts' classes in order to have larger data set, especially since the majority of classes in the Political Science Department are taught by the department's part-timers. Currently, because the only full-timer in the department teaches one Umoja cohorted class and one general enrollment course, while the 2 part-timers teach 5 classes per semester in the department, it is imperative that their data is analyzed closely with a focus on how the Political Science Department can full support all of its faculty with the best interest of students at the core.

The Political Science Department continues to support part-time political science faculty in the following ways: Through data-driven strategies by utilizing data to inform and improve support strategies for part-time faculty, ensuring that their needs are met and their contributions are recognized by inviting them to again help design the pre and post quizzes and analyze data, if time permits. The more part-timers can excel and feel supported by the department increasing contributes positively to student success. And, when this is coupled with professional development opportunities, this increases the possibility of engagement more fully in the political science department and college. The Political Science Department is developing plans to engage through workshops, faculty teaching and learning sessions as well as Umoja Community conferences and trainings.

Additionally, as the opportunity presents itself through the update of CORs due to new CalGETC and congruency requirements between the California community colleges, CSUs and UCs, the SLOs will be updated to address the commitment to equity. So far, this occurred with POLS 103 with more to come over the next 3 semesters. When

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these changes are made, the Political Science Department also updates the SLO pre/post quizzes as necessary in order to assess learning, teaching and curriculum.

Moreover, as we journey through these upcoming COR update phases, SLOs will be more fully equitized and Umojafied for all of the Political Science courses.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies, geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. This cycle, we approached assessment more holistically with the purpose and goal of mapping all of our course level SLOs to our PLOs, and reviewing the alignment between discipline-specific assessment methods and outcomes (SLOs), and overall program outcomes (PLOs) for the social sciences.

131 SLOs from 40 courses in 7 disciplines were mapped to each of the three social sciences PLOs. 73% of the SLOs mapped to PLO #1, while 50% of the SLOs mapped to PLO #2, and 57% to PLO #3. Overall, we were very satisfied with the outcome. More SLOs map directly to PLO #1 (73%) and PLO #3 (57%) than PLO #2 (50%). However, that makes sense, given that "diverse viewpoints" and "social sciences concepts" apply to lots of different types of assessments and activities, whereas PLO #1 "evidence based argument" is based on a specific type of assessment / activity. Furthermore, since "evidence based arguments" often entail empirical findings that connect to research epistemologies, we would expect this PLO to lag behind the more basic conceptual frameworks that constitute each subfield. Note: The criterion for success was established as part of our group process of review and reflection. While it makes sense that fewer SLOs would map to PLO #1, we would not want that number to drop below 50%.

While this holistic approach to mapping our SLOs to our PLOs is one important measure of success and alignment, our analytic rubric provides a more direct measure of student achievement. As a result, this coming year, we will return to our analytic rubric.

Analytic Rubric (direct assessment method):

In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly 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.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

The Political Science Department is always thinking ahead in regards to trends (current and upcoming). To address the enrollment gap, the Political Science Department continues to offer many classes online, a number in person and classes that are multimodal, so students can choose which fits best for the lifestyle, learning goals and

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comfortability. We also offer the number sections that can be successfully filled and meet the demands of the Political Science majors.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

The Political Science Department will work on mimicing what the Umoja Program does in regards to their extremely high success and retention rates (90%+) in their cohorted courses. Learning how to embrace the Umoja Practices is a very good first step, with one being introduced college-wide, **materring**:

Years of institutionalized educational inertia can cause students in general and Black students in particular to feel that they don't matter to education and education doesn't matter to them. We encourage our students to reclaim materring and exercise agency as people who matter. Our curriculum fuses awareness of ongoing oppression, identity, and freedom, increases context, reflects what is urgent in the moment, and sees students themselves as a critical resource for our classes and program.

Umoja practices are a set of pedagogical, communication, and cultural strategies designed to support African American students in higher education, fostering community, connection, and academic success.

Overview of Umoja Practices

The Umoja Community was developed to create a supportive educational environment for African American students. The practices are rooted in a shared wisdom that resonates with the community and aim to enhance the educational experience by fostering a sense of belonging and purpose. Here are some key aspects of Umoja practices:

Overall, they are designed to support African American students in higher education, fostering community, connection, and academic success. The practices are rooted in a shared wisdom that resonates with the community and aim to enhance the educational experience by fostering a sense of belonging and purpose.

These are some key aspects of 18 Umoja practices:

Community Building: *Central to Umoja is the idea of creating a "Umoja Village," a dedicated space where students can study, collaborate, and support each other. This environment nurtures academic success and encourages cultural expression.*

Intentional and Deliberate Purposefulness: *Umoja practices emphasize the importance of being intentional in teaching and learning. Educators are encouraged to create "live learning" spaces that are responsive to students' needs and experiences, allowing for a dynamic and engaging educational process.*

Ethic of Love: *Practitioners are encouraged to engage with students on a personal level, sharing stories and experiences to humanize the classroom. This approach fosters trust and emotional connection, which are vital for effective learning.*

Porchtalk: *This practice involves open and candid discussions in a safe environment, where students can express themselves freely. It encourages storytelling, humor, and even discomfort as part of the learning process, promoting a deeper understanding of personal and communal experiences.*

Manifesting Learning: *Students are encouraged to apply what they learn in the classroom to their lives and communities. This practice ensures that education is relevant and connected to their identities and experiences, helping them to thrive both academically and personally.*

Umoja Counseling: *This aspect focuses on providing intentional and integrated support for students, transcending traditional school boundaries. It emphasizes building relationships and maintaining open dialogue to empower students in their academic and personal lives.*

Umoja practices are designed to create a holistic educational experience that values community, cultural identity, and personal growth. And, when applied properly the success and retention in a class increases by 20%+. For instance, in the Umoja Political Science Department classes, the success and retention rates are 93% or higher for all students in each particular class (POSC 210 and POSC 310).

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Student voices are always acknowledged in each class with regular student evaluations of the faculty and the classes that they are teaching during that evaluation period. This is the most fruitful component of evaluation because it truly centers the students' wants and needs.

The Political Science Department takes advantage of OER/ZTC/LTC options for their courses in order to keep the cost at a reasonable and equitable level. This has been a practice in the department for over a decade because utilizing free primary sources is not only advantageous economically, but also academically. Primary sources are crucial so that students can independently develop their own opinions regarding course material.

There is a seamless relationship between the Political Science Department and most student services based upon the current needs of students. For example, when the Umoja lens is applied to each student, the Political Science Department addresses the whole student inside and outside of the classroom. This is exemplified through the use of services provided by Spark Point and the DRC to ensure students have their foundational physical and mental needs met.

It would be beneficial to include in this question of list of goals being worked on by the Office of Equity or services being provided in order for all programs and departments to be able to take advantage of a known area of assistance that directly addresses inequitable issues/challenges.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

The Political Science Department plans to update the course level SLOs to include at least one specifically equity driven outcome that can be achieved in each class every semester. By placing this in the official COR and not just as a conversation or department directive, it is clear to each political science faculty member that equity is at the core of teaching and learning. It also alleviates any confusion regarding equitable mandates because it is clearly in writing and connected directly to course content. This will be further supported by including questions in the SLO pre/post quizzes that tie equitable premises to course level subject matter, which keeps it student/learning-centered with measurable outcomes. And, as the political science faculty begins to use Canvas to express these outcomes, there is an immediate and continuous data point for both the learner and teacher throughout the semester that can be adjusted as needed depending upon student results. Being cognizant of culturally centered learning supports the higher achievement of all students and helps to tell a "story" that is inclusive.

Equity-based learning for students involves creating a learning environment where every student feels valued, respected, and has the same chance to succeed. This approach acknowledges that students come from various cultures, languages, learning styles, and abilities. Equity-based learning is not just about equality; it is about creating a supportive and inclusive atmosphere that celebrates diversity and prepares students to thrive in a connected classroom. By focusing on equity, the achievement gap lessens between all students because it fosters a sense of belonging as opposed to othering. Thus, routine assessment is a key component to achieving more equitable outcomes.

Supporting Information

Resource Requests