Academic Program Review (Political Science 2024) Latest Version

Academic Program Review: (1) Overview of the program First Submission: Version by **Mills, Jesse** on **08/31/2024 03:26**

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
The mission of the political science program is to provide students with an introduction to political science, and to serve all students interested in transfer to a 4-year college in a similar major. Students will acquire knowledge of fundamental political theory, intergovernmental relations, international law, and the principal functions of the government of the United States as well as other political systems. Upon successful program completion, students will be able to identify, explain, and critically analyze different theories and political themes underlying contemporary issues and policymaking. Students are assessed regularly through examinations, essays, projects, and reports. Specifically, we have designed the program to ensure students gain competencies in three major areas:
1. Contemporary Issues: Students are trained to identify and explain contemporary economic, political, social and cultural themes driving political discourse.
2. Primary and Secondary Sources: Students are trained to identify and comprehend academic and journalistic sources, and use them to explain contemporary political issues.
3. American Government and Policy Making: Students are provided a rich understanding of the American system of government, and trained to critically analyze theories of its purpose, usefulness and efficacy, in a global and comparative setting.

Describe the degrees and/or certificates offered by the program.
Our program offers an Associate of Arts for Transfer (AA-T) degree in political science. This degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn an AA-T degree, students must complete:
1. 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University system.
2. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
3. A minimum of 18 semester units in the major or area of emphasis, as determined by the community college district.
4. The obtainment of a minimum overall grade point average of 2.0.
5. A grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

Students who have completed the AA-T will have a strong academic foundation in the field, and will be prepared for upper division baccalaureate study. The coursework will satisfy most of the lower-division requirements at many institutions within the California State University system. Students transferring to a UC, private, or out-of-state university, should consult with a counselor when planning to complete the degree, since transfer requirements may be slightly different than those required for the AA-T.

It should be noted that implementation of AB 1111 - Common Course Numbering is expected to continue through Phase II & III in 2025 & 2026. Though most of our courses remain aligned including POLI-101, 102, and 110, others like POLI-105 may differ due to their inclusion of Gender to the currently named "Ethnicity in the American Political Process.

More details are expected to come in the coming months.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.
The Compton College Mission Statement reads:
- "Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment."

Strategic Initiatives of the College
1. Improve recruitment, enrollment, retention, and completion rates for our students.
2. Support the success of all students to meet their education, and career goals.
3. Support the success of students through the use of technology.
4. Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.

Our program fulfills the mission, by allowing our diverse student body the opportunity to become informed about and debate the practices of the American system of democracy. The program exposes students to current political trends, familiarizes them with the most current techniques of political analysis, and prepares students for transfer to 4-year universities. The program aligns with strategic initiatives two and three. It furthers strategic initiative two, by supporting students in obtaining their academic and career goals. Completion of this program, and transfer to a 4-year political science (or similar) degree program is a strong choice for a variety of careers, as well as graduate school options. The program also aligns with initiative three, which refers to the use of technology to help improve student success. The political science program currently offers all courses in a variety of online courses and has included sections which utilize the college's early alert system.

Discuss the status of recommendations from your previous program review.

Previous Recommendations	Met?	Strategic Initiative
Hire a 2nd Full-time Faculty Member	Yes	1
Distance Education Professional Development	Yes	1, 3

Compton College hired a 2nd full-time faculty member in the Fall of 2021 and that faculty member has met expectations in three annual evaluations. All full-time faculty are trained for Distance Education and have been filling multiple sections with students.

Academic Program Review: (2) Analysis of Research Data First Submission: Version by **Mills, Jesse** on **08/31/2024 03:26**

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.

Table 1: Overall Enrollment

Student Counts

Gender	Fall '20	Fall '21	Fall '22	Fall '23	Spring '20	Spring '21	Spring '22	Spring '23
Man	35% (89)	35% (89)	38% (73)	44% (104)	37% (148)	30% (72)	30% (61)	34% (77)
Unknown/Non-Respondent	2% (<5)	1% (<5)	2% (<5)	1% (<5)	2% (9)	2% (5)	1% (<5)	1% (<5)
Woman	63% (159)	64% (165)	60% (116)	55% (132)	61% (247)	68% (165)	69% (140)	65% (148)
Grand Total	100% (252)	100% (256)	100% (193)	100% (239)	100% (404)	100% (242)	100% (204)	100% (228)

Overall enrollment in the political science program is lower than it has been in the recent past. The largest drop occurred between Spring 2020, and Fall 2020, when enrollment dropped 38% (from 404 students to 252). This can be attributed to the overall drop in enrollment which resulted from the Covid19 pandemic. Subsequent enrollment in the 2021, 2022 and 2023 school years remained steady at about 200-250 students. While the program has been eager to rebuild enrollment to pre-pandemic levels, it has been hampered by waning student interest in face-to-face and zoom classes, in favor of asynchronous online courses. As will be demonstrated later in this document, students simply aren't registering for course modes other than asynchronous online instruction in significant numbers, hence our program recognizes the need to offer more asynchronous, distance education sections.

Table 2: Enrollment by Gender

Student Counts

Gender	Fall '20	Fall '21	Fall '22	Fall '23	Spring '20	Spring '21	Spring '22	Spring '23
Man	35% (89)	35% (89)	38% (73)	44% (104)	37% (148)	30% (72)	30% (61)	34% (77)
Unknown/Non-Respondent	2% (<5)	1% (<5)	2% (<5)	1% (<5)	2% (9)	2% (5)	1% (<5)	1% (<5)
Woman	63% (159)	64% (165)	60% (116)	55% (132)	61% (247)	68% (165)	69% (140)	65% (148)
Grand Total	100% (252)	100% (256)	100% (193)	100% (239)	100% (404)	100% (242)	100% (204)	100% (228)

Fall enrollment differences between men and women were significant, but not out of step with overall college trends. Men were outnumbered by women in all years, ranging from 35% - 44%, while women made up 55% - 64% of the student population. One noticeable trend that occurred in each academic year was that the percentage of male students declined between Fall and Spring semesters, while the proportion of female students increased. For example, the percentage of students who were men declined from 35% to 30% between Fall 2020 and Spring 2021, whereas the percentage of female students increased from 63% to 68% during the same time period. This is thought to be caused by greater persistence rates for our female students, which we will discuss more in the "persistence" section of this document. We do not yet have reliable data on the number of students who identify as non-binary, so we cannot comment on any related trends.

Table 3: Enrollment by Ethnicity

Ethnicity	Fall '20	Fall '21	Fall '22	Fall '23	Spring '20	Spring '21	Spring '22	Spring '23
American Indian ..		1% (<5)					0% (<5)	0% (<5)
Asian	0% (<5)	1% (<5)	1% (<5)	1% (<5)	1% (<5)	2% (<5)	1% (<5)	1% (<5)
Black or African ..	28% (70)	27% (70)	26% (50)	30% (72)	24% (98)	24% (57)	23% (46)	31% (70)
Latinx	63% (159)	61% (157)	59% (114)	59% (142)	65% (264)	63% (152)	66% (134)	59% (135)
Native Hawaiian..	2% (<5)	0% (<5)	1% (<5)		0% (<5)	1% (<5)	0% (<5)	
Unknown/Non-R..	6% (16)	8% (21)	9% (17)	7% (16)	8% (34)	10% (24)	8% (16)	6% (13)
White	1% (<5)	1% (<5)	5% (9)	3% (7)	0% (<5)	1% (<5)	1% (<5)	3% (6)
Grand Total	100% (252)	100% (256)	100% (193)	100% (239)	100% (404)	100% (242)	100% (204)	100% (228)

In contrast to data presented in our previous program review, ethnic trends in enrollment have remained remarkably stable. In the past, our program recognized a noticeable drop in African American enrollment, with a corresponding increase in Latinx enrollment. During our current program review time period however, we see that Fall enrollment numbers for African American students range from 26% - 30%, while Latinx enrollment numbers span 59% - 63%.   White, Asian and Native Hawaiian enrollment is negligible, generally each ranging from 1% - 3% (although White enrollment hit a peak of 5% during Fall 2022). This data indicates that Latinx students make up a majority of our program enrollment.

Table 4: Enrollment by Age

Age Group	Fall '20	Fall '21	Fall '22	Fall '23
Under 18	1% (<5)	19% (49)	27% (52)	20% (48)
18 to 24	56% (140)	43% (111)	36% (70)	43% (103)
25 to 29	21% (53)	16% (40)	9% (18)	13% (31)
30 to 39	13% (32)	15% (38)	20% (39)	15% (37)
40 to 49	7% (17)	3% (8)	5% (9)	4% (9)
50+	3% (7)	3% (8)	3% (5)	4% (10)
Unknown/Non-Re..	0% (<5)	1% (<5)		0% (<5)
Grand Total	100% (252)	100% (256)	100% (193)	100% (239)

Age Group	Spring '20	Spring '21	Spring '22	Spring '23
Under 18	1% (<5)	2% (5)	7% (15)	12% (28)
18 to 24	65% (264)	54% (131)	54% (110)	46% (104)
25 to 29	13% (53)	17% (42)	18% (36)	17% (39)
30 to 39	13% (51)	18% (44)	14% (28)	16% (36)
40 to 49	3% (14)	4% (9)	4% (9)	6% (13)
50+	2% (9)	3% (7)	2% (5)	3% (7)
Unknown/Non-Re..	2% (9)	2% (<5)	0% (<5)	0% (<5)
Grand Total	100% (404)	100% (242)	100% (204)	100% (228)

In the past, Fall enrollment by age has remained relatively stable; most students in our program were in their late teens and early twenties (18-24). However, a new Fall trend has emerged: dual-enrollment students have begun making up a significant proportion of our program. While this demographic (under 18) was basically nonexistent in Fall 2020, it peaked at a rate of 27% during Fall 2022. This is changing aspects of our program as we adapt to focusing more on the needs of these students. Particularly we have spent time adjusting classroom management styles, lesson styles (employing more diversity beyond lecture format) and incorporating aspects of the college application process into our curriculum. While dual-enrollment students are sometimes placed in cohorts, they are often encouraged to register for open sections, which means we house a greater diversity of age in many of our classrooms. For example, there are still a significant number of students in their late twenties and thirties (roughly 30% of Fall enrollees), and even students that are 40+ years old (roughly 5%). This can create challenges, as instructors balance the maturity levels of students in the classroom. Our program has focused on empowering younger students to participate among older and more experienced peers. We have found that sometimes, allowing older students to take on leadership roles and share their college experiences with the class, can help younger students acclimate to college curriculum.

Table 5: Enrollment by Class Load

Class Load	Fall '20	Fall '21	Fall '22	Fall '23
Full-time	32% (80)	25% (65)	21% (41)	25% (59)
Part-time	68% (172)	75% (191)	79% (152)	75% (180)
Grand Total	100% (252)	100% (256)	100% (193)	100% (239)

Class Load	Spring '20	Spring '21	Spring '22	Spring '23
Full-time	22% (88)	35% (84)	26% (54)	21% (47)
Part-time	78% (316)	65% (158)	74% (150)	79% (181)
Grand Total	100% (404)	100% (242)	100% (204)	100% (228)

The number of students in our program that are categorized as full time has generally declined since the 2020-2021 school year. 32% of students were full-time in Fall 2020, while only 25% were by Fall of 2021. Numbers have since stabilized, and the percentage of full-time enrollees remained steady at 25% in Fall 2023. These numbers are down significantly from the roughly 40% full-time students noted since writing our last program review. At that time, the overall average at the college was 20% full-time, so our program has moved to be more in line with the college average. We believe there is another factor driving the large numbers of part-time students to our program: All political science courses offered are UC and CSU transferable. This encourages any student at our college or elsewhere to enroll in our program courses. Finally, these data serve as a reminder that many of our students are working, have families, or have other responsibilities outside our classrooms. We must be mindful of these factors as we address our students in an attempt to accommodate their often hectic schedules.

Table 6: Enrollment by Educational Goal

Educational Goal	Fall '20	Fall '21	Fall '22	Fall '23
Intend to Transfer	12% (31)	12% (30)	90% (174)	
Degree/Cert Only	3% (7)	1% (<5)		
Retrain/Recertify		0% (<5)		
Basic Skills			1% (<5)	
Enrichment	83% (209)	72% (184)	2% (<5)	
Undecided/Unstated	2% (5)	15% (38)	7% (14)	
NA		0% (<5)		100% (239)
Grand Total	100% (252)	100% (256)	100% (193)	100% (239)

Educational Goal	Spring '20	Spring '21	Spring '22	Spring '23
Intend to Transfer	19% (75)	12% (28)	15% (30)	91% (208)
Degree/Cert Only	3% (11)	4% (10)	3% (6)	0% (<5)
Retrain/Recertify	0% (<5)			
Basic Skills	0% (<5)		2% (<5)	0% (<5)
Enrichment	74% (300)	80% (193)	76% (156)	1% (<5)
Undecided/Unstated	4% (16)	5% (11)	4% (8)	7% (16)
Grand Total	100% (404)	100% (242)	100% (204)	100% (228)

In the past, students in our program have overwhelmingly stated the educational goal of transfer to a 4-year institution. While there was some fluctuation in the numbers, they tended to hover around 60%, with roughly a third indicating they were undecided, which was not surprising, as political science is a requirement for graduation. The current data are puzzling for our program. Between Fall 2020 and Fall 2021, only 12% of students reported an intention to transfer as their educational goal, while 83% (Fall 2020) and 72% (Fall 2021) stated "enrichment"

as their reason for enrollment. We can only wonder if the Covid19 pandemic had a significant impact on students' future educational aspirations. By Fall 2022, 90% of our enrollees stated a desire to transfer, which makes sense given the fact that our courses satisfy UC and CSU transfer requirements. We are truly puzzled by the student responses given in 2020 and 2021, but are glad to see our students' goals returning to normal.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

Table 7: Grade Distribution (Fall, then Spring)

Academic Y..	Course	Final Grade						
		A	B	C	D	EW	F	W
2020-21	POLI 101	39.42% 95	15.77% 38	10.37% 25	3.73% 9	0.83% <5	11.62% 28	18.26% 44
	POLI 102	27.27% <5	9.09% <5	18.18% <5	9.09% <5		9.09% <5	27.27% <5
2021-22	POLI 101	26.96% 62	29.57% 68	10.00% 23	4.78% 11	0.43% <5	21.30% 49	6.96% 16
	POLI 102	15.38% <5	15.38% <5	30.77% <5			30.77% <5	7.69% <5
	POLI 105	22.22% <5	22.22% <5	5.56% <5	5.56% <5		27.78% 5	16.67% <5
	POLI 110		16.67% <5	16.67% <5		16.67% <5	50.00% <5	
2022-23	POLI 101	31.39% 43	35.04% 48	8.03% 11	3.65% 5		10.22% 14	11.68% 16
	POLI 102	10.53% <5	21.05% <5	5.26% <5		5.26% <5	15.79% <5	42.11% 8
	POLI 105	17.39% <5	8.70% <5	8.70% <5	4.35% <5		60.87% 14	
	POLI 110	9.09% <5	27.27% 6	13.64% <5			50.00% 11	
2023-24*	POLI 101	37.81% 76	28.36% 57	7.46% 15	2.99% 6		14.93% 30	8.46% 17
	POLI 102	9.09% <5	18.18% <5	9.09% <5			18.18% <5	45.45% 10
	POLI 105	21.74% 5	13.04% <5	8.70% <5	8.70% <5		43.48% 10	4.35% <5

Academic Y..	Course	Final Grade								
		A	B	C	D	EW	F	W	NP	Null
2019-20	POLI 101	35.06% 135	21.82% 84	10.13% 39	3.12% 12	19.74% 76	9.61% 37		0.26% <5	0.26% <5
	POLI 110	15.00% <5	15.00% <5	5.00% <5		10.00% <5	45.00% 9	5.00% <5		5.00% <5
2020-21	POLI 101	36.97% 78	25.12% 53	8.06% 17	5.69% 12	0.95% <5	9.95% 21	13.27% 28		
	POLI 103	11.11% <5	5.56% <5	16.67% <5	22.22% <5		33.33% 6	11.11% <5		
	POLI 105	33.33% <5	41.67% 5	8.33% <5				16.67% <5		
	POLI 110	12.50% <5	37.50% <5				25.00% <5	25.00% <5		
2021-22	POLI 101	32.64% 63	24.87% 48	15.54% 30	3.63% 7		10.36% 20	12.95% 25		
	POLI 110	18.18% <5	9.09% <5	9.09% <5	27.27% <5		36.36% <5			
2022-23	POLI 101	28.18% 51	22.65% 41	11.05% 20	3.31% 6		6.08% 11	28.73% 52		
	POLI 103	32.14% 9	17.86% 5	21.43% 6			17.86% 5	10.71% <5		
	POLI 110	21.43% 6	17.86% 5	7.14% <5	3.57% <5		7.14% <5	42.86% 12		

Grade distributions in our courses indicate student success. The students who stay enrolled in our courses generally pass. For example, in Fall 2020, 18% of our students in POLI 101 withdrew. Of the remaining 82%, 65.5% completed the course with a passing grade. 16.5% received a "D" or "F." These numbers are representative of the POLI 101 grade distribution overall. In addition, students generally earned high grades in POLI 101. The percent of students earning an "A" was 39% in Fall 2020, 27% in Fall 2021, 31% in Fall 2022 and 38% in Fall 2023. This indicates overall high achievement in our most popular course. While the program suffered a dip in Fall 2021 (we believe due to remote teaching during the pandemic), it rebounded strongly capped with almost 40% of our students earning "A's" in Fall 2023.

Not all courses fared so well. A number of our courses were offered mainly online (POLI 102, 105 and 110), and success rates were lower. An example of this is the most recent offering of POLI 110. 43% of students withdrew from the course. Of those who remained, 21% earned "A's" and 18% earned "B's." This demonstrates high achievement for those who remained, but provides an example of lowered success and retention rates for online courses (which we will examine further in the next section of the document). A final observation, is that enrollment in the majority of our courses is far lower than in POLI 101. We hypothesize this happens because POLI 101 is a graduation requirement at Compton College, while many of our electives are not.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.
Table 8: Overall Success Rate

Overall Success Rate

Academic Y..	
2019-20	65% (403)
2020-21	67% (249)
2021-22	71% (204)
2022-23	61% (237)
Grand Total	66% (1093)

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 aggregate student success data reveals stability and a consistently high success rate. In 2019 the success rate was 65%, and by 2022 it was 61%, with a particularly high success rate of 71% in the 2021 academic year. Looking back at the previous program review, the 5 year average success rate was 59% indicating a slight improvement since our last document. If we look back further, we see a marked improvement since 2010, when the overall program success rate was 51%. We are pleased with the consistent and durable increase in overall student success.

Table 9: Success Rate by Course

Success Rate by Course

Course	2019-20	2020-21	2021-22	2022-23
POLI 101	######	######	######	######
POLI 103		33%(18)		71%(28)
POLI 105		83%(12)		
POLI 110	35%(19)	50%(8)	36%(11)	46%(28)
Grand Total	######	######	######	######

The data on success rates by course seems to be corrupted in some way. We will reach out to the Office of Institutional Effectiveness to try and gather the necessary data.

Table 10: Success Rate by Age

Age Group	Fall '20	Fall '21	Fall '22	Fall '23
18 to 24	61%(140)	61%(114)	62%(71)	69%(104)
25 to 29	72%(53)	59%(44)	47%(19)	58%(31)
30 to 39	81%(32)	71%(41)	49%(43)	43%(40)
40 to 49	65%(17)	50%(8)	56%(9)	78%(9)
50+	0%(7)	22%(9)	50%(6)	45%(11)
Under 18	100%(<5)	82%(49)	87%(53)	96%(49)
Unknown/Non-R..	100%(<5)	100%(<5)		0%(<5)

Age Group	Spring '20	Spring '21	Spring '22	Spring '23
18 to 24	62%(265)	71%(136)	68%(110)	65%(107)
25 to 29	62%(51)	57%(44)	72%(36)	56%(39)
30 to 39	84%(51)	66%(44)	79%(28)	54%(41)
40 to 49	71%(14)	89%(9)	78%(9)	46%(13)
50+	67%(9)	57%(7)	40%(5)	14%(7)
Under 18	100%(<5)	60%(5)	80%(15)	79%(29)
Unknown/Non-R..	56%(9)	75%(<5)	100%(<5)	100%(<5)

Examining success rates by age yields an interesting narrative. The relationship appears a bit complex, with the younger age students succeeding at lower rates that 30 and 40 year old students some semesters, but at higher rates during others. There doesn't appear to be a significant relationship between age and success rate (or we would need to run more sophisticated statistical analyses to tease out these differences). However, one finding that appears robust is that the youngest students (younger than 18yrs) appear to succeed at the highest rates. This makes sense as most of these students are in the dual-enrollment program, and many come from Compton Early College High School, which is known for its high academic achievement rates. As there doesn't appear to be a strong trend regarding success and age, we do not have any recommendations.

Table 11: Success Rate by Race

Ethnicity	Fall '20	Fall '21	Fall '22	Fall '23
American Indian o..		50%(<5)		
Asian	0%(<5)	100%(<5)	100%(<5)	0%(<5)
Black or African A..	54%(70)	61%(75)	44%(50)	53%(75)
Latinx	72%(159)	70%(161)	83%(115)	81%(144)
Native Hawaiian o..	50%(<5)	100%(<5)	33%(<5)	
Unknown/Non-Re..	44%(16)	27%(22)	32%(22)	50%(18)
White	100%(<5)	75%(<5)	20%(10)	14%(7)

Ethnicity	Spring '20	Spring '21	Spring '22	Spring '23
American Indian o..			100%(<5)	0%(<5)
Asian	100%(<5)	75%(<5)	67%(<5)	67%(<5)
Black or African A..	62%(98)	59%(59)	63%(46)	54%(72)
Latinx	69%(263)	72%(157)	75%(134)	67%(141)
Native Hawaiian o..	50%(<5)	50%(<5)	100%(<5)	
Unknown/Non-Re..	47%(34)	63%(24)	63%(16)	69%(13)
White	0%(<5)	33%(<5)	67%(<5)	0%(7)

Looking at success differences across ethnic groups yields frustrating results; the sample size for most groups is too small to derive meaningful results. Comparing the two groups with adequate sample size (Latinx and African American) demonstrates a trend that has persisted since the last program review; Latinx success rates are significantly higher than those of African American students. In all of the past eight semesters, Latinx students have succeeded at noticeably higher rates than African American students. In 6 of the 8, the success gap is greater than 10 percentage points. These differences were noted during previous program review cycles. We proposed a variety of measures to help improve success rates amongst African American students. These measures included: (1) the inclusion of supplemental instructors, (2) the expansion of the First Year Experience (FYE) program (which provides additional

counseling, support and accountability), and specifically (3) the continuance of the all-male cohort(s) in the FYE program. In addition, we are hopeful to constitute cohort of African American males, and to provide extra support. These three programs had been previously in place, and were having noticeable impacts. We hope to receive support in reviving these items.

Table 12: Success Rate by Gender

Gender	Fall '20	Fall '21	Fall '22	Fall '23
Man	66%(89)	61%(93)	60%(75)	65%(106)
Unknown/Non-Re..	50%(<5)	100%(<5)	14%(7)	25%(<5)
Woman	65%(159)	66%(172)	69%(119)	71%(136)

Gender	Spring '20	Spring '21	Spring '22	Spring '23
Man	61%(147)	67%(73)	74%(61)	58%(79)
Unknown/Non-Re..	56%(9)	80%(5)	67%(<5)	33%(<5)
Woman	68%(247)	67%(171)	70%(140)	63%(155)

While not as striking a relationship as race and success rates, gender does appear to have an impact on student success. In general, men appear to achieve at slightly lower rates than women. Some semesters the differences are small, but in others, the differences range between 5 and 10 points. Our program has noticed this as a trend for multiple program review cycles, and can attribute it to increased female achievement rates in higher education more generally. In order to combat this achievement gap, our program would like to bring back the all male cohort in the FYE program, where the men could be taught and mentored as a group, addressing the struggles and dilemmas they face to learning.

Table 13: Success Rate by Educational Goal

Educational Goal	Fall '20	Fall '21	Fall '22	Fall '23
Basic Skills			100%(<5)	
Degree/Cert Only	57%(7)	50%(<5)		
Enrichment	65%(209)	62%(193)	100%(<5)	
Intend to Transfer	68%(31)	69%(32)	60%(181)	
NA		100%(<5)		67%(246)
Retrain/Recertify		0%(<5)		
Undecided/Unstated	80%(5)	76%(38)	93%(15)	

Educational Goal	Spring '20	Spring '21	Spring '22	Spring '23
Basic Skills	100%(<5)		75%(<5)	100%(<5)
Degree/Cert Only	82%(11)	80%(10)	100%(6)	0%(<5)
Enrichment	62%(300)	67%(200)	69%(156)	100%(<5)
Intend to Transfer	73%(74)	64%(28)	77%(30)	59%(216)
Retrain/Recertify	0%(<5)			
Undecided/Unstated	88%(16)	73%(11)	75%(8)	88%(17)

Addressing success rates by educational goal yields only two major categories with significant numbers of responses; "enrichment" and "intend to transfer." Not surprisingly, respondents whose educational goal is to transfer tend to succeed in their courses at higher rates. This makes sense, as program admissions and scholarships are on the line. In order to help address this gap, our program first wants to encourage all of our students to continue their education at a 4-year school. For those who do not wish to follow that path, we want to help provide additional support and motivation, through lively presentation methods, a clear communication of class expectations and a forgiving set of class policies, where students are encouraged to turn in late assignments rather than withdraw from a course. Both full-time faculty have been recipients of multiple teaching awards, and pride themselves in creating an environment where all students can have a second chance.

Table 14: Success Rate by Class Load

Class Load	Fall '20	Fall '21	Fall '22	Fall '23
Full-time	86%(80)	74%(69)	73%(41)	80%(59)
Part-time	55%(172)	61%(198)	61%(160)	64%(187)

| Class Load	Spring '20	Spring '21	Spring '22	Spring '23
Full-time	93%(88)	82%(88)	83%(54)	91%(47)
Part-time	58%(315)	60%(161)	67%(150)	54%(190)

Success rates between full-time and part-time students vary significantly. Full-time students succeed at rates between 73% and 93% in all semesters, while part-time students succeed at rates ranging from 54% to 67%. This may be attributable to a variety of causes. Part time students may be balancing school with careers, children, family obligations or other responsibilities. This analysis also may be distinguishing between our Compton College student body, and our dual enrollment students, who are under eighteen, living at home, and are in accelerated high-school programs which provide significant support. Whatever the cause, it is clear that as a program, we need to continue to focus on our part-time students, and try to give them the support they need. Informally, program instructors provide students with lists of resources provided by the College, and make ourselves available for office hours and general advisement when it can be helpful.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

Table 15: Retention Rate Overall

Overall Retention Rate

Academic Y..	
2019-20	80% (403)
2020-21	86% (249)
2021-22	88% (204)
2022-23	72% (237)
Grand Total	81% (1093)

	Spring '20	Spring '21	Spring '22	Spring '23
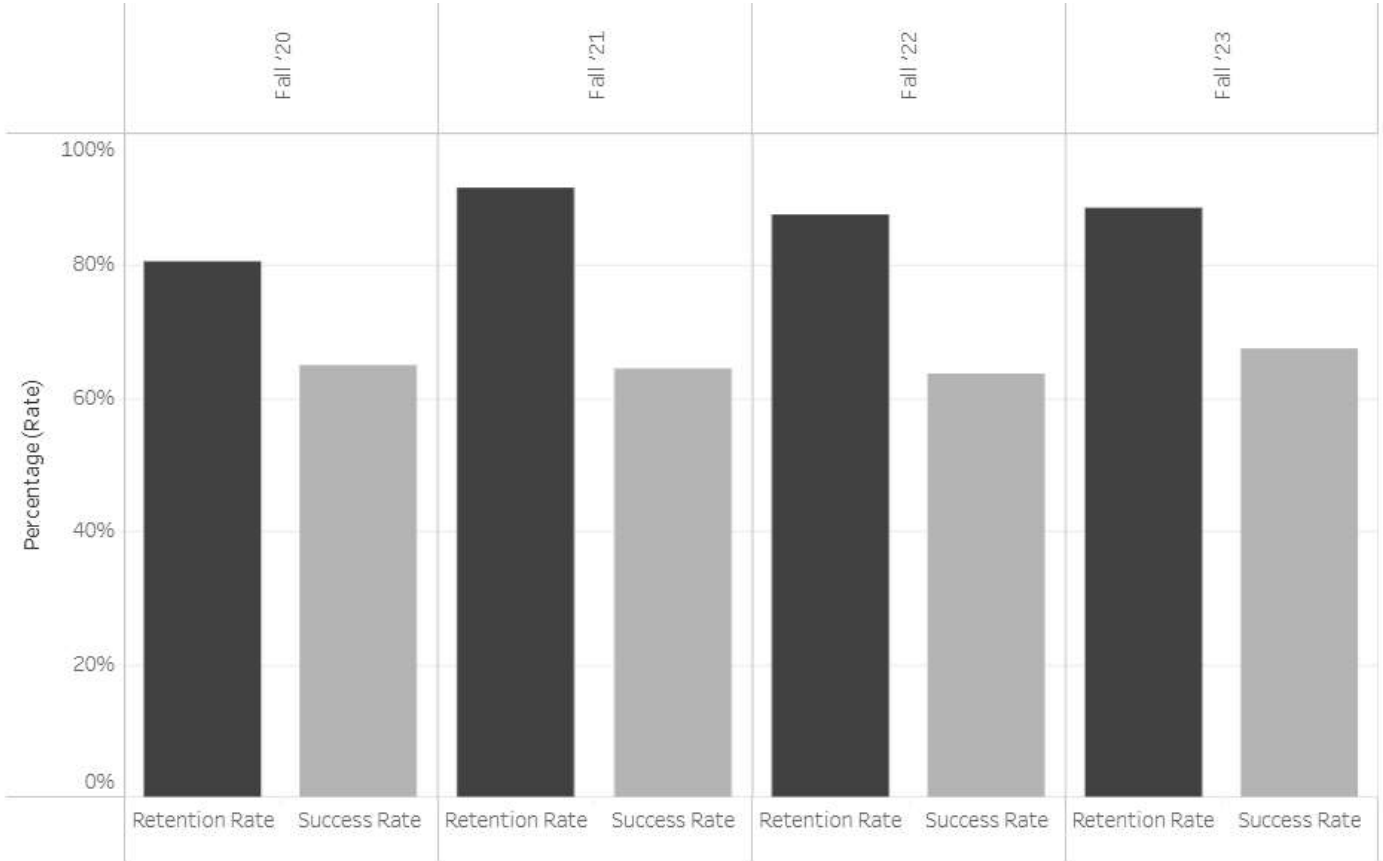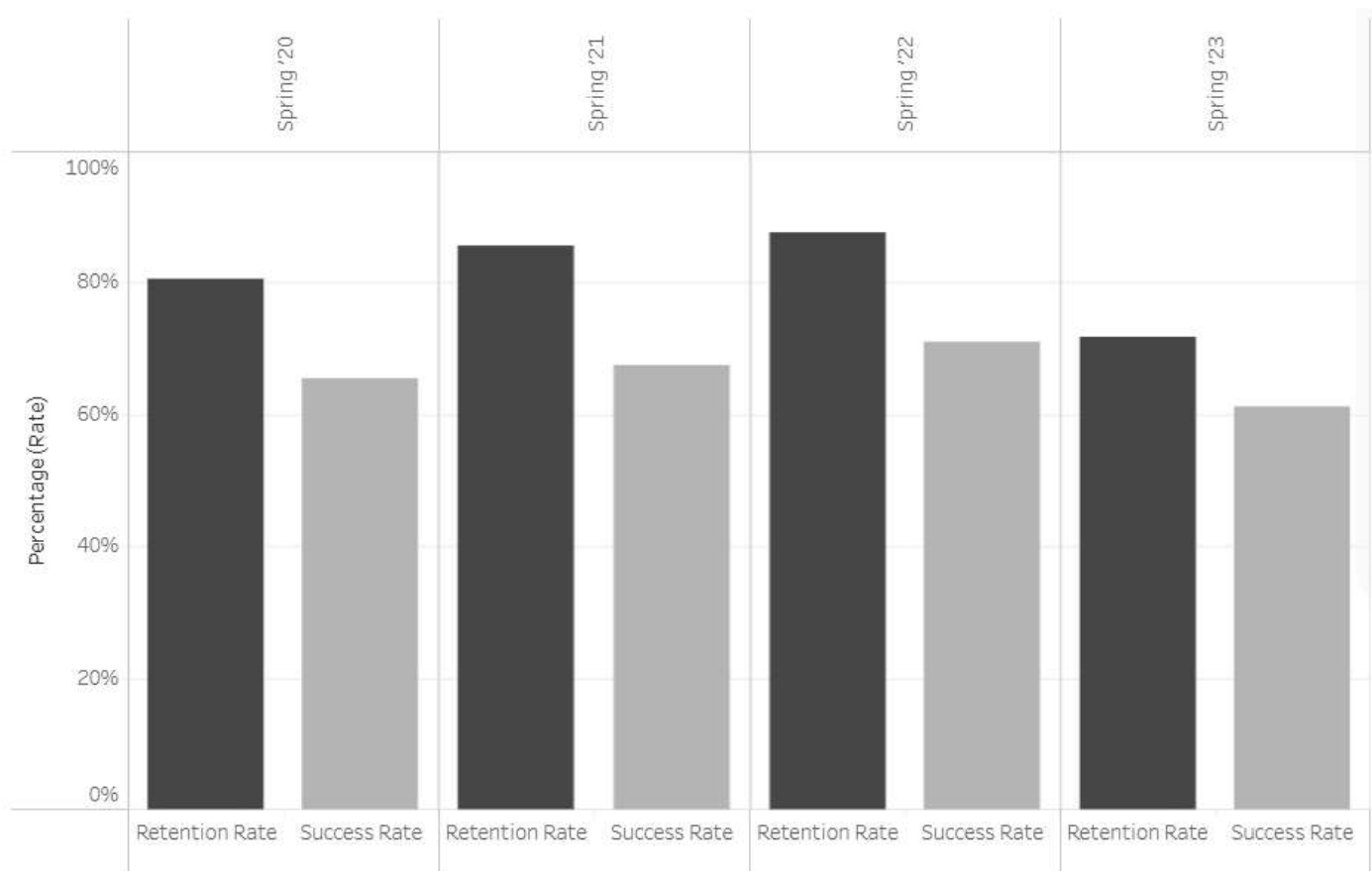
Retention in our program is generally high, with annual rates in the 80%+ range. However, the data indicate a dip occurred during the 2022-2023 school year. We attribute this finding to the fact that we have been increasingly moving to asynchronous online education, and that those sections fill, while face-to-face and zoom classes tend to have lesser enrollment. Asynchronous online courses typically have lower success and retention rates than other modes of education, and the number of students in those sections now makes up a greater proportion of our program enrollment.

Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.
Table 16: Success Rates by Modality

Instructional M..	Fall '20	Fall '21	Fall '22	Fall '23
In-Person	67%(175)		82%(67)	92%(86)
Synchronous		75%(110)	65%(17)	
Asynchronous	61%(77)	57%(157)	53%(117)	53%(146)
Unknown				71%(14)

| Instructional M..	Spring '20	Spring '21	Spring '22	Spring '23
In-Person	64%(256)	67%(103)	82%(49)	75%(53)
Synchronous			91%(11)	
Asynchronous	67%(147)	68%(146)	66%(144)	57%(184)

Looking to Fall semesters, in-person sections had significantly greater success rates than asynchronous online sections. Complete comparisons of all three modes of instruction were not possible every semester, because all three modes weren't being employed. However, in the Spring 2022 and Fall 2022 semester we had all three, and the results point to the importance of instructor interaction. In Spring, in-person and synchronous online courses had high success rates, while asynchronous lagged significantly. In Fall, in-person classes had by far the greatest success rate (82%), with synchronous online and asynchronous online courses lagging by 17% and 29% respectively. This data indicates that in-person and synchronous online education leads to higher success rates.

We believe there are a number of reasons behind this finding. First, students often take asynchronous online courses because they believe they will be easier; this is not the case. Secondly, students often do not "pace" themselves well in the asynchronous online environment, leaving things until the last minute, and failing to login regularly to complete assignments. Finally, the asynchronous online environment often results in students receiving less one-on-one instruction and mentoring; when students are on campus, they can speak to instructors after class, stop by during office hours to clarify concepts, or ask quick questions as they pass instructors in the hallways. While there are limitations inherent in virtual courses, we believe there is room for improvement in our distance education success rates. Our program will encourage instructors to continue professional development in this area.

*Retention rates are currently not available, stratified by instructional method.

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

Table 17: Fill Rates Overall
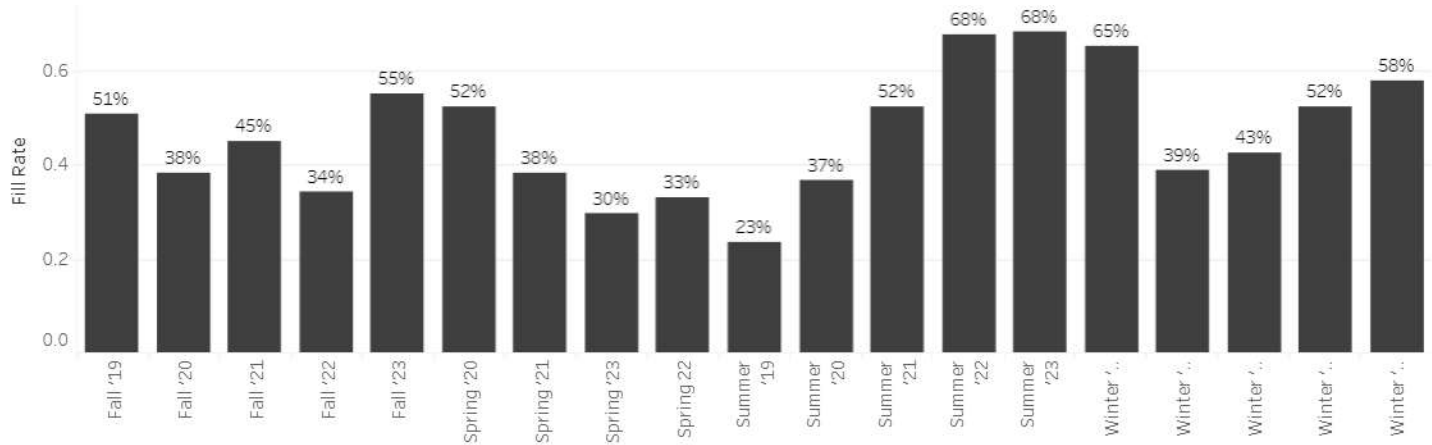
Fill rates in our program are significantly lower than during the previous program review period. During the most recent academic year, our Fall fill rate was 55% and our Spring fill rate was 30%. These findings aren't anomalies. The fill rates in Fall have ranged from the mid thirties, to fifties, while Spring fill rates have hovered in the thirties. These rates reflect the current environment on at the College, where overall enrollment is down and students are flocking to asynchronous online sections only. As evidence to this trend, Summer fill rates are highest, as we offer more asynchronous online instruction in Summer.

Table 18: Fill Rates by Course

Course	Fall '20	Fall '21	Fall '22	Fall '23	Spring '20	Spring '21	Spring '23	Spring 22
POLI 101	40% (195)	48% (214)	32% (121)	51% (202)	62% (308)	47% (182)	33% (129)	45% (168)
POLI 101H		0% (<5)						
POLI 102	18% (8)	40% (12)	37% (11)	73% (22)				
POLI 103					0% (<5)	36% (16)	23% (25)	0% (<5)
POLI 105		43% (15)	31% (23)	100% (30)		22% (10)		0% (<5)
POLI 106					0% (<5)	0% (<5)	0% (<5)	0% (<5)
POLI 110		17% (5)	73% (22)		36% (16)	13% (6)	53% (16)	37% (11)

During the past four years, we have offered all political science courses in the catalog except for POLI 107. Fill rates among all courses were low (generally under 50%), which reflects overall enrollment trends at the college. Fill rates were typically lower for our elective courses (all courses other than POLI 101), although this relationship doesn't hold for all semesters. As noted earlier in the program review, asynchronous online sections were higher enrolled than all other modes of instruction, so our recommendation is to increase those offerings.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?

Table 19: Course Offerings by Meeting Time

Meeting Ti..	Fall '20	Fall '21	Fall '22	Fall '23
Morning	31% (78)	17% (46)	30% (61)	34% (83)
Afternoon	23% (58)	20% (53)	11% (23)	7% (17)
Evening	12% (29)	4% (11)		
Self-Paced	31% (77)	59% (149)	58% (110)	59% (142)
Weekend	4% (10)			

Meeting Ti..	Spring '20	Spring '21	Spring '22	Spring '23
Morning	47% (190)	21% (52)	10% (21)	7% (17)
Afternoon	10% (40)	8% (20)	13% (27)	15% (36)
Evening	6% (26)	12% (31)	6% (12)	
Self-Paced		59% (140)	71% (144)	78% (175)
NA	37% (149)			

Course scheduling was quite balanced in Fall 2020, reflecting previous schedules. However, in subsequent semesters, scheduling shifted towards a majority of "self-paced" offerings (asynchronous online), with a significant number of morning sections offered in the Fall, and more afternoon sections offered in the Spring. These choices were the result of student enrollment behavior. We continued to offer courses during all times of day (including evening), but students registered strong preferences towards asynchronous online courses, with occasional afternoon in-person or remote education offerings. The significant number of morning offerings in the Fall reflect our dual enrollment students, who are taught in the morning at their respective high schools. Future scheduling should continue the trend of offering increased distance education courses, with a focus on asynchronous online offerings. Anecdotally, we have noticed that students in the afternoon face-to-face courses enjoy the increased instructor interaction provided through this format, and would like to increase offerings during those time periods.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

Table 20: Degrees Awarded

Award Types

2018-19	**6** Degrees
2019-20	**< 5** ADTs
2020-21	**< 5** ADTs
2021-22	**< 5** ADTs
2022-23	**< 5** ADTs

The number of students who earn degrees in our program is negligible. This is not a fault of the program; political science 101 or equivalent is a graduation requirement at Compton College, so most of the students who take our courses are not political science majors, and do not earn an AA degree in political science. Additionally, we are a transfer program, encouraging students to go on to four-year schools to earn their B.A. in political science. The AA degree in political science isn't stressed, as it isn't particularly useful for job placement or career advancement. A bachelors degree is a minimum requirement to find employment in our field.

List any related recommendations
(1) Restart political science supplemental instructor program.
(2) Add more political science courses linked with the First Year Experience (FYE) program (which provides additional counseling, support and accountability).
(3) Reviving the all-male cohort(s) in the FYE program.

Academic Program Review: (3) Curriculum First Submission: Version by **Mills, Jesse** on **08/31/2024 03:26**

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

Compton College 6-Year Course Review Cycle Worksheet														
Division: SocSci/BIS	Department: Political Science													
Total # of Courses	6	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
Courses	Last Course Review	FA22	SP23	FA23	SP24	FA24	SP25	FA25	SP26	FA26	SP27	FA 27	SP28	
POLI-101	Spring 2021									x				
POLI-102	Fall 2020									x				
POLI-103	Fall 2021									x				
POLI-105	Fall 2021									x				
POLI-106	Fall 2021									x				
POLI-107	Fall 2021									x				
POLI-110	Fall 2020									x				

**Explain any course additions to current course offerings.**
Since 2020, there have been no courses added to the program.

Explain any course deletions and inactivations from current course offerings.
There were no course deletions or inactivations.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

POLI (All) Sections Total + DE
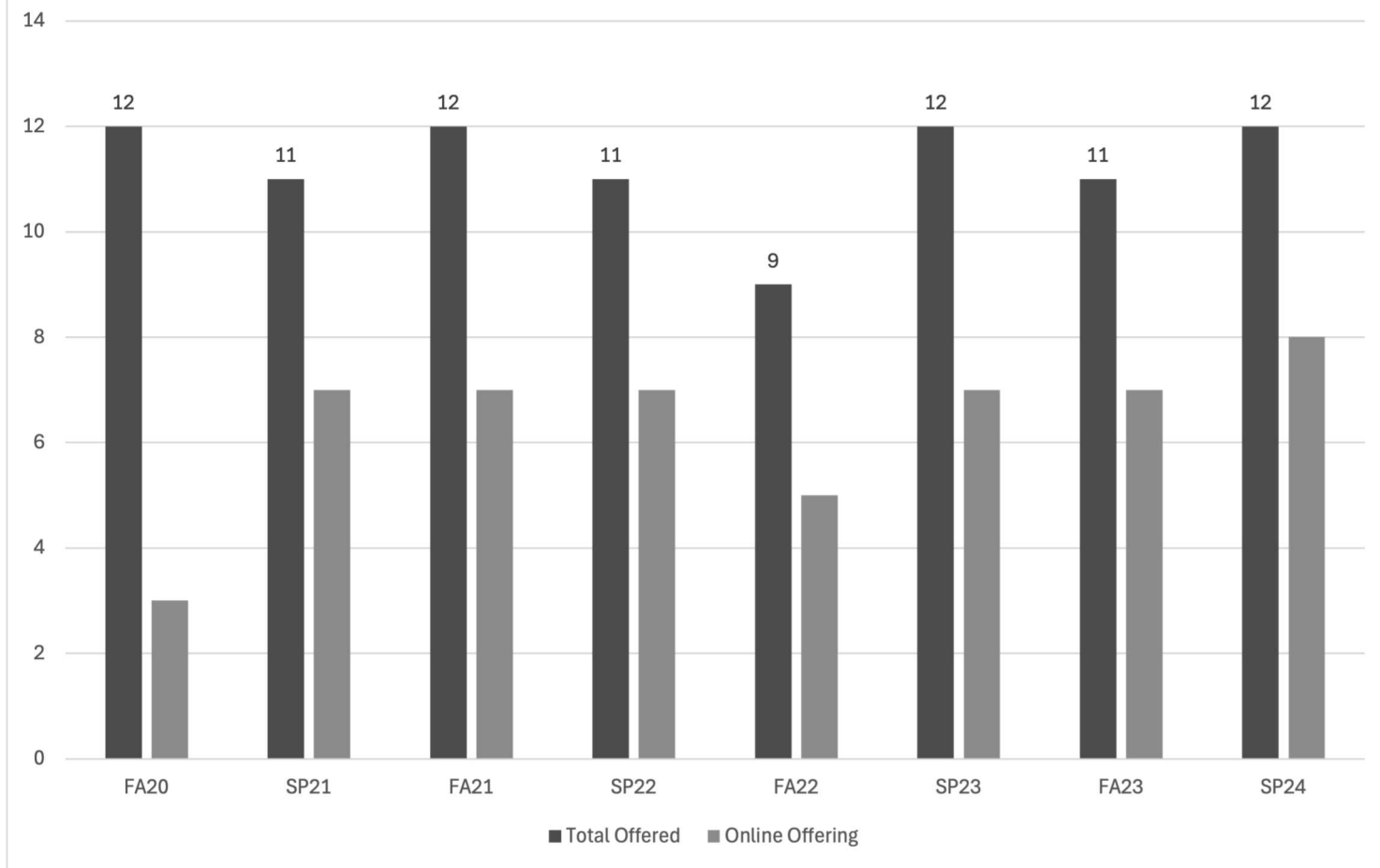
The number of asynchronous courses increased from FA20 through SP24. In FA20, 25% of the total sections were offered online. By SP24, that number rose to 67%. This reflects student demand, as most online sections fill quickly and maintain higher enrollment throughout the semester. All courses in Political Science have been offered online since FA20, due to both of our full-time faculty being trained in distance education.

We continue to offer in-person and dual enrollment sections of POLI-101. POLI-102, 105, and 110 have been exclusively taught online since FA20. Since FA20, POLI-103 has been taught four times; three of those were online.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

Our courses, degrees, and certificates are meeting students' needs. Most of the students who take our classes are not political science majors; however, POLI 101 is a required course for graduation, so most students at the College take this course. We also offer an AA-T degree in political science to help students who want to transfer to 4-year schools receive the best preparation and be as competitive as possible in the application process. This degree gives students who wish to transfer into political science or similar majors an advantage over their classmates with more general degrees. To support this degree, we have created program maps that provide students with a clear roadmap through our program and the course offerings they need to earn the AA-T degree in a timely manner.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.
Our program strives to ensure that course offerings align with student needs. Based on degree requirements, we have structured our courses so that students can fulfill the requirements for the Political Science AA-T degree within two years. POLI 101 courses are offered every semester and during intersession. Elective courses are offered at least once per year, with POLI 102 and POLI 110 being offered twice per year. While elective classes are sometimes canceled due to low enrollment, we make every effort to accommodate student needs. In the past 6 years, the number of Political Science AA-T degrees granted was not significant (16 total). However, we have revamped the course offering cycle and will be actively promoting the degree. We anticipate that more students will earn AA-T degrees in the future.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.
There are no licensure/certification exams required for Political Science.

List any related recommendations.
- That all full-time faculty become POCR certified, so that their courses will be offered through the California Virtual Campus.
- That all courses convert to ZTC. Currently, there has not been an adopted OER textbook for POLI-105, though one can be developed.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) First Submission: Version by **Mills, Jesse** on 08/31/2024 03:26

Date 5/30/2024

Program Name POLITICAL SCIENCE

List PLOs:

1. Contemporary Issues: identify and explain major economic, political, social, cultural, and historical themes underlying contemporary issues in the policymaking process.
2. Primary and Secondary Sources: critically analyze different theories pertaining to the discipline using primary and/or secondary sources in support of their arguments.
3. Political Issues and Policy Making: identify and distinguish various academic and journalistic sources and explain what these reveal about contemporary political issues and policy making.
4. _____
5. _____
6. _____

SLO-PLO Alignment Grid

Course	SLO #	SLO statement	SLO to PLO (Mark with an X)					
			P1	P2	P3	P4	P5	P6
POLI 101	1	Demonstrate knowledge of basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California	x	x				
POLI 101	2	Demonstrate an understanding of how political parties and interest groups serve as channels for popular participation and compare/contrast the techniques they use to do so.	x	x	x			
POLI 101	3	Demonstrate an understanding of the various roles played by the President and California Governor, the political resources available to them to meet the expectations associated with those roles, and how those resources are limited.	x	x	x			
OR POLI 101H								

POLI 101H	1	Demonstrate knowledge of basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California	x	x				
POLI 101H	2	Demonstrate an understanding of how political parties and interest groups serve as channels for popular participation and compare/contrast the techniques they use to do so.	x	x	x			
POLI 101H	3	Demonstrate an understanding of the various roles played by the President and California Governor, the political resources available to them to meet the expectations associated with those roles, and how those resources are limited.	x	x	x			
POLI 102	1	Discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.	x	x	x			
POLI 102	2	Demonstrate knowledge and analyze the differences between presidential and parliamentary systems and the impact they have on the policymaking process.	x	x	x			
POLI 102	3	Demonstrate knowledge of and analyze the various concepts of democracy and how these differences impact the system of government.	x	x	x			
POLI 103	1	Discuss and critically analyze the major political ideologies found among contemporary political systems.	x		x			
POLI 107	1	Analyze how philosophers, from ancient Greece through the modern era, have considered and conceptualized a variety of ideas critical to the discourse of political theory.	x	x				
POLI 107	2	Describe and assess the value of a state based on privilege versus one based on equality, and the apparent conflict between liberty and equality in a democratic state.	x	x	x			
POLI 107	3	Describe and analyze the different theories of the &just state; and compare and contrast their ideas on political power and social justice.	x	x				
POLI 110	1	Demonstrate knowledge of the major theoretical approaches to studying international politics including but not limited to Realism, Liberalism, Constructivism, Feminism, etc.	x					
POLI 110	2	Discuss and critically analyze the causes of war within the international system of states.	x	x	x			
POLI 110	3	Discuss and compare and contrast the major theoretical approaches as they pertain to international political economy.	x	x	x			

MATH 150	1	Compute statistics and develop displays of the data that illustrate the measures of central tendency, variation, relative position, and correlation. Interpret the displays in context.						
MATH 150	2	Compute probability of an event by applying the basic assumption in classical probability and using addition rule and multiplication rule for contingency tables.						
MATH 150	3	Use the Central Limit Theorem to compute probabilities concerning the distribution of the sample means and comparing these to the probabilities of the related random variable.						
MATH 150	4	Compute the confidence intervals and conduct hypothesis testing for a variety of parameters, and perform nonparametric hypothesis testing.						
OR								
MATH 150H	1	Compute statistics and develop displays of the data that illustrate the measures of central tendency, variation, relative position, and correlation. Interpret the displays in context.						
MATH 150H	2	Compute probability of an event by applying the basic assumption in classical probability and using addition rule and multiplication rule for contingency tables.						
MATH 150H	3	Use the Central Limit Theorem to compute probabilities concerning the distribution of the sample means and comparing these to the probabilities of the related random variable.						
MATH 150H	4	Compute the confidence intervals and conduct hypothesis testing for a variety of parameters, and perform nonparametric hypothesis testing.						
PSYC 120	1	Identify and differentiate research methodology versus statistics/data analysis. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.						
PSYC 120	2	Calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r). Students will be						

Course	#	Outcome						
		assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.						
PSYC 120	3	Evaluate the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.						
ANTH 102	1	Demonstrate an understanding of the holistic approach in anthropology by identifying its appropriate definition.						
ANTH 102	2	Demonstrate their understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and by explaining five features that correspond to each.						
ANTH 102	3	Demonstrate their understanding of political organization by identifying the four types recognized by anthropologists and by explaining three features that correspond to each.	x					
ECON 101	1	Use tools of economic analysis, students will be able to explain basic concepts or ideas.						
ECON 101	2	Use the Aggerate Demand and Aggregate Supply model to analyze the theoretical effect of fiscal and monetary policy on the economy.	x					
ECON 101	3	Calculate and analyze the basic macroeconomic indicators - GDP, Unemployment, and inflation	x					
OR ECON 101H								
ECON 101H	1	Using tools of economic analysis, students will be able to explain basic concepts or ideas.						
ECON 101H	2	Calculate and analyze the basic macroeconomic indicators - GDP, Unemployment, and inflation						
ECON 101H	3	Use the Aggerate Demand and Aggregate Supply model to analyze the theoretical effect of fiscal and monetary policy on the economy.	x					
ECON 102	1	Apply the laws of demand and supply to analyze the market equilibrium price, price ceilings and price supports.						

ECON 102	2	Using tools of economic analysis, student will be able to explain how prices and outputs are determined in both perfectly competitive and imperfectly competitive markets	x					
ECON 102	3	Identify positive and negative externalities in our economy and describe how the presence of these externalities can lead to market failure.	x					
ESTU 101	1	Describe and analyze the historical, political, social, and cultural turning points in the experiences of people of color in the United States both past and present with an emphasis on self-determination and social justice.	x	x	x			
ESTU 101	2	Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to hierarchy, oppression and/or empowerment as it relates to people of color.	x	x	x			
ESTU 101	3	Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.	x	x	x			
HIST 101	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history to 1877and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	x	x				
HIST 102	1	Develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	x	x	x			
POLI 102	1	Discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.	x	x	x			
POLI 102	2	Demonstrate knowledge and analyze the differences between presidential and parliamentary systems and the impact they have on the policymaking process.	x	x	x			
POLI 102	3	Demonstrate knowledge of and analyze the various concepts of democracy and how these differences impact the system of government.	x	x	x			
POLI 103	1	Discuss and critically analyze the major political ideologies found among contemporary political systems.	x	x	x			

POLI 103	2	Demonstrate knowledge and analyze the differences between presidential and parliamentary systems found in democracies today.	x	x	x			
POLI 105	1	Demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.	x	x	x			
POLI 106	1	Demonstrate knowledge of the various judicial tests pertaining to speech, press, and assembly as interpreted through various court decisions.		x	x			
POLI 106	2	Discuss and critically analyze the different approaches to Constitutional Jurisprudence.		x	x			
POLI 106	3	Demonstrate knowledge of the various judicial tests pertaining to the Equal Protection Clause.		x	x			
POLI 107	1	Analyze how philosophers, from ancient Greece through the modern era, have considered and conceptualized a variety of ideas critical to the discourse of political theory.	x	x				
POLI 107	2	Describe and assess the value of a state based on privilege versus one based on equality, and the apparent conflict between liberty and equality in a democratic state.	x	x				
POLI 107	3	Describe and analyze the different theories of the &just state; and compare and contrast their ideas on political power and social justice.	x	x	x			
POLI 110	1	Demonstrate knowledge of the major theoretical approaches to studying international politics including but not limited to Realism, Liberalism, Constructivism, Feminism, etc.	x					
POLI 110	2	Discuss and critically analyze the causes of war within the international system of states.	x	x	x			
POLI 110	3	Discuss and compare and contrast the major theoretical approaches as they pertain to international political economy.	x	x	x			
PSYC 101	1	Identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.						
PSYC 101	2	Explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.						

Course	#	Outcome	1	2	3	4	5	6
PSYC 101	3	Apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).			x			
OR PSYC 101H								
PSYC 101H	1	Identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.						
PSYC 101H	2	Explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.						
PSYC 101H	3	Apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).			x			
SOCI 101	1	Demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.		x				
SOCI 101	2	Define and demonstrate an understanding of sociological concepts, such as social structure, culture, socialization, deviance, and social stratification by applying them to social scenarios.		x				
OR SOCI 101H								
SOCI 101H	1	Demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.		x				
SOCI 101H	2	Define and demonstrate an understanding of sociological concepts, such as social structure, culture, socialization, deviance, and social stratification by applying them to social scenarios.		x				
WSTU 101	1	Evaluate representations of women in American media by analyzing how women are depicted in various forms of media such as song lyrics or advertisements.	x					
WSTU 101	2	Analyze gender inequality in contemporary American social institutions.	x					

BEHAVIORAL AND SOCIAL SCIENCES
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: **Political Science**		Number of Courses: 7	Date Updated: 10.30.2014	Submitted by: Eduardo Muñoz, ext. 3740

ILOs	1. Critical Thinking *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	2. Communication *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	3. Community and Personal Development *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	4. Information Literacy *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment (Mark with an X)			
	1	2	3	4
PLO #1 Contemporary Issues Upon completion of their course of study in the Political Science Department, students will be able to identify and explain major economic, political, social, cultural and historical themes underlying contemporary issues in the policymaking process.	X			
PLO #2 Primary and Secondary Sources After completing their course of study within Political Science, students will be able to critically analyze different theories pertaining to the discipline using primary and/or secondary sources in support of their arguments.	X			
PLO #3 Political Issues and Policy Making After completing their course of study in Political Science, students will be able to identify and distinguish various academic and journalistic sources, and explain what these reveal about contemporary political issues and policy making.	X			

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

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

Provide a timeline for your course and program level SLO assessments.

Compton College
Student Learning Outcome Course Report Timelines
2025-2036

All academic programs course report due date: end of Spring semester of year indicated.

Academic Program	Division	CTE	Course Report Due		
Administration of Justice	HEPS	Yes	2026	2030	2034
Art	FACH	No	2025	2029	2033
Auto Collision Repair and Painting	BIST	Yes	2025	2029	2033
Auto Technology	BIST	Yes	2025	2029	2033
Business	BIST	Yes	2025	2029	2033
Chemistry	STEM	No	2026	2030	2034
Child Development	SSCI	Yes	2028	2032	2036
Communication Studies	FACH	No	2028	2032	2036
Computer Information Systems	BIST	Yes	2025	2029	2033
Cosmetology	BIST	Yes	2027	2031	2035
Dance	FACH	No	2025	2029	2033
Theater	FACH	No	2025	2029	2033
Earth Science	STEM	No	2026	2030	2034
English	FACH	No	2028	2032	2036
English as a Second Language	FACH	No	2028	2032	2036
Heating, Ventilation, A/C and Refrigeration	BIST	Yes	2025	2029	2033
History	SSCI	No	2028	2032	2036
Human Development	HEPS	No	2026	2030	2034
Kinesiology and PE (First Aid, Kinesiology, Physical Education, Recreation)	HEPS	No	2025	2029	2033
Languages (American Sign Language, Spanish)	FACH	No	2026	2030	2034
Library and Library Science	FACH	No	2028	2032	2036
Life Sciences	STEM	No	2028	2032	2036
Machine Tool and Manufacturing Technology	BIST	Yes	2027	2031	2035
Mathematics	STEM	No	2026	2030	2034
Music (*Commercial Music, Music)	FACH	*Yes	2025	2029	2033
Nursing	HEPS	Yes	2025	2029	2033
Physics/Astronomy	STEM	No	2026	2030	2034
Political Science	SSCI	No	2028	2032	2036
Psychology	SSCI	No	2026	2030	2034
Social Media and Film/Video					

All courses are assessed each semester. Each four years, a "course report" is written by the department, which engages disaggregated SLO data and analyzes it.

State the percent of course and program SLO statements that have been assessed.
All courses have begun collecting SLO data for all statements since the last program review.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
Assessment Data & Analysis Dates:
We assessed the efforts of at 636 students over four semesters (SP21, FA21, SP22, FA22), for POLI 101. We will conduct the complete "course report" for all our courses prior to our next program review due date. Here were the findings from our preliminary analysis.

- **Holistic Summary:** Success rates on SLO's 1, 2 and 3 were quite high. Over the four semesters analyzed, SL01 had a success rate of 90.25%, SLO 2 had a success rate of 89.39% and SLO 3 had a success rate of 87.64%. These are higher than historical averages, and all meet our new standard for success. We do notice a slight decline in success between SLO 1 and SLO 3, but it is very minor and may not be statistically significant.

- **Disaggregated by Mode of Instruction:** We find that with regard to modality, students in face to face courses achieved success at higher rates than those in online courses. For example, the success rate for SLO 1 in face to face courses was 93.65% for the four semesters, while the online success rate was 84.79%. Results for SLO 2 were similar with students in face to face sections succeeding at a 91.32% rate versus an 86.67% rate in online sections. Results for SLO 3 were almost identical with face to face students

succeeding at an 92.74% rate while those online succeeded at an 82.38% rate. These data are familiar; we typically see higher success rates for in person courses. However, what is most encouraging are the high online success rates. They are higher than they have been in the past, and we will strive to continue that trend.

- **Disaggregated by Race/Ethnicity:** With regards to ethnicity, the data demonstrated that on average, Hispanic/Latinx students succeeded at higher rates than Black/African American students. These gaps were similar across the three SLO's. Data were unreliable for measuring success for White and Asian students, as there were too few cases to draw from (6 of each). For SLO 1, Hispanic/Latinx students succeeded at a 92.34% rate while Black/African American students succeeded at an 83.46% rate.

- **Disaggregated by Gender:** Differences in success across gender categories were basically nonexistent; male and female students succeeded at similar rates. For example, on SLO 1, females enjoyed a 90.52% success rate, while males enjoyed a 89.42% success rate. There are no data for non-binary students as no students identified as non-binary.

- **Disaggregated by Age:** Differences in success across age categories were slight. Students of all ages were generally successful, with no noticeable laggards. The most noticeable trend in this category was that students under 18 were noticeably more successful, and those aged 18-19 were slightly more successful than other age demographics. For example, on SLO 1, success rates for most age groups hovered around 87%, while students under 18 succeeded at a 95.68% rate and those aged 18-19 succeeded at a 92.59% rate. This can be explained by the large number of Early College students our program houses (Early College students are accelerated high school students, and generally high achieving). In addition, these data demonstrate that students coming straight from high school achieve at slightly higher rates than our general student population.

- **Summary:** Overall, the finding we were most pleased by was that success rates on political science 101 SLO's has increased in recent years and is currently quite high. We were somewhat surprised that males and females scored almost identically, as there is a large female to male enrollment discrepancy on our campus (and we assumed an achievement gap). Importantly, we were able to begin to narrow the gap between in-person and distance education achievement. The numbers have looked far worse than this in the past, and we can attribute some of the improvement to increased communication with students, the early alert system, and the interactive features built into our distance education shells. Finally, these data made us aware that our African American/Black students are succeeding at lower rates than our Hispanic/Latinx students. This is a gap that was brought to light through this analysis, and will be addressed by our department and the campus as a whole.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.
Our program, along with the entire campus community has adopted a new way of assessing SLO's and PLO's. During the course of the semester, all instructors administer the assessment, and individual student results are entered into our enterprise resource planning system (ELumen). SLO's are assessed on an ongoing basis, every Fall and Spring. Every four years, the semester before program review is due, programs conduct a "course report" for each of their courses. The course report is a long form document which analyzes student performance on each SLO for the previous four years. Because SLO assessment data is entered for every student every semester, faculty authors have a wealth of disaggregated data to analyze in the course report. We identify trends in success, and examine demographic variables as they relate to student mastery of SLO's. We then reflect on our program successes and the ways we can foster higher SLO success rates in the future.
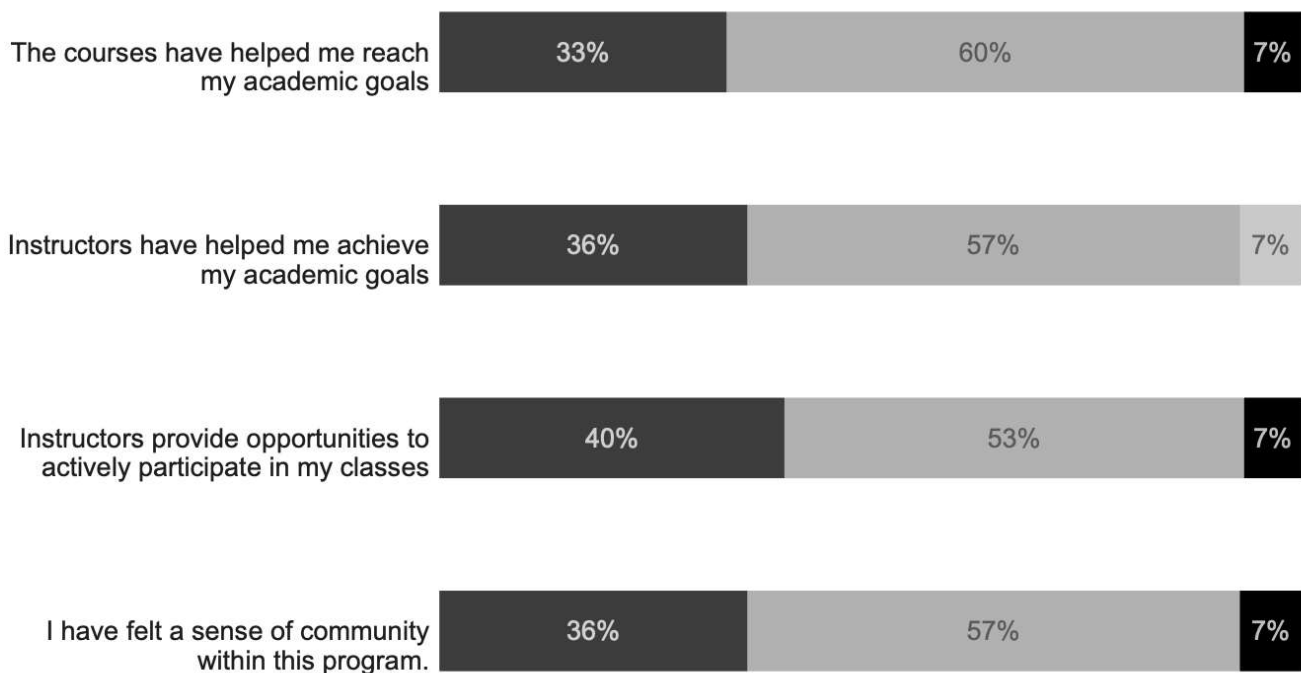
List any related recommendations.
No Value

Academic Program Review: (5) Analysis of Student Feedback First Submission: Version by **Mills, Jesse** on **08/31/2024 03:27**

Describe the results of the student survey in the area of student support.

Academic Support and Development

Please rate how much you agree or disagree with the following statements about this program.

Statement	Strongly Agree	Agree	Disagree/Strongly Disagree
The courses have helped me reach my academic goals	33%	60%	7%
Instructors have helped me achieve my academic goals	36%	57%	7%
Instructors provide opportunities to actively participate in my classes	40%	53%	7%
I have felt a sense of community within this program.	36%	57%	7%

● Strongly Agree ○ Agree ● Disagree ○ Strongly Disagree

From the data gathered, students agreed or strongly agreed with the following statements 93% of the time:
- The courses have helped me reach my academic goals.
- Instructors have helped me achieve my academic goals.
- Instructors provide opportunities to actively participate in class.
- I have felt a sense of community within this program.

One student either disagreed/strongly disagreed with these statements.

While we generally feel positive about this data, we can use it to pursue more opportunities to build community and increase participation, including fostering support for a club, hosting events on campus, and exploring other initiatives.

Regarding the major reasons students take Political Science courses, 40% report taking them for general education requirements, 40% for major requirements, 7% for electives, and 13% for other reasons. No students reported taking these courses for personal enrichment.

Describe the results of the student survey in the area of curriculum.

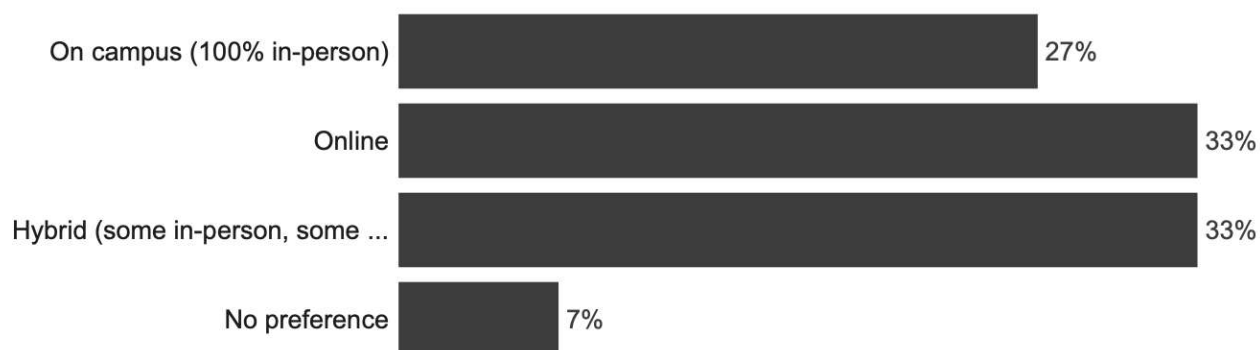# What time of the day do you prefer to take courses at Compton College?

15 Responses

Time	Percentage
Morning (8-11:00 am)	47%
Mid-day (11:01 am-2:00 pm)	7%
Afternoon (2:01 pm-5:00 pm)	20%
Evening (After 5 pm)	27%
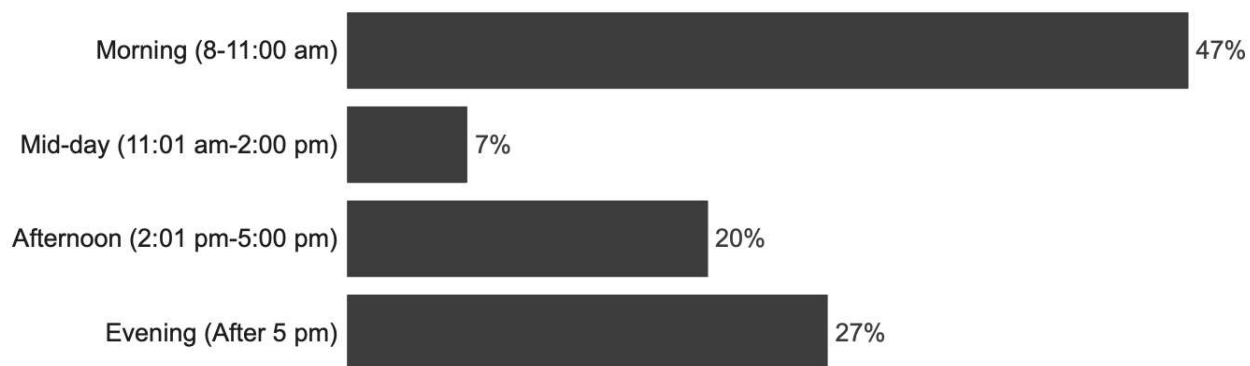
With regard to **preferred meeting time** for courses, most students reported favoring classes in the morning as opposed to mid-day or afternoon. Students also desired more evening classes. This tracks with anecdotal evidence of our campus student body being working students. This will be something to consider as we move forward with planning the schedule.

Which teaching method do you prefer?

15 Responses

Method	Percentage
On campus (100% in-person)	27%
Online	33%
Hybrid (some in-person, some ...)	33%
No preference	7%

With regard to **preferred teaching method**, one-third of students reported preferring online, another one-third preferred hybrid instruction (some online, some in person). 27% of students prefer all face-to-face instruction. 7% report no preference. As we plan our course schedule, we should consider adding a few more hybrid offerings as that is currently the least offered modality in our program.

Please rate how much you agree or disagree with the following statements about the program

I've been able to register for the classes I need within this program.	57%	21%	14%	7%

There is an appropriate range of courses offered in this program.	46%	23%	23%	8%
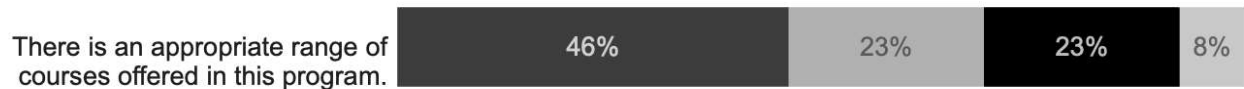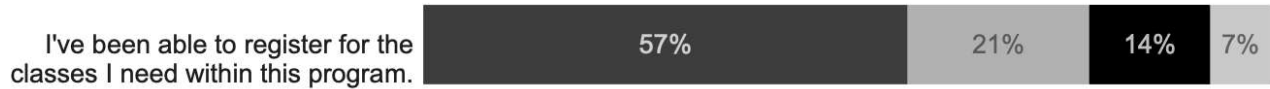
● Strongly Agree   ● Agree   ● Disagree   ● Strongly Disagree

- Regarding students' reported **ability to register for classes needed in the program**: We experienced some dissatisfaction within our responses. 21% of students disagreed/strongly disagreed. Perhaps during course offerings we could add a few more sections at different times and modalities as preferred by the responses above.
- Regarded students' reported **belief there is an appropriate range of courses offered in this program**: 31% reported disagreement/strong disagreement. Perhaps the department should consider offering some courses (POLI-105 or 106) more than once per year.

Describe the results of the student survey in the area of facilities, equipment and technology.

Facilities, Equipment, and Technology

Please rate the program's facilities, equipment, and technology (*Full text of questions available below)

15 Responses

Classroom facilities (building, furniture, hallways, classroom ...	69%	31%
Equipment (lab/studio/gym equipment, tools, ...	58%	33% / 8%
Technology (Canvas, Microsoft applications, other software, etc.)	67%	33%
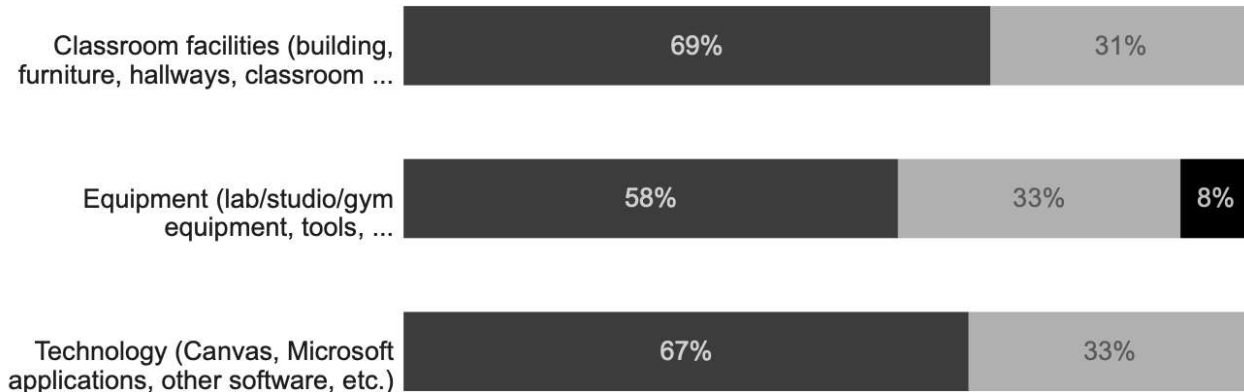
● Excellent　　● Satisfactory　　● Poor

*Question 1: Classroom facilities (building, furniture, hallways, classroom features, etc.)

*Question 2: Equipment (lab/studio/gym equipment, tools, computers/electronics, etc.)

Elaborate on any or all of the facilities, equipment, or technology you experienced in the program.

3 Responses

Please elaborate

N/A

NO

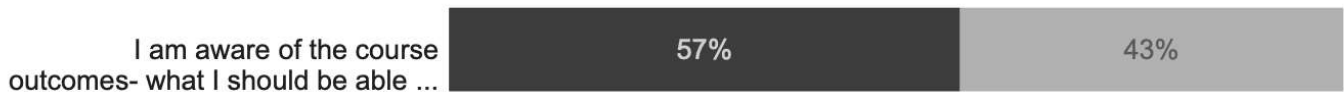If labs and computers are inaccessible, what's the point of having such facilities on campus?

Based on our student surveys, our facilities were rated 100% satisfactory or above. Of the 15 respondents, 14 rated the equipment as satisfactory or above, with one student expressing the belief that computer lab classrooms should be available more often. Additionally, technology resources such as Canvas and Microsoft applications were rated 100% satisfactory or above.

Describe the results of the student survey in the area of program objectives.

Program Objectives

Indicate the degree to which you agree with the following: (*full text of questions listed below)

14 Responses

I am aware of the course outcomes- what I should be able ...	57%	43%

After taking this program's course, I am much more knowledgeable ...	69%	31%

● Strongly Agree   ● Agree   ● Disagree   ● Strongly Disagree

*Question 1: I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program.

*Question 2: After taking this program's course, I am much more knowledgeable about the subject than before.

Students reported positively for both **awareness in course outcomes** and **being much more knowledgeable about the subject** than before. We are generally satisfied with this result, but will meet to consider ways to turn the responses from "agree" into "strongly agree".

Discuss the implications of the survey results for the program.
Overall, we are happy to see that students are generally satisfied with curriculum, facilities, equipment, technology, and understanding of program objectives. The results of the survey reveal to us that students prefer more modes of course offerings, more use of our equipment, and a desire for more community within the program.

Discuss the results of other relevant surveys (if applicable).
No Value

List any related recommendations
- Offer one or more evening classes per semester
- Offer one or more hybrid sections per semester
- Consider making use of computer labs in IB-1 for training or projects, such as reports, scholarly database training, simple experiments using Excel (as this will also translate into workforce training).
- Foster a sense of community through events such as a guest speaker, documentary screening, or campus wide discussion.

Academic Program Review: (6) Facilities and Equipment First Submission: Version by **Mills, Jesse** on **08/31/2024 03:27**

Describe and assess the existing program facilities and equipment.
Our program office and courses are now housed in Instructional Building 1. This is a major upgrade, as our facilities are now fresh and state-of-the-art. Most of our courses are conducted remotely, but for those students who attend class on campus, they enjoy large, light filled rooms with wifi and computer labs throughout the facility.

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.
As our program isn't technology intensive, we have no immediate needs related to facilities and equipment.

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.
As our program isn't technology intensive, we have no long term needs related to facilities and equipment.

List any related recommendations.
No Value

Academic Program Review: (7) Technology and Software First Submission: Version by **Mills, Jesse** on **08/31/2024 03:27**

Describe and assess the adequacy and currency of the technology and software used by the program.
Faculty within the program actively participate in utilizing campus technology and software effectively. Our current building, Instructional Building 1, is equipped with classrooms that feature computers, projectors, and quality sound systems. Additionally, our campus provides access to Microsoft Enterprise apps, the Canvas Learning Management System, and other tech integrations for online instruction, including Canvas Studio, Perusall, and plagiarism detection tools.

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.
The political science program has not identified any instructional technology or software specific to its needs and, at present, does not employ any equipment other than what has been listed above. There are no immediate or long-term plans to adopt or procure any technology or software unique to instruction or student success. All needs of this kind are met.

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.
The political science program has not identified any instructional technology or software specific to its needs and, at present, does not employ any equipment other than what has been listed above. There are no immediate or long-term plans to adopt or procure any technology or software unique to instruction or student success. All needs of this kind are met.

List any related recommendations.
No Value

Academic Program Review: (8) Staffing First Submission: Version by **Mills, Jesse** on **08/31/2024 03:27**

Describe the program's current staffing, including faculty, administration, and classified staff.
Our program is currently staffed by two full-time faculty members, and a pool of part-time instructors who are called upon as needed. With enrollment down, our full-time instructors often struggle to make load. We do not have any additional staffing needs.

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.
We have no immediate or long-term staffing needs.

List any related recommendations.
No Value

Academic Program Review: (9) Direction and Vision First Submission: Version by **Mills, Jesse** on **08/31/2024 03:27**

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
The academic field of political science is experiencing significant shifts driven by the increasing push for Open Educational Resources (OER), the expansion of distance education, and the growing need to understand and interact with emerging technologies like artificial intelligence (AI). Over the next four years, these changes will profoundly impact our program.
  1. The push for OER is transforming how educational materials are accessed and utilized. As more institutions and faculty members embrace OER, there will be a greater emphasis on ensuring that our program's resources are not only accessible but also of high quality and relevance. The college is currently implementing complete OER/ZTC pathways and political science will largely be a part of many paths for students. This shift will likely increase the availability of cost-effective materials, but it will also require us to be vigilant in maintaining the rigor and credibility of our sources.
  2. The expansion of distance education continues to reshape how we deliver our courses. With more students opting for online learning, our program must adapt by developing more robust online course offerings and enhancing the overall digital learning experience. This includes integrating new technologies that can facilitate online learning, such as video, projects, and other dynamic softwares while ensuring that we maintain high academic standards.
  3. The rise of AI in education presents both opportunities and challenges. While AI can offer innovative tools for learning and research, it also brings concerns regarding the accuracy and credibility of AI-generated content. As AI becomes more prevalent, it will be crucial for our program to emphasize the importance of using scholarly sources and to educate students on the potential pitfalls of relying on AI-generated content, which may suffer from inaccuracies or "hallucinations."

In response to these changes, our program must prioritize the development of OER resources, expand and improve our distance education offerings, and foster a critical understanding of new technologies like AI. By doing so, we can ensure that our students are well-prepared for the evolving academic landscape and that they continue to engage with credible, scholarly content in their studies.

Explain the direction and vision of the program and how you plan to achieve it.
As a fully accredited institution, Compton College offers an AA-T in Political Science. The college is equipped to provide students with the full course list needed to complete the 60 credits required for transfer to any CSU campus. Our program has thoroughly reviewed, revised, and augmented our course offerings to ensure that the minimum 18 transferable units in the major are available on a consistent four-semester cycle. Program faculty have collaborated with the curriculum committee to ensure seamless transferability of course outlines of record, as well as obtaining approval from the Chancellor's Office, establishing articulation agreements, and ensuring C-ID compliance.

The Political Science program is sustainable in its current form, and our vision is to continue building student interest in the subject while increasing success and retention rates in our

courses. As a fully accredited college, we have become a one-stop-shop for students. Additionally, we see an opportunity to help students interested in politics obtain internships and employment in the field. Faculty are currently discussing the development of internship opportunities for students and plan to reach out to local politicians to gauge interest in such a program.

List any related recommendations.
No Value

Academic Program Review: (10) Prioritized Recommendations First Submission: Version by **Mills, Jesse** on **08/31/2024 03:27**

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

Recommendation	Strategic Initiative	Cost Estimate	
Reboot political science supplemental instructor program	2	$10,000	
Conduct political science courses as part of the FYE program (revive all male cohort)	2	?	
Enable all full-time faculty to become POCR certified	3	?	
Offer evening classes	2	None	
Offer hybrid classes	2	None	
Offer some political science events (screening/guest speaker/etc.)	2	$5,000	