2019-2020 Program Review

CAN Program Review (Instructional) - Political Science (Odd Year)

Program Review Narratives

2019-2020
Instructional Program Review (IPR)
Lead Contact Person: *Lezlee Ware
Writing Team: *Lezlee Ware
Executive Summary
0. Executive Summary: 0.   As a means to contribute an ever-evolving better democracy, the Political Science Department supports the development of a well-educated citizenry through strong critical analysis augmentation. Accordingly, the department engages students in an exploration of political behavior, institutions, and public policy and provides the skills for interpreting and understanding politics and policy through a lens that acknowledges biases. Specifically, we (1) prepare undergraduates to be informed and critical citizens with the appropriate skills and knowledge for pursuit of their undergraduate studies in political science, law, public policy, international studies and other related Social Science majors; (2) prepare undergraduate students for successful careers in government work, academia, and social justice related organizations; (3) contribute to the development of knowledge in the discipline through the generation of high quality research; and (4) enhance the functioning of the profession, the college, and the community through appropriate service activity.
1.   The department's one tenured full-time faculty member in the department handles all of the department's responsibilities including, but not limited to, curriculum, distance education, student equity matters, adjunct evaluations and program review. The department works hard to hire adjunct faculty with complementary interest areas (i.e. local, national and international). Our expertise spans the diverse field of political science, including the study of international relations, institutions, political behavior and public policy in the United States and in countries around the world, and political philosophy. The Political Science Department awards 7-10 degrees a year and contributes to (with all of the other Social Science Departments: History, Economics, Sociology, Psychology, Philosophy, Anthropology and Communication Studies) the 2 most widely annually awarded degrees of Interdisciplinary Studies in each focus area.   As part of the Humanities and Social Sciences Division, the Political Science Department contributes to 40% of the college's enrollment. The department is high on teaching productivity.
2.   The Social Sciences study the common elements and collective dimensions of the human experience. Scholars in this sub-division focus on topics as varied as color perception, language acquisition, climate change, sexuality, social identity, markets and risk, wages and work, inter-personal communication, civil rights, political institutions, kinship and culture, international relations and epochal change. For these reasons and many others that unite us as a group, our Social Sciences Hub is invaluable to our students who study in these areas and look for academic and collegial support, especially as it relates to critical thinking and analysis. We have been fortunate enough to have varied funding for a Social Sciences coordinator and hopefully, the college will continue to support this position (3-units/semester or 0.2 FTE).
Our Social Science Departments are requesting that the Marketing Department create a new college video to include all Social Science Departments and the Humanities.

Program Context
1. Mission: The undergraduate major in Political Science aims to provide an understanding of the basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the relations between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administration, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The mission of the Political Science Department interconnects with the Social Sciences' Statement, which includes a mission, vision and values.
Mission:

The mission of Canada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

Nurturing new generations of social scientists; Fostering innovative research;

Mobilizing necessary knowledge on important public issues.

2. Articulation: The Political Science Department works closely with the Articulation Officer and Curriculum committee to maintain established articulation agreements and update courses when needed in order to address any articulation concerns that may arise. Moreover, regularly updated articulation agreements are imperative in order for students to successfully transfer to 4-year institutions once entering Cañada from high school or to enable a career or academic directional change. All 8 courses (PLSC 103 – Critical Thinking about World Politics, PLSC 130 – Introduction to International Relations, PLSC 150 – Introduction to Political Theory, PLSC 170 – Introduction to Comparative Politics, PLSC 210 – American Politics, PLSC 310 – California Politics and Local Government and PLSC 325 – Honors Colloquium: Politics and Religion) in the Political Science Department are articulated with the CSUs and UCs. Additionally, students can earn in AA in Political Science or Law, Public Policy and Society. Moreover, there are no known articulation changes.

3. Community & Labor Needs: Our Political Science students continue to seek and obtain local government and non-profit jobs. For instance, the County of San Mateo and Redwood City consistently advertise job openings ranging from Administrative Clerk to Elections Specialist to Deputy Sheriff. The Political Science Department works closely with our local government representatives (Congresswoman Jackie Speier, Congresswoman and former Cañada College graduate Anna Eshoo and Senator Jerry Hill) in regards to internship opportunities. Since the American government remains one of our largest employers, it is imperative to continue providing students with the opportunity to take part in this industry. The Political Science Department in conjunction with the College President and former San Mateo County Supervisor, Rose Jacobs Gibson, are working on bringing the Hagar Services Coalition Community Leadership Program to our campus. The Initiative for Leadership Engagement and Development (ILEAD) is a "call to action" in response to the need for increased voter turnout, better qualified candidates for elected office, greater resident civic participation and the community's knowledge of how local government works. ILEAD is a professional community development initiative designed to stimulate greater civic participation locally and across the nation (www.hagarservicescoalition.org). With College and curricular support, this program could be offered on our campus with linkages to PLSC 310 – California Politics and Local Government. Our distance education/online students use technology to meet their class goals by using current programs and equipment. Overall, the Political Science Department and courses address community and labor needs through current articulation agreements in order for our students to seamlessly transfer to a 4-year college/university and there are no known changes.

Looking Back

4. Curricular Changes: 0.   All 8 (PLSC 103 – Critical Thinking about World Politics, PLSC 130 – Introduction to International Relations, PLSC 150 – Introduction to Political Theory, PLSC 170 – Introduction to Comparative Politics, PLSC 210 – American Politics, PLSC 310 – California Politics and Local Government and *PLSC 325 – Honors Colloquium: Politics and Religion) Political

Science Course Outlines of Record (COR) were updated during the 2018-19 academic year. *This course is currently banked because there was no longer support from the Honors Coordinator for this course even though it is the model course for SOCI 325. And, our current Administration does not respect the class size maximum of 20 students, which was justified with the Curriculum Committee and discipline expertise that a 1-unit honors course should not have a 40-45 student maximum since it is a late start 8-week course with intensive academic expectations.

1.   Note that PLSC 320 – Latin American Politics was banked due to low enrollment. It will be unbanked in conjunction with creating a new degree of Global Studies.

5A. Progress Report - IPC Feedback: -Executive Summary: Commendations.
-Program Context: Commendations.
-Articulation: Recommendations addressed.
-Community and Labor Needs: Recommendations addressed.
-Curricular Changes: Recommendations addressed.

5B. Progress Report - Prior Action Plans: The Political Science Department is responding to information and directives from the Strategic Enrollment Committee and DEAC to maximize enrollments and address inequities by creating a 2-year course cycle to be shared with the campus community, especially our Counseling Division. As well as creating assignments that help to personalize course curriculum, which has a directly positive result regarding student success and retention.

6A. Impact of Resource Applications: The Political Science Department did not request any resources during the last Program Review Cycle because they are usually ignored. Thus, not applicable.

6B. Impact of Staffing Changes: The Political Science Department is currently maintaining the same number of faculty since the prior Program Review: 1 full-time faculty member and 2 part-time faculty members. This ratio directly responds to recent past and current enrollment trends.

Current State of the Program

7. Enrollment Trends: Enrollment trends have remained consistent over the past number of years including load rates. The impact of reducing courses and faculty in light of these lower enrollment semesters have helped to maintain a healthy load despite outside variant challenges.

Moreover, The Bureau of Labor Statistics predicts an above-average (average = 7%) growth rate of 11% in jobs for "social scientists and related workers" 2016-2026 ("Occupational Outlook Handbook" 2016).

8-A. Access & Completion: : The largest inequity gaps are with Black and Polynesian students. This can best be addressed with increased ethnic diversity in
our counseling department as a first meaningful step.
From Summer 2017 - Spring 2019, 200 students earned an Associate of Arts Degree in "Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences". (The next most commonly awarded degree was the AA in "Interdisciplinary Studies with Emphasis in Natural Sciences & Mathematics" with 134 degrees awarded.)
For 2015-2016: 169 AAs, Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences
For 2017-2019: 200 AAs, Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences
Please see the report titled, "Canada College: Degrees / Certificates Awarded"on the Program Review web pages for all the details.

Moreover, The Bureau of Labor Statistics predicts an above-average (average = 7%) growth rate of 11% in jobs for "social scientists and related workers" 2016-2026 ("Occupational Outlook Handbook" 2016).

8-B. Completion - Success Online: The retention and success rates are comparable between online and face to face students. There is still a similar disparity in regards to equity, once again highlighting support needs for our most vulnerable students who are Black and Polynesian. The impact of not addressing this beyond the classroom (through more personalized and equity-minded assignments and interactions) is that the data will remain the same as it has for the past 7+ years.

9A. SLO Assessment - Compliance: Yes, in a timely manner the one full-time faculty member in the Political Science Department coordinates and collects the SLO data for all courses and inputs them into TracDat with analysis and plans. Furthermore, SLOs for each course are updated as needed in conjunction with Course Outline of Records update timeline. The overall impact of amending each SLO per course is that the changes address the learning tools that are used during the semester that may need to be altered in order to meet the students where they are over time. It is important to make curricular changes in order to keep students engaged, which contributes to their success and retention.
PLSC 103 – Critical Thinking about World Politics: SLO1~Identify the major logical fallacies; SLO2~Analyze the psychological impediments to clear thinking; SLO3~Evaluate and construct arguments about current world political controversies.

PLSC 130 – Introduction to International Relations: SLO1~Apply lessons of the Peloponnesian War to more recent conflicts that are shaped by the theory of realism; SLO2~Compare and contrast major international theories: (neo) realism, (neo)liberalism and (neo)radicalism; SLO3~Critically analyze the lessons of war including, but not limited to, the World Wars and Cold War.

PLSC 150 – Introduction to International Relations: SLO1~Compare social contracts from different nation-states; SLO2~Demonstrate understanding of logical arguments that connect politico-historical issues with current events; SLO3~Connect American political concepts to that of European ideals and experiences - republic, democracy, civil liberties and rights, political participation and balance with checks.

PLSC 170 – Introduction to Comparative Politics: SLO1~Critically analyze viable components of government; SLO2~Evaluate institutions as they relate to governmental viability; SLO3~Compare and contrast governments of different nation-states.

PLSC 210 – American Politics: SLO1~Analyze political philosophies of the framers of the U.S. Constitution; SLO2~Identify Judeo-Christian principles and their relationship to concepts of democracy and capitalism; SLO3~Analyze relationship between politics, social movements and geography and ethnicity.

PLSC 310 – California Politics and Local Government: SLO1~Describe the leadership structure within the federal, California State, counties and cities; SLO2~Evaluate the significance of the Progressive Movement in California; SLO3~Outline the structure of the branches of government - central, state and local.

*PLSC 320 – Latin American Politics: SLO1~Distinguish between different political ideologies and their relationship to Latin American nation-states; SLO2~Analyze regime changes and their effects on Latin American political viability; SLO3~Examine the relationship between politics and economics in the Latin American context. *This course is currently banked due to continual low enrollment. The Social Scientists plan on creating a Global Studies degree or certificate, which will require the unbanking of this course.

All of these SLOs except for PLSC 320 have been updated since the last Program Review cycle, creating a positive impact for students.

9B. SLO Assessment - Impact: Since the Political Science Department consists of one full-time faculty member, there is no dialogue regarding SLOs. However, it appears from the SLO assessment data that students are entering the program with a more complete government foundation resulting in being able to spend less time on a pre-requisite material. It is important that the Political Science Student Learning Outcomes connect to the program in an holistic and impactful way for students. Politics is essential to the human condition. It is expressed in patterns of influence among individuals, in the actions of states in world affairs, and in collective efforts to achieve our most noble goals. The political science curriculum links moral issues to empirical analysis of political life and explores the realities of political behavior at local, state, national, and international levels. A political science major helps students prepare for careers in government, social and political organizations, international relations, business, and education, and for graduate study or law school. Therefore, the program SLOs must directly connect to the essential Political Science objectives.

10. PLO Assessment: 10A. PLO Assessment - Plan
Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.
The Social Sciences consist of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2018-2019 assessment period the Social Science faculty examined the PLO "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

Looking Ahead
11. Program Planning: Using Strategic Enrollment data and feedback, the Political Science Department is re-implementing the regular 2-year cycle course plan, so students can finish either their Political Science AA or successfully transfer as a Political Science major in a timely manner. This also aligns with the forthcoming Guided Pathways interest areas and timeline. This cycle

will also include offering all Political Science courses online with a 2-year completion cycle. The impact of a committed 2-year timeline allows more students to complete their academic objectives (i.e. transfer, certificate, AA).

The Political Science Department will continue to be part of the GE Social Justice Pathway with the impact of allowing students to make remarkable connections between different disciplines that impact our society in very meaningful manners.

Additionally, the Political Science Department is participating the in the creation of a new degree, Global Studies. This will impact course offerings for our students by increasing options, including the unbanking of PLSC 320 – Latin American Politics. This focus also allows students to transfer to a number of CSUs and UCs under this same degree name.

Our Social Science Departments are requesting that the Marketing Department create a new college video to include all Social Science Departments and the Humanities. The Cañada College Virtual Tour Video includes and excludes the following:
- Building 9 = 0:25 – 2:00 (1 minute, 35 seconds)
o Highlighted in voice, text, or both:
? Student Services, Welcome Center, and Admissions & Records
- orientation, placement tests, registration, counseling appointments, transcripts
? Business and Cashier's Office
- financial holds, parking permits
? Financial Aid Department
- cost of school, scholarships, Dream Act, CA College Promise Grant, FAFSA
? Counseling and Transfer Centers
- academic, career, transfer, and personal counseling, Spark Point, CARE, EOPS, Cal WORKs, Foster Youth Success Initiative
? Learning Center
- free tutoring, workshops, group study rooms, computer lab, STEM Center
? Library
- textbook reservations and renewals, research and citing sources
- Pony Espresso = 2:01 – 2:09 (8 seconds)
o Highlighted in voice, text, or both:
? caffeinated pick-me-up
- Building 13 = 2:10 – 2:19 (9 seconds)
o Highlighted in voice, text, or both:
? Computer Business & Office Technology, Interior Design, Accounting
- Buildings 16, 17, and 18 = 2:20 – 2:30 (10 seconds)
o Highlighted in voice, text, or both:
? Science and Mathematics
- Computer Science, Engineering, Biology, Radiologic Technology
- Buildings 19, 20, and 21 = 2:31 – 2:37 (6 seconds)
o Highlighted in voice, text, or both:
? Medical Assisting, Astronomy, Digital Arts
- Building 22 = 2:38 – 2:46 (8 seconds)
o Highlighted in voice, text, or both:
? Early Childhood Education, Upward Bound, Cañada Outreach Department
- Building 23 (not yet built) = 2:47 – 2:59 (12 seconds)
o Highlighted in voice, text, or both:
? new Science and Technology building, modern flexible classrooms, laboratories, indoor/outdoor plaza
- Building 8 = 3:00 – 3:06 (6 seconds)
o Highlighted in voice, text, or both:
? college administration, Office of the President
- Building 5 = 3:07 – 3: 57 (50 seconds)
o Highlighted in voice, text, or both:
? Center for Student Life and Leadership Development, student government, sign up for a club, rent games, print, get student body card, Grove Café, Career Center, game lounge, Wellness Center, Disability Resource Center, Personal Counseling Center, Health Center, University Center, Middle College High School, and Food Pantry
- Building 2 = 3:58 – 4:08 (10 seconds)
o Highlighted in voice, text, or both:
? bookstore, textbooks, school supplies, festive gear
- Building 3 = 4:09 – 4:20 (11 seconds)
o Highlighted in voice, text, or both:
? Main and Flex Theaters, Humanities, Social Sciences, Fashion Design, International Student Center

- Building 1 (not built yet) = 4:21 – 4:35 (14 seconds)
o   Highlighted in voice, text, or both:
?   Kinesiology and Wellness Building, modern classrooms, state-of-the-art fitness equipment, gymnasium, two swimming pools
- Other Campus Features = 4:36 – 4:45 (9 seconds)
o   Highlighted in voice, text, or both:
?   soccer and baseball fields, tennis courts

Instructional Programs Mentioned in the Video:
Business Design & Workforce:
- ACTG
- CBOT
- ECE
- FASH
- INTD
- MART
- MEDA
Science & Technology:
- ASTR
- BIOL
- CIS
- ENGR
- MATH
- RADT
Kinesiology, Athletics & Dance:
- KINE
Humanities & Social Sciences:
- none*

*An interesting note: When Building 3 (generally considered the Humanities & Social Sciences building) was highlighted in the video, the only instructional program to be mentioned was FASH, which belongs to the Business, Design, & Workforce division. But when Building 13 (generally considered the Business, Design, and Workforce building) was highlighted in the video, none of the several H&SS programs that hold classes in that building were mentioned. The only instructional programs mentioned were those that belong to the BDW division (CBOT, INTD, ACTG).

In conclusion: Humanities & Social Sciences as a division was mentioned, but none of its programs were. The other instructional divisions had at least one specific program mentioned, and two of the instructional divisions had 6 or 7 specific programs mentioned. Since this video is available on the college's website, is shown at community meetings and to prospective students, the impact is very negative for the Social Sciences since the public would not think that Social Sciences are offered at Cañada College and if they are then they are not valued by the college community.

Program Review Narrative Status: Complete

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Lead Contact Person: *Lezlee Ware
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worked with CSU faculty to establish the Area of Emphasis (AOE) Transfer Model Curriculum (TMC) of "Law, Public Policy and Society" in compliance with SB 1440.

Moreover, this Program seeks to build an increasingly stronger Political Science Department with increasing enrollments and classes that meet the needs of the students. Completed through the redesign of the major with emphases that are aligned with our major transfer universities (AA-T and ADT).

Fortunately, the Political Science Department is part of the Social Sciences Division, which benefits from the support of a coordinator.

Fortunately, the Social Sciences Hub is currently being regularly used by Social Science students and faculty. After approximately 6 years we now have proper signage for the SS HUB and expect an increase use of the room

We have a continued need for a Social Sciences Coordinator. And, note that the duties that are set forth for this position are in excess of the amount of release time that has been granted by the college thus the coordinator(s) has/have not be able to completed the job and core duties. To fully meet all of the core duties of this position the request FTE of .2 is needed.

Our Social Science Departments are requesting that the Marketing Department create a new college video to include all Social Science Departments and the Humanities.

Program Context

1. Mission: The undergraduate major in Political Science aims to provide an understanding of the basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the relations between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administration, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The mission of the Political Science Department interconnects with the Social Sciences' Statement, which includes a mission, vision and values.

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Nurturing new generations of social scientists; Fostering innovative research;

Mobilizing necessary knowledge on important public issues.

2. Articulation: The Political Science Department regularly maintains updated articulation agreements in order for students to successfully transfer to 4-year institutions once entering Canada from high school.

3. Community & Labor Needs: The increasing number of Political Science majors continues to create the need for a strong commitment to maintain current articulation agreements with the 4-year institutions. And, in Fall 2017 a new C-1D degree was created (Law, Public Policy and Society) in response to the CSUs and UCs.

Looking Back

4. Curricular Changes: Since the last Political Science Program Review (2016), there have not been any major changes except for adding an Area of Emphasis (AOE) Transfer Model Curriculum (TMC) of "Law, Public Policy and Society" in compliance with SB 1440.

5A. Progress Report - IPC Feedback: Program Context:

2.   The Political Science Department's courses are all articulated with the CSUs and UCs. The outcome of these agreements are noted on the CORs.

3.   Community and Labor Needs are addressed through the CSU general education and 1GETC transfer paths.

5B. Progress Report - Prior Action Plans: The Political Science Department has aggressively responded to efficiency reports by reducing the number of courses offered this semester as well as a decrease in adjunct assignments.

6A. Impact of Resource Applications: The Political Science Department lead distance education faculty requested an iPad in order to stay more connected with online students, but it was denied by the budget administration. These types of technology would aid in supporting success and retention for students.

6B. Impact of Staffing Changes: The following hiring justification was submitted (2013/14) and was denied:

We currently do not have sufficient faculty to support the current program because 1-2 less classes are offered each semester based on limited availability of current Political Science part-time faculty. This current limitation affects our Distance Education offerings because if we had at least a second full-time faculty member we could expand our online offerings to fulfill the AA and/or full transfer curriculum. Furthermore, with four adjuncts and only one full time professor we lack the stability to fulfill the Political Science Department's goals and vision for the future of Canada College. Our part time professors are certainly talented, but they teach at multiple colleges and universities and/or hold an additional full-time position elsewhere and cannot be expected to perform administrative functions, attend department meetings, work on department projects, complete SLOs, and develop programs and workshops for underprepared students. Perhaps more importantly, having only one full time professor in a large program puts the entire structure of the department at risk. As a result of frequently trying to fill specific positions at the last minute due to scheduling conflicts, we do find ourselves cancelling courses or the full-time faculty member is forced into overload situations in order to maintain continuity and reliability for studets at the last minute and not being able to sufficiently plan ahead in order to address the needs of our students. This is a certainty, and the question is really "when" and not "if." This issue stems from the fact that Political Science as a discipline is extremely broad, and requires specialists to teach specific courses. A Latin Americanist cannot necessarily teach Comparative Politics, and a Comparativist cannot necessarily teach California and Local Governments. If we end up cancelling courses after students have already enrolled, we will seriously damage the reputation of the department and the college. Students need to know that they can count on following the educational path they have created, and that we will offer the courses we advertise in our catalog and schedule.

The Political Science Department is an up to date department that reflects the structure of the CSU and UC systems. We offer both core courses essential to all majors, and an array of selectives that include the most common subfields such as Law, Public Administration and Public Service as well as courses fundamental to every Political Science Department such as International Relations, Political Theory, Comparative Politics and Latin American Politics and that support the college with Social and Behavioral Sciences, International Studies and Latin American Studies majors. In seeking a new full time faculty member we would look for someone who could teach a combination of key subjects and distance education courses in order to reduce the threat to the integrity of the department. This in turn will help us to meet the demands of our rapidly growing transfer student population, and enhance Canada College's reputation in the Bay Area.

With only one full time person in the Political Science Department it is difficult to fulfill department responsibilities and promote innovation within the program. 1t is unreasonable to depend upon part time faculty to advance the agenda of the department given that they teach in multiple locations and, thus are rarely available. Again, our part time professors are excellent at what they do; they simply cannot be expected to do more than teach and hold office hours since these are the limits of their compensation. With a second full time faculty member we would be able to fulfill the Department's administrative obligations more successfully and timely, plus develop and implement projects that will benefit our various student constituencies and the college as a whole. Examples include:

Distance Education: Due to limited training and scheduling conflicts, the full-time faculty member is the only one that can teach all, but one course in the department on-line. This scenario can create semesters where the only full-time faculty member has a completely on line schedule, which limits the valuable interaction students (especially in the major) could have with the most rooted member of the department.

Honors: Currently, there is 1 honors course option in the Political Science Department with an additional option becoming available this Fall 2014. The Department has been slow to add these valuable options since the entire responsibility of the Department falls on one full-time faculty member who must meet all other responsibilities and requirements.

Learning Communities: The Political Science Department has wanted to created a Learning Community with the English Department for over 5 years. A spontaneous learning community was created and offered once. Since there is not additional department support this valuable option has not been fully developed. Additionally, the Political Science Department has been working closely with the Communication Studies Department to create a mainstream and honors learning communities emphasizing Public Speaking. Again these desires remain so without proper staffing support beyond one full-time faculty

member. Also, the Political Science and History Departments would like to create both formal links and informal curricular connections given that they are so closely related (Examples: The history of the Supreme Court and important Supreme Court decisions, the influence of the Enlightenment on the creation of the Constitution, etc.).

Support for the Majors: Although we have a modest number of declared Political Science majors, when we combine our Political Science and Social Science (History, Communication Studies, Economics, Geography, Sociology, Psychology, Philosophy and Anthropology) numbers it becomes clear that we need to work on advising our students and helping them to develop clear major and career paths.

Service Learning: Further, it has been a long standing goal of the Political Science Department to foster the development of an academic community that inspires students to engage in activities related to their education outside of the classroom as well as inside. Conferences, trips to museums, concerts, plays, film series, speaking engagements, the future development of a robust semester abroad program explicitly linked to our curriculum, and shorter seminar trips within California and other places in the United States should be available to all of our students so that they become more broadly educated active learners.

The Political Science Department is large and growing. As the number of transfer students in the program increase there is a need for more full time faculty so that more stability can be created within the Department. As we lose key part time faculty without enough time to replace them with someone who is both qualified and talented, an unwanted occurrence takes place where classes are cancelled and much repeated time is spent interviewing in order to hire additional part-time faculty. If any 2 part time professors simultaneously leave Canada, the Political Science Department loses momentum on its scheduled course offerings with a drop in the number of students enrolled in classes with new (and unknown) faculty members. As this happens, students needs are left unmet and unaddressed. The damage to the reputation of the Political Science Department can be extreme as well as impact the reputation of the college. Further, if we truly want to move towards a culture of innovation and excellence, we definitely need another professor who is interested in joining those on campus who are engaged in the types of projects that will further both the Political Science Department's goals, and the goals of the college as a whole. This person would be the type of professor who has broad experience in terms of meeting the needs of our various student constituencies, experience developing learning communities, experience teaching online courses, experience developing and teaching honors courses and linked courses, and experience developing curricula and pedagogy that will help underprepared students acquire the skills they need to succeed and transfer.

The Political Science Department is currently staffed with one full-time professor and between six to eight part time professors. With such high enrollment numbers and important transfer course offerings, we are constantly worried that key individuals will not be able to teach specific courses due to scheduling conflicts. In fact, it is already fairly common for us to have to search for new part time faculty at the last minute. To ensure quality instruction, we really need an additional full time instructor so that we can count on both continuity and innovation. To gain this stability we would be willing to reduce the number of part time faculty. In the long run this could save the college money in time and resources since the current 4 part-time faculty members equal at least 1 full-time faculty member in direct classes taught. Additional if these 4 became 1 then a broader measure of work could be completed that relate to required full-time duties as well as directly creating growth in the Political Science Department.

Unfortunately, this request was denied!

Thus, since this denial the Political Science Department has chosen to answer to efficiency by reducing the number of course offerings and decreasing the number of adjunct faculty in the department.

Current State of the Program

7. Enrollment Trends: Enrollment trends have remained consistent over the past number of years including load rates.

From Summer 2012 - Spring 2017, 283 students earned an Associate of Arts Degree in "Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences". (The next most commonly awarded degree was the AA in "Interdisciplinary Studies with Emphasis in Natural Sciences & Mathematics"with 134 degrees awarded.)

For 2013-2014: 99 AAs, 1nterdisciplinary Studies with Emphasis in Behavioral and Social Sciences

For 2015-2016: 169 AAs, Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences

Please see the report titled, "Canada College: Degrees / Certificates Awarded"on the Program Review web pages for all the details.

Moreover, The Bureau of Labor Statistics predicts an above-average (average = 7%) growth rate of 11% in jobs for "social scientists and related workers" 2016-2026 ("Occupational Outlook Handbook" 2016).

8-A. Access & Completion: The largest inequity gaps are with Black and Polynesian students. This can best be addressed with increased ethnic diversity in

our counseling department as a first meaningful step.

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8-B. Completion - Success Online: The retention and success rates are comparable between online and face to face students. However, online student needs could be addressed more fully with technical support with an iPad Pro for both written and oral communication.

9A. SLO Assessment - Compliance: Yes, the one full-time faculty member in the Political Science Department coordinates and collects the SLO data for all courses and inputs them into TracDat.

9B. SLO Assessment - Impact: Since the Political Science Department consists of one full-time faculty member, there is no dialogue regarding SLOs. However, it appears from the SLO assessment data that students are entering the program with a more complete government foundation resulting in being able to spend less time on a pre-requisite material.

10. PLO Assessment: 10A. PLO Assessment - Plan

Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. 1n order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from
one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

10B. PLO Assessment - Impact
Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?
NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.
During the last 2 assessment periods (2016-2017) 90 papers and exams were assessed. 87% (78/90) of the papers/exams received at least a 1 "acceptable" score, which is an increase from the previous assessment. The average score was 1.44 which was the same as the previous assessment. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated an improvement in both random sampling and in identifying social science theories that the writing assignments were targeting. However, concern was noted that there was some difficulty in assessment of evaluating diverse viewpoints as some assignments had limited ability to adequately assess this goal, which may have altered the results. Continued improvement in identifying papers/exams which will allow for adequate assessment of PLO, while using random a selection from those papers/exams during the next assessment period was discussed. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric
was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Program Planning: If the one full-time faculty member continues to only teach a full-load of classes (and not take time away from the Political Science Department to be an union-chair or Social Sciences coordinator, for example)the department will run more efficiently and the success and retention rates of the students will increase. Furthermore, the department will run most efficiently by offering no more than 8 sections per semester (excluding summer).

10A. PLO Assessment - Plan
Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect

measurements of assessment.

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. 1n order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

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Fortunately, the Social Sciences Hub is currently being regularly used by Social Science students and faculty. After approximately 6 years we now have proper signage for the SS HUB and expect an increase use of the room

We have a continued need for a Social Sciences Coordinator. And, note that the duties that are set forth for this position are in excess of the amount of release time that has been granted by the college thus the coordinator(s) has/have not be able to completed the job and core duties. To fully meet all of the core duties of this position the request FTE of .2 is needed.

Our Social Science Departments are requesting that the Marketing Department create a new college video to include all Social Science Departments and the Humanities.
Program Review Narrative Status: Complete

No Objective were returned for this Program based upon the selected parameters.