Political Science Program Review
(2018/2019)

1. **Description of the Program**

   The Political Science Department provides Cerritos College students with a wide selection of courses designed to satisfy general education, transfer, and associate degree requirements. The Department's course offerings provide a depth and breadth of coursework that is designed to increase student knowledge and appreciation for the governmental institutions, processes, and actors at all levels of government, both in the United States and internationally.

   With the goal of improving instruction and student performance, the Political Science Department pioneered and heavily promoted the development of student- and technology-centered learning; emphasizing the development of computer-based and online resources and methods of delivery to encourage student exposure to content and learning beyond the classroom. The Department continues to encourage faculty innovation in the areas of instruction and assessment that includes student exposure and use of technology in and out of the classroom.

   a. Course and Program Content

      i. The Department currently offers a total of 8 political science courses and provides on average a total of 40 sections overall each semester:

         - POL 101 - American Political Institutions
         - POL 201 - Introduction to Political Science
         - POL 210 - International Relations
         - POL 220 - Comparative Politics
         - POL 230 - Contemporary Political Issues, the Middle East
         - POL 240 - Introduction to Political Theory
         - POL 250 - Model United Nations, Theory and Practice
         - POL 260 - Public Policy and Law

      ii. The Department regularly offers courses as part of the eighteen, fifteen and nine week schedules as well as three summer sessions. The Department also provides courses during regular daytime, evening, and extended day hours including online classes to meet the needs of students attempting to enroll in Political Science courses.

      iii. The Department as a whole contributes to all matters related to the introduction of new Political Science courses. The Department recently adopted a Political Theory (Pol.240) course and a Model United Nations (Pol. 250) course through the Cerritos College Curriculum Committee process and is still considering the creation and adoption of an Introduction to Chicanx Politics (Pol.270) course to join the offerings provided by the new Chicanx Studies Department.

    iv. All Political Science courses offered by the Department meet general College requirements, guidelines, and approvals.

1. Textbooks and other academic resources required by the Department are consistent with discipline-based standards suggested in each Course Outline.
2. Courses in the Department include recommended levels of student preparedness consistent with instruction and assessment of college-level material.
3. Courses in the Department are offered independently of each other with no pre-determined sequencing or ordering, allowing students to satisfy their personal interests, academic requirements, and course completion according to their individual enrollment needs.

b. Student Demographics

The Political Science Department enrolls the general College demographic profile in terms of student diversity (Chancellor's Office, 2016-17 academic year):

STUDENT INFORMATION		(view historical trend)	
Students			31,118
Gender		**Ethnicity/Race**	
Female	52.2%	African American	2.0%
Male	46.0%	American Indian/Alaska Native	5.7%
Unknown	1.8%	Asian	7.9%
Age		Filipino	1.2%
Less than 20 years old	22.5%	Hispanic	68.9%
20 to 24 years old	34.3%	Pacific Islander	0.5%
25 to 39 years old	29.8%	White	4.9%
40 or more years old	13.4%	Two or more Races	0.9%
Unknown	0.1%	Unknown	7.9%

The Department is fully aware of the diversity of the Cerritos student population including a wide range of learning styles. In order to accommodate this diversity the Department is committed to using the tradition teaching method as well as the utilization of interactive multimedia supplemental materials. Unfortunately, in-class cooperative learning techniques that would help offset the diversity of our students cannot be correctly and efficiently implemented within courses with a minimal class enrolment size of forty eight and greater.

c. Faculty, Staff and Management Issues

Currently, there are four full-time faculty members in the Political Science Department. Additionally, there are on average seven to nine adjunct faculty representing various disciplines within the field of political science teaching Departmental courses.

   i. The Department has not benefited from a stable pool of adjunct instructors and given the changing personal, professional, and economic factors, it may be difficult to attract a pool of qualified adjunct faculty to maintain the various needs of the Program.
   ii. The Department does not currently receive direct instructional support in the form of teaching assistants, discipline-based and trained tutorial staff, or student-teachers. Given current budgetary constraints and the likelihood that additional resources are not expected soon, the Department can only anticipate the availability of such resources at a future time.
   iii. The Department receives administrative support services from the Business and Humanities/Social Sciences Division. Administrative support from the Division, while reasonably helpful, could be improved upon, especially since the merger of Bus. Ed/ HSS. For example, some clerical help would be helpful to the Department.

d. Educational Technology

The Department's emphasis on student-centered and technology-enhanced learning requires the regular use of technology in the classroom, including regular and reliable Internet access and general computing needs. The Department Faculty uses Canvas, Rosters Plus, and other College-based online resources on a regular basis. Combined with other course management programs and instructional materials that are provided online, the Department provides a wide range of resources intended to enhance student success.

2. **Instructional Improvement and Institutional Data**

a. Teaching Effectiveness

The Political Science Department evaluates teaching effectiveness directly through student and peer evaluations, and indirectly through SLOs. Faculty members are provided the results of the students' evaluation for their own review. There is currently no departmental system in place directing or suggesting how individual faculty use the results of student evaluations to improve teaching effectiveness. In all other cases the Program follows the required college approved evaluation process.

b. SLO Assessment

Since the last program review, the Department has administered SLO assessments for POL 101 in Fall 2018. The Department has begun the process of analyzing the SLO assessment data for the purpose of developing an improvement plan.

SLO Pre/Post Assessment Results (Fall 2018) POL 101 American Political Institutions:
1. Distinguish between the different branches of government.   **PRE (55%)   POST (59%)**
2. Recognize the historical significance of the powers granted to the government and the limitations placed upon the government in the United States Constitution.   **PRE (65%)   POST (74%)**
3. Describe the process by which policies are established.   **PRE (65%)   POST (74%)**
4. Recognize the rights and responsibilities of citizens in our democracy.   **PRE (69%)   POST (80%)**

c. Alignment of Syllabi with Course Outlines of Record

Syllabi content are in alignment with course outlines of record throughout the program. Individual faculty are responsible for ensuring that course content is aligned with course outlines of record. Whenever discrepancies are discovered, usually through faculty evaluation process, individual faculty will be advised to make the necessary correction to comply with the alignment of syllabi with course outlines of record.

d. Grade Distribution (Program Performance)

Grade %	SP 2012	SP 2013	SP 2014	SP 2015	SP 2016	SP 2017	SP 2018
A	20.17	18.50	16.77	20.45	21.24	26.46	26.44
B	26.65	24.65	23.81	23.94	25.19	22.29	22.71
C	17.64	18.50	19.06	18.09	16.49	14.48	15.23
D	10.25	7.78	10.68	7.78	7.58	4.49	5.55
F	12.03	14.16	17.89	17.93	14.67	17.85	16.25
I	0.00	0.00	0.00	0.00	0.00	0.00	6.00
W	13.27	16.41	11.79	11.81	14.83	14.43	13.48

Between 2012 and 2018 the Political Science Department has increased the percentage of students attaining the grade of A from 20.17 percent in the Spring of 2012 to 26.44 percent in the Spring of 2018, a thirty-one percent increase. On the opposite end of the spectrum, the Department has also seen an increase in the percentage of students receiving the grade of F, or failing, from 12.03% in the Spring of 2012 to 16.25 in the Spring of 2018, a thirty-five percent increase. The data included in the table provided above is a reflection of Student Success rates as provided elsewhere in this report. Except for 2014 and 2015, when the percentage of students earning a D or F grade reached their highest points, in every other year, the percentage of students not successfully completing the course has remained relatively stable at approximately 21 percent. In general, the data suggests that a higher percentage of students are doing very well in courses offered by the Department. Additional data and further discussion related to Student Learning Outcomes may help those in the Department to better understand the factors contributing to this success.

e. Grade Distribution by Race/Ethnicity (Spring 2012 and Spring 2018):

Race/Ethnicity & Total Population of Traditional Students - Spring 2012

Grade	Am Ind/Alaskan Nat 52	Asian 18	Black 119	Hispanic 1128	White 125
A	04 (8%)	47 (26%)	17 (14%)	206 (18%)	35 (28%)
B	08 (15%)	45 (25%)	37 (31%)	311 (28%)	33 (26%)
C	10 (19%)	34 (19%)	17 (14%)	204 (18%)	15 (12%)
D	08 (15%)	17 (9%)	05 (04%)	122 (11%)	09 (07%)
F	13 (25%)	18 (10%)	19 (16%)	130 (12%)	18 (14%)
W	09 (17%)	19 (11%)	24 (20%)	015 (14%)	15 (12%)

Race/Ethnicity & Total Population of Traditional Students - Spring 2018

Grade	Am Ind/ Alaskan Nat 118	Asian 281	Black 25	Hispanic 1194	White* 8
A	23 (19%)	81 (29%)	08 (32%)	310 (25%)	02 (25%)
B	26 (22%)	59 (21%)	07 (28%)	267 (22%)	02 (25%)
C	20 (17%)	51 (18%)	02 (08%)	184 (15%)	00 (00%)
D	10 (08%)	20 (07%)	01 (07%)	061 (05%)	00 (00%)
F	22 (19%)	43 (15%)	03 (12%)	196 (16%)	03 (38%)
W	17 (14%)	27 (10%)	04 (16%)	176 (15%)	01 (12%)

Data related to grade distribution by race and ethnicity from 2012 to 2018 provides a powerful overview of the significant demographic changes that have occurred at Cerritos College. The data indicates that in the Spring of 2012, American Indian and Alaskan Native, Black, and Latino students were much less likely to earn an A in a political science class than their White counterparts (7.69, 14.29, 18.26, and 28.0 percent respectively). By the Spring of 2018, the number of Black and White students completing political science classes decreased significantly, while the number of Latino students remained stable. There was a significant increase in the number of American Indian, Alaskan Native, and Asian students completing political science classes from 2012 to 2018. Most importantly, the percentage of Native American, Alaskan Native, Black, and Latino students receiving an A in their courses increased substantially. In the Spring of 2018, Black and Latino students have actually surpassed the percentage of White students receiving the highest grade possible. By itself, the data does not suggest or support any conclusions related to the factors contributing to the changes in grade distribution, however, the data does support the conclusion that students from groups recognized as eligible for student equity assistance and support are capable of achieving at the same level or better than their White counterparts.

f. Course Completion & Student Retention

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
84.89 %	88.12 %	86.07 %	87.35 %	88.94 %	86.52 %
85.35 %	*85.03 %*	*85.00 %*	*85.42 %*	*86.55 %*	*86.40 %*

State of California in italics

According to data provided by the Chancellor's Office, the Political Science Department has consistently improved upon student retention in every year following the last Program Review year 2004-2005 (84.1%). During the period beginning in the Fall of 2012, the Department has exceeded its previous rate as well as statewide retention rates for the same time period.

g. Successful Completion & Student Success

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
61.43 %	61.61 %	62.01 %	63.68 %	64.59 %	64.28 %
64.97 %	*64.24 %*	*64.36 %*	*65.56 %*	*67.63 %*	*68.12 %*

*State of California in italics

The Department has maintained or improved its rate of successful completion in every year since the previous program review. Beginning in 2014, the Department began recording small but consistent improvement, with both 2016 and 2017 indicating an increase in the success rate of approximately 3%. However, Successful student completion at the State level continues to be higher than that at Cerritos College. Overall, the data indicates a consistent improvement in successful completion statewide that the Cerritos College Political Science Department would like to emulate. The Department is committed to closing the gap between its own successful completion rate and that at the State level within a few years, and eventually surpassing Statewide data within five to seven years.

h. Weekly Student Contact Hour (WSCH)

2011	2012	2013	2014	2015	2016	2017
11883	11586	11926	12822	13710	13620	13779
73726	*75589*	*75315*	*80633*	*84173*	*78953*	*77969*

* Division in italics

In 2011, as the data provided above shows, the Political Science Department accounted for approximately 16% of the total WSCH for the Division, second only to the Psychology Department. By 2017, the Department WSCH had increased from 11,883 in 2011, to 13,779 in 2017, an increase of approximately 16%. During the same time period, the Division WSCH increased by 5.7%, from 73,726 to 77,969. The data clearly indicates that the Department WSCH has increased consistently from 2011 to 2017, and is increasing its contribution to the overall WSCH of the Division.

i. Full-Time Equivalent Students (FTES)

2011	2012	2013	2014	2015	2016	2017
405.34	384.3	397.15	427.2	456.78	452.9	459.41
2509.01	*2493.01*	*2515.61*	*2703.93*	*2820.84*	*2643.58*	*2619.75*

* Division in italics

The Department increased its FTES from 2011 to 2017 by 13.3%. During the same time period, the Division increased its FTES by 4.4%, with the Department's contribution to the Division's FTES increasing by 1.4% The data may suggest that the Department continues to contribute substantially to the Division's, and the College's ability to meet its goal of 18,000 FTES for the 2017-2018 academic year.

j. Degrees and Certificates Awarded

2012	2013	2014	2015	2016	2017
6	3	8	15	11	15
383	*422*	*424*	*476*	*580*	*545*

Division in italics

The Department is considering steps that can increase the number of students completing degrees in Political Science. From 2012 to 2017, the Division increased the number of degrees awarded by 42.3% During the same period, the Department increased the number of degrees awarded by 150% However, this more than doubling of the number of degrees awarded should be considered in context, and the context is the need to increase the number of degrees awarded overall. Students with degrees in Political Science can find educational opportunities and career success in national, state, and local government, and in the not-for-profit and private sectors. Improving marketing of the major can include support of a Political Science Club, and increasing the public presence of the Department and its faculty by way of public forums, guests speakers, field trips, and other high profile activities and events.

k. Major Count

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
71	72	87	115	139	143

According to the data provided above, the Program has experienced a increase in students declaring political science as a major. In fact, since the last review cycle, the Program has doubled the amount of declared majors. This dramatic growth is likely attributed to the creation of more transferable political science courses as well as the development of a AA-T degree.

3. **Strengths of the Program**

a. For many years members of the Department have either collaborated on the production, editing and maintenance of content for Pearson's Mylabsplus Platform or performed individual research and development of educational multimedia content relating to the field of political science. This has provided an environment conducive to continuous examination and monitoring of changes within the discipline. Consequently, the Department, as a whole, is extremely knowledgeable of the American political landscape, as well as the developments within the overall field of political science.

b. Despite significant obstacles, there has been positive movement in success rates in the Program since the last Program Review cycle. Even though the Department does not currently hold a high success rate, in many cases, the Department holds a higher success rate and is improving at a faster rate than our local peers. The Department accredits continued improvement in student success to its familiarity and expertise with instructional technology that provides engaging experiences and stimulates learning for each student as demonstrated in the 2015 report Teaching and Learning with Technology by Pearson Publishing. The Department's collective teaching experience and passion for creating a student-centered and active learning environment are also contributing strengths of the Program. For that reason, the Department will continue to rely on its extensive experience and technology enhanced pedagogy to further improve student engagement, student success, and student retention.

c. Since the last Program Review cycle, the department has developed and implemented new courses necessary for political science majors to transfer successfully. In fact, course offerings within the Program are the most varied in the Departments sixty-two year history.

d. The Department collaborates with California State University, Dominguez Hills in their Community College Teaching Credentials Program. Additionally, the Department works with students in the program through the Cerritos College Teaching Assistance Program (TAP) as interns.

4. Weaknesses of the Program

a. A weakness in the program is the lack of regularly available discipline-specific tutoring. The Department is fully committed to recruiting prospective tutors, especially for the POL 101, Introduction to American Government course.

b. A lack of teaching assistants prohibit the Department from engaging in festive events to promote the discipline and political awareness on campus. For example, during Women's History month, Black History month, Constitution Day, National Registration Day, Majors' Fair, to name a just a few. The Department is fully committed to address this issue by working with the Division office to find the necessary resources.

c. Regrettably, the Program is still burdened with some of the largest classroom enrollment sizes at Cerritos College. For some unknown reason, after the Department successfully negotiated the reduction of POL 101 and POL 201 class sizes from 60 to 48 in 2013, the maximum enrollment for POL 201 was reversed back to 60. As a consequence, the current 60 student classroom enrollment size for POL 201 poses severe challenges for the Program and negatively impact student success.

    i. Instructors have:
        ● limited flexibility to use different instructional approaches and enrichment activities crucial for our diverse student population (e.g. in-class group activities, project-based learning activities, and writing assignments);
        ● less time to teach because of additional class management difficulties.
    ii. Students are:
        ● less likely to receive individualized attention and interaction with their instructors;
        ● less likely to participate in class discussion and become less likely to develop a stronger and more personal rapport with their instructors;
        ● more likely to be distracted compared to a smaller enrollment size.

    Unfortunately, despite previous approval by the Curriculum Committee in 2010, and successful implementation in 2013, Administration has blocked attempts by the Department to implement a reduction in maximum class enrollment size necessary for student success. Therefore, it is the strategy of the Department, in order to positively impact student success rates in POL 201 course, to persuade Administration to allow the implementation of a vital and authorized class size reduction.

d. Student Learning Outcome (SLO's) assessment results for POL 101 did not reflect the success rate of the Program. As the Department investigated the issue, it became apparent that the majority of the SLO assessment questions were inherently flawed. As a result, the Department decided to revise the SLOs, specifically POL 101, to ensure they reflect the Program's desired outcomes. The Department also reviewed and rewrote the SLO assessment questions to better reflect and measure course SLO's. The Department is yet to administer SLO assessments for all POL 200 level courses.

e. Due to lack of sufficient student enrollment, POL 210 and POL 220 are offered once every academic year or every other semester. For the same reason, POL 230

is offered only on as needed basis, that is, whenever there is sufficient student enrollment to satisfy the maximum number required.

5. **Opportunities of the Program**

   a. Outside opportunities for the Program are mostly related to feeder school relationships and university relationships. The Department is interested in building better relationships with high school faculty members that teach civics and university faculty members that receive our transferring political science majors. The Program is also interested in collaborating with local, state, and federal government officials on collaborative projects (internships, etc.). Nevertheless, due to time constraints, and burdensome large classroom enrollment sizes, the Department cannot take advantage of the opportunities at this time. However, the Department faculty frequently encourage students in the program to participate in internship with local, state, and federal elected officials whenever the opportunity arises.

   b. The Department has benefited from Cerritos Complete Program as a feeder from neighboring high schools. The Cerritos Complete Promise Program, launched in Fall 2016, "allows eligible students graduating from any of the College's service area high school districts, ABC Unified School District (USD), Bellflower USD, Downey USD, Norwalk-La Mirada USD, and Paramount Unified School District, and Field of Dreams Charter Schools to participate."

   c. The Department participates in the Cerritos College Teaching Assistant Program (TAP), which helps to prepare members of the underrepresented groups to become college instructors. Participants in the program have received training in the field, by completing the required coursework, but need an opportunity to learn and practice the teaching techniques that are appropriate for community college students. Since the last program review, a faculty member of the Department has worked with two Teaching Assistants from a university in the area during the 2013-2014 and 2017-2018 academic years. Participation in TAP is based on demand, which means the Department does not actively recruit Teaching Assistants. Due to budget constraints the Department has worked with the Student Success Center and Academic Support Center to compensate participants in the TAP program who tutor students in POL 101 (American Government). The Department will continue to coordinate with these other Departments to make TAP beneficial to students in the program and to help alleviate faculty burdened with large class sizes, provide students with discipline specific tutorial services, mentor students, and help instructors with classroom management and grading.

6. **Threats of the Program**

a. Student disengagement towards learning and the lack of student preparedness are both major threats to the Program. Therefore, to provide innovative learning opportunities and to promote student success and student retention in the Program, the Department will continue to refer student to a variety of relevant workshops provided by the Student Success Center.

b. Much like student disengagement towards learning, apathy towards the discipline of Political Science has been a major obstacle to the Program. Even though the Department has created a brochure containing information about the field of political science, career opportunities, degree requirements, and courses offered by the Program, the threat still exists. As a result, the Department plans to foster campus wide projects emphasizing political issues, events, and/or holidays (e.g. Constitution Day, National Voter Registration Day). Furthermore, when possible, the Department will encourage the reconstitution of the Political Science Club.

c. The inability of individual faculty to complement their computing capabilities by installing, downloading, or updating programs and content to College-owned computers substantially restricts their instructional effectiveness. While Information Technology (IT) is a great resource tasked with updating software, responses from IT takes time and handicaps faculty who rely on multimedia and the internet frequently. As a result, outdated software have inhibited individual faculty within the Program from using technology effectively. Members of the Department are unable to view videos and/or flash driven content when office/classroom computers lack critical updates to software and plugins for internet browsers (e.g. Mozilla Firefox). Unfortunately, downloading the required updates necessary for faculty to be successful in and outside the classroom is only possible for users with Administrative privileges. Consequently, the Department intends to discuss the possibility of extending Administrative privileges to all full-time faculty within the Program.

7. Accomplishment of Previous Goals

Since the 2011 Program Review, The Political Science Department adopted a total of nine pedagogical goals for all faculty members (full and part-time):

Goal 1: Expand departmental website and educational resources to increase effective teaching practices and pedagogy, student engagement, and student access to other support services.

Completed: The Department both purchased and worked with Media Services Department to create numerous political science educational posters to be utilized in the classroom. Moreover, the Department has made it a habit to purchase educational DVDs on an annual basis.

*Goal 2: Increase awareness in political science and promote efficient educational pathways and relevant transfer options for political sci*ence majors.

Completed: The Department successfully developed a compact yet comprehensive political science flier promoting the major. The flier includes:

- Why political science introduction
- Major requirements
- Career paths and options
- Top universities
- Contact information

Additionally, the Department actively promotes the Global Studies Program in order to create a pathway for students to achieve their career and educational goals.

Goal 3: Develop an Associate of Arts for Transfer degree in political science (AA-T) in order to improve pathway for political science majors to achieve their career goals.

Completed: Associate in Arts in Political Science for Transfer (AA-T) was approved by the chancellor's office Spring 2014.

Goal 4: Develop more transferable Political Science courses in order to improve pathway for political science majors to achieve their career goals.

Completed: The Department successfully developed POL 250 Model United Nation: Theory and Practice course. The course has been offered each semester since Fall 2014.

Goal 5: Improve POL 101 Student Learning Outcome (SLOs) assessment results to reflect department success rate.

In Progress: Working with the SLO Committee since its change in leadership has been frustratingly difficult. The Department is only interested in receiving assessment data as a Department aggregate by SLO and by individual assessment question. The aforementioned data is necessary in order to adequately and meaningfully determine if specific assessment questions, as opposed to the SLO itself or teaching methodology, is a potential problem. The Department is looking into ways to collect its own data in order to fulfill its SLO obligations.

Goal 6: Implement POL 101 and 201 maximum enrollment reduction from 60 to 48 students to help faculty create an enhanced learning environment, improve student success, and increase student retention necessary to meet the needs of our students.

Semi-Completed: The Department successfully convinced Academic Affairs in 2013 to honor the reduction of POL 101 classes from 60 to 48 students previously approved by the curriculum committee back in 2010. However, academic affairs refuses to lower POL 201 back down to 48 students which was arbitrarily increased to 60 students in Fall 2011 in retaliation for the Department asking for a class size reduction for POL 101 by then Dean of Academic Affairs M.L. Betino and then VP of Academic Affairs Bill Farmer.

Goal 7: Develop and implement an intra-departmental SLO assessment program.

On Hold: Because of the lack of support from the SLO Committee the Department was forced to place this goal on hold until the Department is able to receive adequate and relevant assessment data (i.e. department aggregate by SLO and assessment question).

Goal 8: Submit request to hire one more full-time faculty.

Completed: The Department has officially petitioned and submitted the required paperwork to hire an additional full-time faculty member at the beginning of the Fall 2018 semester.

Goal 9: Investigate the continuation and funding for the Teaching Assistant Program (TAP).

Completed: the Department has worked with two Teaching Assistants from a university in the area during the 2013-2014 and 2017-2018 academic years.

6. Updated Goals of the Program

The Political Science Department adopted a total of sixteen pedagogical goals tied to relevant weaknesses, opportunities or threats of the Program:

Weakness : Lack political science courses necessary to provide additional educational pathways and relevant transfer options

Goal(s)	Action to be taken	Timeframe	Assigned
1. Develop and implement an Intro to Chicano Politics course (POL 270)	a. Begin formal development process and submit to the Curriculum Committee for approval.	FA 2020	Falcon
2. Retool POL 250: Model United Nations to make the course transferable to the UC system	a. Research what Glendale and Golden West Community Colleges are doing differently with their MUN courses to make them UC transferable. b. Submit changes to the Curriculum Committee for approval.	FA 2020	Obazuaye
3. Retool POL 260: Public Policy & Law to make the course transferable to the UC system	a. Find a faculty member with a relevant background (Public Policy, Civil Rights, Law, etc.) willing to retool POL 260. b. Submit changes to the Curriculum Committee for approval.	FA 2022	Obasohan

Weakness: Lack of regularly available discipline-specific tutoring.

Goal(s)	Action to be taken	Timeframe	Assigned	
4. Recruit prospective tutors, especially for the POL 101	a. Continue to coordinate with the Student Success Center and Academic Support Center to make TAP fundable and to help provide students with discipline specific tutorial services	FA 2020	Obazuaye	

Weakness: A lack of teaching assistants.

Goal(s)	Action to be taken	Timeframe	Assigned
5. Work with the Division office to find the necessary resources.	a. Coordinate with the Student Success Center and Academic Support Center to make TAP fundable and to help provide instructors with classroom management and grading (i.e.to secure possible monetary compensation for Teaching Assistants).	FA 2022	Obazuaye

Weakness: Large classroom enrollment sizes compared to all other California community college districts.

Goal(s)	Action to be taken	Timeframe	Assigned
6. Continue to rely on technology enhanced pedagogy to further improve student engagement, student success, and student retention.	a. Utilize and research various multimedia and educational technology (e.g. McGraw-Hill Connect, Pearson MyLabsPLUS, etc.) that provide engaging experiences that personalize, stimulate, and measure learning. b. Incorporate educational program (MyLabs, Connect, etc.) within Canvas.	FA 2022	Obasohan
7. Offer multimedia content to improve student engagement using technology.	a. Develop and/or find multimedia content (e.g. short videos, websites) that emphasizes major themes, concepts, or key terms in political science to be used in in all political science courses.	FA 2022	Obasohan
8. Expand departmental website and educational resources.	a. Work with relevant faculty and media serves to develop individual webpages for each 200 level course and integrate it with the department website. b. Purchase educational DVD's to be utilized in the classroom and/or held with the Department for possible student projects and reports.	FA 2022	Mullins

Weakness: Student Learning Outcome (SLO's) for 200 level courses.

Goal(s)	Action to be taken	Timeframe	Assigned
9. Create and administer SLO assessments for all 200 level political science courses.	a. Review and rewrite an assessment tool for each 200 level course. b. Administer the SLO assessment tool for by Fall 2019	FA 2020	Relevant Faculty.

Opportunity: Increase in POL sections.

Threat: Increasingly inconsistent adjunct hiring pool.

Goal(s)	Action to be taken	Timeframe	Assigned
10. Advocate for an additional full-time faculty member to better serve students.	a. Submit request for an additional tenure-track position with supporting documentation.	FA 2020	Obasohan

Opportunity: Collaborating with local, state, and federal government officials.

Goal(s)	Action to be taken	Timeframe	Assigned
11. Encourage students to participate in internships with local, state, and federal elected officials whenever the opportunity arises.	a. Create and manage database of opportunities and contacts to be shared by all faculty members using Falcon Sync, Canvas, or the Department website.	FA 2020	Falcon

Threat: Student disengagement towards learning and the lack of student preparedness.

Goal(s)	Action to be taken	Timeframe	Assigned
12. Continue to refer student to a variety of relevant workshops provided by the Student Success Center.	a. Develop a calendar and scheduling format using Falcon Sync, Canvas, or the Department website.	FA 2020	Obasohan

Threat: Apathy towards the discipline of Political Science.

Goal(s)	Action to be taken	Timeframe	Assigned
13. Encourage the reconstitution of the Political Science Club.	a. Identify students interested in building new organization, including update of Constitution on file with Student Activities Office. b. Promote the Political Science Club in all courses once established.	FA 2020	Falcon
14. Create posters advertising the major and individual political science courses.	a. Purchase and/or work with Media Services Department to create posters advertising the major and individual courses.	FA 2022	Mullins
15. Foster campus wide projects emphasizing political issues, events, and/or holidays (e.g. Constitution Day, National Voter Registration Day).	a. Develop a calendar and scheduling format using Falcon Sync, Canvas, or the Department website.	FA 2022	Falcon

Threat: Apathy towards the discipline of Political Science.

Goal(s)	Action to be taken	Timeframe	Assigned
16. Attain administrative privileges for the Chair of the Program.	a. Collaborate with the Dean and the I.T. Department to extend some administrative privileges to the Chair of the Program in order to install and efficiently update software on office computers and/or computers in typically assigned classrooms.	FA 2020	Obasohan