

# POLITICAL SCIENCE PROGRAM REVIEW SELF-STUDY

Fall 2015



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## SELF-STUDY TEMPLATE

**1.1 Introduction.** *Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered, and a brief history of the program. Include the number and names of full-time faculty, adjunct faculty, and classified staff. Discuss any recent changes to the program or degrees.*

The Political Science (PLSC) program at Solano College was originally introduced as a degree program more than 20 years ago. Since that time the program has been part of the School of Humanities, Liberal Arts, and the School of Social and Behavioral Sciences at Solano College. The political science program examines the theory and practice of government and the powerful personalities that affect governmental decisions. This interplay of individual citizens, public leaders, elections, and world events makes political inquiry relevant today. The program provides a broad base for the analysis of how government resolves social conflict within the United States and around the world. The mission of the program is to aid students in the development of intellectual curiosity and political awareness through the acquisition of academic competencies focused on analysis, critical thinking, reading, and writing. Ultimately the compilation and presentation of these skills is designed to prepare students for real world practice and application of political and legal theory, thus preparing them for a variety of academic and employment opportunities.

The PLSC program offers an AA-T degree. The Transfer degree has recently been approved to meet the ADT standards for model transfer curriculum requirements for the CSU system. In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division reviewed and approved the degree on 06/24/2015. The department chose to continue only with the AA-T and discontinued the AA degree and International Relations as a stand-alone degree program. (Please see attached approval letter)

Presently, the Political Science program consists of two full time faculty members; Thomas Bundenthal, and Joel Powell. At the time of authorship for this program review the PLSC program also includes three adjunct instructors, David Pyle, Jean Baxter, and Peter Zitko.

Outside of the approval of the AA-T degree, the program also functions as the coordinating head for the Community College Pathways to Law School Initiative (CCPLS), a pilot program, authorized by the state bar of California. The Political Science Department at Solano College led the effort, submitting a winning proposal for the competitively bid initiative, which limited acceptance to 24 of the 112 potential institutions. At its core, the CCPLS Initiative creates a clear and seamless pathway from community college to law school. Relying on a strategic approach designed to enhance opportunities and advancement in the legal profession for diverse populations, the CCPLS encompasses three ancillary objectives undergirding the process of achieving diversity and advancement opportunities in the legal profession; (1) to assist in diversifying the legal profession to respond to a global marketplace; (2) to reduce a broad array of costs associated with pursuing a legal education; and (3) to provide a systematic replicable model of approved academic course curriculum corresponding to IGETC requirements to ease and facilitate transfer.

Three of the nine core classes are offered through the political science department; PLSC001 – Introduction to the American National Government; PLSC016 – Introduction to the American

Legal System; and PLSC050 – Student Leadership. The program was launched during the Fall Semester of 2014, with a cohort of 11 students. As of Fall 2015, the program has increased to 27 students with a growing waiting list of students seeking entry into the forthcoming semester’s cohort. Since its inception at Solano College the CCPLS has developed strong relationships with both the undergraduate and law school partners. As of Fall 2015, nine students from Solano have matriculated to the undergraduate segment of the program, earning acceptance to UC Davis, and UC Irvine. By 2017, Solano will be the first of the 24 participating community colleges to see students who are part of the program enter law school.

*1.2 Relationship to College Mission and Strategic Goals. Describe the program’s relationship to the overall mission of the college: “Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.”*

The substantial emphasis on critical thinking and analysis that characterizes the Political Science Program intersects with the mission of the college by developing fundamental and advanced academic skill sets that aid students in becoming competitive transfer applicants, and fostering the growth of career and workforce competencies. Several courses offered in the Political Science program fulfill Intersegmental General Education Transfer Curriculum (IGETC) requirements guaranteeing that the program will continue to meet the goals of the Solano College mission by being responsive to the complex needs of an academically diverse student population, and ensuring educational opportunities will be available for those students desiring to take advantage of the vast opportunities at Solano College.

Using the matrix provided in Table 1, describe which of SCC’s Strategic Directions and Goals the program supports. Address only the goals relevant to the program. *Limit evidence to one paragraph per objective.*

Table 1. SCC’s Strategic Directions and Goals

Goal 1: Foster Excellence in Learning	Program Evidence
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<p>Obj. 1.1 Create an environment that is conducive to student learning.</p>	<p>Program emphasizes group projects encourages student interaction &amp; broad based learning. Classrooms are “safe” environments encouraging students to discuss an array of political topics without apprehension of censor or biased criticism; creating a classroom setting that expands the scope of learning by allowing individual student experiences to inform discussions on sensitive and controversial topics. Lecture environments expand traditional models of learning by equipping students to become self-learners and then empowering them to convey information to fellow students within a variety of classroom settings</p>
<p>Obj. 1.2 Create an environment that supports quality teaching.</p>	<p>Instructors within the program work collaboratively with each other to develop course curriculum and to utilize the same texts to assist in standardizing content across classes. Additionally, faculty work in concert with the administration to develop class schedules conducive to student needs while contemporaneously encouraging systematic sequencing of courses that meet program requirements and facilitate on time degree completion.</p>
<p>Obj. 1.3 Optimize student performance on Institutional Core Competencies</p>	<p>Program has increased its emphasis on Institutional Core Four Competencies I. Communication – B. Write and D. Speak and Converse as well as II. Critical Thinking and Information Competency through modifications in the PLSC 001 Research Project components. Some classes now require a written, oral and video component. This multi-media approach requires organization and communication at a higher level than traditional papers while building skills and confidence immediately applicable in real world scenarios. Another class follows the “Request for Proposal” format often used in business and government, and emphasizes interpretation and analysis of charts, graphs and pictures to support proposals for government action. Students include an “abstract,” a condensed, concise, focused overview of the proposal. These modifications are designed to better merge Core Four Competencies with critical real world applications.</p>
<p><b>Goal 2: Maximize Student Access &amp; Success</b></p>	<p><b>Program Evidence</b></p>

<p>Obj. 2.1 Identify and provide appropriate support for underprepared students</p>	<p>Instructors within the PLSC program assess and counsel students who exhibit particular needs, to take advantage of DSP services, basic skills, FYE, ASC Workshops, and other various campus resources that are central to developing the core four competencies and expanding skills that are critical for success in the PLSC program. Additionally, Discussion Sections are held weekly to allow students an opportunity for 1:1 tutoring, question and answer dialogues with instructors, and group mentoring opportunities.</p>
<p>Obj. 2.2 Update and strengthen career/technical curricula</p>	<p>PLSC has not historically been a program heavily focused on CTE curriculum, as many of our students are not pursuing PLSC degrees at this level to enter or enhance career-based employment. However, with the advent of the Law School Pathways program, this initiative has an identified focus on a specific career pathway in the field of law and legal services, a significant update that bolsters the CTE focus of the program.</p>
<p>Obj. 2.3 Identify and provide appropriate support for transfer students</p>	<p>Large percentages of students taking courses in the PLSC program are working towards transfer. Instructors within the program frequently counsel students individually regarding transfer options, necessary course requirements, and the transfer process. Additionally, instructors refer students to the SCC transfer center &amp; encourage attendance at transfer fairs/events.</p> <p>Additionally, the CCPLS Initiative provides substantial support and opportunity for transfer by holding program participants to rigorous standards of achievement, which ensure the increased likelihood of transfer. Presently the program has a 100 percent transfer success rate to top-tier institutions partnering with SCC in the program. Program participants also maintain an average GPA of 3.27 compared to the general college population at SCC, which maintains an average 2.27 GPA.</p>

<p>Obj. 2.4 Improve student access to college facilities and services to students</p>	<p>In addition to offering several sections of online classes to students in the PLSC program, several PLSC classes are now being held exclusively in new SMART classrooms. This change provides a greater level of access to technology based learning in the discipline that was previously unavailable. The early results of this change are promising and the program looks forward to additional upgrades that will allow additional technological interaction in the classroom.</p>
<p>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</p>	<p>Working in concert with various collegiate divisions, the PLSC Program continues to develop strategies and processes for managing and improving enrollments. The new course wait-listing system is an advancement that should assist in growing and managing enrollments. The PLSC program will part of an initial roll out of this service to test its growing capability and effectiveness.</p>
<p><b>Goal 3: Strengthen Community</b></p>	
<p><b>Connections</b></p>	<p><b>Program Evidence</b></p>
<p>Obj. 3.1 Respond to community needs</p>	<p>Several local agencies have reached out to SCC to express identified needs in certain areas related to politics and law. The PLSC program has responded by frequently assisting students in gaining local internship opportunities with politicians, lawyers, and with community advocate groups.</p>
<p>Obj. 3.2 Expand ties to the community</p>	<p>PLSC program has expanded ties with local politicians, judges, attorneys, and community advocates by incorporating them as guest speakers providing real world experience students based on topics discussed in the class</p>
<p><b>Goal 4: Optimize Resources</b></p>	
	<p><b>Program Evidence</b></p>

<p>Obj. 4.1 Develop and manage resources to support institutional effectiveness</p>	<p>Program has continued to develop and manage the use of institutional resources for the benefit of the student population. The introduction and usage of SMART classroom technology in addition to Canvas and the Pearson online PoliSci Lab have been instrumental in the delivery of educational materials to a broad array of students taking online classes locally and outside of the city and/or state. Program continues to focus on additional resources that can support the Program's effective strategies for improving student learning and access.</p>
<p>Obj. 4.2 Maximize organization efficiency and effectiveness</p>	<p>PLSC instructors frequently meet w/Dean to maintain and update course offerings, increasing the overall organization, efficiency, and effectiveness of the PLSC program</p>
<p>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</p>	<p>Utilization of new SMART classroom technology for several PLSC courses; including laptop computers, moveable white boards, rolling desks and high definition projectors</p>

**1.3 Enrollment.** Utilizing data from Institutional Research and Planning, analyze enrollment data. Include the number of sections offered, the full-time equivalent enrollment (FTES) for each semester since the last program review cycle, and the number of declared degree seekers in the program. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

Since the last program review in 2011 the following information has been captured related to the enrollment numbers for the Political Science Program. The following charts indicate that the program continues to serve a significantly diverse student population with a strong degree of balance among the represented ethnic groups. Additionally, metrics for average course loads and average fill rates have remained relatively consistent since the last program review. Fill rates between Spring 2012 to Spring 2014 have averaged 81.7 percent. Load numbers between 500 and 525 are considered the break-even point for a 3-unit course; the Political Science Program's Load average between Spring 2012 and Spring 2014 was 586.

Table 1: Total Enrollment



		Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
<b>Total</b>	<b>Scheduled Sections</b>	6	13	15	4	13	15	13	17	4	14	17
	<b>Actual Sections</b>	6	13	14	4	13	15	13	17	4	14	17
	<b>Total FTEF</b>	1.00	2.57	2.77	0.80	2.57	2.77	2.57	3.17	0.80	2.77	3.37
	<b>Total FTES</b>	18.2	60.7	61.5	18.0	55.6	64.4	49.4	58.7	16.4	54.8	60.6
	<b>Total WSCH</b>	547	1,821	1,845	540	1,668	1,931	1,482	1,761	491	1,645	1,817
	<b>Avg LOAD</b>	544	705	662	675	645	691	570	517	614	590	535
	<b>Avg FILL</b>	68.9	96.2	92.5	93.0	87.7	90.4	83.2	72.1	86.0	81.6	77.3
	<b>Avg Max Enroll</b>	42	48	47	50	48	45	48	45	50	48	46

Table 2: Number of Sections Offered

**Section Counts**

Table below shows the count of number of sections offered of a particular course within Political Science. Any courses that are part of a cross-list group are marked with an "x". Further information on scheduling patterns of cross listed courses can be found in section 2.9 "Fill Rates, Class Size and Efficiency".

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
<b>Total</b>	13	14	4	13	15	13	17	4	14	17
<b>PLSC 001</b>	11	10	4	11	11	11	13	4	12	13
<b>PLSC 002</b>	1			1		1				1
<b>PLSC 005</b>		1			1		1			1
<b>PLSC 006</b>		1			1		1			1
<b>PLSC 016</b>		1							1	
<b>PLSC 049</b>					1		1			
<b>PLSC 050</b>	1	1		1	1	1	1		1	1

Table 3: Number of Enrolled Students

## Headcounts

Table below shows the count of number of students enrolled in a particular course within Political Science. The total shows the number of students within the entire discipline.

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
<b>Total</b>	<b>539</b>	<b>553</b>	<b>167</b>	<b>522</b>	<b>598</b>	<b>506</b>	<b>578</b>	<b>172</b>	<b>549</b>	<b>602</b>
<b>PLSC 001</b>	488	449	167	483	518	466	519	172	509	533
<b>PLSC 002</b>	35			28		28				18
<b>PLSC 005</b>		41			36		41			41
<b>PLSC 006</b>		28			32		19			12
<b>PLSC 016</b>		26							31	
<b>PLSC 049</b>					1		1			
<b>PLSC 050</b>	19	14		12	18	18	9		11	7

Table 4: Full Time Equivalent Students

### FTES

Table below shows the count of number Full Time Equivalent Students (FTES) generated in a particular course within Political Science. The total shows the total FTES for the entire discipline. 1 FTES is equivalent to 525 hours of instruction.

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
<b>Total</b>	<b>54.1</b>	<b>55.7</b>	<b>16.1</b>	<b>52.2</b>	<b>60.5</b>	<b>49.4</b>	<b>58.7</b>	<b>16.4</b>	<b>54.8</b>	<b>60.2</b>
<b>PLSC 001</b>	48.8	44.8	16.1	48.2	51.6	46.6	51.5	16.4	50.8	53.1
<b>PLSC 002</b>	3.4			2.8		2.8				1.8
<b>PLSC 005</b>		4.1			3.6		4.1			4.1
<b>PLSC 006</b>		2.8			3.2		1.9			1.2
<b>PLSC 016</b>		2.6							3.1	
<b>PLSC 049</b>					0.3		0.3			
<b>PLSC 050</b>	1.9	1.4		1.2	1.8		0.9		0.9	

**1.4 Population Served.** Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

Table 5: Enrollment by Populations

**Population Served**

1.4

**% Enrollment by Gender**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Female	51%	53%	58%	57%	52%	54%	56%	64%	54%	55%
Male	49%	46%	41%	42%	47%	44%	43%	35%	46%	45%
Not Reported	0%	1%	1%	1%	1%	1%	1%	1%	1%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**% Enrollment by Student Age**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
0-17	3%	1%	8%	2%	1%	2%	1%	4%	4%	2%
18-25	77%	82%	63%	76%	79%	76%	80%	70%	76%	72%
26-30	9%	7%	12%	11%	8%	10%	8%	10%	9%	13%
31-35	4%	3%	5%	5%	4%	4%	4%	8%	3%	3%
36-40	3%	3%	5%	1%	3%	3%	2%	3%	2%	4%
41-45	2%	1%	1%	1%	2%	2%	1%	2%	2%	1%
46+	3%	2%	5%	3%	3%	4%	3%	3%	3%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**% Enrollment by Ethnicity**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Am. Indian or Alaskan Native	2%	2%	2%	3%	2%	3%	3%	3%	2%	3%
Asian or Pacific Islander	16%	18%	23%	16%	17%	19%	20%	20%	23%	19%
Black Non-Hispanic	13%	12%	19%	13%	12%	13%	16%	15%	14%	15%
Hispanic	19%	17%	15%	23%	21%	20%	17%	25%	22%	25%

Historically, the political science program has experienced higher enrollments among female students. Over the past ten semesters female students have accounted for an average of 55.4 percent of the total enrolled students across all political science courses. During the same time period male students accounted for an average of 43.8 percent of the total enrollments across the

program. This appears to be reflection of typical population distributions among the several communities from which Solano attracts and draws its student population. According to the U.S. Census statistics, more than 50 percent of Solano county residents are female.

More than 70 percent of the students taking political science courses are of the 18-25 year old demographic. Twenty-six to thirty year olds are the next highest demographic averaging just fewer than 10 percent of the total enrollments. All other age groups over 31 years of age range between 1 and 4 percent of the total enrollments. Given the breadth and transferability of all courses in the PLSC department, the program experiences high enrollments from recent high school graduates who continue to be the strongest demographic in the Political Science program.

Solano County’s broad ethnic diversity is widely reflected in the program demographics for Political Science as well. Enrollments for White non-Hispanic students, and Hispanic students are traditionally high ranging between 17 and 33 percent. African American and Asian American students also have balanced enrollments that range from 16 percent on the low end up to 23 percent on the higher end of the scale. American Indian or Alaskan Natives generally have the lowest enrollments averaging just around 2.5 percent. It should also be noted that of the four major ethnic groups, African Americans have the lowest average enrollments, but when compared to other ethnicities, is still relatively balanced based on the demographics of the region.

*1.5 Status of Progress toward Goals and Recommendations.* Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

Educational Master Plan	Status
<p>1. Assess course offering and make adjustments to the program accordingly.</p>	<p>Department has assessed all course offerings as part of the Transfer Model Curriculum process. One course has been added (PLSC 004) and another reactivated (PLSC 003). We have also linked a statistics course (Math 11) to the program. Working with the administration the department has established a sequence of courses for each semester. These predictable offerings facilitate student success and encourage enrollments. As a result of these assessments we will offer only a new AA-T in PLSC. This process is nearing completion.</p> <p>The Department is also initiating the CCPLS Pathway to Law School program as one of the select Community Colleges in the state. Course offerings will be designed to meet the time frame for transition from 2-year to 4-year to law school.</p>

<p>2. Increase use of technology in course delivery and assessment.</p>	<p>PLSC has been involved in the design of SCC new Smart Plus classrooms. One of these is one of our primary classrooms. The PLSC DE component has worked with Pearson Ed to utilize new technologies primarily for DE courses but also for use as “E-companions”. This includes trial of an e-text specially built for our classes and a MyLab component that provides numerous learning guides such as a pre-test based study plan with Formative assessment, videos, flashcards, post-test, exam, etc. keyed to our course SLOs.</p>
<p>3. Work with Articulation office to review articulation agreements.</p>	<p>This original objective was superseded by the TMC work. Courses are linked to State standards via C-ID process. The degree itself is designed to be accepted by all CSU</p>
<p>4. Develop techniques such as scaffolding for content delivery consistent with Basic Skills</p>	<p>The design of the Pearson component to DE and E-companion courses allows for “scaffolding” type approaches. The program itself follows the approach with a study plan based on pre-test. Coverage of material online allows for different use of classroom time. High-class max sizes preclude a lot of one on one, but it is more possible to do group projects, broad discussions with depth and special assignments to build student comprehension. This goal and the use of</p>
<p>5. Develop Transfer Model Curriculum</p>	<p>This goal is near completion. There are some minor course updates to be approved via Curriculum Committee then the state-level certification of courses matching thought the C-ID process. We have offered the reactivated PLSC course and have scheduled the new PLSC 004 to be in compliance when the program is ultimately approved.</p>
<p>6. Assess Enrollment patterns and make recommendations for scheduling</p>	<p>PLSC is currently conducting its Program Review /Self Study. Key in this is evaluation of enrollment patterns and scheduling. The Department met with the Dean to discuss immediate scheduling and worked on establishing a predictable/repeatable sequence for the new major. That will continue to be a goal if enrollment patterns adequately support within administration dictated course fill guidelines. Recommendations based on the Program Review will be brought into future discussion.</p>

Table 3. Program Review Recommendations

Program Review Recommendations (Previous Cycle)		Status
1.	Hire FT Faculty to replace Retirees	Successfully hired FT Political Science faculty. Impact has been immediate and positive as has enabled goal of complementary academic concentrations. New hire has been key to Pathways to law School program, and has contributed to the school by serving with SCFA and as faculty adviser to ASSC and as Grievance Committee Chair
2.	Expansion of program offerings in order to promote flexibility and ease of completion for students.	FT Hire has aided tremendously with this. Program has also developed AD-T program and has established a desired offerings sequence in coordination with the Dean
3.	Bring back PLSC 003 and expand into Public Affairs	PLSC 003 has been reactivated via Curriculum action. No independent Public Affairs course offering has been developed, however a new course PLSC 004 Introduction to Political Science has been originated to comply with State AD-T, TMC models and will include coverage of Public Affairs as a sub-discipline

**1.6 Future Outlook.** Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs (limit to one page or less).

There are a variety of conditions that are expected to have an impact on the political science program over the next few years, some are expected to result in growth to the program, others may cause slight reductions or keep the program at current levels. Overall, the outlook for the program is encouraging.

As the CCPLS initiative continues to grow, the Political Science program is expected to grow. The number of program awards should increase, as students interested in a career in law will align their educational course work with the PLSC program major requirements. As of Fall 2015, 81 percent of the students taking part in the CCPLS program have declared or switched their major to PLSC. Additionally, the PLSC faculty are focused on developing new promotions that should have a significant impact on increasing enrollments in the program.

Cuts to sports programs and other enrichment and academic services and courses on campus have had a significantly negative impact on enrollments across the institution. If a reversal in fortune does not occur whereby many of these additional programs that add to the collegiate experience are not restored or preserved, this reduction in offerings could have an impact on enrollments in the PLSC program as well. Historically, the program has done well even in light of recent reductions in course offerings and student programs, however it seems impractical for the administration to continue to tempt fate in this area.

Additionally, the student default rate continues to be an issue that could systematically affect enrollments for the entire college. If SCC loses its ability to provide Title IV funding, this will cause a dramatic (possibly crippling) decrease in enrollments for all academic areas.

Historically, increases and decreases in the job market have not substantially impacted enrollments, as again, the primary demographic for the PLSC program is usually 18 – 25 year old students.

## CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

### Program Level Outcomes

*2.1 Using the chart provided, list the Program Level Outcomes (PLOs) and which of the “core four” institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLSO. For example, is there a capstone course (which one), is it completion of a series of courses (list), is it a passing grade on certain assignments that are universally given (list), passing a licensing exam, completing a portfolio, etc.*

PLOs listed and assessed here are from the old AA degree. They have been slightly revised for the AD-T and so the PLOs that now show on the catalogue have not yet been assessed but will be in the subsequent cycle.

Table 4. Program Level Outcomes

Program Level Outcomes	ILO (Core 4)	How PLO is assessed
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<p>1. Comprehend the several and enduring problems of domestic and international politics to include power, scarcity, choice, justice and change.</p>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Critical Thinking and information competency</li> <li>3. Global Awareness</li> <li>4. Personal responsibility and professional development</li> </ol>	<p>The various courses provide varying primary focus on these concepts. 001 on power, 002 on choice, IR1 on scarcity, 005 on justice, for example. All focus on change. Through the sequence of courses, and sequence of introduction, development, and mastery, each of the Core 4 general categories are addressed. Specific course assessments are primarily research papers and tests. New faculty hire will allow for more program level evaluation and assessment of how well PLOs are met and for more effective modifications.</p>
<p>2. Comprehend the basic methods in political/social science inquiry, to include logical analysis and conceptual inquiry.</p>	<p>III. Global Awareness</p> <p>A. Scientific Complexities-The major differences between social, natural and physical sciences</p> <p>Social Diversity and Civics</p> <ul style="list-style-type: none"> <li>• Understand different cultural beliefs and behaviors</li> <li>• Recognize important social and political issues in their own community</li> </ul>	<p>Program has now incorporated Math 11 as part of the AD-T as a methods intro coverage. Courses such as 002, 003 and IR 1 provide methods unique to the sub discipline. Working toward standardizing some coursework such as the “Compass” and “PEW” political attitudes and beliefs surveys in order to generate broader data on our own diversity and unique political and social issues. Research project in some 001 courses changed to a “proposal” project designed for students to identify, research and propose solution for more community based issues.</p>



<p>3. Develop skills and aptitudes in critical thinking, and critical reading and writing, and application of these skills to global political issues.</p>	<p>II. Critical Thinking and Information Competency  A. Analysis  C. Research  D. Problem Solving</p>	<p>As per above, transition to new AD-T program should provide a more comprehensive approach to attaining this PLO, with varying courses designed to attack critical thinking skills from the perspective of the sub discipline of the course. 005 will entail discussion of SCOTUS cases while 006 philosophies of the great thinkers. Students who complete the program should have broad exposure to critical thinking approaches, while reading, writing and applying in all.</p>
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2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Level Outcomes

Course	PL01	PL02	PL03	PL04
	<p>Comprehend the several and enduring problems of domestic and international politics to include power, scarcity, choice, justice and change.</p>	<p>Comprehend the basic methods in political/social science inquiry, to include logical analysis and conceptual inquiry.</p>	<p>Develop skills and aptitudes in critical thinking, and critical reading and writing, and application of these skills to global political issues. and arrive at a higher level of understanding of cultural and political diversity</p>	
<p>PLSC 001</p>	<p>i</p>	<p>i</p>	<p>i</p>	

<b>PLSC002</b>	d	d	d	
<b>PLSC005</b>	m		m	
<b>PLSC006</b>	d	d	d	
<b>PLSC016</b>	d		d	
<b>PLSC019</b>	i	d	d	
<b>PLSC049</b>	m	m	m	
<b>PLSC050</b>	d	d	d	
<b>IR001</b>	d	d	d	

**2.3** Utilizing table 6, describe the results of the program level assessments and any changes/planned actions made based on the outcomes of program level student learning assessments. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to any needed resources to achieve desired results.

Table 6. Program Level Assessments

<b>Program Level Outcomes</b>	<b>Date(s) Assessed</b>	<b>Results</b>	<b>Action Plan</b>
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<p>1. <b>Comprehend the several and enduring problems of domestic and international politics to include power, scarcity, choice, justice and change.</b></p>	<p>Fall 2014</p>	<p>Department has a high level of confidence that students completing 18 hours have significant exposure to these concepts via the various approaches of the political science sub-disciplines. Students at that point demonstrate a sophomore level mastery. Informal follow-up with students from Berkeley, Davis, and UCLA indicate a level of preparedness and competence that has enabled continued success in upper division classes. Students taking only the main course, PLSC 001 or PLSC 005 to meet multicultural requirements, are introduced to the issues, often demonstrating higher outcomes.</p>	<p>Full time faculty hire has been a tremendous benefit. Transfer Model Curriculum was developed and now must be approved and implemented. Department has revived PLSC 03 - World Politics to pair with International Relations. Department will consistently offer “pairs” of classes in successive semesters: PLSC 016 – Intro to Public Law to pair with PLSC 005 – Constitutional Law in Multicultural Society, and PLSC 002 Comparative Politics to pared with PLSC 004. Instructors are to coordinate goals and assignments to build success over the sequence.</p>
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<p>2.</p> <p><b>Comprehend the basic methods in political/social science inquiry, to include logical analysis and conceptual inquiry.</b></p>		<p>Students completing PLSC 002, PLSC 005 and PLSC 049 have significant exposure to research methods and logical analysis. Students completing those courses with an A should feel confident regarding ability to succeed in job or advanced academic situations. Students in IR and PLSC 002 also complete certifications in conflict analysis and resolution from the US Institute of Peace, providing real world experience and application.</p>	<p>Addition of Math 11 is the primary modification and was included in the new AD-T. Research projects are encouraged to emphasize statistics via charts and graphs and student evaluation and interpretation. Students are encouraged to produce their own data via interviews or graphic presentation. Courses such as 002 and 004 will emphasize development of falsifiable explanatory statements for research projects. Plan to push 049 as an option for higher level students.</p>
<p>3.</p> <p><b>Develop skills and aptitudes in critical thinking, and critical reading and writing, and application of these skills to global political issues, and arrive at a higher level of understanding of cultural and political diversity</b></p>		<p>Feedback from critical readings responses assignment in PLSC 001 continues to be positive. Students demonstrate strong aptitude while also developing a sense of their political identification and voice. Variety and expansion of readings provides breadth of critical thinking and application. SLOs for PLSC 005 continue to demonstrate the strength of the written and oral case brief method for developing this outcome. Non-majors also progress and succeed over the course. Concern is possibility that difficulty of reading/writing may be a factor in negative retention.</p>	<p>Task continues to be maintaining level of rigor and sophistication for transfers while ensuring accessibility to non-majors. As part of Curriculum review for AD-T some reading/writing parameters were scaled down. English 1 is currently an advisory. Plan to work with English Dept and Curriculum Committee on possibly changing Eng 001 to a pre- or co-requisite. Expected result by Fall 15. Implementing program for pre-law students and will need to evaluate and adjust to those needs as they manifest.</p>

*2.4 Describe any changes made to the program or courses that were a direct result of program level assessments.*

Program Level Assessments combined with State-down implementation of the AD-T option resulted in a “new” major, additional courses, an optimal course offering sequence, termination of the stand alone IR degree and consolidation of the previous AA into an AD-T only degree offering. It is felt that the new courses and sequence along with the hire of new full time faculty with compatible expertise will enable a consistent and academically rigorous program.

Student Learning Outcomes

*2.5 Describe the current status of SLOs in your program. Are SLOs being updated as necessary, are they being assessed yearly? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.*

The PLSC program currently provides a variety of course offerings, each with a set of developed Student Learning Outcomes that guide the individual course level instructional components. SLOs for each course are assessed every other year, alternating between even and odd course numbers. During the assessment of each SLO, decisions are made by the program faculty as to whether updates for the SLO are necessary. Additionally, assessment results are used to develop and or enhance course level planning. For example PLSC001 requires that students are capable of demonstrating an understanding of the American Political System throughout the semester as presented in various mediums. Previous SLO data indicated low student achievement in the demonstration of this knowledge. Further investigation revealed that the cost of printed text books was a strong impediment to student learning and ultimately absorption and retention of information. Using this information the SLO was updated by recommending planned action to include more e-text and e-companion modules for the course. As a result the eCompanion and eText inclusion has shown a dramatic improvement in student learning and retention, and consequently lowered educational costs for students which is positive byproduct as well.

Course like PLSC 001 that have multiple sections have been aligned with the use of common assessment tools. The beauty of the program allows for common assessment tools like term papers to be used as a measure of student understanding, progress, analytical and critical thinking ability, however the application of term paper topics is left at the discretion of the individual faculty members. This allows the usage of a common tool to assess student learning, while simultaneously providing for varied learning experiences across different sections of the class. The end result is a learning experience across the discipline that provides continuity in the information taught, but autonomy in the delivery of this content which benefits the various learning styles faculty encounter at the community college level. Additionally, the program faculty discuss alternative methods of standardizing content such as the use of similar text books, linked learning objectives for different sections of content, and even through the collaborative work of developing examination questions and classroom assignments.

**2.6** Review the course level SLOs completed by the program in the last year to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.). Note if any changes are needed.

These SLOs have been reviewed and the information is accurate and satisfactorily meets the requirements of the core four, in addition to the program level needs of the Associate Degree for Transfer (ADT) model curriculum.

**2.7** Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

PLSC001 requires that students are capable of demonstrating an understanding of the American Political System throughout the semester as presented in various mediums. Previous SLO data indicated low student achievement in the demonstration of this knowledge. Further investigation revealed that the cost of printed text books was a strong impediment to student learning and ultimately absorption and retention of information. Using this information the SLO was updated by recommending planned action to include more e-text and e-companion modules for the course. As a result the eCompanion and eText inclusion has shown a dramatic improvement in student learning and retention, and consequently lowered educational costs for students which is positive byproduct as well.

### Curricular Offerings

**2.8 Course offerings.** Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Also state whether a transfer degree has been established in accordance with SB 1440. Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.

### Course Catalog Descriptions:

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**PLSC 001** **3.0 Units**  
Introduction to American Government and Politics  
*Course Advisory: ENGL 001 and SCC minimum Math standard.* Introduction to the theory and practice of American politics, this course includes an analysis of the operation of national, state, and local governments, as well as the U.S. and California Constitutions. *Three hours lecture.*

**PLSC 002** **3.0 Units**  
Introduction to Comparative Government  
*Course Advisory: PLSC 001; ENGL 001; SCC minimum Math standard.* The political institutions of selected industrialized and developing nations are examined comparatively. Emphasis is on the formation of political institutions; government; political culture; ethnic groups; citizen and interest participation; political parties; and modern bureaucratic public policy roles. *Three hours lecture.*

<p><b>PLSC 003</b> <b>3.0 Units</b>  <b>Introduction to International Politics</b>  <i>Course Advisory: Minimum Standards: ENGL 001 and SCC minimum Math standards.</i> Successful completion of PLSC 001. An introductory study of the international system from the U.S. perspective focusing on such concepts as the nation state and nationalism, power, war and military strategy, international law and approaches to international peace and stability. <i>Three hours lecture.</i></p>	<p><b>PLSC 019</b> <b>3.0 Units</b>  <b>Human Rights and Sexual Orientation</b>  <i>Course Advisory: ENGL 001.</i> An introduction to gay/lesbian studies with an analysis of a variety of concepts and theories in relation to political science, gay rights and the law, the politics of AIDS, health issues, the political/religious right, marriage and family, and current gay agenda issues. <i>Three hours lecture.</i></p>
<p><b>PLSC 005</b> <b>3.0 Units</b>  <b>Constitutional Rights in a Multicultural Society</b>  <i>Course Advisory: PLSC 001; ENGL 001; SCC minimum Math standard.</i> Introduction to Constitutional rights, this course will highlight the impact of European, Native American, African American, Asian American, and Latino American cultures on United States and California law and government. The effect of the legislative, executive, and judicial branches will be explored. Cross-cultural issues will also be an integral part of this inquiry, including the freedom of expression, religious culture, and the politics of ethnic groups. Satisfies B or E requirements for graduation. <i>Three hours lecture.</i></p>	<p><b>PLSC 048G</b> <b>3.0 Units</b>  <b>Human Rights: A Global Perspective</b>  <i>Course Advisory: Completion of English 001, SCC minimum Math standards.</i> An introduction to the developing systems, laws and norms for the promotion and the protection of human rights in the world today. This course will also provide a foundation for understanding legal, political, and economic aspects of human rights. Topics will include ideological and cultural perspectives; sources of violations; the United Nations, regional, and national systems; women's human rights; and the role of non-governmental organizations. Overall the course will be looking at prevailing concepts, institutions, rules, procedures, problems, and Human Rights potentialities. <i>Three hours lecture.</i></p>
<p><b>PLSC 006</b> <b>3.0 Units</b>  <b>Basic Concepts in Political Thought</b>  <i>Course Advisory: ENGL 001.0 or ENGL 062.</i> An inquiry into fundamental political concepts in political thought (e.g. justice, freedom, equality, power, authority, obligation and citizenship) as expressed by major political thinkers. Includes the study of basic skills, criticism, and method in political inquiry relevant to the life and education of citizens. Critical reading and writing are required. <i>Three hours lecture.</i></p>	<p><b>PLSC 049</b> <b>1 to 3.0 Units</b>  <b>Political Science Honors</b>  <i>Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 6 units in the discipline with a minimum grade of B; an ability to work independently; permission of the division Dean based on instructor availability.</i> Independent study project which results in a critical examination of government, politics, or law. <i>Three to nine hours weekly by arrangement.</i></p>
<p><b>PLSC 016</b> <b>3.0 Units</b>  <b>The American Legal System</b>  <i>Course Advisory: PLSC 001; ENGL 001; SCC minimum Math standard.</i> Introduction to the American legal system and influence of other legal systems, emphasizing the evolution of legal concepts in response to the changing environment. The American judicial system will be analyzed to include civil and criminal procedure, torts &amp; contracts, as well as current legal issues including the death penalty, insanity defense, drugs, environmental law, right to die, forensic evidence and role of juries. <i>Three hours lecture.</i></p>	<p><b>PLSC 050</b> <b>1.0 Units</b>  <b>Student Leadership</b>  <i>Course Advisory: SCC minimum English and math standards.</i> A class devoted to the practical application of the governmental process through participation in the student government program. Open to all students. <i>Two hours activity, one hour weekly by arrangement.</i></p>

The courses listed above have remained constant for the PLSC program there have been no deletions of course offerings, however there have been two new additions to the offerings of the program in accordance with the Transfer Model Curriculum adopted and approved for the ADT. The PLSC program has un-archived PLSC 003 - Comparative Politics, and created PLSC 004 - Introduction to Political Science, as these course align with the Associate Degree for Transfer

## Curriculum.

Presently only PLSC 001 is offered at any of the centers (Vallejo, Travis, or Vacaville). Much of these scheduling choices are made based on interest in the classes, and the number of PLSC majors for the program. Courses beyond PLSC 001 are generally for students who are interested in pursuing a PLSC degree and therefore have not been offered at the centers because of the few number of program majors. The program however is actively working to increase the number of majors and believes with the addition of several new components (i.e. CCPLS) there will be an increase in the number of PLSC majors which in turn will have a positive impact on opening different offerings for a variety of PLSC courses at the centers.

***2.9 Fill rates/Class size.** Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.*

Class sizes, and fill rates are a product of a variety of factors: Time and day the class meets, availability of the course, how the course coincides with a student's schedule, student major, location of course (i.e. Fairfield vs. Vallejo vs. Vacaville) subject matter, anecdotal accounts from students previously enrolled in the course, availability of other courses that meet similar GE requirements, instructor(s) for the course, and a handful of other factors that may or may not be within the control of the college, (i.e. cost per unit, availability of financial aid, etc.) Though the PLSC program does not have a large number of majors, the fill rates for the class have traditionally been very high. As of Spring 2014, the Program posted 60.2 FTES, equivalent to 602 total enrolled students for 17 sections (13 of which were PLSC 001 courses). PLSC001 Courses averaged 41.2 students per class out of a possible 50 seats. Specialized courses like PLSC 005 and PLSC 006 averaged 32.5 students per class out of a possible 40 seats. PLSC 050, which does not require students to enroll in order to participate in the student government, had 10 enrolled students but more than 25 students participating in the course during the Spring 2014 semester.

Classes that generally under enroll are those courses held at the Vallejo Center. PLSC001 has traditionally enjoyed strong enrollments at the Vallejo Center, however between Spring 2013 and Spring 2014 the enrollments for the class dipped slightly, but recent enrollments during the Fall 2014 semester show signs of improvement. Again this dip may be the product of a variety of factors. Survey results indicate that more than 80% of the students taking PLSC courses would prefer to take them at the Fairfield or Vacaville campuses. Only 11 percent of students responding to the survey indicated an interest in taking classes at the Vallejo Center campus. Efforts have been made to change the scheduling of days and times when the course is offered in addition to providing access to a variety of instructors that may also work to strengthen enrollments. Additionally, outreach and retention efforts have also been made to increase enrollments for this center.

***2.10 Course sequencing.** Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame (limit to one or two paragraphs).*



Courses have been properly sequenced to allow smooth and efficient progression through the program. Several sections of PLSC 001 are offered every semester. Additionally, courses that follow in the sequence are offered each semester alternating between Fall and Spring semesters so that students following the PLSC degree path can complete the program within 2 years (4 semesters) or less. This specific sequencing approach has proven useful and at this point the PLSC program faculty do not see a need to update or change the sequencing of courses at this time.

**Table 2.10 PLSC Course Sequencing**

Fall Semester Course Offerings	Spring Semester Course Offerings
PLSC 001	PLSC 001
PLSC003	PLSC 002
PLSC004	PLSC 005
PLSC016	PLSC 006
---	IR001
PLSC050	PLSC050

**2.11 Basic Skills (if applicable).** Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. Analyze courses with prerequisites and co-requisites, and whether this level of preparation supports student success.

The PLSC Program includes a substantial writing component that does not require an English prerequisite, still includes an English 1 advisory. As students are identified that may require additional support in Basic Skills, they are referred to the Basic Skills coordinator, the English Writing Lab, and one-on-one tutoring support offered through the College. The CCPLS Initiative also provides an extensive screening process designed to identify basic skill areas that students are not yet proficient and then incorporates necessary support mechanisms, including progress reporting, tutoring, writing labs, peer support, and one-on –one mentoring that are useful for supporting students as they develop necessary skill sets.






**2.12 Student Survey.** Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?



**8. When you choose classes (any class) at Solano College, how do you choose your classes? Drag and drop your choices below, with 1 being the most important and 6 the least important.**

#	Answer	1	2	3	4	5	6	Total Responses
1	Fits my schedule	55	88	27	7	3	3	183
2	Needed for my Major	94	41	31	8	5	4	183
3	By instructor reputation	3	7	27	60	69	17	183
4	By friends advice	1	0	12	37	47	86	183
5	By Rate My Professor	8	14	26	46	42	47	183
6	By Location	22	33	60	25	17	26	183
Total		183	183	183	183	183	183	-



**9. How satisfied are you with the availability of Political Science courses?**

#	Answer	Bar	Response	%
1	Very Dissatisfied		6	3%
2	Dissatisfied		7	4%
3	Neutral		66	35%
4	Satisfied		78	41%
5	Very Satisfied		32	17%
Total			189	

**10. What would be your preferred time(s) for courses to be offered? (mark all that apply) Weekday Start Times:**

#	Answer	Bar	Response	%
1	Early Morning (8am)		40	21%
2	Morning (9am-noon)		99	52%
3	Afternoon (1-4pm)		50	26%
4	Evening (>5pm)		47	25%
5	No preference		36	19%

**12. Would you take an online/hybrid Political Science course?**

#	Answer	Bar	Response	%
1	Yes		101	53%
2	No		88	47%
Total			189	

Presently the PLSC program course offerings align well with the needs of most students. Most course offerings (82 percent) are available at the main campus, the college offers the lion share of courses between 9am and 4pm, with a healthy offering of courses in the evening. Additionally, the program continues to maintain a substantial number of online/ hybrid classes for students interested in this modality. Approximately 25 percent of the PLSC 001 course offerings are available in an online modality to meet student needs and desires.

**2.13 Four-year articulation (if applicable).** Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (limit to one or two paragraphs).

The PLSC Program has recently adopted the Associate Degree for Transfer as part of the program curriculum. This transfer model degree aligns with the necessary requirements for transfer to California State Universities and provides access to meet necessary requirements for transfer to the UC system as well. No new classes are planned for addition as the ADT is designed to provide all the necessary curriculum to foster the transfer process.

**2.14 High school articulation (if applicable).** Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (limit to one or two paragraphs).

There are no courses at this time with articulation agreements with the local high schools, however the PLSC program is presently in discussion with Vallejo high schools, specifically Jesse Bethel's Law Academy to develop articulation agreements for courses in the PLSC program that can be used as preparatory / introductory classes for courses that are part of the CCPLS program.

**2.15 Distance Education (if applicable).** Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio. Discuss your program's plans to expand or contract distance education offerings; State how you ensure your online courses are comparable to in-class offerings.

Contractual restrictions have limited the program's ability to expand DE course offerings and section offerings as current staff was operating at max. New adjunct hiring has resulted in one additional instructor approved to teach PLSC 001 in Canvas. That is expected to begin Su 2016 and will also enable offering an additional section. This addition may enable a new course to be added via DE, but there are no immediate plans for that. Prospective course would be IR-1 (International Relations).

PLSC has begun offering classes via SCC's prison extension. Currently 2 courses have been offered. If staffing holds, that may be expanded though there is no plan to offer a full major at this time.

Instructors for DE courses teach the same course in face-2-face format so the courses are quite similar in coverage and evaluation. Use of Canvas companion allows significant overlap. DE courses have a higher writing component and must write in group discussion formats to simulate f2f interaction. DE students also have several unique assignments. Department has high degree of confidence that the courses are comparable.

**2.16 Advisory Boards/Licensing (CTE) (if applicable).** Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

Not applicable for the PLSC Program

## STUDENT EQUITY & SUCCESS

**3.1 Course Completion and Retention.** *Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc.*

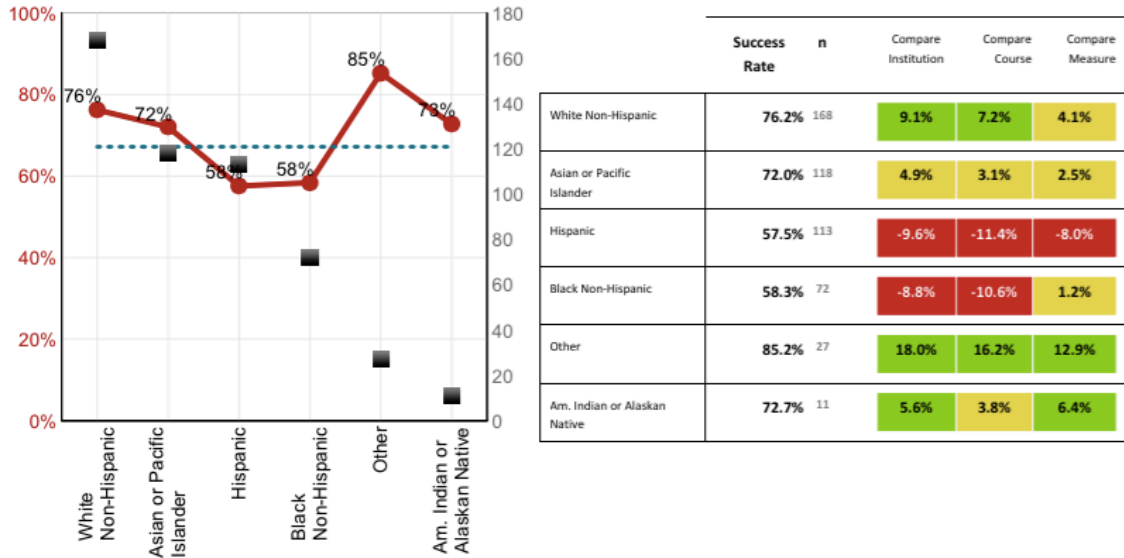
*Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).*

*Provide possible reasons for these trends AND planned action to equalize student success.*

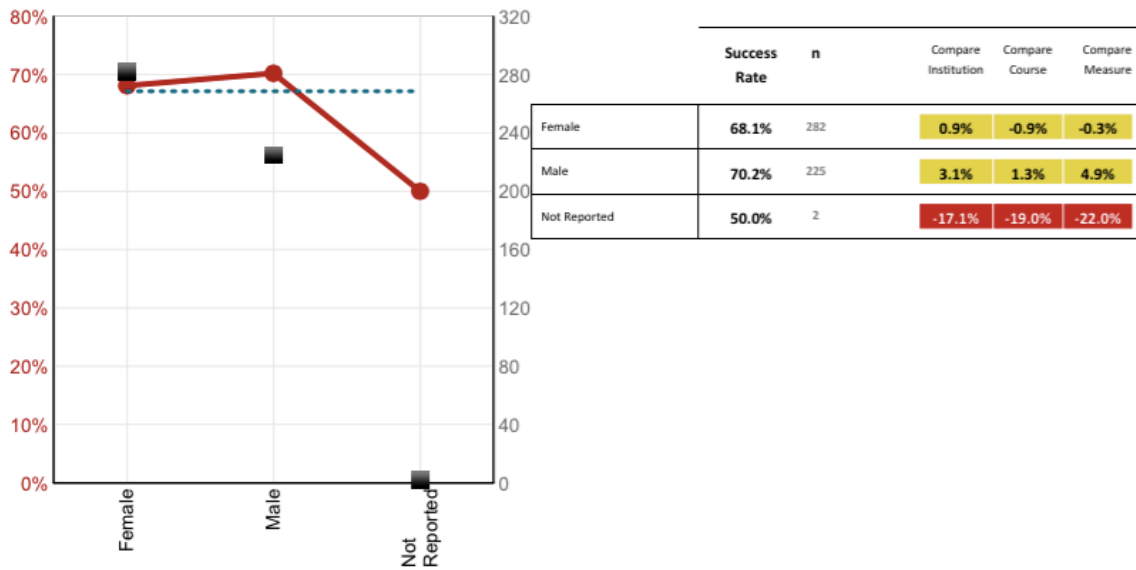
The political science program works to promote student success through a variety of personalized and programmatic methods. Beyond the standard office hours, instructors also provide discussion sections allowing students to meet and discuss course content, review materials and subject matter details in a smaller class setting. These sessions are critical for easing first year college students into the demands of the collegiate environment, and further allow for continuing students to make use of available resources that contribute to the academic environment. Additionally, instructors in the Political Science program continue to develop effective methods of utilizing technology and social media in the classroom; contributing to useful teaching innovations such as Twitter essays, and Periscope office hours. This allows instructors to provide course content and information to students in a familiar technological format that tracks political changes as they occur. Twitter is useful for extending the classroom environment and providing some students that may be anxious about speaking in class, an opportunity to build their confidence and find their voice on the subject matter through a more familiar communicative medium. While Periscope allows live participation in office hours when a student's physical presence is not an available option. There are students enrolled in Political Science courses who currently utilize DSP services, however the Program does not have a specific arrangement organized with DSP, and instead refers students to the Disability Services Program, and services DSP students on an as needed basis.

As reflected in the Fall 2013 statistical data, the Political Science program has experienced growing levels of student success based on a variety of factors. Success rates for White-Non Hispanic students generally remains high. In Fall 2013, White –Non Hispanic students success rates were 76.2 percent. American Indian or Alaskan Natives were at 72.7 percent, Asian or Pacific Islanders at 72 percent, while Hispanics and African Americans had the lowest success rates at 57.5 and 58.3 percent respectively. The success rates for these two groups were an average of 9.2 percent lower than the institutional success rate average for these groups.

By Ethnicity

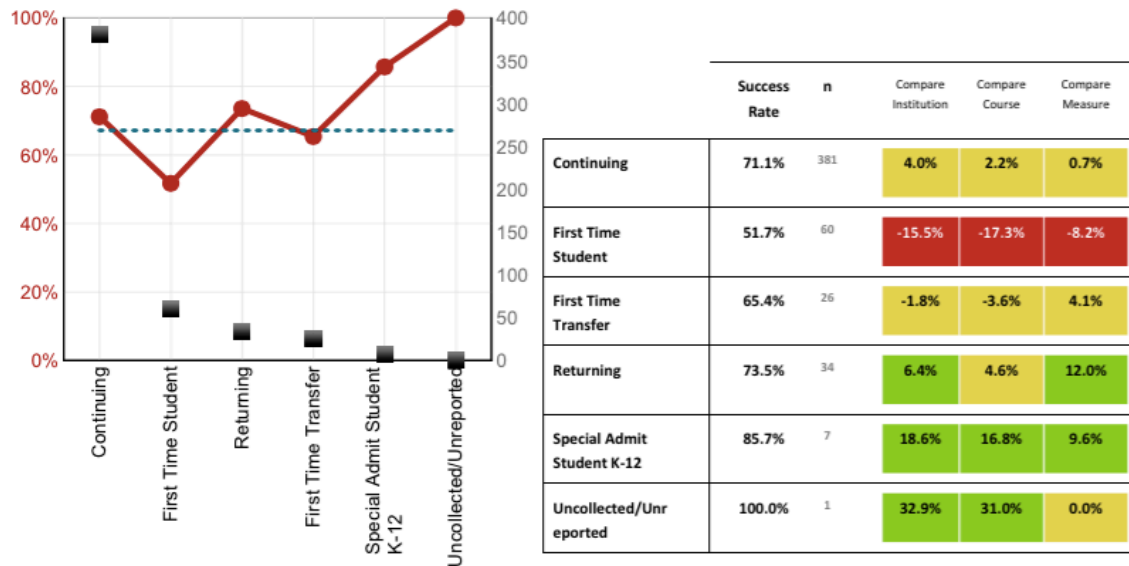


By Gender



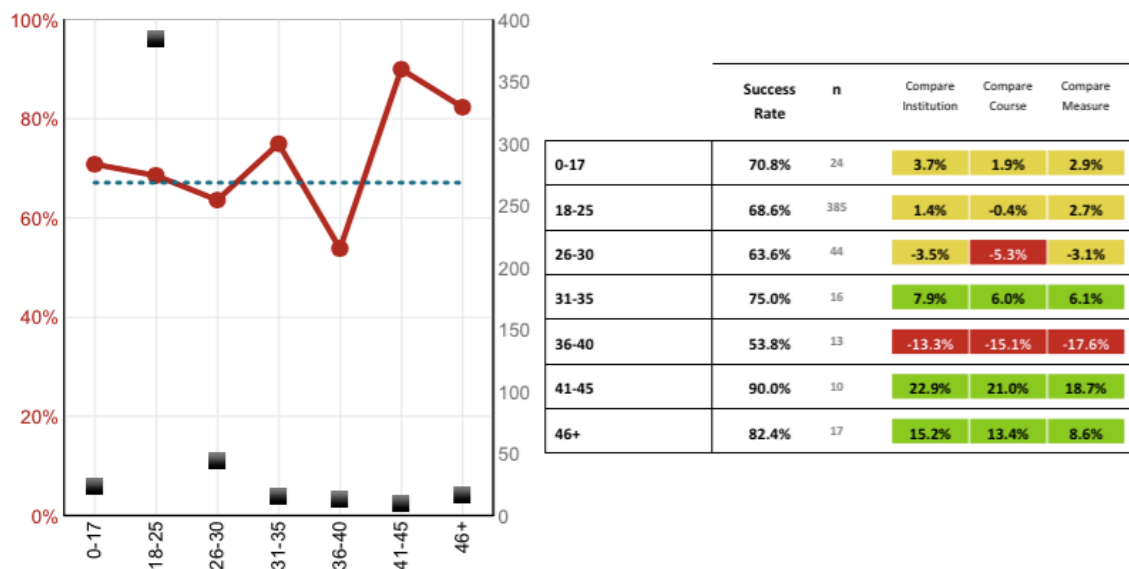
Success rates between males and females were only marginally different, with men succeeding at rate of 70.2 percent, females at a rate of 68.1 percent. The success rates of both groups were within 5 percentage points of the institutional and course success rate averages.

By Student Type



The Political Science program has seen great success in student groups that are special admit K-12. This might be a product of the fact that the majority of K-12 students taking these classes are enrolled by choice, the courses count for college credit which reflects higher on the students high school GPA, and the intrinsic value of competing against collegiate level students. Special Admit K-12 students had the highest success rates at 85.7 percent. First time collegiate students however demonstrated difficulty, succeeding at a rate of only 51.7 percent. This could be attributable to students who are unfamiliar with the rigors of collegiate expectations and course work. It is an area that the Political Science program desires to address through the implementation of success initiatives aimed at first year students. Part of these initiatives include new co-and pre-requisites for PLSC courses which aim to eliminate underprepared first year students from taking courses that require a level of academic advancement not yet achieved.

By Age Group



Success rates for students ages 36 – 40 are generally low. In the Fall of 2013 the success rate for this group was 53.8 percent. However, students between the ages of 41 – 45 succeeded at a rate

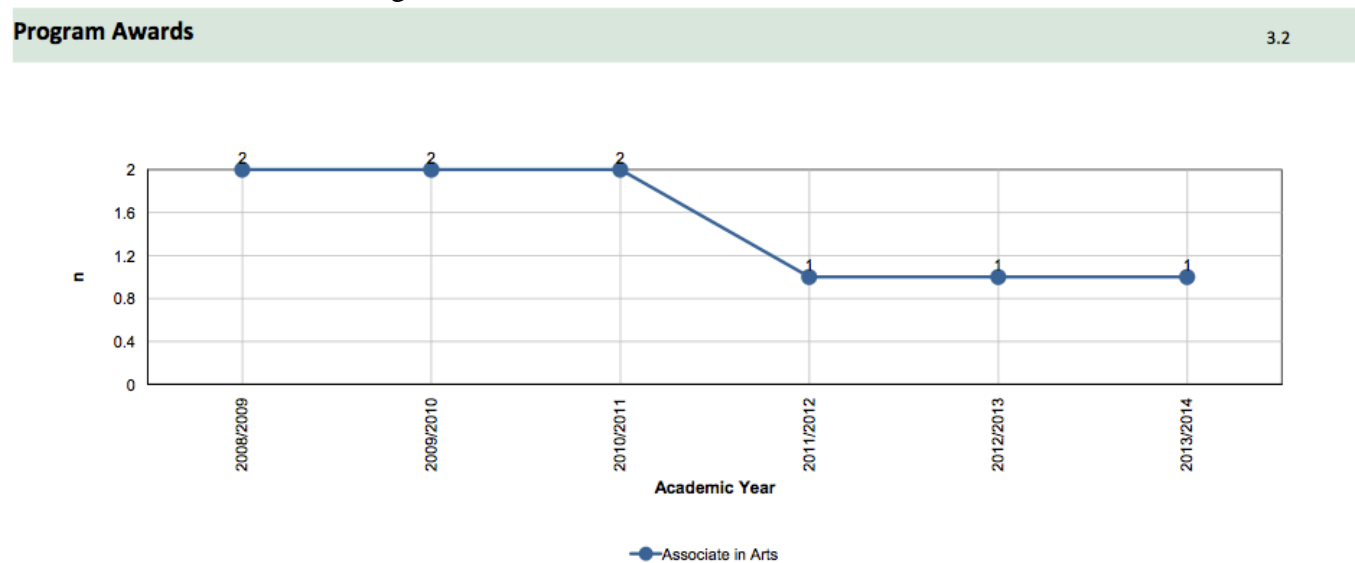
of 90 percent. The largest number of students taking political science courses fell between the ages of 18 – 25. This group achieved at a rate of 68.6 percent, 1.4 percent higher than the institutional average. The program will request additional information from the department of institutional research and planning to determine other indicators or reasons as to why 36 – 40 year old students achieve at lower rates. This information will be used to guide the development of additional student success initiatives and programs targeting this age groups specifically that show lower success rates.

Please include distance education data

**3.2 Degrees/Certificates Awarded (if applicable).** Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

The Political Science Program does not typically have a large number of majors. As the Table below indicates, over the past five (5) academic years, the program has awarded nine (9) Political Science degrees. Historically, there has not been an emphasis on promoting the program for the purposes of attaining a degree, however the program is now working on the implementation of a new plan to promote and encourage political science as a major and not solely as a method for meeting general education requirements.

Table 6: Political Science Program Awards



Over the past nine Semesters, (five academic years) the political science program has awarded a total of nine associates of arts degrees. The following table indicates the disaggregated breakdown by ethnicity for these awards. White Non-Hispanic students account for 56 percent of all the degree awards during this period. Hispanics and African Americans each account for 11 percent of the awards. Other ethnic groups account for the remaining 22.2 percent of the degree awards. The statistical figures suggest that underrepresented minority groups (UMG) either do not pursue Political Science as a major or due to low success rates, fail to complete the degree requirements for the major. The program plans to increase outreach efforts to UMGs in addition to all other groups, and to provide increased levels of student and academic support programs. Presently the political science program is engaged in the development of a racial politics course, which could be used as the core of an instructional teaching component to encourage more diversity among the political science majors. Also, the political science

program will be working to develop learning community classes with the Umoja program, another effort to generate interest in the subject matter for UMGs.

Table 7: Political Science Program Awards by Ethnicity

		2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
<b>Total</b>		2 100.00%	2 100.00%	1 100.00%	1 100.00%	3 100.00%
<b>Associate in Arts</b>	<b>Total</b>	2 100.00%	2 100.00%	1 100.00%	1 100.00%	3 100.00%
	<b>Black Non-Hispanic</b>	1 50.00%				
	<b>Hispanic</b>				1 100.00%	
	<b>Other</b>		1 50.00%			1 33.33%
	<b>White Non-Hispanic</b>	1 50.00%	1 50.00%	1 100.00%		2 66.67%

**3.3 Transfer (if applicable).** Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs).

The PLSC program does not have sufficient official data on this at the present time. However, the program plans to generate such data as the AD-T goes into effect beginning in the Fall semester of 2015. Program has not been proactive in educating past students on opportunities. Again, that deficiency is noted and as we are able to better track individual students the intent is to improve in this area. Current assistance is in the form of academic recommendations, scholarship recommendations, and office hour-type discussions with students on pros and cons of various 4-years and how they might meet the student’s long term goals.

Initiation of the CCPLS program to coordinate transfer to 4 -year and then law school, led by Professor Powell, is the most dramatic change already in place. Students are identified and tracked through SCC then assisted in their placement with one of the six participating 4 year institutions on the law school track. This is also applicable to Section 3.4, as law school is the most specific career training based program in the Political Science discipline which is generally Liberal Arts oriented.

**3.4 Career Technical Programs (if applicable).** For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

The Political Science AA degree is not typically considered to be “terminal” in any way. It does not create job qualifications sufficient for the broad number of related fields graduates would usually have as goals. There are no licensure standards nor tests or certifications required after degree completion in order to practice in the field.



There are 2 primary areas regarding program efforts to place students in the workforce. 1. The law school pathways program covered in various sections of this report, and 2.) Placement in various political campaign staffs for state and local elections. This effort, not confined to majors, has placed 10-15 students per semester into various positions, such as with Congressman John Garamendi's reelection campaign in the Fall of 2014. One advantage here is that often the more permanent staff are former SCC students who have gone on to UC-Davis, who actively recruit and encourage our student involvement.

## PROGRAM RESOURCES

**4.1 Human Resources.** *Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTES, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.*

Staffing levels for the political science program are presently adequate. The program is presently staffed with two full-time instructors, both who contribute to the administration of the program via completion of student learning outcomes, program review, and collaboration on programmatic changes and the implementation of various teaching resources that can be used across the discipline. Additionally, the program has three adjunct faculty members. With the advent of Saturday courses, the political science program could now support one additional adjunct faculty member capable of teaching these weekend classes.

**4.2 Current Staffing.** *Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members' names and all their specific activities, but highlight the significant contributions since the last program review cycle.*

Political Science faculty members have and currently serve as members / co-chairs of the Solano College Faculty Association grievance committee, they are members of the Academic Senate, have been involved in creating and coordinating the Community College Pathway to Law School program, which includes the promotion of the program to various high schools. Additionally, the faculty members participate in various outreach, student equity, hiring, and student retention committees at the college. They have local ties to the community and the political and legal profession, organizing speaking events and political activities on campus to involve the student body.

**4.3 Equipment.** *Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.*

The current equipment necessary and utilized by the political science program is effective and current.

**4.4 Facilities.** *Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.*

The current facilities necessary and utilized by the political science program are effective and current. Possibly for future use, the program would consider the purchase of student chairs on rollers with retractable desktops. This would ease transitions in class between individual and group assignments, limit clutter, and maximize available space in classes, possibly allowing more students per class, which could positively impact FTEs.

**4.5 Budget/Fiscal Profile.** *Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.*

This section is not applicable as there is no individual budget for the Political Science Program.

## PROGRAMMATIC GOALS & PLANNING

**5.1** *Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.*

Major accomplishments over the last 5 years include: 1.) Hiring a full time instructor to replace long open slot. Hiring a person with a complementary academic concentration allows the department to cover the breadth of offerings adequately. 2. Submitting the AD-T paperwork and adjusting the program to focus on this goal/program. The Department is not continuing the independent IR major and will only offer the AD-T PLSC major. This consolidation will make it easier to establish consistent and stable course offerings designed to enhance program completion. 3.) Establishing the Community College Pathways to Law School program under leadership of Professor Powell. This should provide needed opportunities and inspiration for many members of our student body that may be under served or not cognizant of opportunities available.

The Department has shifted oversight of the student government course to Student Services. This should provide institutional consistency and solve scheduling and coverage issues for the small department.

Areas for improvement come under the general category of "consolidation." Faculty want to work in closer consultation with stable administration to schedule classes in the best interest of students. It has been our experience that classes have been cancelled by interim/quickly rotating deans and VPs without adequate knowledge of the program or the needs of the students. Contrary to the language stated in the collective bargaining agreement, faculty have not always been consulted with respect to class cancellations. Faculty are concerned that these decisions have an adverse effect and potentially turn students away from the PLSC program and the college in general. We believe the key to success is consistent course offering to support the AA-T, consultation and mutual agreement when changes need to be made to the schedule, and integration with the CCPLS Initiative.

**5.2** *Based on the self-study analysis, prioritize the program's short (1-2 years) and long term goals (3+ years). Check whether the goal requires fiscal resources to achieve.*

Table 8. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.	AD-T Implementation, includes reintroduction of archived course (PLSC 003) and addition of one new course (PLSC 004) and revised PLOs that will be assessed in next cycle.	Ongoing	All	NR
2.	CCPLS	Ongoing	Powell	SP
3.	Adjunct Hiring	Ongoing	Dean	NR
Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.	Major Tracking		All	Institutional Data
2.	CCPLS	Ongoing	Powell	SP
3.	AD-T Implementation	Ongoing	All	NR

In the source column denote “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

## SIGNATURE PAGE

6.1 Please include a signature page with all full-time faculty and as many part-time faculty as you are able. The signature page should include lines with the signatures and then typed names of the faculty members.

### Example:

The undersigned faculty in the \_\_\_\_\_ program, have read and concur with the finding and recommendations in the attached program review self-study, dated

\_\_\_\_\_.

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Name

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

1102 Q street  
Sacramento, Ca 95811-6549  
(916) 445-8752  
<http://www.cccco.edu>



06/24/2015

Admin, SOLANO  
College CIO  
SOLANO

Dear Colleague:

In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following instructional program:

**CURRICULUM INVENTORY RECORD**

**College:** 281  
**Credit Status:** Credit  
**Program Title:** Political Science  
**Program Award:** AA-T Degree  
**Program Control Number:** 33378  
**TOP Code:** 220700  
**Program Goal(s):** Transfer

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual ([www.accjc.org](http://www.accjc.org)). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC.

For questions regarding this review please submit your written inquiry to [curriculum@ccco.edu](mailto:curriculum@ccco.edu).

Sincerely,

Academic Affairs Division  
California Community Colleges Chancellor's Office