



## Instructional Comprehensive Program Review Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Jesse W. Raskin

Submission Date: 4/4/2022

### CONNECTION TO THE COLLEGE

**1.A. DIVISION:** Social Science and Creative Arts  
**PROGRAM NAME:** Political Science

**1.B. YEAR OF REVIEW:** AY 2021-22

**1.C. PROGRAM REVIEW TEAM:** [Jeff Diamond](#), [Kevin Nelson](#), [Nicole Porter](#), [Jesse W. Raskin](#)

**1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**

- i. Describe the program, its purpose, and how it contributes to Skyline College’s Mission, “To empower and transform a global community of learners.”

The Political Science Program (Program) at Skyline College offers an AA-T and general education courses. The Program strives to provide students with a strong foundation in the discipline of political science and to prepare students to take part in the political life of their communities and beyond. The Program contributes to the College's Mission by providing student-centred instruction characterized by academic rigor and quality and which highlights relevant, recent, and evolving curricula.

- ii. Alignment with the College Values

Place a check next to the Skyline College Values that are integral to your program’s operations; for each value checked, provide a concrete example of how the value connects to your programs.

**Social Justice:** We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedure, and practices of the College.

The Program provides instruction which consistently emphasizes the students' role in working for justice through democratic means, including elections, law making, lawful protests, and the transformation of political institutions in their community and of the nation.

**Campus Climate:** We value a campus-wide climate that reflects a ‘students first philosophy’ with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.



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Through inclusive instruction, course design, and selection of learning materials, the Program seeks to serve the needs of all students, regardless of background or identity, and support their engagement with subject material, the instructor, peers, and the world around us.

**Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

The Program seeks to offer courses in a variety of modalities to make political science courses accessible for every member of our community and seeks ensure that all our courses meet or exceed standards for universal design for learning to serve the needs of all students, regardless of background or identity, and support their engagement with subject material.

**Student Success and Equity:** We value students' success in achieving their goals, on time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

The Program seeks to use data provided by the College to identify and address equity gaps through evidence based research to ensure that each student who enrolls in a political science course has the opportunity to learn and succeed.

**Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a Baccalaureate Degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

The Program seeks to provide student-centred instruction characterized by academic rigor and quality and which highlights relevant, recent, and evolving curricula in political science. Both in person and online, the Program seeks to use a variety of instructional and assessment methods to encourage students to express and develop their native curiosity, creativity, sense of innovation, intellectual freedom, and their desire to connect, discover, make meaning of the world, and exchange ideas.

**Community Partnership:** We value a deep engagement with a community we serve through collaborating with local school districts, industry, non-profits, government and the



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arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

**Participatory Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

The Program seeks to be open and inclusive whenever possible by including stakeholders - including students, part-time and full time faculty, staff, administrators, and community members when it makes sense - in shared decision making.

**Sustainability:** We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, "To meet present needs without compromising the ability of future generations to meet their needs."

The program seeks to include sustainability politics as a key topic for exploration and study by all students enrolled in political science courses.

### 1.E. PROGRAM PERSONNEL

i. Provide the current FTE of each category of personnel:

- FT Faculty FTE: 0.4 - 0.8
- Adjunct Faculty FTE: 0.4 - 0.8
- Classified Professionals FTE: 0
- Manager/ Director FTE: 0
- Dean FTE (if applicable): 0

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program.

Not Applicable

Since the last CPR, Professor Johannes Masare retired. About a year later, Professor Jesse W. Raskin was assigned to the Political Science program. Starting in AY 2021-22 Jesse's regular assignment will be split between the Political Science and Paralegal Programs. Dr. Masare's retirement resulted in a significant loss of institutional knowledge about the program as he was the only full-time faculty assigned to Political Science. As such, the current CPR will best serve as a way for the program to look towards the future.



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- iii. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Not Applicable

### 1.F. PROFESSIONAL DEVELOPMENT

- i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet

- the mission of the program,
- the aim of the college to increase equity.

Instructors in the program continue to engage in professional development opportunities to stay up to date on Political Science content knowledge, teaching methods, and diversity-equity-and-inclusion.

- ii. Are there any unmet needs pertaining to professional development? Please specify.

NotApplicable

Not at present.

## CURRENT STATUS

### 2.A.1. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 1

*If no goals are completed or discontinued, leave 2.A.1 through 2.A.5 blank. Rather, provide responses in [Section 5.B](#) for ongoing and/or revised goals.*

#### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

One of the Program's goals is to offer courses that provide an opportunity for students to critically analyze past and current political theories, institutions and regimes. To emphasize students' role as intelligent, independently thinking and acting young women and young men cognizant of their inherent power in impacting the political process and decisions that affect their lives as residents of a democratic society.

**STATUS:**  Completed  Discontinued



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### SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

#### IMPLEMENTATION STEP(S)

#### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

#### 2.A.2. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 2

##### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Any other prior goals have been discontinued due to Dr. Masare's retirement.

**STATUS:**  Completed  Discontinued

##### SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

#### IMPLEMENTATION STEP(S)

#### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity



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- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### 2.B. ACHIEVEMENTS

Describe the program's achievements since the last CPR (beyond what was addressed in 2.A).

Consideration may include, but not limited to:

- Successful and/or innovative programming, initiatives and plans
- Fruitful collaborations beyond the program
- New or updated curriculum
- In-reach/outreach efforts
- Technology or operational improvements
- Successful use of data to improve student outcomes and equity
- Maintenance of high levels of excellence
- New degrees, certificates, and/or pathways

Since the last CPR, the Program has updated the curriculum, revised the course sequence to streamline students' path to transfer, begun offering an AA-T in political science, and started exploring the use of OER textbooks in several courses.

### 2.C. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

The recent downward trend in CCC enrollment statewide has impacted enrollment in the program. COVID disrupted instruction significantly.

## ACCESS

### 3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

Annual course enrollments by term have shown a downward trend from 2016-2017 to 2020-21. This mirrors the overall trend at Skyline College and in the CCC system. The overall decline in enrollment at Skyline College may account for the decline in enrollment in the program. The program notes that offering more online courses of high quality might be one way to address the decline.

### 3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program.

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- i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

As to race, the demographics of the program come close to mirroring the population of students enrolled at Skyline College. As to gender, the program enrolls a higher percentage of male students than are present overall at Skyline College. As to age, the program enrolls a higher percentage of students ages 18-22 than the College does yet enrolls a lower percentage of students ages 23-28 or under 18 than the College does. At this point, the program is not ready to speculate on the reasons for these trends. Hopefully the next seven years of data will provide greater clarity.

- ii. COURSE ACCESS: Provide analysis of course enrollment trends for all active courses.

Course enrollment trends show declining enrolling in PLSC courses since the last CPR. This trend in declining enrollment is also present in the College, the District, and across the CCC system.

- iii. What efforts, if any, have been made to increase equitable access to your program (e.g., curricular and pedagogical changes to the courses; when it is offered; modality options – face-to-face, online, hybrid; recommended course sequencing; integration into guided pathways; adoption of OER/ZTC texts, etc.)? If more is needed, consider making it one of your program goals in the Action Plan.

To increase equitable access, the program seeks to offer students the opportunity to complete all courses online while still offering face-to-face sections for the courses where multiple sections are offered in the same semester. Second, the program seeks to better align its' course offerings to the C-ID transfer model curriculum. Third, as to textbook adoption, where there is a high quality OER/ZTC text available, the program encourages instructors to use it. Where none is available, the program encourages instructors to choose a low cost option and to integrate textbook purchasing into the Canvas shell to make it as easy as possible for student to buy the book ontime.

## EFFECTIVENESS

### 4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Provide analysis of course success rates overall and disaggregated by student demographics. How do the course success rates overall compare to the College success rates?

The program's overall course success rate is 71.3% as compared to the College's rate of 76%. As to race, success rates for Asian students in the program were comparable to the collegewide average in four of the past six years and slightly higher in two of the past six years. For Black students in the program, success rates were higher than the collegewide average in two of the past six years and lower in four of the past six years. For Filipino and Latinx students in the program, success rates were lower than the collegewide average in six of the past six years. For White students in the program, success rates were higher than the college wide average in three of the past six years and lower than the collegewide average in three of the past six years. For other groups, insufficient data is available to make a valid comparison. For multirace students in the program, success



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rates were above or equal to the college wide average in two of the past six years and below the collegewide average in four of the past six years. As to gender, success rates for female students was 3% lower than for female students in the college overall while success rates for male students in the program are 5% lower than success rates for male students in the College overall.

- i. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

From reviewing the data, we learned that overall success rates are lower in the program than they are at the College. Yet, this trend is not observed equally across demographics of race and gender. Specifically, Black, Filipino, and Latinx male students have the lowest success rates in the program. One of the Program's new goals (discussed below in section 5) is to work with TLC to better support success for Black, Filipino, and Latinx male students.

- ii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

As a wealth of peer reviewed publications have made clear over multiple decades, Black and Latinx male students consistently show lower success rates than other racial/gender groups in higher education. This negative trend is also present in the College, the District, and across the CCC system. Given that the lead author of this report has just joined the Program, it is too early to draw any specific conclusions regarding contributing factors that are unique to this program. Yet, this trend must be addressed. One of the Program's new goals - discussed below in section 5 - is to work with TLC to better support success for Black, Filipino, and Latinx male students. Another factor that may be contributing is the lack of racial diversity among the Political Science faculty at Skyline College. Another of the Program's new goals is to follow best practices to ensure that diverse applicants have every opportunity to join the program when the College decides to bring in new political science faculty members.

### 4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of individual course success rates.

Individual course success rate trends show mixed results. PLSC 115, 130, and 280 show success rates above the College wide average. PLSC 200 and 210 have success rates slightly below the College wide average. PLSC 301 has a success rate below the College wide average. And PLSC 335 has a success rate which is significantly below the College wide average.

### 4.C. INSTITUTIONAL SLO RESULTS

When possible, concurrently assess course SLOs and ISLOs.

Report on the last six years of ISLO results. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.



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ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP		115, 130, 200, 210, 280, 301, 335	Benchmark met
CRITICAL THINKING		115, 130, 200, 210, 280, 301, 335	Benchmark met
EFFECTIVE COMMUNICATION		115, 130, 210, 280, 301, 335	Benchmark met

  

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
INFORMATION LITERACTY		115, 130, 210, 280, 301, 335	Benchmark met
LIFELONG WELLNESS		115, 130, 210, 280, 301	Benchmark met

#### 4.D. COURSE AND PROGRAM SLO RESULTS

Upload the relevant [Improve](#) (formerly *Tracdat*) SLO reports showing the last six years of results that you reference in the narrative.

Drawing from 4.C. and 4.D., what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program?

- i. How well is the program meeting its PSLOs?  
For programs that assess PSLOs by “rolling up” course level SLO results,
  - Which courses or course level SLOs do students struggle with, and which have “inconclusive” results, if any? Speculate why.
  - If course level SLO results were quantified, identify the total number of students whose work met the benchmark, and the total number of students whose work was assessed, and then calculate the total percentage of students whose work met the benchmark.

The program is meeting its PSLOs.

- ii. Are the PSLOs still relevant to your program? If not, what changes might be made?  
Yes the PSLOs are still relevant.
- iii. Drawing from the last six years of course SLO assessment, which courses beyond the ones mentioned in 4.D.i. had results that led to action(s) that were planned or taken?  
 Not Applicable



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### 4.E. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the courses; course sequencing, including complementary general education courses; adoption of OER/ZTC text; assessment design; collaborations with other areas of campus, etc.)? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals in the Action Plan.

PLSC 335 is a course of concern due to low enrollment and because the course does not qualify for the AAT in political science. The Program will submit a memo to the Curriculum Committee with a request to bank the course. In addition, PLSC 150 is a course of concern as it appears on the online list of courses offered by the Program yet it has not been offered for some time. In the memo mentioned above, the Program will also request to bank PLSC 150.

### 4.F. DEGREES AND CERTIFICATES

Not Applicable

List each of the degrees and certificates separately.

Provide analysis of degrees and certificates attainment, disaggregating by the demographics that are relevant to your program.

- i. What do the data reveal about
  - degree and certificate completion?
  - time to completion?
  - equity?

Per the data provided, from 2016-2020, the Program awarded the following degree: one Political Science AAT CSU GE degree, four Political Science Associate Degree - Transfer CSU, and seven Political Science Associate Degree - Transfer UC, for a total of 12 degrees. Five of these degrees were earned by Hispanic/LatinX students, three by Filipino students, two by Multiraces students, and two by white students; ten of the degrees were earned by female identified students and two by male identified students; 11 were earned by students age 18-22 and one by a student age 23-28. The average time to complete the degrees was between 6.5 and 7.3 terms, well below the college wide average time to complete. Based on the very small sample size, the authors of this report are hesitant to draw any conclusions.

- ii. What changes do the data suggest are necessary for the program to explore?

The Program would greatly appreciate any efforts by the College to increase enrollment in Political Science course and an increase in students seeking to complete a Political Science



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degree. In addition, the Program is working with the Division to make modifications to the program description and online presence to ensure that students can easily understand why they should join us.

### 4.G. LABOR MARKET CONNECTION

Not Applicable

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating assessment information, recommendations from any advisory boards, and other external indicators into program planning? Report out on the following source(s) that are relevant to your program. Attach data.

i. Labor Market and Trends (e.g. Centers of Excellence, Burning Glass)

Per the data provided by PRIE, industry employment in the "Government" sector is down 9% in the midpeninsula and Government jobs did not make the list of "Pandemic Resilient Jobs". However, labor market data feels only somewhat relevant to the Program since most students who seek a degree in Political Science do so to transfer and not with the goal of immediate employment in the field.

ii. Performance for CTE Programs (Launchboard)

N/A

iii. Advisory boards

N/A

### 4.H. STUDENT FEEDBACK

Briefly describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal.

In AY 2021-22, the paralegal program partnered with PRIE to solicit qualitative and quantitative feedback from students. In addition, instructors solicited informal feedback from students in class. The results reveal that a plurality of students enroll in PLSC courses to complete General Education requirements and/or AHI requirements and a majority seek to four-year university in another major (not political science). Over 90% of enrolled students agree that they "learned a lot" in PLSC courses and over 85% agreed that the courses had just the right amount of challenge (not too easy and not too difficult). A majority of students asked for more asynchronous online courses. Several students had very positive comments, e.g. "Professor (redacted) was easily reachable and incorporated both the textbook and web sources (i.e. Youtube, news articles) into our assignments. Loved the course and its focus on connections to labor!"; "I found having lots of discussion amongst the class helped keep the class engaging while also allowing us to share opinions on topics and think more critically."; and "What I like most about the content at skyline college's political science class was how well formatted everything was and easy for me to understand".

### 4.I. CURRICULUM



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Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please check the boxes to indicate that the following tasks have been completed.

- Secured approval of updated courses by the Curriculum Committee
- Updated Improve with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs
- Not Applicable
- Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness
- Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

### ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement.

Identify one-to-five goals total: ongoing, revised, and/or new goals.\*

#### 5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

As mentioned above, the Program is entering a new era. Long time instructor and pillar of the Program Johannes Masare has retired and the Program is finding its footing without him. In addition, the Program has worked with four deans and three VPIs in recent years. And, the COVID era further complicates the picture. Overall, the Program has seen declining enrollment as has the College, the District, and the entire CCC system. Our challenge is to provide an excellent education to all students. To do so, the Program is exploring ways to increase access by offering more online sections, offer more late start sections, and using OER textbooks in at least two courses. Further, the Program seeks to increase student success through closer collaboration with student support services especially The Learning Center.

#### 5.B.1. ONGOING OR REVISED GOAL – Goal # 1

*If no goals are ongoing or revised, leave 5.B.1 through 5.B.5 blank.*

#### 5.C.1. NEW GOAL – Goal # 1

*If there are no new goals, leave 5.C.1 through 5.C.5 blank.*

What additional goal(s) are needed to address key findings in 5.A.?



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- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale," including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Enhance access and enrollment and ultimately increase the number of Poli Sci AA-T, by offering online sections of all courses required for the AA-T in political science.

### RATIONALE

Students are increasingly choosing to enroll in online courses. By offering more online sections, the Program demonstrates responsiveness to students and fulfills its commitment to open access.

### IMPLEMENTATION STEP(S) AND TIMELINE

Work with the Dean annually to develop the department's schedule of course offerings to include more online courses.

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?



## Instructional Comprehensive Program Review Template

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

### 5.C.2. NEW GOAL – Goal # 2

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal’s measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under “Rationale,” including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

#### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Enhance access and enrollment and ultimately increase the number of Poli Sci AA-T, offering more late start sections of courses required for the AA-T in Political Science.

#### RATIONALE

Every semester, some students are unable to enroll in at Skyline College in the courses they need because they miss the enrollment deadline. Offering late start courses provides an option for these students to still complete courses on time and maintain their momentum towards graduation. In addition, some students thrive in a more intense compressed course. Late start courses provide this.

#### IMPLEMENTATION STEP(S) AND TIMELINE

Work with the Dean annually to develop the department's schedule of course offerings to include more late start courses.

#### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance



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Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

### 5.C.3. NEW GOAL – Goal # 3

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal’s measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under “Rationale,” including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Increase access by using high quality OER textbooks in at least two of the required courses for the AA-T.

### RATIONALE

Using high quality OER textbooks reduces the cost of education for students while maintaining academic rigor.

### IMPLEMENTATION STEP(S) AND TIMELINE

2022.

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

Social Justice

Campus Climate

Open Access

Student Success and Equity



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- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

Partner with Ame Maloney and Kevin Chak, the OER team, to develop OER texts for at least two PLSC courses.

### 5.C.4. NEW GOAL – Goal # 4

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal’s measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under “Rationale,” including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Increase student success overall and close existing achievement gaps by working with The Learning Center to understand what tutoring resources are specifically available to support male students of color in political science.

### RATIONALE

The data show a success gap for males students of color in the Program. Understanding the supports available to male students of color is the first step towards providing a more inclusive educational experience.

### IMPLEMENTATION STEP(S) AND TIMELINE





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2022. Contact The Learning Center and collaboratively develop a plan for supporting students in PLSC courses to connect with the staff and services at TLC.

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

Partnership with The Learning Center.

### 5.C.5. NEW GOAL – Goal # 5

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal’s measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under “Rationale,” including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

\*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

### GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL



## Instructional Comprehensive Program Review Template

2022. Increase student success rates Black, Male, and Latinx students by expanding the curriculum to be more inclusive and intersectional, including academics and materials from authors in underrepresented and non-traditional backgrounds.

### RATIONALE

Research suggests that students benefit from seeing their identities represented in course content. To empower diverse students in the Political Science program, our curriculum must be accessible to students and must be connected to their lives and experiences outside of school.

### IMPLEMENTATION STEP(S) AND TIMELINE

2022. Instructors in the program will review their curriculum to ensure that the authors and sources connect to the students' identities and interests.

### GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

### RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

**Note:** Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.



## Instructional Comprehensive Program Review Template

### APPROVAL AND SIGNATURE

This document has been reviewed and approved by: Click or tap here to enter text. on Click or tap to enter a date..

Jessica Hurless

05/04/2022

Nicole Porter

05/05/2022

Danni Redding Lapuz

07/13/2022