

# **PROGRAM REVIEW**

## **POLITICAL SCIENCE**

**2011 - 2014**

**El Camino College, Compton Education Center**

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## **1. Overview of the Program**

### **Mission Statement for the Political Science Program**

The Political Science program leads to an AA Degree that provides students with an introduction to political science. After completing the program requirements, students will have acquired knowledge of fundamental political theory and research as well as the principle functions and administrations of the government of the United States and California. Students will be able to describe the methodology and research techniques employed by contemporary political scientists and analyze the organization and operation of California state and local government. Students will be able to examine urban problems, regional politics, and intergovernmental relations and their relationships with national institutions and policies as well as international law and international organizations designed to deal with these issues.

### **Program Description**

The political science program provides students with an introduction to political science. The goal(s) of the program are: to ensure students develop knowledge of political theory; to develop an understanding of how American, Californian, and foreign institutions operate; to introduce students to political methodology, and encourage critical thinking and research skills; to provide students with multiple frameworks from which to understand and interpret international affairs; and finally, to provide specialized political knowledge about particularly relevant aspects of politics (civil rights and liberties, the impact of race on politics, etc.).

### **Degrees Offered**

There is no degree or certificate offered in political science.

### **ECC Major Requirements**

The ECC major requirements are: Political Science 1, 2, 3, 5, 6, 8, and 10 courses. These courses are all offered over a two year time span. There is no degree or certificate offered in Political Science.

### **Administrative Organization**

At the Compton Center the Political Science program is under the supervision of the Division Chair of Behavioral and Social Sciences/ Creative and Performing Arts, who, in turn, reports to the Dean of Student Learning, Division II. All divisions are accountable to the Vice President and Provost of El Camino College, Compton Center.

The Political Science program consists of full-time and adjunct faculty who teach in accordance with the official course outlines of record approved by the El Camino College Curriculum Committee. Representatives of Compton Center faculty serve on this committee in periodic review, updating course content and accepted textbooks. Political Science faculty regularly attend Political Science department meetings at the El Camino College, evaluate the same student learning objectives, and follow the same student learning outcome assessment schedule.

## 2. Analysis of Research Data

Data in this review is derived from three sources, all provided by IR for 2010-2013 and is analyzed by political science faculty who teach courses in all modalities.

- 1) Course Enrollment by term
- 2) Student Success and Retention Rates, including Grade Distribution
- 3) Political Science Student Survey, administered Spring 2015

### Overall Enrollment

Enrollment in the political science program has kept pace with overall enrollment at the Compton Center. Fall enrollment in our program increased by 14% between 2010 and 2011 (a year in which overall enrollment at the Center dropped), dropped by 8% between 2011 and 2012, and dropped by a mere 3% from 2012 to 2013. The data indicate that enrollment has remained remarkably steady during this time period; the number of Fall enrollees was 586 in 2010, and 593 in 2013. Enrollment numbers in the political science program appear particularly robust when they are compared to the overall population numbers, which have decreased noticeably between 2010 and 2013 (enrollment fell from 8,734 to 7,756, an 11% drop). As of Fall 2013, enrollees in the political science program make up roughly 7.5% of the overall population at the Compton Center.

**Overall Enrollment Table**

		Fall				Compton Student Population
		Term				
		2010	2011	2012	2013	Fall 2013
<b>Term Headcount</b>		586	669	613	593	7,756
<b>Gender</b>	F	60.6%	66.1%	61.8%	63.6%	64.1%
	M	33.9%	39.4%	38.2%	36.4%	35.9%
<b>Ethnicity</b>	African-American	45.6%	43.3%	39.6%	40.8%	37.2%
	Amer. Ind. or Alaska. Native	0.0%	0.3%	0.0%	0.0%	0.2%
	Asian	2.0%	3.4%	4.7%	2.2%	5.5%
	Latino	38.6%	43.3%	45.8%	50.4%	49.3%
	Pacific Islander	1.4%	1.5%	0.8%	0.7%	0.8%
	White	4.4%	3.4%	3.1%	2.2%	3.4%
	Two or More	3.6%	3.0%	4.4%	3.4%	3.0%
	Unknown or Decline	4.4%	1.6%	1.5%	0.3%	0.7%
<b>Age/ Age Group</b>	<17	0.3%	0.0%	0.0%	0.0%	0.9%
	17	1.7%	0.1%	0.5%	1.0%	2.2%
	18	7.3%	5.8%	4.4%	8.6%	7.0%
	19	15.2%	12.3%	13.9%	12.5%	9.7%
	20	14.3%	16.3%	14.8%	13.5%	10.2%
	21	10.2%	11.1%	11.9%	8.6%	8.7%

	22	6.7%	7.9%	9.5%	8.1%	8.0%
	23	6.5%	7.2%	5.4%	8.3%	6.6%
	24	3.6%	4.8%	4.1%	6.6%	5.1%
	25-29	13.8%	13.5%	14.5%	13.3%	15.8%
	30-39	11.9%	14.1%	12.9%	12.0%	14.1%
	40-49	5.3%	5.4%	5.2%	3.0%	7.1%
	50-64	3.1%	1.6%	2.9%	4.4%	4.3%
	65+	0.0%	0.0%	0.0%	0.2%	0.4%
<b>Class Load</b>	Full-time	42.3%	43.5%	39.5%	43.8%	24.6%
	Part-time	56.1%	56.2%	60.5%	56.2%	75.4%
<b>Academic Level</b>	College degree	3.9%	3.9%	3.4%	4.0%	10.8%
	HS Grad	88.6%	90.4%	88.7%	89.4%	80.6%
	Not a HS Grad	4.3%	3.4%	3.8%	0.2%	0.6%
	K-12 Special Admit	0.7%	0.0%	0.5%	0.0%	2.4%
	Unknown	2.6%	2.2%	3.6%	6.4%	5.6%
<b>Educational Goal</b>	Intend to Transfer	33.8%	34.1%	32.1%	33.9%	30.6%
	Degree/Certificate Only	5.8%	4.3%	5.1%	4.0%	7.0%
	Retrain/recertif.	4.6%	3.9%	3.4%	2.7%	2.9%
	Basic Skills/GED	7.8%	6.4%	8.0%	7.3%	7.0%
	Enrichment	2.0%	3.9%	2.3%	3.5%	1.8%
	Undecided	13.5%	13.5%	16.0%	13.5%	15.2%
	Unstated	32.4%	33.9%	33.1%	35.1%	34.6%

Spring					Compton Student Population	
Term						
					Spring 2014	
Term Headcount					7,216	
<b>Gender</b>	F	59.2%	64.1%	59.3%	66.7%	63.9%
	M	35.9%	40.8%	40.7%	33.3%	36.1%
<b>Ethnicity</b>	African-American	45.1%	39.3%	38.6%	34.6%	36.1%
	Amer. Ind. or Alaska. Native	0.7%	0.2%	0.0%	0.6%	0.2%
	Asian	4.1%	3.1%	4.1%	3.4%	3.0%
	Latino	39.3%	47.1%	49.7%	52.0%	50.4%
	Pacific Islander	1.6%	1.8%	0.5%	1.0%	0.7%
	White	3.6%	3.3%	3.5%	5.7%	3.4%
	Two or More	2.1%	3.4%	2.8%	2.5%	3.1%
	Unknown or Decline	3.5%	1.8%	0.7%	0.2%	3.1%

Age/ Age Group	<17	0.0%	0.0%	0.0%	0.0%	0.5%
	17	0.0%	0.0%	0.0%	0.0%	1.2%
	18	5.6%	4.4%	5.3%	3.4%	5.5%
	19	12.7%	9.6%	16.0%	11.9%	9.4%
	20	16.3%	18.4%	13.8%	15.3%	10.7%
	21	12.0%	10.6%	11.3%	11.5%	9.0%
	22	7.7%	9.0%	7.9%	10.3%	8.4%
	23	8.1%	6.7%	6.0%	7.1%	7.1%
	24	3.6%	6.7%	4.9%	6.7%	5.6%
	25-29	14.0%	13.9%	14.3%	14.3%	16.7%
	30-39	10.9%	13.4%	13.9%	10.3%	14.0%
	40-49	5.8%	5.4%	3.9%	6.5%	7.2%
	50-64	3.1%	1.6%	1.9%	2.1%	4.4%
	65+	0.0%	0.0%	0.4%	0.0%	0.3%
Class Load	Full-time	40.5%	41.3%	34.2%	40.5%	26.2%
	Part-time	56.7%	58.7%	62.4%	59.5%	73.8%
Academic Level	College degree	3.5%	3.4%	3.5%	4.4%	11.0%
	HS Grad	91.0%	91.5%	90.1%	90.1%	81.0%
	Not a HS Grad	2.5%	2.3%	1.1%	0.4%	2.6%
	K-12 Special Admit	0.3%	0.2%	0.2%	0.4%	2.7%
	Unknown	2.8%	2.6%	5.1%	4.8%	5.9%
Educational Goal	Intend to Transfer	34.7%	32.8%	33.3%	32.5%	30.6%
	Degree/Certificate Only	4.9%	4.1%	6.0%	5.2%	7.3%
	Retrain/recertif.	3.6%	2.6%	2.1%	1.7%	4.1%
	Basic Skills/GED	6.9%	7.8%	6.9%	8.0%	6.8%
	Enrichment	3.0%	2.1%	2.5%	2.5%	1.5%
	Undecided	14.6%	14.8%	12.5%	16.1%	15.3%
	Unstated	32.2%	35.7%	36.7%	34.0%	34.4%

### Enrollment by Gender

Fall enrollment differences between men and women were significant, and in line with the Compton Center's overall enrollment statistics. Men were outnumbered by women in all years, with female enrollment ranging from 60.6% to 66.1%, and male enrollment ranging from 33.9% to 39.4%. These numbers appear almost identical to the overall numbers for the center. For example, in 2013, female enrolled at a 64.1% rate, while males enrolled at a 35.9% rate.

### Enrollment by Ethnicity

Fall enrollment by ethnicity also closely mirrored overall numbers at the Compton Center. For example, in 2013, African-American enrollment in the political science program was 40.8% (compared to 37.2% overall), Latino enrollment was 50.4% (compared to 49.3% overall), White enrollment was 2.2% (compared to 3.4% overall), Asian enrollment was 2.2% (compared to 5.5% overall) and Pacific Islander enrollment was 0.7% (compared to 0.8% overall). The data also indicate a few trends in enrollment: African American and White enrollment has been slowly dropping, while Latino enrollment has steadily risen (from 38.6% in 2010, to 50.4% in

2013). This is reflective of the increasing number of Latino high school graduates in the district, and demographic trends overall.

### **Enrollment by Age**

Fall enrollment by age has remained stable, and reflective of the overall population characteristics of the Center. Most students are in their late teens and early twenties, with a smaller percentage in their late twenties, early thirties, and a very small number of students in their forties, fifties and sixties.

### **Enrollment by Educational Attainment and Full-Time/Part-Time Status**

Fall enrollment by educational attainment has been extremely stable. We also note higher educational attainment in the political science program, than at the Center overall. For example, in 2013, 89.4% of the students enrolled in our program were high school graduates, compared to 80.6% at the institution overall. A second trend amongst our enrollees, is that they are far more likely to be full-time students than part-time students. For example, in 2013 the percentage of full time students in our program was 43.8%, while the college average was 24.6%. Part-time students comprised 56.2% of our program, while they comprise 75.4% of the overall population at the Center. These data indicate that enrollees in political science courses are significantly more likely than the average student, to be a high school graduate, and to enroll in classes full-time.

There are two contributing factors to these findings. First, our highest enrolled class (Political Science 1) meets the Social and Behavioral Science Section A requirement for the AA Degree. Secondly, all political science courses offered at the Center are UC and CSU transferable. These factors encourage students who are serious about earning their college degree (AA) at the Center, and/or transferring to a four-year university to enroll in political science classes. Additional research is recommended to determine when students in political science courses graduated from high school, to determine whether they are new or returning students. This information could help us better tailor student services and classroom pedagogy to our students.

### **Enrollment by Educational Goal**

The educational goals of students are hard to discern from this data, however the numbers are consistent over the 2010-2013 time horizon. A plurality of students in Fall 2013 declined to state their educational goal. This makes the percentage of those who intend to transfer appear artificially low, because a large number of students do not state a goal. That said, the numbers for our program are reflective of the institution as a whole, with a couple minor caveats. First, our overall intention to transfer is marginally higher than the campus-wide average; in 2013, enrollees in the political science program intended to transfer at a 33.9% rate, compared to the campus average of 30.6%. Secondly, political science enrollees were slightly less likely to aspire to earning a degree/certificate only; the rate for our program was 4% while the average at the Center was 7%. We believe these numbers can be explained by the nature of our program. Unlike many of the trades, an AA degree in political science is seen by many as a stepping stone to a university degree, rather than a necessary qualification for a job. Students in our program appear to share this sentiment, as they are less likely to view a degree as an end goal.

## **Student Success and Retention**

### **a) Course Grade Distribution:**

The grade distributions amongst students in the political science program demonstrate a few trends. The first trend is stability. Over this 4 year period, grades remained remarkably stable. For example, from 2011-2013, the percentage of students who earned “A’s” was 18%, 18% and 21% respectively. Other letter grades followed this pattern. The data also indicate that there are certain courses students have more trouble with than others. Two courses that students consistently get lower grades in are POLI 6 and POLI 10.

There are a few potential reasons for this. First, they are courses that go beyond introductory material, and critically examine one area of politics. The degree of difficulty increases in courses like these. Furthermore, POLI 10 is typically offered as a distance education class, and students typically succeed at lower rates in these courses. In 2013, POLI-10 was offered in 2 sections: one a traditional lecture and the other, an online 16-week course. This allows us to make comparisons in grade distribution, student retention and success. Initial enrollment was similar but the number of withdrawals was markedly different. Significantly more “A” grades were earned in the lecture course while a comparable number of “B” and “C” grades were issued in both course types. The significant difference was in the number of failing grades, suggesting online students, at risk of failing, withdrew rather than earn a “D” or “F.” In POLI-10 Online, no “D’s” and one “F” were reported whereas in POLI-10 Lecture, 2 “D’s” and 6 “F’s” were recorded.

In the case of POLI 6, another specialized course studying the U.S. Supreme Court and its’ interpretation of Constitutional law, the level of difficulty and critical thinking required are above the norm. One explanation for lower grades in this course may lie in the reality that it was being taught by adjunct faculty. Adjunct faculty may not be aware or may not emphasize drop dates. POLI 6 is not over enrolled and enrollment would typically rise close to the last day of registration. A combination of students enrolling late, students enrolling to complete a class load, and students misinformed about the scope of POLI-6 may explain its declining enrollment until 2014. In Spring 2014, a new full time instructor was hired, and under his instruction, student grades and success rates increased significantly. Enrollment is expected to improve with recruitment by the new instructor who will continue to teach the course, and continued success is expected.



## Course Grade Distribution Table

Year	COURSE	Method	We	Grade I											Total	Succ.	Reten.
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'			
2010	POLI-1	Distance	16	14	18	15	-	6	23	-	-	1	4	12	93	50.5%	82.8%
		Lecture	14	21	3	15	-	14	19	-	1	-	4	17	94	42.6%	77.7%
	POLI-2	Distance	16	4	58	76	-	45	34	-	-	1	17	47	325	55.7%	80.3%
		Lecture	16	4	7	6	-	1	10	-	-	-	1	3	32	53.1%	87.5%
2010 Total	POLI-1	Distance	16	14	18	15	-	6	23	-	-	1	4	12	93	50.5%	82.8%
		Lecture	14	21	3	15	-	14	19	-	1	-	4	17	94	42.6%	77.7%
	POLI-2	Distance	16	4	58	76	-	45	34	-	-	1	17	47	325	55.7%	80.3%
		Lecture	16	4	7	6	-	1	10	-	-	-	1	3	32	53.1%	87.5%
2010 Total			88	92	119	-	67	93	-	1	5	28	93	586	51.2%	79.4%	
2011	POLI-1	Distance	16	87	48	50	-	11	18	-	1	-	34	37	286	65.0%	75.2%
		Lecture	8	6	8	15	-	-	11	-	4	-	12	5	61	54.1%	72.1%
	POLI-10	Distance	16	14	19	18	-	-	1	-	-	-	2	3	49	87.8%	89.8%
		Lecture	16	85	124	184	-	46	66	-	-	4	36	160	705	55.7%	72.2%
	POLI-2	Distance	16	5	6	5	-	-	5	-	1	-	1	20	43	39.5%	51.2%
		Lecture	16	10	9	5	-	2	6	-	-	-	1	4	37	64.9%	86.5%
	POLI-5	Distance	16	10	7	12	-	4	-	-	-	-	1	22	56	51.8%	58.9%
		Lecture	16	2	10	4	-	3	6	-	-	2	2	9	38	42.1%	71.1%
2011 Total			224	230	281	-	66	113	-	6	6	89	260	1,275	58.1%	72.6%	
2012	POLI-1	Distance	16	77	66	33	-	9	37	-	-	-	11	56	289	60.9%	76.8%
		Lecture	16	124	182	173	-	54	75	-	-	2	13	148	771	62.1%	79.1%
	POLI-10	Distance	16	8	6	9	-	2	6	-	-	1	5	15	52	44.2%	61.5%
		Lecture	16	2	9	9	-	3	1	-	-	-	9	33	60.6%	72.7%	
	POLI-5	Distance	16	7	11	8	-	6	11	-	-	-	-	5	48	54.2%	89.6%
		Lecture	16	6	9	5	-	-	8	-	-	2	5	8	43	46.5%	69.8%
2012 Total			224	283	237	-	74	138	-	-	5	34	241	1,236	60.2%	77.8%	
2013	POLI-1	Distance	16	74	29	36	-	12	30	-	1	1	-	52	235	59.6%	77.9%
		Lecture	14	5	7	13	-	2	6	-	-	-	5	38	65.8%	86.8%	
	POLI-10	Distance	16	134	175	129	-	30	82	-	-	-	-	148	698	62.8%	78.8%
		Lecture	16	4	5	7	-	-	1	-	-	-	-	20	37	43.2%	45.9%
	POLI-2	Distance	16	10	5	5	-	2	6	-	-	-	-	3	31	64.5%	90.3%
		Lecture	16	5	5	7	-	3	9	-	-	-	-	9	38	44.7%	76.3%
	POLI-5	Distance	16	8	13	11	-	7	12	-	-	-	-	5	56	57.1%	91.1%
		Lecture	16	4	5	2	-	-	8	-	-	1	-	19	39	28.2%	51.3%
2013 Total			244	244	210	-	56	154	-	1	2	-	261	1,172	59.6%	77.7%	
2014	POLI-1	Distance	16	27	19	18	-	5	17	-	-	-	-	27	113	56.6%	76.1%
		Lecture	14	5	16	12	-	2	6	-	-	-	-	5	46	71.7%	89.1%
	POLI-10	Distance	16	43	52	60	-	28	45	-	-	-	-	79	307	50.5%	74.3%
		Lecture	16	5	6	2	-	-	4	-	-	-	-	27	44	29.5%	38.6%
	POLI-6	Lecture	16	2	5	3	-	2	1	-	-	-	-	3	16	62.5%	81.3%
2014 Total			82	98	95	-	37	73	-	-	-	-	141	526	52.3%	73.2%	

### b) 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 aggregated student success data reveals an upward trend and a consistently high success rate compared to the college as a whole. In 2010 the success rate was 51.2%, which increased to 58.1% in 2011, 60.2% in 2012 and fell very slightly to 59.6% in 2013. The five year average success rate was 61.2% which was higher than the standard of success at the college (58.1%).

Year	Total Grades	Success Rate
2010	586	51.2%
2011	1,275	58.1%
2012	1,236	60.2%
2013	1,172	59.6%

College Success Standard	58.1%
5-year Program Success Average	61.2%

Disaggregating these results demonstrate a few interesting trends. While all demographic groups, except white non-Hispanic, demonstrated improved success rates from 2010 to 2011, not

all remained consistent. African American students showed a gradual decline from 63.4% in 2011, to 60.5% in 2012, to 55.7% in 2013. Asian success rates were consistently high; success was roughly 80%. The Latino success rate increased, and persisted in the mid 60% range. Finally, Whites experienced low levels of success, although this data is deemed unreliable, as the sample size numbers were extremely low, with White headcounts in the teens and twenties. To address the campus-wide quandary of declining success rates among African Americans, the center and the Political Science department have plans to combat this concern with a combination of the following programs: First Year Experience (FYE), Supplemental Instruction (SI), Student Equity, and Student Success (SSSP). The goal of creating cohorts of males, and whenever the number of students makes it possible, a cohort of African American males, will be attempted. The success of these programs in other departments appears promising, and gives us reason to expect higher future success rates for targeted student populations.

### Fall Term Demographic Success

<i>Ethnicity</i>	Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Success	N	Success	N	Success	N	Success	N
African-American	50.6%	255	63.4%	276	60.5%	243	55.7%	246
Amer. Ind. or Alask. Native	0.0%	X	50.0%	X	0.0%	X	0.0%	X
Asian	80.0%	X	82.6%	23	90.0%	30	76.9%	13
Latino	53.5%	213	66.4%	271	66.9%	281	62.6%	302
Pacific Islander	62.5%	X	62.5%	X	60.0%	X	75.0%	X
Two or More	63.2%	19	63.6%	22	85.2%	27	50.0%	20
Unknown or Decline	54.2%	24	80.0%	X	55.6%	X	100.0%	X
White	69.2%	26	68.0%	25	52.6%	19	46.2%	13
<i>Gender</i>								
M	54.2%	216	64.7%	215	66.8%	235	64.2%	218
F	53.7%	339	66.4%	422	64.9%	379	56.8%	382
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	0.0%	X	0.0%	X	0.0%	X	0.0%	X
20 to 24	51.3%	228	64.0%	300	65.0%	280	58.3%	271
25 to 49	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Over 49	0.0%	X	0.0%	X	0.0%	X	0.0%	X

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

### Spring Term Demographic Success

<i>Ethnicity</i>	Spring 2011		Spring 2012		Spring 2013		Spring 2014	
	Success	N	Success	N	Success	N	Success	N
African-American	57.5%	240	47.4%	230	54.8%	219	44.8%	181
Amer. Ind. or Alask. Native	50.0%	X	0.0%	X	0.0%	X	66.7%	X
Asian	59.1%	22	73.7%	19	73.9%	23	61.1%	18
Latino	56.6%	219	65.1%	275	61.1%	285	56.6%	274
Pacific Islander	60.0%	X	20.0%	X	0.0%	X	40.0%	X
Two or More	63.6%	11	40.0%	20	75.0%	16	38.5%	13
Unknown or Decline	78.9%	19	77.8%	X	50.0%	X	100.0%	X
White	68.2%	22	94.7%	19	80.0%	20	60.0%	30
<i>Gender</i>								
M	63.4%	227	55.0%	209	56.5%	232	53.7%	175
F	55.0%	320	59.4%	374	62.1%	338	51.7%	350
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
<i>Age Groups</i>								
19 or less	0.0%	X	0.0%	X	0.0%	X	0.0%	X
20 to 24	56.4%	264	55.7%	300	50.6%	251	49.2%	266
25 to 49	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Over 49	0.0%	X	0.0%	X	0.0%	X	0.0%	X
X: Counts are suppressed for groups with less than 10 students.								
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.								

#### c) Retention rates:

Retention in our program is generally consistent, and relatively high. Over the four year time span, retention never dropped below 70%, and remained in the high 70's most years. As with success rates, retention was highest for sections of POLI 1, and lowest in POLI 6 and POLI 10. As with success rates, we hypothesize that students often have more difficulty remaining in the more advanced courses. However, POLI 10 is typically taught online, so it is difficult to compare to POLI 6, which is taught in person. A bright spot in this data is the recent increase in both success and retention in POLI 6. While the worst performer in 2013, rates turned around in 2014, increasing from 28.2% to 62.5% (success) and 51.3% to 81.3% (retention). We anticipate the new, higher rates will remain consistent, as our new full-time faculty member is teaching this course.

#### Retention Rates 2010 - 2013

Year	Total Grades	Retention Rate
2010	586	79.4%
2011	1,275	72.6%
2012	1,236	77.8%

2013	1,172	77.7%
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d) Success and retention rate comparison for face-to-face classes & distance education classes: Success rates in distance education classes are roughly equivalent to those which employ in-person instruction. The best evidence of this comes from looking at the POLI 1 sections, which were 16 week courses. Holding course material, and course duration constant, we are able to derive a clear picture of the impact of lecture vs. distance education courses. Using this methodology, we see similar success rates and retention rates from 2010-2013. This indicates that distance education courses are capable of providing students effective instruction, and are an integral component as we work towards the college mission of increased student success.

**For POLI 1, 16 Week Courses**

**Table 1c – Success Rates**

Year	Lecture	Distance Education
2010	55.7%	50.5%
2011	55.7%	65%
2012	62.1%	60.9%
2013	62.8%	59.6%

**Table 2c – Retention Rates**

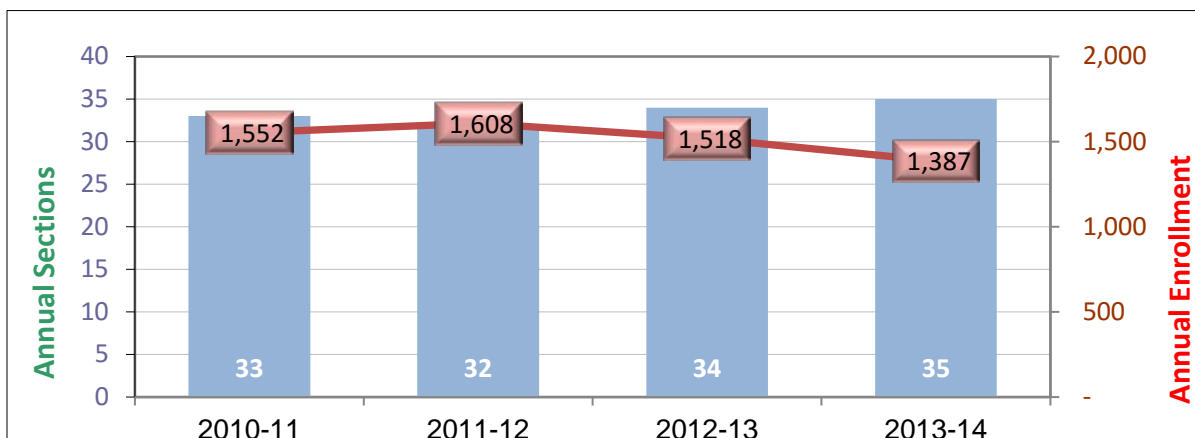
Year	Lecture	Distance Education
2010	80.3	82.8
2011	72.2	75.2
2012	79.1	76.8
2013	78.8	77.9

e) Enrollment statistics with section and seat counts and fill rates:

Enrollment in the political science program has followed overall enrollment patterns at the Center, growing from 2010-2011, then decreasing modestly. Program enrollment increased by 3.5% from 2010 to 2011. Enrollment decreased by 5.5% from 2011 to 2012, and eventually decreased by 8.5% from 2012 to 2013. These numbers reflect the overall enrollment dynamics at the college, and do not indicate any underlying problems with the political science program.

**Student Enrollment Per Academic Year**

	2010-11	2011-12	2012-13	2013-14	4 Yr Average
Annual Enrollment	1,552	1,608	1,518	1,387	1,516



Notes: the colored bars indicate the number of sections offered per academic year.

The number of sections offered has remained relatively stable (33 sections were offered in 2010, while 35 were offered in 2013). However, as enrollment has decreased the section fill

percentages have dropped incrementally. This trend is not problematic, and is in fact beneficial to our students. In 2010, 2011 and 2012, section fill rates were above 100%. This means classes were overfilled with students. Many of our sections are capped at 45 students, which is more than optimal for class participation and discussion. By 2013, the fill rate had dipped to 97.9%, which was beneficial to both students and instructors. The windfall for students could be in the form of more frequent personal attention from instructors, greater interaction with classmates, closer group interaction in class activities and discussions and faster feedback and evaluation of coursework from the instructor. The complexity of political science is best untangled in smaller, collaborative discussion sessions as opposed to large, instructor centered lecture halls. Moving forward, our program will strive to offer a great enough number of sections, to keep fill rates from growing above 100%.

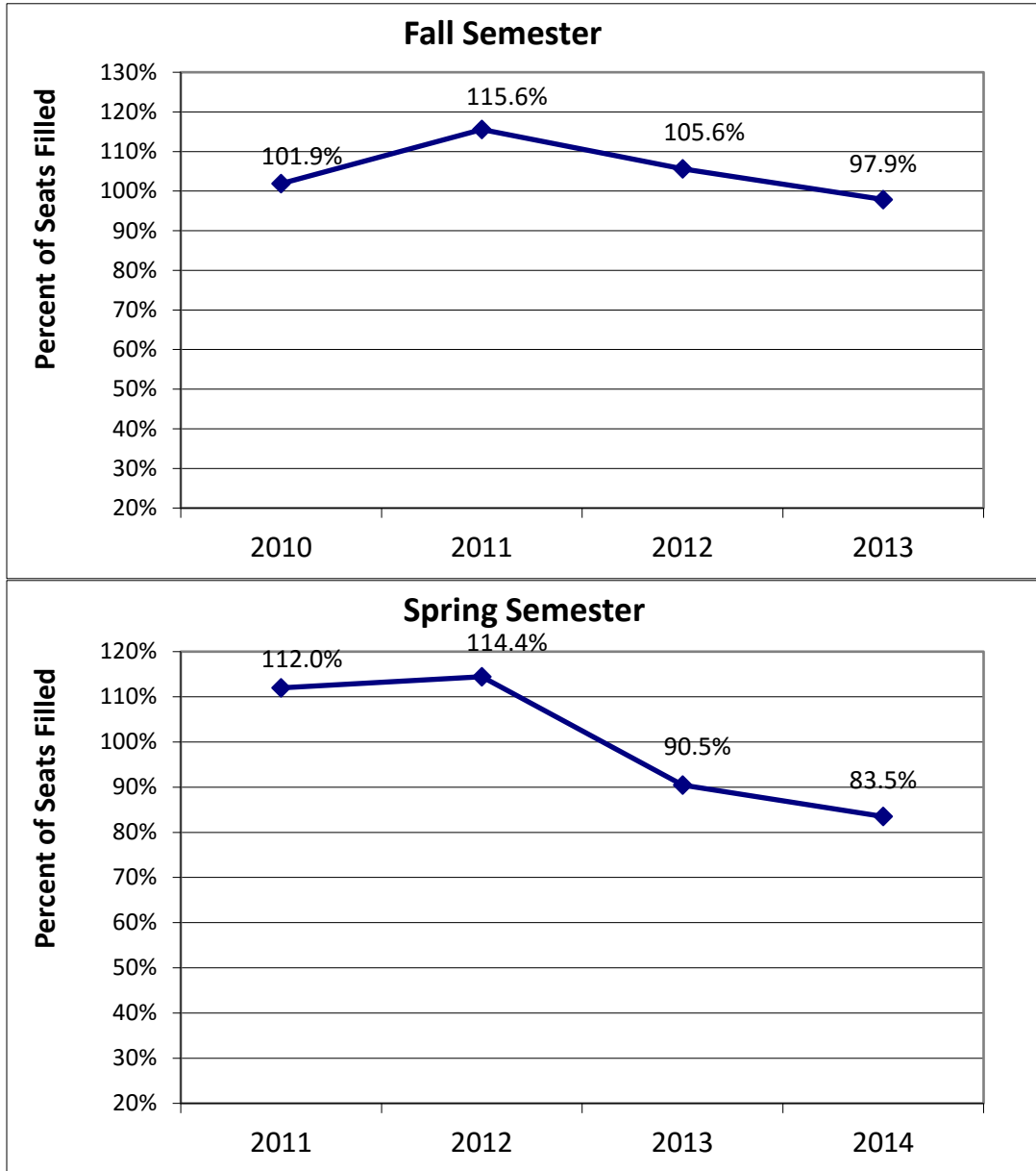
### Student Success & Retention rates Per Course

Year	COURSE	Method	Weeks	W's	Grades	Success	Retention
<b>2010</b>	POLI-1	Distance	16	12	<b>93</b>	50.5%	82.8%
		Lecture	14	17	<b>94</b>	42.6%	77.7%
		Lecture	16	47	<b>325</b>	55.7%	80.3%
	POLI-2	Distance	16	3	<b>32</b>	53.1%	87.5%
	POLI-5	Lecture	16	14	<b>42</b>	35.7%	61.9%
<b>2011</b>	POLI-1	Distance	16	37	<b>286</b>	65.0%	75.2%
		Lecture	8	5	<b>61</b>	54.1%	72.1%
		Lecture	14	3	<b>49</b>	87.8%	89.8%
		Lecture	16	160	<b>705</b>	55.7%	72.2%
	POLI-10	Distance	16	20	<b>43</b>	39.5%	51.2%
	POLI-2	Distance	16	4	<b>37</b>	64.9%	86.5%
	POLI-5	Lecture	16	22	<b>56</b>	51.8%	58.9%
	POLI-6	Lecture	16	9	<b>38</b>	42.1%	71.1%
<b>2012</b>	POLI-1	Distance	16	56	<b>289</b>	60.9%	76.8%
		Lecture	16	148	<b>771</b>	62.1%	79.1%
	POLI-10	Distance	16	15	<b>52</b>	44.2%	61.5%
	POLI-2	Distance	16	9	<b>33</b>	60.6%	72.7%
	POLI-5	Lecture	16	5	<b>48</b>	54.2%	89.6%
	POLI-6	Lecture	16	8	<b>43</b>	46.5%	69.8%
<b>2013</b>	POLI-1	Distance	16	52	<b>235</b>	59.6%	77.9%
		Lecture	14	5	<b>38</b>	65.8%	86.8%
		Lecture	16	148	<b>698</b>	62.8%	78.8%
	POLI-10	Distance	16	20	<b>37</b>	43.2%	45.9%
		Lecture	16	3	<b>31</b>	64.5%	90.3%
	POLI-2	Distance	16	9	<b>38</b>	44.7%	76.3%
	POLI-5	Lecture	16	5	<b>56</b>	57.1%	91.1%
	POLI-6	Lecture	16	19	<b>39</b>	28.2%	51.3%

Note: Numbers in red indicate rates one standard deviation below the mean.

Fill rate percentages for political science are reflective of the overall fill pattern at the Center. Student head counts are typically larger in the Fall term. This trend is also reflective of the enrollment growths and declines described earlier where the numbers of sections offered were not adjusted to meet the rise and falls of demand.

### Section Fill Rates Per Semester



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 latest 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.

### Enrollment by Time of Day

	Fall Term				Spring Term			
	2010	2011	2012	2013	2011	2012	2013	2014
Day	55.5%	52.8%	50.8%	52.5%	50.5%	49.7%	51.1%	51.1%
Night	16.1%	15.1%	15.5%	15.6%	8.2%	17.3%	13.5%	12.7%
Weekend/Online	28.4%	32.1%	33.7%	31.9%	41.3%	33.0%	35.4%	36.1%

As for sequencing, many sections of POLI 1 are offered every semester. This is the most requested class, for graduation and transfer requirements. It is made accessible to our students in various delivery methods, times and days of the week, and in 6, 8, and 16 week terms. Due to lower demand, POLI 3, POLI 5 and POLI 6 are offered once per academic year. POLI 2 and POLI 10 are offered twice a year (including summer sessions to satisfy the demand from CSU, UC, and other university students seeking an international or global studies requirement). These two courses appeal to out of state students from four-year universities who enroll in our online offerings. For this reason, POLI 2 and POLI 10 are also attractive to students striving for an AA degree in political science, or attempting to transfer to a 4 year political science program. The five political science courses referred to above are offered in a staggered or altering pattern from Fall to Spring so that courses other than POLI 1 are available each semester.

### 3. Curriculum

Curriculum work in the political Science program is ongoing in conjunction with El Camino College. The following is the curriculum course review timeline designed to ensure all courses are reviewed at least once every 6 years.

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			

At present, there are no plans to add new courses to the current list of offerings. Future plans may consider exploratory efforts, such as student surveys and inquiries of offerings at surrounding community colleges, to determine interest and need for additional courses of interest to the community and student body at the Center. Investigative actions may be contemplated to determine if new courses in, for example, Women in Politics or Environmental Politics would be

well received. No course deletions and inactivations from current course offerings are considered either. Political Science faculty have discussed modifications to course offerings, such as delivering POLI 2 and POLI 10 in traditional on campus format on alternate semesters to accommodate student learning preferences. Hybrid courses, which consist of a blend of on campus and online delivery methods, have not been offered since 2009 as data had shown inadequate student learning outcomes, retention and success.

Given how well the courses, degrees, or certificates are meeting students' transfer and graduation needs, no additional courses, aside from POLI-1, POLI-2, and POLI-10, are planned or ready for delivery through distance education. At present, the number and ratio of POLI-1, POLI-2, and POLI-10 sections offered in distance education are considered sufficient and satisfactory for the demands and needs of students at the Center. This is substantiated by the analysis of section fill rates and enrollment data trends projected for the next 2 to 4 years. The same conclusion is derived for on campus offerings of POLI-1, POLI-5, and POLI-6. POLI-10 has been offered on campus and online since 2013 with moderate success. Before duplicating this pattern for POLI-2, pedagogical inspection and needs assessments are called for and are recommended to commence by Fall 2018.

There is no urgency to amend the course offering cycle since all required courses for political science degree and transfer objectives are offered in a four semester cycle. Similarly, there no concerns regarding program courses and their articulation. Course offerings at the Center are compatible to offerings at El Camino College and other surrounding community colleges. Political science course offerings at the Center are articulated with both UC and CSU systems as well as other national universities, including Historically Black Colleges & Universities (HBCUs) and Hispanic Serving Institutions (HSIs).

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

Below is a copy of the political science alignment grid. It shows how course, program and institutional learning outcomes are aligned. It should be noted that all PLOs support the ILO emphasizing critical thinking. The intention of political science course learning outcomes is to accentuate student proficiency in critical, creative, and analytical skills to identify and solve discipline specific problems, scrutinize information encountered in civic involvement and political participation, synthesize and evaluate concepts found in the study of political science, and convert prevailing ideas into new forms. All 21 course SLOs align with PLO #1 – Contemporary Issues; 14 course SLOs align with PLO #2 – Primary and Secondary Sources; and 5 course SLOs align with PLO #3 – Political Issues and Policy Making. It is important to note that although the alignment grid below indicates all courses align with ILO #1 – Critical Thinking and ILO #2 – Communication, faculty discretion determines whether ILO #3 – Community and Personal Development, and ILO #4 – Information Literacy, are stressed as well. Similarly, faculty discretion defines SLO assessment methods and timing. Collegially, political science faculty agree with implementation of the course SLO statements listed in the 4 – Year Timeline Report.



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

Program: <b>Political Science</b>		Number of Courses: 7	Date Updated: 10.30.2014	Submitted by: Eduardo Muñoz, ext. 3740
<b>ILOs</b>	<b>1. Critical Thinking</b> <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>	<b>2. Communication</b> <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	<b>3. Community and Personal Development</b> <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>	<b>4. Information Literacy</b> <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>
<b>SLO-PLO-ILO ALIGNMENT NOTES:</b>				
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.				
<b>PLOs</b>				<b>PLO to ILO Alignment</b> <i>(Mark with an X)</i>
				1 2 3 4
<b>PLO #1 Contemporary Issues</b> 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
<b>PLO #2 Primary and Secondary Sources</b> 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
<b>PLO #3 Political Issues and Policy Making</b> 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
<b>POLI 1 Governments of the United States and California: SLO #1 Articles and Amendments</b> 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						
<b>POLI 1 Governments of the United States and California: SLO #2 Linkage Mechanisms</b> 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		
<b>POLI 1 Governments of the United States and California: SLO #3 The Executive Branch</b> 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						
<b>POLI 10 Introduction to International Relations: SLO #1 Major Theoretical Approaches</b> 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				
<b>POLI 10 Introduction to International Relations: SLO #2 Causes of War</b> In a written assignment, students will discuss and critically analyze the causes of war within the international system of states.	X	X		X	X		
<b>POLI 10 Introduction to International Relations: SLO # International Political Economy</b> In a written assignment, students will discuss and compare and contrast the major theoretical approaches as they pertain to International Political Economy.	X						
<b>POLI 2 Introduction to Comparative Politics: SLO #1 Political Systems</b> 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					
<b>POLI 2 Introduction to Comparative Politics: SLO #2 Institutional Choices</b> 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		
<b>POLI 2 Introduction to Comparative Politics: SLO #3 Democracy</b> 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
	<b>POLI 3 Introduction to Principles and Methods of Political Science: SLO #1 Ideologies</b> In a written essay, the students will discuss and critically analyze the major political ideologies found among contemporary political systems.	X	X				
<b>POLI 3 Introduction to Principles and Methods of Political Science: SLO #2 Presidential and Parliamentary Systems</b> In a written essay students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems found in democracies today.	X			X	X		
<b>POLI 3 Introduction to Principles and Methods of Political Science: SLO #3 Methodology</b> In a written essay, students will demonstrate knowledge and distinguish the differences among the various methodological techniques used to study Political Science.	X	X					
<b>POLI 5 Ethnicity in the American Political Process: SLO #1 Inclusion Strategies</b> 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					
<b>POLI 5 Ethnicity in the American Political Process: SLO #2 Race within Policymaking</b> In a series of multiple choice questions students will critically analyze the major theories regarding race within the policymaking process.	X			X	X		
<b>POLI 5 Ethnicity in the American Political Process: SLO #3 Public Policy</b> 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				
<b>POLI 6 Civil Rights and Liberties in the United States: SLO #1 Judicial Tests</b> 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					
<b>POLI 6 Civil Rights and Liberties in the United States: SLO #2 Constitutional Jurisprudence</b> In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.	X	X		X	X		
<b>POLI 6 Civil Rights and Liberties in the United States: SLO #3 Equal Protection Clause</b> In a written essay students will demonstrate knowledge of the various judicial tests pertaining to the Equal Protection Clause.	X	X	X				
<b>POLI 7 IS THE SAME COURSE AS PHIL 17.</b>							
<b>POLI 7 Political Theory: SLO #1 Greek Philosophers</b> 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				
<b>POLI 7 Political Theory: SLO #2 The State</b> 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		
<b>POLI 7 Political Theory: SLO #3 Social Justice</b> 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					

The following is a timeline for course and program level SLO assessments for the period starting Spring 2014 and ending Fall 2017. Seven courses in political science, each having three SLOs to be assessed, require a cycle of two alternating course SLOs being assessed in the Spring term and three course SLOs being appraised in the Fall semesters. At the conclusion of the four year cycle, all 21 SLOs will be evaluated. It is noteworthy to mention this timeline is not restrictive since department faculty may evaluate SLOs more frequently than suggested by this timeline. This practice enables faculty to gauge the effectiveness of new teaching methodologies during regularly implemented evaluation processes such as exams, writing assignment, or other class projects. These unscheduled SLO evaluations are possible at the Compton Center, with the addition of the new full time instructor who can assist in implementing this assessment cycle.

The Compton Center offers six political science courses (POLI1, POLI 2, POLI 3, POLI 5, POLI 6, POLI 10). Of those six, all but POLI 3 had SLO statements assessed. POLI 1, POLI 2, POLI 5, POLI 6 and POLI 10 each had one SLO statement (of three) assessed. Of the 18 total SLO statements, 5 were assessed (28%). No PLO statements were assessed during this time period.

The assessment results indicate that students tend to score higher on recall exercises, but lower on analytical exercises. This led instructors to attempt to carve out more time in class for analytical thinking. Research and critical thinking term papers were assigned, and more analytical exercises were conducted in class. 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. We believe that more exercises like this will help improve performance on future SLO assessments. Based on these findings, we also believe that increased access to tutoring and supplemental instructors would help students master these skills. Students often arrive in our classrooms with very little experience doing the type of analysis required by our discipline. The best way to get them caught up is to combine critical thinking exercises and assignments in the classroom, with improved support outside of the classroom (in the form of supplemental instructors and writing tutors).

Since these assessments were conducted the SLO process has been vastly improved. For Spring 2014, TracDat had been populated with all our SLO statements, and instructors were trained in data entry. Furthermore, we adopted El Camino College's SLO assessment timeline, and are keeping pace, generally assessing at least one course SLO per academic year. Assessment reports are now uploaded directly into TracDat, 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, we expect the percent of SLO statements assessed to increase dramatically by the time of our next program review.

<b>COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)</b>				
BEHAVIORAL AND SOCIAL SCIENCES DIVISION - POLITICAL SCIENCE				
<b>Course SLO Assessment Cycle</b>	<b>Course ID</b>	<b>Course Name</b>	<b>Course SLO Title</b>	<b>Course SLO Statement</b>
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.

### List any related recommendations.

Using future SLO assessments, the department intends to determine whether a class size reduction to 35 students, as opposed to 45 or more, provides greater faculty - student engagement and better student retention and success rates. Based on student feedback, we intend to test the hypothesis that there is an increase in student success when class size is limited. The objective would be to elevate student-to-student and instructor-to-student engagement. We also plan to gauge the efficacy of a variety of student support services initiatives. The Political Science department intends to work with programs, such as FYE, SI, Student Equity, and Student Success (SSSP).

### 5. Analysis of Student Feedback

The following is a report generated by Institutional Research and Planning from a student survey administered in Spring 2016 soliciting feedback on a number of questions ranging from declared major and level of basic skills preparation to learning modality and course scheduling and delivery preferences.

# Political Science Program Review Survey

N = 164

Spring 2016

**1. Your major is:**

Response	Frequency	Percent	Mean: 8.54
Anthropology	0	0.00	<div style="width: 0%;"></div>
Economics	1	0.61	<div style="width: 0.61%;"></div>
Ethnic Studies	0	0.00	<div style="width: 0%;"></div>
History	2	1.22	<div style="width: 1.22%;"></div>
Political Science	4	2.44	<div style="width: 2.44%;"></div>
Sociology	7	4.27	<div style="width: 4.27%;"></div>
Women's Studies	0	0.00	<div style="width: 0%;"></div>
I don't have a major	10	6.10	<div style="width: 6.10%;"></div>
Other [please specify]_____	114	69.51	<div style="width: 69.51%;"></div>
_____			
<b>Missing</b>	26	15.85	<div style="width: 15.85%;"></div>

**3. What time of the day do you prefer to enroll in courses at El Camino College Compton Center?**

Response	Frequency	Percent	Mean: 1.90
Morning	70	42.68	<div style="width: 42.68%;"></div>
Mid-day	41	25.00	<div style="width: 25.00%;"></div>
Afternoon	8	4.88	<div style="width: 4.88%;"></div>
Evening	24	14.63	<div style="width: 14.63%;"></div>
<b>Missing</b>	21	12.80	<div style="width: 12.80%;"></div>

**2. What is the highest level of English you have completed?**

Response	Frequency	Percent	Mean: 7.35
English 80	1	0.61	<div style="width: 0.61%;"></div>
English 82	0	0.00	<div style="width: 0%;"></div>
English 84	1	0.61	<div style="width: 0.61%;"></div>
English C	16	9.76	<div style="width: 9.76%;"></div>
English B	7	4.27	<div style="width: 4.27%;"></div>
English A	23	14.02	<div style="width: 14.02%;"></div>
English A-X	0	0.00	<div style="width: 0%;"></div>
English 1A	69	42.07	<div style="width: 42.07%;"></div>
Not Sure	12	7.32	<div style="width: 7.32%;"></div>
None of the Above	18	10.98	<div style="width: 10.98%;"></div>
<b>Missing</b>	17	10.37	<div style="width: 10.37%;"></div>

**4. Which teaching modality do you prefer?**

Response	Frequency	Percent	Mean: 1.20
On Campus	129	78.66	<div style="width: 78.66%;"></div>
Online	6	3.66	<div style="width: 3.66%;"></div>
No Preference	12	7.32	<div style="width: 7.32%;"></div>
<b>Missing</b>	17	10.37	<div style="width: 10.37%;"></div>

5. Have you enrolled in an online course before?

Response	Frequency	Percent	Mean: 1.70
Yes	45	27.44	
No	105	64.02	
Missing	14	8.54	

7. From the list below, indicate in which departments you are currently taking or have completed an online course.

Response	Frequency	Percent	Mean: -
Anthropology	6	3.66	
Business	4	2.44	
Economics	6	3.66	
English	31	18.90	
History	18	10.98	
Math	25	15.24	
Political Science	20	12.20	
Psychology	13	7.93	
Sociology	11	6.71	
Other	36	21.95	
Missing	70	42.68	

6. If yes, why did you enroll in an online course?

Response	Frequency	Percent	Mean: -
Thought that it would be easier than the on campus course.	6	3.66	
Did not want to come to the campus.	3	1.83	
My schedule does not allow me to attend on campus classes.	18	10.98	
Wanted a new experience.	10	6.10	
Other	7	4.27	
N/A or have not enrolled in an online course.	86	52.44	
Missing	35	21.34	

8. If you have completed online courses in Political Science, compare the workload of these courses to on campus courses in the same discipline.

Response	Frequency	Percent	Mean: 3.75
Online courses require more work than on campus courses	4	2.44	
On campus courses require more work than online courses	3	1.83	
Online and on campus courses require the same amount of work	9	5.49	
Cannot make comparison	90	54.88	
Missing	58	35.37	

9. If you have completed online courses, as well as on campus courses, in Political Science, compare your learning experience.

Response	Frequency	Percent	Mean: 2.44
Learned more in 0 online courses than in on campus courses	0	0.00	
Learned more in 29 on campus courses than in online courses	17.68		
Learned at the same level	23	14.02	
Missing	112	68.29	

11. How many on campus courses in Political Science have you completed?

Response	Frequency	Percent	Mean: 3.03
One	42	25.61	
Two	8	4.88	
Three or more	3	1.83	
None	97	59.15	
Missing	14	8.54	

13. Using the assignments/examinations that were administered in Political Science courses as your

Response	Frequency	Percent	Mean: -
Reading for learning and comprehension	40	24.39	
Note taking techniques	47	28.66	
Test anxiety management	21	12.80	
Study groups	34	20.73	
Critical thinking techniques	38	23.17	
Missing	16	9.76	

15. Using any of the Political Science course(s) that you have completed as your measure, how would

Response	Frequency	Percent	Mean: 1.55
Excellent	89	54.27	
Above Average	31	18.90	
Average	22	13.41	
Below Average	1	0.61	
Poor	0	0.00	
Missing	21	12.80	

10. How many online courses in Political Science have you completed?

Response	Frequency	Percent	Mean: 3.76
One	9	5.49	
Two	3	1.83	
Three or more	1	0.61	
None	129	78.66	
Missing	22	13.41	

12. What are your reasons for taking Political Science?

Response	Frequency	Percent	Mean: -
General education requirement	115	70.12	
Personal enrichment	14	8.54	
Major requirement	27	16.46	
Elective	3	1.83	
Missing	13	7.93	

14. Using the Political Science course(s) that you are currently enrolled in as your measure, how

Response	Frequency	Percent	Mean: 1.32
Much more knowledgeable	107	65.24	
Somewhat more knowledgeable	39	23.78	
Not more knowledgeable	5	3.05	
Missing	13	7.93	

16. If tutoring were available specifically to help you in your Political Science courses, how often

Response	Frequency	Percent	Mean: 2.66
More than once a week	26	15.85	
Once a week	66	40.24	
Once a month	21	12.80	
Less than once a month	18	10.98	
Never	24	14.63	
Missing	9	5.49	

### a) Interpretation of Student Survey Results

Responses to question #3 provide program curricular insight. Nearly two-thirds of students at the Center express a preference to enroll in on campus political science courses during morning and

mid-day hours. The department should continue to meet the needs and demands of students. Future student surveys may need to ask for input on which days of the week are most in demand and if one day or two day classes per week are preferred and effective. Another interesting area of research would be to determine student learning effectiveness (success and retention) between courses that meet once per week versus those that meet twice. Respondents to question #4 in this survey indicated an overwhelming preference for the traditional on campus course teaching modality. Faculty need to evaluate the feasibility of program growth through online or on campus course offerings. Recognizing there are varied needs sought by a diverse student body, the political science department must plan accordingly, based on student preferences and not faculty convenience.

Another observation reached from evaluating student feedback on questions #11 and 12 is the opportunity to enhance the department curriculum, course offerings, and to promote the number of students who achieve a political science major. While nearly 60% of students admit never taking a political science course, another 25% claim to have taken one course before. With approximately 1 in 4 students exploring a second political science course, there is relatively high interest in the discipline. With added efforts and orientation opportunities, these students and others may be encouraged to persevere in following a convenient series of courses to complete a major without needing to “swirl” to other neighboring college campuses to obtain required courses.

Responses to question #13 and 16 reveal possible areas of improvement, or needs to emphasize through increased student support. The four skills students identified as essential to succeed in political science are note taking techniques, improved critical reading and thinking skills, and study group opportunities. These aptitudes would best be provided through academic success workshops; cohorts as, for example, available through First Year Experience (FYE); and supplemental instruction and tutoring. Over 40% of students indicated if tutoring was available, their needs would be met with at least one session per week and another 16% would like to see more than weekly tutoring available.

Responses to questions #14 and #15 show over 73% of students agree that program objectives were met and that almost 90% were substantially more knowledgeable about the discipline after taking courses in our department.

#### b) Implications of Survey Results for the Program.

The program must assess student survey results more frequently throughout the four years in the program review cycle. As stated earlier, forthcoming student surveys need to ask students about their desired days of study and whether one day or two day classes per week are preferred. Further research should determine student learning effectiveness and retention and success based on three hour teaching blocks or disbursing course meetings two days per week.

c) **List any related recommendations.** In future student survey designs, the Political Science department would consider asking about students’ preferred teaching modality; preference for traditional or digital textbooks, at low or no cost and open sourced; and, if applicable, satisfaction and facility with the current course management system used.



The dynamics of instructor - student interaction vary and pedagogy partialities may change with the availability of new technology and the results of past student learning outcome assessments. An appraisal of student needs and expectations from lectures, cooperative learning arrangements, supplemental instruction/tutoring services, and companion course management platforms would assist the department identify more effective approaches to improve student success and retention.

By 2017, the departments will have tested the use of open sourced, digital or PDF textbooks at no cost to the student, not unlike options afforded by Open Stax, prior to adopting course books. In response to inflationary prices and sensitive to rising education costs, political science faculty regularly explore less expensive options such as working with publishers in customizing required textbooks. The intention is to not only eliminate chapters which are not used but to also lay out a table of content compatible to the order in which course topics are introduced by the instructors.

By Fall 2016, the department will have a minimum of three full-time and adjunct instructors certified to teach online or traditional classrooms using either Etudes or Canvas course management systems, in anticipation of this migration led by the California Community College Online Education Initiative (EI).

## **6. Facilities and Equipment**

- a) 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. At present, the immediate need is for one additional set of Clickers – quick response systems priced at \$1200.00.
- b) Long-range (2-4+ years) needs related to facilities and equipment are limited. Current and temporary classrooms to be used in the interim between demolition of old instructional facilities and completion of the new instructional building require routine scheduled maintenance. Existing projectors, audio – video equipment, retractable screens, and maps are aging and will eventually need replacement without prolonged delays that interrupt instruction and program goals. Cost estimates for each item listed above are difficult to determine but a reserve of \$5,000 should be sufficient.

## **7. Technology and Software**

- a) 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**

- a) The program's current staff consists of three full-time and three adjunct instructional faculty. Administration or classified staff needs are met by the division dean, division chair, and other support staff. No immediate need for additional personnel is projected, except for any unforeseen changes due to attrition because of retirement, reassignment, or other type of separation.

- b) Except in the event that student enrollment growth is consistent and lasting, there is no reason to expand the program’s current instructional staff in the immediate (1-2 years) and long-term (2-4+ years) future. Aside from annual salary schedule increases, there are no significant cost increased projected to occur.

9. **Future Direction and Vision**

- a) The AA-T in Political Science is offered by El Camino College and the Compton Center. With the partnership, the Center is capable of providing interested students with the full course list needed to complete the 60 credits to qualify for transfer to any CSU campus. In the next four years, as the Center obtains its own accreditation, the political science department will review, revise, and augment its course offerings to ensure the minimum 18 transferable units in the major are available on a regular four semester cycle. The program at the Compton Center has the capacity and expertise to offer these courses and after an assessment of student interest and demand for the AA-T, faculty will work 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.
- b) 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 are particularly interested in becoming a “one-stop shop” for students interested in obtaining the AA-T degree, as we move from a center, to a fully accredited college. We also see the opportunity to help students interested in politics, obtain internships/employment in politics. Faculty are currently 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.

10. **Prioritized Recommendations**

- a) The prioritized list of recommendations for the political science program are drawn from recommendations in sections 2-8 of this program review. The following list is prioritized in the order in which these needs are expected to be required.
- b)

<b>Recommendations</b>	<b>Cost Estimate</b>	<b>Strategic Initiatives</b>
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

*NOTE: Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*