

Program Review
Political Science

2014-2018

Compton College

September 1, 2020

Submitted by Dr. Jesse Mills

1. Overview of the Program

Mission Statement and Narrative:

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.

Degrees and Certificates:

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 in Summer 2019 (as Compton College adopted its own, independent curriculum) course naming nomenclature was changed from 1-digit to 3-digit numbers. The course content remained unchanged.

Mission Statement and 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.”

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 offers a variety of online courses and has included sections which utilize the college’s early alert system. Political science students within the First Year Experience (FYE) program enjoy private counseling services, and quarterly progress/grade updates.

Status of Prior Recommendations:

Recommendation	Cost Estimate	Strategic Initiative
1. 1 set of clickers (Quick Response Systems)	\$1,200	A
2. Projector, Audio – video equipment replacement	\$4,000	A

3. Retractable screens and maps \$1,000 A

Our previous recommendations were fulfilled. I was provided with a set of Quick Response System clickers, and we are being provided with new projectors, A/V equipment and retractable screens as part of the upgrade to our instructional buildings. Provisional estimates are for us to move into the new building in 2021 or 2022.

2. **Analysis of Research Data**

Enrollment (Head Count):

Enrollment in political science courses has decreased. It decreased by 7% between 2014 and 2015, by over 12% between 2015 and 2016, remained steady in 2017, then decreased another 7.5% in 2018. The proximate cause of this trend is unknown, but may be related to a number of factors. While enrollment at the college was relatively steady, FTES has dropped in recent years. This may have been the result of a good economy, competition from neighboring colleges or a loss of students after the full transition to Compton College. Political Science 1 is still a required course for graduation and transfer, and we are now offering AA-T degrees in political science, so there was an expectation that head counts would level off in the near future. Unfortunately, the emergence of COVID-19 earlier this year has significantly decreased enrollment at the college, so more losses are anticipated.

Enrollment by Gender:

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 35.3% - 39.1%, while women made up 60.9% - 64.7% of the student population. These numbers have remained remarkably consistent, mirroring the data from our previous program review.

Enrollment by Ethnicity:

In contrast to the stability of gender differences in enrollment, ethnicity trends in enrollment demonstrated a significant shift in the past five years. While the percentages of whites, Asians and American Indians remained stable (0%-3%), the proportion of African American and Latino students has changed noticeably. African American enrollment has declined from 38.6% in 2014 to only 19.1%. At the same time Latino enrollment has risen, from 53.7% in 2014 to 74.6% in 2018. This is a significant shift in such a short period of time. This reflects the changing demographics of the community.

Enrollment by Age:

Fall enrollment by age has remained relatively stable, and reflective of past surveys. Most students in our program are in their late teens and early twenties (18-24). However, there are a significant number of students in their late twenties and thirties (roughly 20% of Fall enrollees). This is important to take into account as we create the class schedule and attempt to best serve our students. Anecdotally, professors have found older students to be busier (with jobs and families of their own), but often highly motivated. Some of my best students who have gone on to transfer to prestigious universities have come from this demographic. In

order to best serve these students, it is important that we continue to offer afternoon, night and weekend sections, as they often register for these courses. Finally students that are 40+ years old make up roughly 5% of our enrollees. They are not numerous, but often have powerful personalities, and require more finesse than our teenage students. Taking care to respect and challenge our middle-age students is essential, and when done effectively, can produce great results. These students will often take on leadership roles in class and help keep discussion lively. They can also help set the tone for decorum.

Enrollment by Full-Time/Part-Time Status and Educational Goal:

The number of full-time students in our program has decreased over the past five years from 54.2% to 40.8%, while the number of part-time students has increased from 45.8% to 59.2%. This coincides with full-time enrollment at the college moving from roughly 25% in 2014, to 20% in 2017 (Office of Research, “Facts and Figures.”). The shift in our program is reflective of an overall change in enrollment at the college. What is noteworthy however, is the fact that our program still has significantly more full-time students than the college average. This bodes well for success in our program, as full-time students are more likely to earn degrees and transfer in a timely manner.

We believe there are two key reasons for this finding. First, our highest enrolled class (Political Science 101) meets the Social and Behavioral Science Section A requirement for the AA Degree. Secondly, all political science courses offered are UC and CSU transferable. These factors encourage students who are serious about earning their college degree (AA), and/or transferring to a four-year university to enroll in political science classes.

Enrollment by Educational Goal:

Students in our program overwhelmingly have the goal of transfer to a 4-year institution. While there has been some fluctuation in this number, it tends to hover around 60%. Roughly a third say they are undecided, which is not surprising, as political science is a requirement for graduation. A smaller number (generally 6-7%) have the goal of attaining a political science degree. This number is expectedly small, as jobs in the field generally require a BA degree. However, we expect this number to rise in the future, as the AA-T degree is promoted, and students realize the utility of this degree as a tool for transfer.

Political Science Head Counts Fall Terms 2014-2018						
		Term				
		2014	2015	2016	2017	2018
Term Head Count		581	539	474	463	429
Gender	F	354 (60.9%)	349 (64.7%)	295 (62.2%)	295 (63.7%)	275 (64.1%)
	M	227 (39.1%)	190 (35.3%)	179 (37.8%)	168 (36.3%)	154 (35.9%)
Ethnicity	American Indian or Alaska Native	< 5	< 5	< 5	< 5	< 5
	Asian	16 (2.8%)	9 (1.7%)	16 (3.4%)	10 (2.2%)	< 5

	Black or African American	224 (38.6%)	148 (27.5%)	138 (29.1%)	115 (24.8%)	82 (19.1%)
	Latinx	312 (53.7%)	351 (65.1%)	299 (63.1%)	317 (68.5%)	320 (74.6%)
	Native Hawaiian or Other Pacific Islander	< 5	< 5	< 5	< 5	< 5
	Two or More Races	18 (3.1%)	18 (3.3%)	8 (1.7%)	10 (2.2%)	10 (2.3%)
	White	7 (1.2%)	8 (1.5%)	8 (1.7%)	8 (1.7%)	13 (3.0%)
Age / Age Group						
	<17	< 5	< 5	< 5	< 5	24 (5.6%)
	17	< 5	< 5	5 (1.1%)	< 5	7 (1.6%)
	18	38 (6.5%)	52 (9.6%)	39 (8.2%)	27 (5.8%)	41 (9.6%)
	19	74 (12.7%)	75 (13.9%)	87 (18.4%)	63 (13.6%)	65 (15.2%)
	20	87 (15.0%)	78 (14.5%)	67 (14.1%)	63 (13.6%)	59 (13.8%)
	21	77 (13.3%)	62 (11.5%)	56 (11.8%)	44 (9.5%)	40 (9.3%)
	22	49 (8.4%)	52 (9.6%)	28 (5.9%)	41 (8.9%)	23 (5.4%)
	23	37 (6.4%)	48 (8.9%)	31 (6.5%)	36 (7.8%)	39 (9.1%)
	24	41 (7.1%)	18 (3.3%)	23 (4.9%)	31 (6.7%)	19 (4.4%)
	25-29	69 (11.9%)	73 (13.5%)	63 (13.3%)	76 (16.4%)	53 (12.4%)
	30-39	71 (12.2%)	50 (9.3%)	46 (9.7%)	50 (10.8%)	41 (9.6%)
	40-49	20 (3.4%)	16 (3.0%)	11 (2.3%)	13 (2.8%)	10 (2.3%)
	50-64	14 (2.4%)	7 (1.3%)	16 (3.4%)	14 (3.0%)	8 (1.9%)
	65+	< 5	< 5	< 5	< 5	< 5
Class Load						
	Full-time	315 (54.2%)	284 (52.7%)	253 (53.4%)	227 (49.0%)	175 (40.8%)
	Part-time	266 (45.8%)	255 (47.3%)	221 (46.6%)	236 (51.0%)	254 (59.2%)
Education Goal						
	Basic Skills	< 5	< 5	< 5	< 5	< 5
	Degree / Cert Only	51 (8.8%)	33 (6.1%)	38 (8.0%)	21 (4.5%)	33 (7.7%)
	Enrichment	< 5	9 (1.7%)	< 5	15 (3.2%)	15 (3.5%)
	Intend to Transfer	340 (58.5%)	370 (68.6%)	319 (67.3%)	287 (62.0%)	244 (56.9%)
	Retrain / Recertify	< 5	< 5	< 5	< 5	10 (2.3%)
	Undecided / Unstated	182 (31.3%)	122 (22.6%)	111 (23.4%)	136 (29.4%)	124 (28.9%)

Political Science Head Counts Spring Terms 2015-2019						
		Term				
		2015	2016	2017	2018	2019
Term Head Count		494	502	470	397	397
Gender						
	F	295 (59.7%)	327 (65.1%)	278 (59.1%)	250 (63.0%)	256 (64.5%)

	M	199 (40.3%)	175 (34.9%)	192 (40.9%)	147 (37.0%)	141 (35.5%)
Ethnicity	American Indian or Alaska Native	< 5	< 5	< 5	< 5	< 5
	Asian	12 (2.4%)	13 (2.6%)	6 (1.3%)	8 (2.0%)	12 (3.0%)
	Black or African American	168 (34.0%)	154 (30.7%)	122 (26.0%)	103 (25.9%)	95 (23.9%)
	Latinx	282 (57.1%)	304 (60.6%)	314 (66.8%)	268 (67.5%)	265 (66.8%)
	Native Hawaiian or Other Pacific Islander	< 5	< 5	< 5	< 5	< 5
	Two or More Races	16 (3.2%)	13 (2.6%)	19 (4.0%)	10 (2.5%)	10 (2.5%)
	Unknown/Non-Respondent	< 5	< 5	< 5	< 5	< 5
	White	11 (2.2%)	16 (3.2%)	7 (1.5%)	6 (1.5%)	9 (2.3%)
Age / Age Group	<17	< 5	< 5	< 5	< 5	< 5
	17	< 5	< 5	< 5	< 5	6 (1.5%)
	18	44 (8.9%)	45 (9.0%)	42 (8.9%)	36 (9.1%)	36 (9.1%)
	19	66 (13.4%)	64 (12.7%)	62 (13.2%)	69 (17.4%)	51 (12.8%)
	20	73 (14.8%)	62 (12.4%)	63 (13.4%)	68 (17.1%)	46 (11.6%)
	21	55 (11.1%)	51 (10.2%)	59 (12.6%)	47 (11.8%)	45 (11.3%)
	22	42 (8.5%)	46 (9.2%)	44 (9.4%)	19 (4.8%)	41 (10.3%)
	23	32 (6.5%)	37 (7.4%)	32 (6.8%)	17 (4.3%)	21 (5.3%)
	24	20 (4.0%)	29 (5.8%)	21 (4.5%)	17 (4.3%)	22 (5.5%)
	25-29	81 (16.4%)	83 (16.5%)	72 (15.3%)	60 (15.1%)	70 (17.6%)
	30-39	57 (11.5%)	45 (9.0%)	46 (9.8%)	40 (10.1%)	35 (8.8%)
	40-49	18 (3.6%)	28 (5.6%)	20 (4.3%)	15 (3.8%)	14 (3.5%)
	50-64	6 (1.2%)	10 (2.0%)	5 (1.1%)	5 (1.3%)	5 (1.3%)
	65+	< 5	< 5	< 5	< 5	< 5
Class Load	Full-time	261 (52.8%)	236 (47.0%)	192 (40.9%)	175 (44.1%)	176 (44.3%)
	Part-time	233 (47.2%)	266 (53.0%)	278 (59.1%)	222 (55.9%)	221 (55.7%)
Education Goal	Basic Skills	< 5	< 5	< 5	< 5	< 5
	Degree / Cert Only	31 (6.3%)	36 (7.2%)	23 (4.9%)	31 (7.8%)	32 (8.1%)
	Enrichment	< 5	< 5	< 5	8 (2.0%)	13 (3.3%)
	Intend to Transfer	307 (62.1%)	303 (60.4%)	293 (62.3%)	258 (65.0%)	236 (59.4%)
	Retrain / Recertify	5 (1.0%)	< 5	< 5	< 5	6 (1.5%)
	Undecided / Unstated	145 (29.4%)	154 (30.7%)	148 (31.5%)	97 (24.4%)	110 (27.7%)

Course Grade Distribution:

The grade distribution amongst students in the political science program demonstrate a few trends. The first trend is stability. Over this 5-year period, grades remained fairly stable. For example, from 2014-2018, the percentage of students who earned “A’s” in POLI 1 was 19%, 24%, 23%, 21% and 25% respectively. They are also noticeably higher than the percentage of “A’s” in the years covered by the last program review (hovering around 19%). Other letter grades followed this pattern. We attribute this trend to outstanding teaching, and pledge to continue our efforts.

The data also indicate that there are certain courses students have more trouble with than others. Two courses that students consistently have lower pass rates and lower grades in are POLI 2 and POLI 10. POLI 6 used to fall into this category, but after hiring a full-time faculty member to teach the course in 2014, numbers improved. There are multiple reasons why many of the political science electives see lower success rates. First, these are courses that go beyond introductory material, and critically examine one area of politics. The degree of difficulty increases in courses like these. There can be other factors which impede student’s ability to succeed in these courses. For example, POLI 10 had only been offered as a distance education class, and students typically succeed at lower rates in these courses.

POLI 7 was a course that students struggled with in 2015 (success rate of roughly 50%), but after gaining experience teaching this course, a part-time instructor helped guide students to succeed at a 70% rate in 2016 and 2017. Due to the nature of these courses, they are not offered every term, as enrollment often isn’t high enough to “make” the course. However, we offer them whenever possible, and whenever enrollment is high enough to warrant funding the course.

School Year	Course ID	A	B	IB	C	IC	P	D	ID	NP	F	IF	RD	DR	W	Total	Success	Retained	Success Rate	Retention Rate
2014-15	POLI-1	139	212	0	198	0	0	88	<5	0	99	<5	0	0	183	922	549	739	59.54	80.15
	POLI-10	6	<5	0	7	0	0	<5	0	0	12	0	0	0	27	56	14	29	25	51.79
	POLI-2	<5	8	0	9	0	0	<5	0	0	9	0	0	0	<5	35	19	32	54.29	91.43
	POLI-3	<5	<5	0	<5	0	0	<5	0	0	<5	0	0	0	<5	16	8	12	50	75
	POLI-5	<5	<5	0	<5	0	0	<5	0	0	9	0	0	0	7	35	15	28	42.86	80
	POLI-6	<5	11	0	<5	0	0	0	0	0	<5	0	0	0	<5	24	19	22	79.17	91.67
2015-16	POLI-1	185	211	0	180	0	0	84	<5	0	92	<5	0	0	172	928	576	756	62.07	81.47
	POLI-10	<5	<5	0	6	0	0	<5	0	0	7	0	0	0	19	42	13	23	30.95	54.76
	POLI-2	0	6	0	<5	0	0	<5	0	0	<5	0	0	0	8	24	10	16	41.67	66.67
	POLI-3	6	<5	0	<5	0	0	0	0	0	<5	0	0	0	6	18	10	12	55.56	66.67
	POLI-6	6	7	0	0	0	0	<5	0	0	<5	0	0	0	<5	18	13	15	72.22	83.33
	POLI-7	<5	<5	0	0	0	0	<5	0	0	0	0	0	0	<5	14	7	9	50	64.29
2016-17	POLI-1	166	163	0	184	0	0	112	0	0	88	<5	0	0	145	859	513	714	59.72	83.12
	POLI-10	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	14	32	14	18	43.75	56.25
	POLI-2	0	0	0	<5	0	0	0	0	0	<5	0	0	0	<5	10	<5	7	50	70
	POLI-3	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	<5	10	<5	6	50	60
	POLI-6	6	7	0	<5	0	0	<5	0	0	<5	0	0	0	<5	20	14	18	70	90
	POLI-7	10	<5	0	8	0	0	<5	0	0	0	0	0	0	<5	24	19	20	79.17	83.33
2017-18	POLI-1	132	174	0	162	0	0	72	0	0	83	<5	0	0	145	771	468	626	60.7	81.19
	POLI-10	<5	<5	0	7	0	0	<5	0	0	<5	0	0	0	18	38	14	20	36.84	52.63
	POLI-2	0	<5	0	<5	0	0	<5	0	0	<5	0	0	0	6	19	6	13	31.58	68.42
	POLI-6	6	<5	0	<5	0	0	<5	0	0	<5	0	0	0	<5	15	11	13	73.33	86.67
	POLI-7	8	<5	0	<5	0	0	0	0	0	<5	0	0	0	<5	20	14	15	70	75
2018-19	POLI-1	152	154	0	139	0	0	52	<5	0	104	<5	0	0	145	750	445	605	59.33	80.67
	POLI-10	7	9	0	7	0	0	<5	0	0	<5	0	0	0	7	35	23	28	65.71	80
	POLI-1H	0	<5	0	<5	0	0	0	0	0	<5	0	0	0	8	13	<5	<5	15.38	38.46
	POLI-2	<5	<5	0	<5	0	0	0	0	0	8	<5	0	0	<5	20	8	17	40	85
	POLI-3	8	<5	0	0	0	0	0	0	0	<5	0	0	0	<5	13	9	12	69.23	92.31

Success 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 aggregate student success data reveals stability and a consistently high success rate overall. In 2014 the success rate was 57.35%, and by 2018 it was 58.6%, with little fluctuation in the intervening years. Looking back at the previous program review, the success rate was 51.2% in 2010, improving to 59.6 by 2013. This indicates that the gains made during that period have been made permanent. In addition, our 5 year average is 59%, which is in line with our previous average.

Program Success Standard*	58.21%
5-year Program Success Average	59.01%

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
2014-15	1088	57.35%
2015-16	1044	60.25%
2016-17	955	56.69%
2017-18	863	59.44%
2018-19	831	58.60%

Political Science Success Rate

Ethnicity	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Asian	75.00%	50.00%	66.67%	76.92%	81.25%	<5	60.00%	<5	<5	50.00%
Black	50.22%	52.66%	47.97%	62.34%	55.56%	60.98%	48.70%	55.34%	48.78%	51.58%
Latinx	61.27%	64.56%	61.76%	63.82%	62.00%	54.89%	63.44%	59.70%	59.32%	64.79%
American Indian / Alaskan Native	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
Pacific Islander	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
Two or More	42.11%	37.50%	38.89%	61.54%	50.00%	84.21%	50.00%	60.00%	60.00%	70.00%
White	<5	<5	<5	68.75%	<5	100.00%	<5	83.33%	64.29%	44.44%
Unknown or Decline	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5

GENDER	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
F	56.79%	57.24%	56.00%	64.22%	58.45%	59.07%	59.12%	56.40%	59.71%	64.84%
M	55.26%	60.89%	58.85%	62.86%	64.32%	58.03%	60.59%	63.95%	52.60%	51.75%

Age/Age Group	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
<17	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
17	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
18	69.23%	61.36%	53.85%	64.44%	64.10%	57.14%	74.07%	58.33%	58.54%	44.44%
19	52.00%	67.16%	70.67%	60.94%	65.17%	60.32%	61.90%	60.87%	52.31%	66.67%
20	57.95%	65.33%	60.76%	79.03%	53.73%	58.73%	57.14%	60.29%	54.24%	56.52%
21	59.74%	56.36%	58.06%	62.75%	66.07%	56.67%	73.33%	51.06%	47.50%	52.17%
22	55.10%	55.81%	51.92%	52.17%	42.86%	59.09%	56.10%	52.63%	34.78%	65.85%
23	45.95%	46.88%	52.08%	64.86%	64.71%	53.13%	51.35%	47.06%	61.54%	42.86%
24	53.49%	50.00%	66.67%	65.52%	52.17%	71.43%	56.25%	47.06%	52.63%	63.64%
25-29	54.29%	52.44%	48.65%	60.24%	64.06%	58.33%	51.32%	63.33%	60.71%	67.61%
30-39	54.17%	64.91%	49.02%	62.22%	55.32%	57.45%	54.00%	70.00%	63.41%	60.00%
40-49	61.90%	44.44%	56.25%	67.86%	54.55%	61.90%	76.92%	53.33%	100.00%	64.29%
50-64	71.43%	66.67%	71.43%	60.00%	75.00%	60.00%	78.57%	60.00%	75.00%	80.00%
65+	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5

While student success rates were generally good, there were significant differences across demographic groups. 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 (Latino and African American) demonstrates a trend that has persisted since the last program review; Latino success rates are significantly higher than those of African American students. Out of 10 semesters, Latino success rates were higher in 9, and often by double digits. During the last program review cycle, we noted these differences and 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, and specifically (3) the continuance of the all-male cohort(s) in the FYE program. We were even hopeful to create a cohort of all African American males, and to provide extra support. These measures were having noticeable impacts, but all have been suspended/ended by administration.

Retention rates:

Retention rates in our program are consistent and generally high. During the last program review cycle, we saw rates average in the mid to high 70% range. We appear to have made small gains, averaging roughly 80%. While the goal is to have all students remain enrolled, and complete our courses, we recognize that in some cases, students are facing circumstances beyond their, and our control. While we strive for 100% retention, we are generally satisfied with our current rate.

Year	Total Grades	Retention Rate
2014-15	1088	79.23%
2015-16	1044	79.60%
2016-17	955	81.99%

2017-18	863	79.61%
2018-19	831	80.26%

Distance Education vs. Face-to-Face:

As we have seen for years, success and retention rates are higher in face-to-face classes, compared to those taught online. There are a number of reasons for this. First, students often take online courses because they believe they will be easier; this is not the case. Secondly, students often do not “pace” themselves well in the online environment, leaving things until the last minute, and failing to login regularly to complete assignments. Finally, the 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 and retention rates. Our program will encourage instructors to continue professional development in this area. Specifically, we believe that initiatives such as the Achieving the Dream Distance Learning Intervention will help provide the funding and opportunities for our faculty to build a more comprehensive, inclusive online learning environment. In addition, we are currently teaching all courses online, it will be interesting to study the difference between “fully online” courses, where students complete assignments and communicate asynchronously, with online “lecture” courses, where students attend Zoom lectures during the week, and have synchronous access to their professors and peers.

Success Rates		
Year	<i>In-Person</i>	Online
2014-15	59%	51%
2015-16	63%	53%
2016-17	60%	58%
2017-18	64%	46%

Retention Rates		
Year	<i>In-Person</i>	Online
2014-15	80%	78%
2015-16	82%	72%
2016-17	82%	81%
2017-18	84%	66%

Fill Rates:

Enrollment in the political science program has declined, and the declining rate is reflected in the fill rate statistics provided below. In fall 2014, when enrollment was at its highest, our sections were roughly 89% filled. By contrast, the fill rate in 2018 ranged from 64-70%. While we do not like to see enrollment decline, there is a silver lining in this statistic. For years, we have noted that the capacity for most political science courses was set far too high (45 students). Smaller class sizes have been correlated with greater student success rates. While we would prefer administration reduce our class size, we anticipate these reductions to actually improve the student learning experience.

Term	Fill Rate
Fall 2014	88.79%
Fall 2015	82.00%
Fall 2016	78.34%
Fall 2017	77.11%
Fall 2018	64.11%
Spring 2015	81.08%
Spring 2016	87.92%
Spring 2017	82.55%
Spring 2018	74.90%
Spring 2019	70.37%

Scheduling of courses:

Our program strives to meet the needs of the students. We offer classes at the times enrollees desire. The majority of our courses are offered during the day, with roughly 15% offered at night, and 35% offered during the weekend or online. These offerings correspond to the responses students gave on our last program survey. When asked, a large majority of students said they preferred day classes (morning and mid-day in particular), and roughly 15% preferred night classes.

POLI Enrollment by Time of Day

Term	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Day	66.72%	58.72%	64.02%	54.58%	74.43%	56.12%	65.45%	63.98%	69.21%	49.37%
Night	14.26%	11.02%	15.31%	13.55%	7.28%	10.55%	10.30%	9.57%	8.56%	15.04%
Weekend/Online	19.02%	30.26%	20.66%	31.87%	18.30%	33.33%	24.25%	26.45%	22.22%	35.59%

3. Curriculum**Course Review Timeline**

El Camino College Compton Center Six-Year Course Review Cycle Worksheet	
Division II	Department: Political Science

Total # of Courses	6	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
Courses	Last Course Review	FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	SP 21
POLI-1	2009-10		X										
POLI-2	2014-15										X		
POLI-3	2015-16	X											X
POLI-5	2010-11			X									
POLI-6	2015-16	X											X
POLI-10	2014-15									X			

Since this course review timeline was created, our campus has transitioned from being the Compton Center, to the fully accredited Compton College. During this transition, the former curriculum was migrated, and a number of courses were reviewed (or amended) during this process. For example, we completed distance education addenda for any course which did not previously have one. This was done to allow our program to offer a greater number of courses via distance education.

Course Additions/Deletions

Since our last program review there have been a number of additions. POLI 7 has been added, as have honors versions of POLI 1 and POLI 10. We added POLI 7, because we wish to offer the full compliment of political science classes to meet the needs of our students pursuing degrees in political science, and also to ensure we meet the needs of students currently at the UC or Cal State system, who wish to take POLI classes at Compton College during Winter and Summer sessions. We have added POLI 1H and POLI 10H to meet the needs of students in the honors program. The goal of this program is to showcase our strongest students, and allow them a way to distinguish themselves to have the best chance of earning admission and scholarships to universities across the country. There have been no course deletions.

Distance Education Offerings

Since our split from El Camino College, we have made an effort to offer many classes through distance education. We completed DE Addenda for all classes currently offered, so that we will be able to offer all of our classes online if called for in the future. Currently, only POLI 1, POLI 2 and POLI 10 are offered online. However, extenuating circumstances at the current time (Spring 2020) have required that all courses be taught via distance education methods. During normal times, multiple sections of POLI 1 are offered online each semester, as this is the most popular course offering. POLI 2 and POLI 10 are offered online once per year each. They often have enough students to “make,” but this is not always the case, and they are cancelled from time to time. Based on our section fill rates and student survey results, we believe we are offering enough online classes to meet student demand, and will continue to monitor fill rates and survey results to make adjustments to our online offerings in the future.

Student Needs

Our courses, degrees and certificates are meeting students’ needs. Most of the students who take our classes are not political science majors; POLI 1 is a required course for graduation, so most students at the College take this course. However, we have created, and are offering, 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 offers students who wish to transfer into political science or similar majors, a leg up on their classmates with more general degrees. In order to offer this degree, we have created the following program maps, which provide students a roadmap through our program, and provide them with the course offerings they need to earn the AA-T degree in a timely manner.

Course Offering Cycle

Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Political Science 1	Political Science 1	Political Science 1	Political Science 1	Political Science 1	Political Science 1	Political Science 1	Political Science 1
Political Science 2		Political Science 3	Political Science 2	Political Science 2		Political Science 3	Political Science 10
Political Science 5		Political Science 6		Political Science 5		Political Science 6	
Political Science 7		Political Science 10		Political Science 7		Political Science 10	

Our program strives to ensure course offerings correspond to student needs. Based on degree requirements and student feedback, we shaped our offerings to allow students to fulfill political science AA-T degree requirements over the course of two years. Poli 1 courses are offered every semester and intercession. Elective courses are offered at least once per year (and in the case of 2 and 10, they are offered twice per year). Due to low enrollment, elective classes are sometimes cancelled, but we make every effort to meet student needs. In the past, we did not grant a significant number of political science AA-T degrees. 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.

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

Alignment Grid

BEHAVIORAL AND SOCIAL SCIENCES Institutional (ILO), Program (PLO), and Course (SLO) Alignment				
Program: Political Science		Number of Courses: 7	Date Updated: 10.30.2014	Submitted by: Eduardo Muñoz, ext. 3740
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
SLO-PLO-ILO ALIGNMENT NOTES: <i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i> <i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i>				
PLOs				PLO to ILO Alignment <i>(Mark with an X)</i>
				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 <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	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 <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	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					

SLO Assessment Timeline

Below is the SLO assessment timeline from Spring 2014 to Fall 2017. During this program review period (2014-2018), our department offered POLI 1, POLI 2, POLI 3, POLI 5, POLI 6 and POLI 10. Each course has three SLO's, so there were eighteen SLO reports due during that time. Fifteen reports were completed (83% rate), with all SLO's from all courses being assessed except those associated with POLI 5. It is possible that this is simply a data migration error in Nuventive, but it is also possible that they were not assessed. The instructor who taught this course was often delinquent in SLO completion. Moving forward our division will ensure SLO completion by all faculty; those who do not complete their SLO's will not be offered teaching assignments or special assignments in the future.

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

BEHAVIORAL AND SOCIAL SCIENCES DIVISION - POLITICAL SCIENCE

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: POLI 6	Civil Rights/Liberties-US	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
2013-14 (Spring 2014)	ECC: 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.
2014-15 (Fall 2014)	ECC: POLI 1	Governments US/Calif	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
2014-15 (Fall 2014)	ECC: POLI 3	Intro 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.
2014-15 (Fall 2014)	ECC: POLI 5	Ethnicity Amer Polit Proc	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.
2014-15 (Spring 2015)	ECC: POLI 10	Intro-Internl 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.
2014-15 (Spring 2015)	ECC: POLI 6	Civil Rights/Liberties-US	SLO #2 Constitutional Jurisprudence	In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.
2015-16 (Fall 2015)	ECC: POLI 1	Governments US/Calif	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."
2015-16 (Fall 2015)	ECC: POLI 3	Intro 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.
2015-16 (Fall 2015)	ECC: POLI 5	Ethnicity Amer Polit Proc	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.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2015-16 (Spring 2016)	ECC: POLI 10	Intro-Interntl 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.
2015-16 (Spring 2016)	ECC: POLI 6	Civil Rights/Liberties-US	SLO #3 Equal Protection Clause	In a written essay students will demonstrate knowledge of the various judicial tests pertaining to the Equal Protection Clause.
2016-17 (Fall 2016)	ECC: POLI 2	Intro 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.
2016-17 (Fall 2016)	ECC: POLI 3	Intro 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.
2016-17 (Fall 2016)	ECC: 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.
2016-17 (Spring 2017)	ECC: POLI 1	Governments US/Calif	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."
2016-17 (Spring 2017)	ECC: POLI 10	Intro-Interntl Relations	SLO #3 International Political Economy	In a written assignment, students will discuss and compare and contrast the major theoretical approaches as they pertain to International Political Economy.
2016-17 (Spring 2017)	ECC: POLI 2	Intro 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.
2016-17 (Spring 2017)	ECC: POLI 2	Intro 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.
2017-18 (Fall 2017)	ECC: POLI 5	Ethnicity Amer Polit Proc	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.
2017-18 (Fall 2017)	ECC: 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.

In-line with our previous SLO assessment results, current data indicates that students tend to score higher on recall exercises, but lower on analytical exercises. We have continued to carve out more time in class for analytical thinking, and assigned research and critical thinking term papers. One way this was done was by giving students a hypothetical situation, and asking them to analyze it in groups, in accordance with class concepts. This has led to improved pass rates on our SLO's, since our last program review (the standard for success was reached on almost all SLO assessments during this time period), although there is still room for growth. We believe that more exercises like this will continue to improve performance on future SLO assessments.

As a result of previous assessment results, we increased access to tutoring and supplemental instructors. While the tutoring center has done an admirable job assisting students with writing assignments, the discontinuation of supplemental instructors in our classrooms has had an adverse impact. We recommend restarting the SI program in order to help us solidify the recent gains we have made in SLO assessment pass rates.

The SLO process has undergone major changes, and as a result is vastly improved. For Spring 2014, TracDat had been populated with all our SLO statements, and instructors were trained in data entry. Our department adopted El Camino College's SLO assessment timeline, and kept pace, generally assessing at least one course SLO per academic year. Post-2018, a new Compton College SLO assessment timeline was created, and will be followed moving forward. In addition, assessment reports are now uploaded directly into Nuventive, and made available for public viewing in a timely manner. One of our department members currently works as an SLO facilitator, and maintains close

communication with members of the department to ensure SLO's are assessed in accordance with the new timelines. As a result of these changes, the percent of SLO statements assessed has increased dramatically since the time of our last program review.

5. Analysis of Student Feedback

POLI Program Review Survey		
Q2: Your major is: - Selected Choice		Total
Total Count		53
Anthropology		0 (0%)
Economics		1 (2%)
Ethnic Studies		0 (0%)
History		0 (0%)
Political Science		3 (5%)
Sociology		4 (8%)
Women's Studies		0
I don't have a major		4 (8%)
Other		41 (77%)
Q3: What is the highest level of English you have completed? - Selected Choice		Total
Total Count		53
English 101 or English 101S		32 (60%)
English RWA		3 (6%)
Not sure		6 (11%)
I have not taken English yet		1 (2%)
Other		11 (21%)
Q22: What is the highest level of math you have completed? - Selected Choice		Total
Total Count		53
Math 73- Intermediate Algebra for General Education		17 (32%)

	Math 130- College Algebra	1 (2%)
	Math 150- Elementary Statistics with Probability	15 (28%)
	Other	5 (9%)
	I have not taken math yet	8 (15%)
	Not sure	7 (13%)
Q4: What time of the day do you prefer to take courses at Compton College?		Total
	Total Count	53
	Morning (8-11:00 am)	32 (60%)
	Mid-day (11:01 am-2:00 pm)	20 (38%)
	Afternoon (2:01 pm-5:00 pm)	1 (2%)
	Evening (After 5 pm)	0
Q5: Which teaching method do you prefer?		Total
	Total Count	53
	On campus (100% in-person)	34 (64%)
	Online	3 (6%)
	Hybrid (some in-person, some online)	14 (26%)
	No preference	2 (4%)
Please rate how much you agree or disagree with the following statements about the Political Science program:		Total
	Total Count	52
	Strongly Agree (I've been able to register for the classes I need within this program.)	26 (50%)
	Agree (I've been able to register for the classes I need within this program.)	24 (46%)
	Disagree (I've been able to register for the classes I need within this program.)	1 (2%)
	Strongly Disagree (I've been able to register for the classes I need within this program.)	1 (2%)
	Strongly Agree (There is an appropriate range of courses offered in this program.)	20 (38%)
	Agree (There is an appropriate range of courses offered in this program.)	26 (50%)
Disagree (There is an appropriate range of courses offered in this program.)	5 (10%)	
Strongly Disagree (There is an appropriate range of courses offered in this program.)	1 (2%)	

course? - Selected Choice		
	Total Count	18
	Thought it would be easier than the campus course.	2 (11%)
	Did not want to come to the campus.	2 (11%)
	My schedule does not allow me to attend on-campus classes.	5 (28%)
	Wanted a new experience.	3 (17%)
Other	6 (33%)	
Q9: If you have completed online courses in Political Science, compare the workload of these courses to on-campus courses in the same discipline:		Total
	Total Count	11
	Online courses require more work than on campus courses	0 (0%)
	On campus courses require more work than online courses	1 (9%)
	Online and on campus courses require the same amount of work	6 (55%)
Cannot make comparison	2 (18%)	
I don't know	2 (18%)	
Q10: How many online courses in Political Science have you completed (do not include courses that started in person but went online this semester because of COVID-19)?		Total
	Total Count	11
	One	5 (45%)
	Two	1 (10%)
	Three or more	0 (0%)
None	5 (45%)	
Q11: How many on campus courses in Political Science have you completed (include courses that you started in-person this semester)?		Total
	Total Count	49
	One	34 (69%)
	Two	3 (6%)
	Three or more	2 (4%)
None	10 (21%)	

Q12: What are your reasons for taking Political Science? - Selected Choice		Total
	Total Count	49
	General Education requirement	31 (63%)
	Personal enrichment	3 (6%)
	Major requirement	14 (29%)
	Elective	0 (0%)
	Other	1 (2%)
Q14: Using the Political Science course(s) that you are currently enrolled in as your measure, how knowledgeable are you about the subject than before you took the class:		Total
	Total Count	49
	Much more knowledgeable	31 (63%)
	Somewhat more knowledgeable	14 (29%)
	Not more knowledgeable	2 (4%)
I don't know	2 (4%)	
Q15: Do you know which courses you have to take to complete your goal? - Selected Choice		Total
	Total Count	49
	Yes, I know exactly which courses to take to complete my goal	17 (35%)
	Yes, I know some of the classes I need to take to complete my goal	23 (47%)
	No, I need to see a counselor to figure out which classes I need to take	7 (14%)
	I don't know	1 (2%)
	Other	1 (2%)
Q17: Have you thought about what you want to do for your career? - Selected Choice		Total
	Total Count	49
	Yes, I know exactly what I want to do	24 (49%)
I have some ideas, but I haven't decided	23 (47%)	

	I have no idea what I want to do	1 (2%)
	Other	1 (2%)
Q18: Did you complete the Free Application for Federal Student Aid (FAFSA) for next year (2020-2021)?		Total
	Total Count	46
	Yes	26 (57%)
	No	20 (43%)
	I didn't need the application (e.g., I am not attending college next year)	0 (0%)

Survey Results

The student surveys conducted Spring 2020 contained some key limitations. All classes were moved online due to the Covid-19 pandemic, so many traditional educational practices were abandoned/modified. With regards to these surveys, there was difficulty attaining an appropriate response rate. While our program has hundreds of students, only about 50 completed the survey. In addition, there is no way to know which section respondents belonged to. As a result, we have a small sample, and cannot ensure that it is representative of our students as a whole. This is apparent in student responses to question #4, which asks what time of day students prefer to take their classes. 0% of student respondents indicated evening, and only 2% indicated afternoon. We know this is not representative of our student population, because it is such a departure from our previous survey, and because there were multiple, full afternoon sections of the course, and a well-attended evening course. Students flock to afternoon classes and evening classes, as they fill a scheduling niche. Due to these limitations, we should conduct another survey before the next program review is due, in order to ensure we are meeting students’ needs.

With regards to student support, and curriculum, a large majority of students indicated satisfaction with the political science program. A vast majority of students (roughly 90%) felt that the courses and instructors have helped them reach their academic goals. Roughly 95% of participants agreed that they felt a sense of community in our program, and that they are given opportunities to participate in class. Finally, students overwhelmingly believed that the curriculum offered by our program was helping them meet their academic goals, and that we are offering an adequate variety of classes (roughly 90% agreement).

6. **Facilities and Equipment**

Existing program facilities are satisfactory but not necessarily desired or preferred. Existing equipment is adequate given the limited facilities. Eventually, a new instructional building furnished with smart technology will become available.

Long-range needs related to facilities and equipment are limited. Current, temporary classrooms are being used in the interim between demolition of old instructional facilities and completion of the new instructional building. Since our last program review, Tartar Village was constructed, and is providing adequate facilities.

7. **Technology and Software**

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.

8. **Staffing**

The program's current staff consists of one full-time and four adjunct instructional faculty. The second full-time faculty member was recently promoted to division dean, leaving the department understaffed. A second full-time instructor would be helpful as our full-time member is currently the Academic Senate Vice-President, Program Review Coordinator and SLO Facilitator. A second full-time faculty member who specializes in international relations and comparative politics (with the ability to teach race in politics) would be ideal. Hiring should be immediate. Administrative and classified staff needs are met by the division dean, division chair, and other support staff.

Recommendation: One full-time faculty member, costing roughly \$80,000.

9. **Future Direction and Vision**

As a fully accredited institution, Compton College is now offering an AA-T in political science. The college is capable of providing interested students with the full course list needed to complete 60 credits to qualify for transfer to any CSU campus. Our program has reviewed, revised and augmented our course offerings, to ensure the minimum 18 transferable units in the major are available on a regular four semester cycle. Our program faculty have worked with the curriculum committee to ensure a seamless transfer of course outlines of record as well as approval from the Chancellor's office, articulation agreements, and C-ID compliance.

The political science program is sustainable in its current form. Our vision is to continue building student interest in our subject, and to increase success and retention rates in our courses. We have become a one-stop-shop as we have transitioned to a fully accredited college. We also see the opportunity to help students interested in politics, obtain

internships/employment in politics. Faculty are discussing the development of internship opportunities for students, and will be reaching out to local politicians to try to gauge interest in such a program.

Prioritized Recommendations

Recommendations	Cost Estimate	Strategic Initiatives
1. Full Time Faculty Member	\$80,000	1
2. Distance Education Professional Development	\$10,000	1, 3