

Assessment: Program Review & Planning

Compton: PRP (AA) - Div 2 Program: Political Science

Recommendation: COMPONENTS (DO NOT CHANGE)

Please click on the Updates tab to provide Updates to Components

Program Review Components

A - Overview of Program - Overview of the Program

- a) Narrative description of program:
 - b) Program Degrees and/or Certificates:
 - c) Program fulfillment of ECC mission:
 - d) Program alignment with Strategic Initiatives:
 - e) Status of Previous Recommendations:
- (Active)

B - Analysis of Research Data - Analysis of Research Data

Provide and analyze the following statistics/data.

- a) Head count of students in the program
 - b) Course grade distribution
 - c) Success rates
 - d) Retention rates
 - e) Comparison of success and retention rates in face-to-face with distance education classes
 - f) Enrollment statistics with section and seat counts and fill rates
 - g) Scheduling of courses (day vs. night, days offered, and sequence)
 - h) Improvement rates (if applicable)
 - i) Additional data compiled by faculty
 - j) Recommendations based on Analysis of Research Data
- (Active)

C - Curriculum - Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

- a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

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- b) Explain any course additions to current course offerings.
- c) Explain any course deletions and inactivations from current course offerings.
- d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
- e) Discuss how well the courses, degrees, or certificates meeting students' transfer or career training needs.
 - e.1) Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
 - e.2) Are there any concerns regarding program courses and their articulation?
 - e.3) How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.
- f) Recommendations based on Curriculum

(Active)

D - Assessment and Student Learning Outcomes (SLOs) - Assessment and Student Learning Outcomes (SLOs)

- a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
- b) Provide a timeline for your course and program level SLO assessments.
- c) State the percent of course and program SLO statements that have been assessed.
- d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
- e) Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)
- f) Describe how you have improved your SLO process and engaged in dialogue about assessment results.
- g) Recommendations based on Assessment and Student Learning Outcomes (SLOs)

(Active)

E - Analysis of Student Feedback - Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

- a) Describe the results of relevant student feedback.
- b) Discuss the implications of the survey results for the program.
- c) Recommendations based on Analysis of Student Feedback

(Active)

F - Facilities & Equipment - Facilities and Equipment

- a) Describe and assess the existing program facilities and equipment.
- b) 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.
- c) 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.
- d) Recommendations based on Facilities & Equipment

(Active)

G - Technology & Software - Technology and Software

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- a) Describe and assess the adequacy and currency of the technology and software used by the program.
- b) Explain the immediate (1-2 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.
- c) 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.
- d) Recommendations based on Technology & Software

(Active)

H - Staffing - Staffing

- a) Describe the program's current staffing, including faculty, administration, and classified staff.
- b) 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
- c) Recommendations based on Staffing

(Active)

I - Direction & Vision - Direction and Vision

- a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
- b) Explain the direction and vision of the program and how you plan to achieve it.
- c) Recommendations based on Future Direction & Vision

(Active)

Z - Review and Sign-Off - Enter in this section the name(s) of those who contributed to this program review.

- (Active)

Recommendation: Political Science 2013 Program Review Recommendation 1

Decrease maximum class size from 45 to 35.

Recommendation Status: Not Started

Implementation Timeline: Assessment of SLOs & PLOs or SAOs

Input/Last Revised Date: 02/20/2015

Origin of Recommendation: 2015-16

Expense Category: Staffing

Program Rank: 01

Rationale & Expected Outcome: Recent data from SLO assessments indicate that classes with fewer students have greater success rates. We would like to see all students reap the benefits of smaller class sizes.

We expect an incremental increase of student success (measured as % who pass the class). We expect to see a 3% increase.

Anticipated Cost: 15000

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

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Program Review Components

B - Analysis of Research Data - Data in this review is derived from three sources, all provided by IR

- 1) Course Grade Distribution and Success Retention Rates spring 2007-2010
- 2) Success and Retention in Online and On-campus Courses spring 2007-2010
- 3) Political Science Student Survey, spring 2012*

These documents are as follows:

Year	A	B	C	D	F	I	DR	W	Total Grades
2007	11	42	47	27	32	11	60	54	284
2008	20	67	81	36	51	5	11	67	338
2009	41	93	99	31	29	9	41	101	444
2010	88	92	119	67	93	11	28	93	591

* The Student Survey was sent to all students enrolled in political science courses during the spring 2012 term. 212 students responded. The data combined online and on-campus students, so respondents to the survey represent a mix of computer literacy and academic strength. It is assumed that the survey results here are representative of all students enrolled in political science courses during spring 2012.

ENROLLMENT

Enrollment in political science courses kept pace and contributed to the significant increase in FTES for the Center during 2007-2010. The number of students enrolled in discipline courses rose during this period of time from 284 to 586, an increase of 106%. Overall 6.7% of all students at the Center were enrolled in a Political Science course during fall 2012. For spring 2012, 7% of the center students enrolled in one or more Political Science course.

The spring 2012 Student Survey also indicated that students overwhelmingly prefer morning and mid-daytime (77%) to afternoon and evening classes (23%) but these results may be skewed by the fact that the number of daytime sections has consistently far exceeded the number of nighttime sections. Survey results reveal that students overwhelmingly prefer on-campus classes (81%) over online, with only 14% having no preference.

GENDER

There were minor variations in gender during this period of time, and percentages of female and male students were similar to that for the overall institution. For example, in fall 2010 the percentages in Political Science courses were 60.6% and 39.4%, while the overall institutional percentages were 63.9% and 36.0%, respectively.

ETHNICITY

Enrollment by ethnicity also matched District ethnic distribution. In Fall 2010, as an example, the following ethnic groups were enrolled in Political Science courses with the following percentages: African-Americans 45.6%, Latinos 38.6%, Asian/Pacific Islanders, 3.4% and Whites 4.4%. Institutionally, the percentage of enrolled students in these ethnic groups in Fall 2010 were 44.5% (African American), 36.6% (Latino), 8.4% (Asian/Pacific Islander), and 4.8% (Whites).

It is interesting to note that the percentage of Latinos enrolled in political science courses was slightly higher than the institutional percentage and probably reflects increasing numbers of Latinos whose first language is English and who are high school graduates. Students participating in the Spring 2012 Online Survey seem to support this, as only 23% of all respondents evaluated their English language proficiency as being fair to poor. Poor is interpreted as having completed up to English B. Student who have completed English A or higher are considered to assess their proficiency as being excellent or very good. As much as 60% of student respondents fit in this category. The remainder, 19%, answered "Not Sure" or "None of the above."

A lower percentage of Asian students may be due to the fact that many Asian/Pacific Islander students are enrolled in the nursing program and are taking courses related to that discipline, such as psychology, rather than Political Science.

The influx of students from other institutions and the increase in distance education offerings is likely a factor in the increasing White enrollment in the discipline (1.8% in 2007 to 4.4% in 2010).

EDUCATIONAL ATTAINMENT AND FULL-TIME PART-TIME PERCENTAGES

Since the highest enrolled Political Science 1 course both meets the Social and Behavioral Science Section A requirement for the AA Degree and all Political Science courses offered at the Center are UC and CSU transferable, the percentage of students in Political Science courses who have a high school diploma is far greater than the percentage of high school graduates at the institution (88.6% to 72.2%). Overall, 92.5% of the students enrolled in Political Science courses in fall 2010 had a high school or postsecondary degree, as compared to 82.6% for the institution as a whole. Similarly, the percentage of full-time students

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enrolled in Political Science courses in fall 2010 was 42.3%, as opposed to an institutional percentage of only 18.7%. Therefore two salient characteristics of Political Science students are that they are likely to be full-time students and high school graduate. Additional research is recommended to determine when students in Political Science courses graduated from high school, to determine whether they are new or returning students, to determine whether part-time students in Political Science take additional courses at other colleges, and whether these factors can be correlated with student success.

EDUCATIONAL GOAL

The data for educational goal is essentially unreliable in its 2010 iteration, as almost 32.4% of students enrolled in Political Science courses are listed with their goal as “unknown”, compared to only 28.9% in the institution as-a-whole. This undoubtedly skews the other data such as “intent to transfer” which shows an unlikely decline from 2007 to 2010 from 54.2% to 33.8%.

Some indication of educational goal can be gleaned from the spring 2012 Student Survey. Only 6% of respondents identified Political Science as their major with 68% indicating their major outside the Social Sciences. 14% were undeclared or undecided in major. 65% of respondents indicated that they had enrolled in political science courses to meet a general education requirement and 26% to meet a major requirement. Only 16% indicated that they had enrolled for personal enrichment or elective reasons.

STUDENT SUCCESS AND RETENTION

OVERALL SUCCESS AND RETENTION RATES

Student success is defined as completing the course with a grade of “C” or better, while retention indicates that a student has remained enrolled until the end of term regardless of success.

The percentage of students successfully completing courses in the Political Science program between the years 2007 to 2010 indicates a trend of an incremental increase each year for an overall 15.4% increase. Student success rates in Political Science courses have improved from 35.2% in 2007 to 50.6% in 2010. The success rate in fall 2010 is below the state average during that period of 62.7%. The retention rate of 79.5% in fall 2010 was below the state average of 83.1%

In looking at course success and retention rates, the best percentages in fall 2010 were in Political Science 1 which had 517 of the total 591 student total (87.5%). The success rate was 51.6% and the retention rate 80.5%. Political Science 5 had the lowest success rate of 35.7% and the lowest retention rate, at 61.9%. The highest retention rate of 87.5% was in Political Science 2, which is offered online. But the success rate was only 53.1%, which indicates that students remained enrolled even though they were unlikely to pass the course. It makes sense to use the data for Political Science 1 as the benchmark, since all other courses in the discipline are taught by no more than two faculty members and—most often—by only one. Of all courses in the discipline, Political Science 5 and 6 are offered only on campus, while Political Science 2 and 10 are provided only online. It has been recommended to deliver the two latter courses on campus to see if there would be a noteworthy difference in success and retention rates. It is the strong feeling of faculty that many students who enroll in political science courses lack requisite reading, writing, and critical thinking skills to successfully complete the coursework. Consequently, they do poorly on exams, can not write adequate essays, and are most prone to dropping the course. Faculty recognizes that to fulfill our stated mission to provide students with the requisite academic foundation in political science for transfer to four year universities, proactive institutional support is essential. Data from the student survey to be administered in spring 2012 will substantiate department decisions on how best to respond to those needs.

It is valuable to note that 44% of students responding to the spring 2012 survey had completed English 1A, the recommended preparation for most discipline courses. Even more revealing will be a future self-evaluation of respondents on how well prepared they felt they were to meet the objectives of the Political Science program SLO, based on their high school education. The survey inquiry shall answer these 8 questions:

1. The percentage of respondents who felt that they had acquired excellent, very good, or good skills in primary source analysis;
2. The percentage of respondents who felt that they had acquired excellent, very good, or good skills in secondary source analysis and discussion;
3. The percentage of respondents who felt that they had acquired excellent, very good, or good skills in analyzing theories;
4. The percentage of respondents who felt that they had acquired excellent, very good, or good skills in critical thinking;
5. The percentage of respondents who believed that they had excellent, very good, or good skills in writing an introduction/conclusion;
6. The percentage who believed that they had excellent, very good, or good skills in organizing their work;
7. The percentage of respondents who believed that they had excellent, very good, or good skills in writing content;
8. The percentage of respondents who believed that their ability to provide strong secondary evidence was excellent, very good, or good.

COMPARISON BETWEEN DISTANCE EDUCATION SUCCESS/RETENTION RATES AND THOSE IN FACE TO FACE COURSES

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Data from Institutional Research indicate that success and retention rates for Distance Education students are at par with those in face to face classes. In 2007-2008 the last instructional television courses in Political Science 1 were offered and were replaced in 2008-2009 with online offerings of Political Science 1. In 2009-2010 Political Science 2 and 10 were also offered online. Elimination of television courses was a welcomed change given their low success and retention rates of 26.6% and 49.0% in fall 2007.

Data for fall 2010 shows that students taking Political Science 1 online had success and retention rates of 50.5% and 82.8% respectively, while students in a face-to-face section had success and retention rates of 51.9% and 80.0% respectively. Apparently, online students remained in the course even though their performance was not sufficient for passing the course. Political Science 2 students had slightly higher success and retention rates in online course with 53.1% and 87.5%, respectively. Although data from Institutional Research for Political Science 10 online was not available, student performance may be similar. Political Science 10 is offered only in the spring and summer.

There have been discussions among Social Science faculty about higher success and retention rates in eight week online courses. Although it is unclear why students in eight week online courses do better, additional research is called for. For now, the Political Science department is encouraged to offer this alternative but the number of faculty available and the recent reductions in course sections hamper the possibility of this happening soon. It is clear that eight week online courses in political science are viable and could prove to be as successful as face to face courses.

Although more research is needed, according to the Spring Survey 2012, the experience of online students does not suggest any significant difference in perceived learning because survey results indicate a virtual split. 51% of students with online experience claim more learning in an on campus course than in online course and 49% maintain learning more (3%) or the same (46%) in online courses than in on campus course.*

*The number of responses to survey questions 5 and 9 are not equal and thus do not provide reliable data. 67 students say they enrolled in an online course before yet 90 students opined on quality of learning.

The fact that of the 212 respondents to the 2012 survey, 99% admit to completing their Political Science course much more or somewhat more knowledgeable is a testament to the quality of instruction delivered by the faculty. 81% of respondent rate the instruction as above average (32%) or excellent (49%).

SECTION COUNT AND CLASS FILL RATES

Finally, sections, seat counts, and class fill rates have consistently increased from 2007-2008 to 2010-2011, congruent with increases institution-wide. Seat count went from 776 to 1552 during these four years, which is not surprising since the number of sections offered increased, from 21 to 33. At the same time, part of this increase is attributable to improving fill rates, from 76.8% in fall 2007 to 101.9% in fall 2010.

(Active)

C - Curriculum - III. CURRICULUM

In fall 2011 the Political Science program offered 13 sections. 4 of these sections were offered in the morning, 3 in the mid-day/early afternoon, 2 in the evening, and 4 in distance education format. Political Science 1 is the bread and butter course of the program and in Fall 2011 included 11 of the 13 sections (84%) One section was Political Science 2 (8%) and one was Political Science 5 (8%).

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Two courses in Comparative Politics and International Relations are offered to provide students with a global perspective of the discipline. Political Science 2 and 10 are currently offered only in a distance education format. If a section of either were offered on campus, and a Political Science 3 were added to these totals, it becomes clear that courses in U.S. Government would comprise 73% (11 of 15 sections) of all political science offerings.

To date political science offerings at the Center have been focused on a bare minimum of discipline courses, primarily those required for the major. However, the ECC curriculum offers courses in California Politics and independent studies. It is unclear whether offerings in these areas would encourage more students to major in political science and even whether or not they would fill.

COURSES OFFERED AT COMPTON CENTER

Courses currently being offered at the Compton Center are:

Political Science 1 Government of the United States & California

This course is a study of American government. This course is a survey of the concepts, theories, and functions of the American political system. The basic principles of the United States Constitution and the government of California are examined. Emphasis is placed on the formal and informal influences of federalism on national and state governments.

Political Science 2 Introduction to Comparative Politics

This course is a study of world politics. In this course students analyze political systems of different countries in a comparative context. Emphasis is placed on studying the differences and similarities of governmental systems found in developed democratic nation-states. Developing countries, regional systems, and new democracies are also analyzed to illustrate the complex nature of creating and maintaining a functioning nation-state system.

Political Science 5 Ethnicity in the American Political Process

This course is a survey of minority ethnic populations in the United States with particular emphasis on the relationship of government with these groups in shaping public policy. In this course students analyze racial and ethnic group relations in the context of the American political system and process. The relationship of racial and ethnic groups in American society to local, state, and national government are examined. Emphasis is placed on problems of assimilation and integration into the American political system.

Political Science 6 Civil Rights & Liberties in the U.S.

This course introduces students to the study of civil rights and liberties based on current legislation and pertinent court decisions. Emphasis will be placed on First Amendment protections, rights of the defendant, and problems of minority groups facing discrimination.

Political Science 10 Introduction to International Relations

In this course students will examine the factors that determine the relations between nations and the problems that result from the interplay of these factors. The conditions that can lead to both conflict and cooperation among nations will be examined. Major topics include international security, issues of international political economy, and international organizations. International law and diplomacy are examined as alternative means of resolving conflict.

COURSES NOT OFFERED AT COMPTON CENTER

Political Science 3 Introduction to Principles and Methods of Political Science

This course focuses on analysis of the basic concepts, political theories and subfields of political science. Major topics include a description of the methodology and research techniques employed by contemporary political scientists. Major political theories of the individual and the state, and the impact of these themes on modern political ideologies will also be examined.

Political Science 8 California State and Local Government and Intergovernmental Issues

In this course the organization and operation of California's state and local (county, city, special district) governments, as well as intergovernmental issues, are examined. Topics will include urban problems, regional politics, and intergovernmental relations. California's interrelationships with local and national institutions and policies are analyzed.

TIMELINE FOR COURSE REVIEW

The El Camino Political Science Department has an adopted six year course review cycle. Courses currently taught at the Compton Center are scheduled to be reviewed as follows:

Political Science 1 fall 2014

Political Science 2 spring 2012

Political Science 5 spring 2015

Political Science 6 fall 2013

Political Science 10 fall 2013

AA TRANSFER DEGREE IN Political Science

At this time a Transfer Degree Program in Political Science is being developed in accordance with SB 1440. This legislation requires community colleges to grant an Associate Degree for transfer once a student has met specified general education and

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major requirements for the degree. Depending on the form which the approved major takes at El Camino, courses may need to be emphasized or added to the offerings at the Compton Center. Provision—and information about such a degree—will also doubtless increase the number of students who successfully major in Political Science, a number which is now miniscule on both the Torrance and Compton campuses.

At the present time there has been no demonstrable work undertaken to develop such a Transfer Degree because of concerns raised by the CSU System related to a proposed American Government and Institutions requirement.

RECOMMENDATIONS:

1. Develop a curriculum expansion plan that is responsive to student needs and interests.
2. Review curricular offerings to make sure that courses required for the AA Transfer Degree are provided on a consistent basis at the Center.
3. Make sure that all courses needed for the major and the AA Transfer degree are offered on campus, and not solely online,
(Active)

D - Assessment and Student Learning Outcomes (SLOs) - IV. STUDENT LEARNING OUTCOMES

Student Learning Outcomes were revised by the El Camino Political Science Department in Spring 2011. This revision essentially consisted of combining what were three separate SLOs in argument, content, and historical method into one. Rubrics for assessment are generally utilized in the analysis of student essays. Both the political science program and course SLOs have been revised and will be utilized at the Compton Center during fall 2011 and spring 2012. Both the program and all courses have one SLO.

PROGRAM ASSESSMENT TIMELINE

The first Compton Center SLO program assessment of the political science curriculum will be completed in spring 2012; it will include sections taught by four of the seven instructors in the discipline. Courses participating in the program assessment include Political Science 1, 2, 5, 6, and 10.

COURSE ASSESSMENT TIMELINE

The first course assessment of the El Camino political science curriculum was completed for Political Science 10 in spring 2010.

The following courses are scheduled for assessment as follows:

2011-2012 Political Science 2, 10, and 5

2012-2013 Political Science 6, 1

PROGRAM SLO

Upon completion of their course of study in the Political Science Department, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, and/or cultural historical themes or patterns and applies appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

COURSE SLOS:

Political Science 1: Upon completion of The Government of the United States and California, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, and/or cultural historical themes or patterns in and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Political Science 2: Upon completion of Introduction to Comparative Politics, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, and/or cultural historical themes or patterns in and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Political Science 5: Upon completion of Ethnicity in the American Political Process, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Political Science 6: Upon completion of Civil Rights & Liberties in the United States, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, political and/or

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cultural historical themes or patterns in the and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Political Science 10: Upon completion of Introduction to International Relations, students will be able to develop and persuasively argue a political thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

ACCJC RUBRIC FOR STUDENT LEARNING OUTCOMES

A frank assessment of the ACCJC Rubric for Evaluating Institutional Effectiveness: Student Learning Outcomes reveals that the political science department is in the development stage. An institutional framework for SLOs exists, as do assessment strategies for assessing student learning at the course and program level. In addition, leadership groups have accepted responsibility for outcomes implementation; appropriate resources are being allocated to support assessment; and faculty are fully engaged in SLO development. It is anticipated that the completion of scheduled course assessments, as well as the program assessment, during 2011-2012, will move the discipline to proficiency status by the end of the academic year, with sustainability to follow the following year.

RECOMMENDATIONS: None
(Active)

E - Analysis of Student Feedback - Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

- a) Describe the results of relevant student feedback.
- b) Discuss the implications of the survey results for the program.
- c) Recommendations based on Analysis of Student Feedback

(Active)

F - Facilities & Equipment - V. FACILITIES, EQUIPMENT, AND TECHNOLOGY

The Political Science program conducts its classes primarily in E-10 and C-29, with some classes currently also being taught in F-40. All of these classes are in the antiquated row buildings, subject to the vagaries of inadequate HVAC systems and lack of technological infrastructure. Most instructors are housed in the E Row as well, although part-time faculty do not have offices. During the last year several sets of comprehensive maps have been purchased as a visual instructional aid to the discipline. Aside from this, no support for instructional technology has been either requested or granted because of lack of funds. Faculty is aware that plans ultimately call for the political science department to be housed in a projected Humanities Building. At this time there is no assurance that this building will actually be funded or built.

This means that intermediate steps need to be taken to enhance facilities for political science instruction. These include:

- new lecture podiums
- tables for students who can not use current seats
- new whiteboards for instruction
- enhanced lighting
- smart carts for instructors using technology in the classroom
- expanded Print Center services and hours of operation
- a photocopier for departmental use

There is also a campus-wide problem maintaining the cleanliness of classrooms and restrooms and it needs to be said that the inferior maintenance of facilities has a negative impact on the learning environment.

RECOMMENDATIONS

1. Classroom furniture, including whiteboards and podiums should be upgraded in classrooms geared to the Political Science program.

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2. Mobile technological support (e.g., smart carts, LCD projectors) need to be provided to discipline faculty and the program as a-whole (e.g., photocopier)
(Active)

G - Technology & Software - LEARNING RESOURCE SUPPORT: RESEARCH MATERIALS AND TUTORING

The Library has several databases to facilitate research in political science. These include:

1. Databases to facilitate research in political science

of The databases can be accessed off campus. I've indicated the few that are campus-use only.

- CQ Researcher: examines controversial issues, offering background information, pro and con arguments, and references for further study
- EBSCO Military & Government Collection: content pertaining to all branches of the military and government.
- SIRS KnowledgeBase Portal: provides relevant, credible information on social issues, science, history, government, the arts and humanities. Articles on controversial issues are offered featuring two sides of the issues: their PRO and CON. Full-text articles and Internet resources are carefully selected from thousands of domestic and international publications and respected organizations. Databases about countries of the world, political conditions and their maps are also offered
- CountryWatch (only available on campus): Provides background information about individual countries and political and economic news from around the world
- EBSCO Religion and Philosophy Collection has a section on political philosophy

2. General database on a wide range of academic topics, with full-text articles.

EBSCO Academic Search Premier (full text for more than 4,600 journals, 3,900 peer-reviewed) and PROQUEST (more than 4,000 scholarly journals, trade publications, and magazines covering over 150 academic disciplines.) provide full-text articles from peer-reviewed journals, newspapers and magazines.

3. Reference sets in the Library to assist students in political science.

- CQ Researcher, 1997-present
- America at the Polls, v.1-2
- Student's Guide to Landmark Congressional Laws
- Encyclopedia of the United Nations
- Encyclopedia of the Democratic Party
- Encyclopedia of the Republican Party
- Encyclopedia of Third Parties in America
- Encyclopedia of American Immigration
- My Fellow Americans (Presidential Speeches)
- My Fellow Citizens (Presidential Speeches)

4. Any Online or any tangible biographies, historical and topical subject entries, speeches and other documents.

- African-American History Online (Facts on File): extensive hyper-linked entries, including photographs, maps, and over 70 videos, span more than 500 years of African-American history, and cover topics such as affirmative action, Africa, black nationalism, civil rights, emancipation, Harlem Renaissance, leaders, religion, slave living conditions and liberation strategies, sports, visual arts, and more.
- America, History and Life (EBSCO): Covers the history and culture of the United States and Canada, from prehistory to the present. Contains full-text articles.
- American History Online (Facts on File): A comprehensive and authoritative reference to the most important individuals, events, and topics in United States history. This invaluable reference source is organized by content type, topic, era, and activity as well as by the National Standards for U.S. History. Thousands of fully hyper-linked entries allow users to follow a topic to related biographies, primary source documents, images, and more than 500 historical videos. Web links direct users to a number of relevant educational sites.
- American Women's' History Online (Facts on File): Contains biographies, historical and topical subject entries, speeches and other documents, maps and charts, photographs, over 60 videos, and timeline entries that cover more than 500 years of American women's history.
- CQ Researcher
- SIRS KnowledgeBase Portal
- European Views of the Americas: 1493 to 1750 (EBSCO): Contains printed records about the Americas written in Europe before 1750

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5. Any Online or tangible primary source documents, images, maps and charts, photographs, videos, and timeline entries relevant to political science.

CQ Researcher (contains primary sources related to historical and political events)

SIRS KnowledgeBase Portal (contains primary sources related to historical and political events)

1. European Views of the Americas: 1493 to 1750
2. African-American History Online (Facts on File)
3. American History Online (Facts on File)
4. American Women's' History Online (Facts on File)

6. Any comprehensive and authoritative references to the most important individuals, events, and topics in United States politics.

1. CQ Politics in America 2010
2. My Fellow Americans (Presidential Speeches)
3. My Fellow Citizens (Presidential Speeches)
4. Encyclopedia of the 20th Century

Tutors are available to assist students in political science courses in both the Writing Center and Learning Resource Center. These tutors are trained to help and guide students with writing assignments so that they understand the writing process and produce comprehensible papers. At this time there is no designated tutor to help students master content or concepts, a lack that Political Science faculty strongly believe needs to be addressed.

Students responding to the spring 2012 Student Survey showed evidence of a high level of interest in subject matter tutoring support. 24% of respondents indicated that they would use tutorial services more than once a week and 42% would do so at least once a week. 21% of student respondents would be considered as rare users of tutoring, stating they're likelihood to seek assistance on a monthly basis or less. Only 14% of respondents indicated that they would never utilize tutorial support.

In addition, political science faculty were interested in knowing whether other instructional support services might enhance student success and retention and should, therefore, be included in the institution's revised Student Success Plan. Examples follow in the next paragraph.

The spring 2012 Student Survey indicated the greatest interest in support services that helped them improve their critical thinking techniques (29%), reading skills for learning and comprehension (25%); and note taking techniques (28%). Students felt experiences in study groups would also be helpful (24%). Fewer felt the need to address test anxiety (10%).

Other strategies that might be explored to increase student success might include:

1. Supplemental instruction - a political science lab, perhaps one that is tailored to all political science courses
2. Reducing class sizes in order to accommodate more writing assignments, to include take home but also in-class group work.
3. A video series relevant to our courses to free up classroom time and offer broader relevant discussions
4. A composition of Online Political Sciences resources such as websites.

RECOMMENDATIONS:

1. Hire and assign designated tutor(s) to assist students taking political science courses. If possible tutors should be linked to specific full-time faculty members to ensure that they are aware of material being covered at any given time and to enhance the referral process.
2. Add a database in 2015 for student research and supplemental learning.
3. Develop a plan, in conjunction with the LRC Coordinator, to ensure that there are adequate resources and services—including study skills enhancement workshops-- for students in currently offered and proposed political science offerings
4. Increase course offerings in the evening to meet the needs of students
(Active)

H - Staffing - VI. STAFFING

As of fall 2011, Political Science faculty numbered five. Two were full-time faculty and three were adjunct faculty. But of the two full-time faculty, one teaches two sections in Political Science (40% of teaching contract) and three sections in Sociology (60% of

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teaching contract). Of the full-time faculty, one had been at Compton for 15 years, while the other had been on the faculty for 10. One held two master's degrees and other a doctoral degree.

Only 1 of the 3 adjunct faculty members taught a face-to-face course only; the other two each taught one distance education and one on campus section. The entire part-time faculty teaches only United States government, while one of the full-time faculty taught Political Science 2 and the other taught Political Science 5.

It is anticipated that within the next five years one full-time faculty member may retire, making it necessary to hire new full-time faculty. It will be important to align discipline expertise of new hires with proposed curriculum maintenance and expansion into other areas of the discipline.

Priority should be on ensuring full-time staff replacements with expertise in the following areas:

- 1) California Politics
- 2) Political Theory

RECOMMENDATIONS:

1. Develop a plan for the replacement of full-time faculty, linked to retirements.
 2. Develop a plan to hire both full-time and adjunct faculty with curriculum expertise to a) replace full-time retirees and b) accommodate expansion of the curriculum to meet student needs.
- (Active)

I - Direction & Vision - VII. DIRECTION AND VISION

The Political Science program—and the course and program SLO assessments-- help measure student mastery of at least three of the institutional Core Competencies:

- I. Content Knowledge: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

The continued implementation of a comprehensive Political Science program also supports El Camino's Strategic Initiatives for 2011-2014 A & B:

Enhance teaching to support student learning using a variety of instructional methods and services.

Strengthen quality educational and support services to promote student success.

RECOMMENDATIONS: None

(Active)

Recommendation: Political Science 2013 Program Review Recommendation 2

Support faculty development through conference attendance. Money should be set aside to allow continued development in student success, retention and SLO effectiveness, as well as attendance at professional conferences.

Recommendation Status: In Progress/Funded

Implementation Timeline: Assessment of SLOs & PLOs or SAOs

Input/Last Revised Date: 02/20/2015

Origin of Recommendation: 2015-16

Expense Category: Staffing

Program Rank: 03

Rationale & Expected Outcome: It is crucial that faculty are able to attend conferences to help them develop classroom strategies, or update their knowledge of the discipline. We expect this to have a positive outcome on our students, as faculty are able to stay up to date on the latest classroom techniques, as well as the latest findings in the discipline.

Anticipated Cost: 2000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

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Recommendation: Political Science 2013 Program Review Recommendation 3

We recommend continued supplemental instructor support for political science sections. Some instructors already utilize SI's, and we recommend providing that service to instructors who request it. We currently have two SI sections, and would like to add a third.

Recommendation Status: In Progress/Funded

Implementation Timeline: Assessment of SLOs & PLOs or SAOs

Input/Last Revised Date: 02/20/2015

Origin of Recommendation: 2015-16

Expense Category: Staffing

Rationale & Expected Outcome: SLO assessment data, and anecdotal accounts indicate that SI instruction is beneficial to student success. Continued support for SI's (in sections where they are wanted) should aid in student retention and pass rates. We expect a 3% increase in pass rates as a result of SI support.

Anticipated Cost: 5500

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

Recommendation: Political Science 2016 Program Review Recommendation 1

Decrease maximum class size from 45 to 35.

Recommendation Status: Not Started

Implementation Timeline: Assessment of SLOs & PLOs or SAOs

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Program Rank: 01

Rationale & Expected Outcome: Recent data from SLO assessments indicate that classes with fewer students have greater success rates. We would like to see all students reap the benefits of smaller class sizes.

We expect an incremental increase of student success (measured as % who pass the class). We expect to see a 3% increase.

Anticipated Cost: 15000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: No

Funding Status: Forwarded to Unit Plan

Recommendation: Political Science 2016 Program Review Recommendation 2

Support faculty development through conference attendance. Money should be set aside to allow continued development in student success, retention and SLO effectiveness, as well as attendance at professional conferences.

Recommendation Status: In Progress/Funded

Implementation Timeline: Assessment of SLOs & PLOs or SAOs

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Other

Program Rank: 02

Rationale & Expected Outcome: It is crucial that faculty are able to attend conferences to help them develop classroom strategies,

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or update their knowledge of the discipline. We expect this to have a positive outcome on our students, as faculty are able to stay up to date on the latest classroom techniques, as well as the latest findings in the discipline.

Anticipated Cost: 2000

Primary SI Supporting Recommendation: A - Student Learning

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Professional Development

Funding Status: Forwarded to Unit Plan

Recommendation: Political Science 2016 Program Review Recommendation 3

We recommend continued supplemental instructor support for political science sections. Some instructors already utilize SI's, and we recommend providing that service to instructors who request it. We currently have two SI sections, and would like to add a third.

Recommendation Status: In Progress/Funded

Implementation Timeline: Assessment of SLOs & PLOs or SAOs

Input/Last Revised Date: 12/09/2015

Origin of Recommendation: 2016-17

Expense Category: Staffing

Program Rank: 02

Rationale & Expected Outcome: SLO assessment data, and anecdotal accounts indicate that SI instruction is beneficial to student success. Continued support for SI's (in sections where they are wanted) should aid in student retention and pass rates. We expect a 3% increase in pass rates as a result of SI support.

Anticipated Cost: 5500

Primary SI Supporting Recommendation: B - Student Success & Support

Any Impact On Other Programs, Areas, or Units?: Yes

List impacted areas and describe potential impact: Student Success Center

Funding Status: Forwarded to Unit Plan