Political Science Program Unit Review

Political Science:

- Political Science PUR 2021-2022 Self Study

SI Section Templates: 1.A. Program or Unit Description, 1. B. Program or Unit Mission, 1.C. Program Learning Outcomes, 2.A. Progress on Previous Findings and Recommendations, 2. B. Transferability (AA and AS transfer degrees only), 2.B. Workforce Needs (AAS degrees and certificates; allied health programs only), 2.C. Catalog's Program Information, 2.D. Course Offering Review, 2.E. Accessibility and Cost of Instructional Materials, 3.A. Curriculum Mapping, 3.B. Evidence of Program Learning Outcomes Assessment, 3.C. Evidence of General Education Learning Outcomes Assessment (if applicable), 3.D. Five-year Course Assessment Cycle, 4.A. FTE and Section Count, 4.B. Course Fill Rates and Unsuccessful Enrollment Attempts, 4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range, 4.D. Program Faculty Representation, 5.A. Course Completion Rates, 5.B. Graduation and Transfer, 6.A. Faculty Achievement, 6.B. FT/PT Faculty and Student Credit Hours Taught, 6.C. Support Staff, 6.D. Facilities and Technology, 7.A. Five Year Plan, 8.A. Resource Requests, Academic Standards and Assessment Committee Findings and Recommendations, Dean's Findings and Recommendations, Vice President of Academic Affairs' Findings and Recommendations

Date: 09-21-2022

Sorted by: Section

1.A. Program or Unit Description

Political Science

Political Science PUR 2021-2022 Self Study

Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The Political Science program (PSC) currently functions within the Division of Business and Social Sciences. It is part of the Department of History and Political Science. It offers an Associate in Arts Degree in Political Science, which transfers to the University of Nevada (UNR). During the period under review, the program generally offered around 60 sections with an average annual FTE over 360. The average enrollment per section during the period under review was approximately 30 students. The Political Science full-time faculty consists of three professors (Paul Davis, Fred Lokken, and Brian Fletcher). The approaches to teaching the courses vary based upon the expertise and background of the individual professors involved.

They run the gamut from historical perspectives to more theoretical ones.

1.B. Program or Unit Mission

Political Science

Political Science PUR 2021-2022 Self Study

State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

The mission of the Political Science program at Truckee Meadows Community College is:

- To promote scholarship, leadership, and responsible citizenship among our students.
- To build analytical thinking skills and written communication skills.
- To provide intellectual and cultural enrichment to our community.

Political Science, the study of contemporary governance, is one of the oldest academic disciplines, dating back to Aristotle. Throughout history, civilizations have sought to understand governance and its institutions, practices, and appropriate role. With the advent of modern democracy, the value of an informed and engaged citizenry moved to the forefront. We empower students by imparting essential knowledge about our democratic system and our role within society. The discipline is also an established training ground for preparing tomorrow's leaders.

Our mission clearly aligns with our program's outcomes and the College mission and values. In promoting scholarship, analytical thinking skills, and citizenship skills, we focus on responsible and effective participation in a democratic society, student success, equality, and a healthy community. More specifically, our classes are primarily taken to satisfy general education requirements. Our program is also a popular solution for fulfilling the US and Nevada Constitution requirements for graduation. In doing so, the program promotes civic literacy, critical thinking, and civic engagement within a robust and topical classroom learning environment. We also develop essential research and writing skills. Thus, our classes help students create their futures with an accessible and innovative education.

1.C. Program Learning Outcomes

Political Science

Political Science PUR 2021-2022 Self Study

Program Learning Outcomes (PSLOs or PLOs)
Political Science
PSLO
Associate of Arts Degree in Political Science
PSLO1: Critically analyze central questions in political science; these include but are not limited to the origins and purposes of government, the proper relationship between citizens and government, and how societies deal with change, allocate resources, and distribute power. (Active from Spring 2020)
PSLO2: Write clearly about contemporary issues of politics at the local, state, and national and/or international level. (Active from Spring 2020)
PSLO3: Know the duties of citizens and the importance of effective involvement in politics. Specifically, graduates will develop the knowledge to function effectively as responsible, ethical and contributing citizens of the community, state, and nation. (Active from Spring 2020)

2.A. Progress on Previous Findings and Recommendations

Political Science

Political Science PUR 2021-2022 Self Study

Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

  • Which findings and recommendations have the program/unit addressed?
  • Which have yet to be accomplished? Which are no longer relevant, and why?
  • Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?

The following is a summary of the recommendations of both the PUR Committee and the academic dean.

- Explore an AA Political Science emphasis or deactivate non-viable courses.
- Expand or continue to offer hybrid, late-start, and Jump Start courses.
- Market PSC courses and faculty activities; participate in student-recruitment activities.
- Increase visibility on campus and in the community with panel events or guest speakers.
- Continue to close the loop with assessment activities. Integrate writing assignment rubrics into courses.
- Certify all online courses with Quality Matters (QM).

We have made meaningful progress in addressing these recommendations. We created an AA Political Science that transfers as a 2+2 to UNR. As a result, we resumed teaching several 200-level courses previously under consideration for deletion. We offer PSC 101 in various formats, including Jump Start, late-start, and hybrid versions. We worked closely with the TMCC Jump Start Program and crafted partnerships with two WCSD high schools (Damonte Ranch and Hug), which now teach PSC 101 as part of their school's bell hour schedule in place of AP courses. In addition, the program taught GEAR/Men of Color, apprenticeship, and learning community versions of PSC 101 to reach out to as many different communities of students as possible. Although our FTE and course fill rates remain healthy, we have participated in recent Welcome Back fairs and have advertised individual classes. We continue to co-host (with History) TMCC's Constitution Day annually, featuring guest speakers and panel events. TMCC PSC faculty have also participated as experts in various TMCC panel events, including those hosted by the Learning Commons Committee and the Equity and Inclusion Office. Several faculty members regularly make media and community appearances as experts in the field, especially during election years. All full-time faculty and most adjunct faculty have integrated rubrics into their courses; our assessment practices are more robust and rely heavily on these rubrics. Although additional courses (several sections of PSC 101, PSC 231) have gone through the QM process since the last PUR, not all have. Some of our 200-level courses are being taught consistently for the first time in years, and faculty have not had the time to engage in QM certification. Faculty turnover has also hampered our efforts with this recommendation.

2.B. Transferability (AA and AS transfer degrees only)

Political Science

Political Science PUR 2021-2022 Self Study

   • **Which bachelor's degree(s), especially within the Nevada System of Higher Education, does the program's AA or AS degree(s) align?**
   • **Does the AA or AS transfer seamlessly in a 2+2 agreement without a loss of credits or a substantial amount of courses counting only as general electives? Please reference the appropriate transfer agreement in the receiving institution's catalog and explain.**

The AA Political Science transfers as a 2+2 to UNR for a BA in Political Science. There is a transfer agreement so transferring students neither lose credits nor take a substantial number of courses counting only as general electives.

2.B. Workforce Needs (AAS degrees and certificates; allied health programs only)

Political Science

Political Science PUR 2021-2022 Self Study

Describe how your program(s) is/are meeting workforce needs, especially in the Northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.
Nevada Department of Employment Training and Rehabilitation (DETR) (https://detr.nv.gov/)
Economic Development Authority of Western Nevada (EDAWN) (http://edawn.org/)
U.S. Bureau of Labor Statistics (http://www.bls.gov/)

• What is the evidence for the regional need for the program (DETR and EDAWN data)?
• What is the evidence that program curriculum meets the latest industry trends or workforce needs?

Not applicable.

2.C. Catalog's Program Information

Political Science

Political Science PUR 2021-2022 Self Study

• Is the program information in the catalog, including program descriptions, PLOs, course descriptions, and course offerings, accurate?
• Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students?

The catalog program information is correct and allows for degree completion within two years.

2.D. Course Offering Review

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Political Science PUR 2021-2022 Self Study

The courses listed in the accompanying table have not been offered or had enrollments for 4 or more years. Please review these courses for potential deactivation or restructuring to make offerings more viable, and indicated these plans by completing the table.

From the Assessment and Planning Office: All PSC courses except for PSC 290 - Political Internship (Fall 2016) and PSC 299 - Government Internship (Spring 2011) have been offered and had enrollments in the last 4 years. Internship and Special Topics Courses are exempt from review. Students report that they find the current internship process cumbersome and those seeking to create an internship suggest that the new requirements are prohibitive. We have seen a significant drop in student interest in this option.

2.E. Accessibility and Cost of Instructional Materials

Political Science

Political Science PUR 2021-2022 Self Study

  • **What are faculty in the department/unit currently doing or planning to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, and completing the "Creating Accessible Content" workshop.**
  • **What are faculty in the department/unit currently doing or planning to offer affordable instructional materials to students? Examples would include internal development of educational materials or utilization of open educational resources (OER).**

Faculty in the program often use the Canvas accessibility checker when creating new content. W.W. Norton and Flat World publish most of our textbooks and some Canvas content. Both create textbooks and online content that comply with the latest Web Content Accessibility Guidelines. Accessibility will be a factor in future textbook adoption decisions, and PSC faculty will ensure that course content meets accessibility guidelines while exploring professional development opportunities on this issue.

PSC faculty prioritized the affordability of instructional materials in the adoption process. When textbooks have become too expensive, faculty have shifted to less expensive or open educational resources. Most of the 200-level courses either use OER or an inexpensive text. Both of the PSC 101 textbooks are available as digital versions for $30. Although print editions are more expensive, the primary textbook for 101 is widely available as a rental ($20) or used

(often less than $20). Faculty encourage students to purchase used and rental versions of the text; when new editions are not essential to meeting course outcomes, faculty have continued to use older editions to save students money. In fall 2021, the program started discussions about moving towards a free textbook for most sections of PSC 101.

3.A. Curriculum Mapping

Political Science

Political Science PUR 2021-2022 Self Study

Paste a screenshot or copy of your map here.

Truckee Meadows
ISLO/PSLO Summary Map by Course/Context
Map Origin: Associate of Arts Degree in Political Science
Map Target: Associate of Arts Degree in Political Science

CSLOs	PSLO1: Critically analyze central questions in political science; these include but are not limited to the origins and purposes of government, the proper relationship between citizens and government, and how societies deal with change, allocate resources, and distribute power.	PSLO2: Write clearly about contemporary issues of politics at the local, state, and national and/or international level.	PSLO3: Know the duties of citizens and the importance of effective involvement in politics. Specifically, graduates will develop the knowledge to function effectively as responsible, ethical and contributing citizens of the community, state, and nation.
PSC208			
1. Student will discuss citizenship duties and the importance of effective involvement in politics. Specifically, students should develop the skills and attitudes necessary to function effectively as responsible, ethical and contributing citizens of the community, state and nation.			X (PR)
2. Students will critically analyze the structure and processes of state and local governments. In particular, students should be familiar with and be able to analyze the constitutions of states - and the Constitution of Nevada in particular; the political structures and processes established by state constitutions; the structure and operations of local government; and the current principles and problems of state and local governments.	X (PR)	X (PR)	
3. Students will read and write about contemporary issues of state and local governance.	X (PR)	X (PR)	
PSC210			
1. Students will engage in critical thinking about issues and concepts in public administration.	X (PD)		X (PR)
2. Students will evaluate the role of public administration in the policy making process.	X (PD)	X (PR)	
3. Students will explain the major concepts, principles and theories in public administration.	X (PD)	X (PR)	
PSC211			
1. Students will critically examine the structure and processes of governments throughout the world. In particular, students will identify and examine the different political, social and economic systems in the developed and developing world and compare and contrast these differences and similarities in an analytical manner.	X (PD)	X (PR)	X (PR)
2. Students will identify and examine the major contours that characterize contemporary comparative politics. Although subject to variation, currently these include but are not limited to globalization, the emergence of the European Union, the struggles of democratization in Post-Leninist and developing nation-states, the difficulties of development for Post-Leninist and lesser-developed nation-states, and nationalism.	X (PD)	X (PR)	
3. Students will incorporate analytical reading and writing skills in discussing current theories and developments in comparative politics.	X (PD)	X (PR)	
PSC227			
1. Demonstrate the ability to analyze the values and assumptions underlying social and political philosophies.			
2. Demonstrate the ability to compare and contrast differing political philosophies.			
PSC231			
1. Students will critically analyze problems of governance of the national and the international levels with attention to the theoretical implications that an anarchic international system has on the power and policies of international and domestic actors; more specifically, students will be able to analytically compare and apply realist and idealist theories of the international system (analytical thinking skills ability).	X (PD)	X (PR)	X (I)
2. Students will describe the major contours that characterize international relations in the post-Cold War era. Although subject to variation, currently these include but are not limited to globalization, American hegemony, nationalism, and the growing power of regional international organizations (global and cultural awareness skills ability).	X (PD)	X (PR)	
3. Students will summarize current theories of international relations as well as the major contours of the post-Cold War era. (communication skills ability).	X (PD)	X (PR)	
PSC250			
1. Students will demonstrate the ability to compare and constrast the social, political, and economic differences between contemporary and historical terrorism including preventative measures.	X (PD)	X (PR)	
2. Students will differentiate between religious and secular political terrorism.	X (PD)	X (PR)	
3. Students will identify and explain/describe the characteristics and objectives of major world terrorist organizations.	X (PD)	X (PR)	
PSC295			
1. Students will exhibit knowledge of the specific substantive area of political science being offered by the course curriculum.	X (DM)	X (DM)	X (DM)
2. The student will analyze subject matter specific to political science, including but not limited to the ability to analyze arguments and interpretations and to recognize and resolve interpretative conflicts.	X (DM)	X (DM)	X (DM)
PSC299			
1. The student will demonstrate the ability to do research, writing or complete substantive quizzes/exams specific to the curriculum topic being offered.			
2. The student will exhibit knowledge of the specific substantive area of Political Science being offered by the course curriculum.			
	9	3	0

Attainment Levels:
M: Mastered
RM: Reinforced/Mastered
IR: Introduced/Reinforced
DM: Demonstrate/Mastery
PR: Practiced/Reinforced
IRD: Introduced/Reinforced/Demonstrated
DP: Practiced/Demonstrated
D: Demonstrated
IP: Introduced/Practiced
P: Practiced
R: Reinforced
I: Introduced

Once your map is complete, please analyze the following:

  • **PLOs: Do all PLOs still reflect what you want students to achieve once they complete the program? Are there any PLOs that need to be updated?**
  • **Potential gaps and redundancies: Are there any PLOs that are not addressed in the curriculum? Are there any unwanted redundancies of PLOs in the curriculum?**
  • **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
  • **Course sequencing: Is there a need to modify the course sequencing so students have a more seamless learning experience?**
  • **Curriculum and learning opportunities: Is it necessary to introduce new learning opportunities to reinforce learning? These could be modules or assignments in courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
  • **Other?**

We plan to update PLO3 to clarify that the outcome is not limited to United States citizens. They exist for all students regardless of their citizenship status. As the degree is new, the rest of the PLOs are current.

All of the PLOs are addressed by the curriculum and aligned with our CLOs. Course sequencing intentionally scaffolds student learning for the PLOs culminating with the requirement that students demonstrate mastery in PSC 295.

The redundancy with PLOs is intended. Political Science studies concepts like power, authority, ethics, legitimacy, and representation. Individual courses examine these concepts from different perspectives. For example, PSC 231 focuses on interaction in the international system (nation-states and other international actors), PSC 211 compares the domestic policies of nation-states, and PSC 208 looks at local and state governance. Power matters in each context, but the actors and their authority, legitimacy, and relationships vary. This approach for PSC is standard as most departments require majors to take courses in American government, state and local government, comparative government, and international relations. Our other courses (210, 250, 295) create additional learning opportunities while practicing or reinforcing the PLOs; at this time, additional courses, models, or co-curricular options are not warranted.

3.B. Evidence of Program Learning Outcomes Assessment

Political Science

Political Science PUR 2021-2022 Self Study

Now that you have reviewed your curriculum map, summarize the most significant *program* assessment results since your last PUR. These will come from any data we have available in eLumen as well as past assessment reports. Please discuss these findings as they relate to the program and program learning outcomes, not just individual courses.

As the degree is new and only had two graduates during the period under review, we do not have significant program assessment results to report. Our initial program assessment plan required students to create an e-portfolio of written work from the required courses, which faculty would assess using rubrics with PLO metrics. As a result of the transfer agreement with UNR, PSC 295 is now required for majors. Thus, we consolidated our assessment efforts using PSC 295 as a capstone course. In PSC 295, students synthesize and integrate their knowledge from previous courses demonstrating mastery in our program-level outcomes with research papers. Program faculty review these papers using rubrics with analysis, citizenship, and writing competency metrics.

Indirect assessment results in PSC 211, PSC 231, and PSC 250, all of which are primarily taken by majors, indicate that students are achieving the analysis and writing competency outcomes. For example, more than 70% of PSC 211 and PSC 231 students were able to state a thesis, which is an essential component of analysis. The majority of students in PSC 250 and PSC 211 explicitly demonstrated course-level analysis skills that are consistent with the program-level analysis outcome. In the degree, citizenship is only directly assessed at the course level in PSC 101. As 101 is primarily taken by non-majors, we do not have reliable program-level data on that outcome.

Describe how plans were implemented to try and improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

With two graduates, we do not have enough data to recommend changes to the program at this time.

3.C. Evidence of General Education Learning Outcomes Assessment (if applicable)

Political Science

Political Science PUR 2021-2022 Self Study

Describe which general education learning outcomes (GELOs) you assessed in your program or department, and summarize the most significant assessment results.

The primary GELO assessed was critical thinking.   After collecting and analyzing the data, we improved GELO achievement.   In PSC 100, 101, 211, and 231, we focused on the following skill: Students will state a position, perspective, thesis, hypothesis, argument, or findings,

based on a line of reasoning and/or evidence.

For PSC 101, our initial results (2017) suggested that students excelled at this outcome, as 60% of students scored exemplary and 19% were proficient. During our discussion of these results, the program faculty determined that our inter-rater reliability metrics were insufficient. We discussed ways to improve our calibration via norming.   The 2018 results were a better measure of student achievement, with only 24% of students scoring exemplary; PSC 211 and 231 had similar results. During the discussion of our results, we determined that most students were aware of a thesis statement and could provide an introductory thesis. Additional work and attention were needed to help students relate complex issues to their overall thesis statements. We discussed potential curricular tools, including modeling and scaffolding to improve student performance on this metric. Some faculty found that students were not following the assignment directions and started to use multiple communication mechanisms to ensure that students understood that they were required to provide a thesis statement in their answers. In 2019, around twice as many PSC 101 students scored as exemplary (43.6% versus 23.6%); around 50% fewer scored as unacceptable (4.2% versus 8.6%). Similar results in 2020 (~50% as exemplary) suggest that our modifications helped improve student performance. Although PSC 211 and 231 also saw minor improvements, the small sample sizes and less clear trend line increase uncertainty regarding the effectiveness of those course improvement plans.

We have more limited assessment results with other GELO outcomes. In PSC 211, most students could compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.   Although there are only two years of data on this outcome, students did worse in 2020 than in 2019.   Despite potential sample size issues, the instructor modified the curriculum to improve comparison skills.   80% of students in PSC 250 were able to analyze and evaluate the context, assumptions, and/or bias regarding the main problem, issue, or arguments at either the exemplary or proficient level in spring 2020. Additional data for both courses is needed to develop conclusions.

Describe how plans were implemented to try and improve students' achievement of GE learning outcomes. What changes did you make to general education within the program based on assessment results and improvement plans? Do any CLOs need to be changed to meet GE assessment requirements?

Changes to improve student learning are discussed in the previous section. At this time, the CLOs are appropriate.

The program will expand assessment efforts in our other 200-level courses and courses taught by adjunct faculty. Several of our 200-level courses were dormant or taught irregularly, which hampered our assessment data-gathering efforts.   Before expanding to all sections of PSC 101, we wanted to refine our procedures. We will work with adjunct faculty in AY 2022-23 to increase the number of sections participating in GELO assessments.

3.D. Five-year Course Assessment Cycle
Political Science

Political Science PUR 2021-2022 Self Study

This section has no content

4.A. FTE and Section Count

Political Science

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Please analyze and discuss the trends you see in FTE and section counts, including how they compare to those of the division and College. Discuss what these trends suggest about the strength of program enrollment.

Please analyze the default settings first. Then, use the drop-down menus to examine more disaggregated data sets. If you describe any trends in these more specific data, please include a screenshot of the data to accompany your discussion.
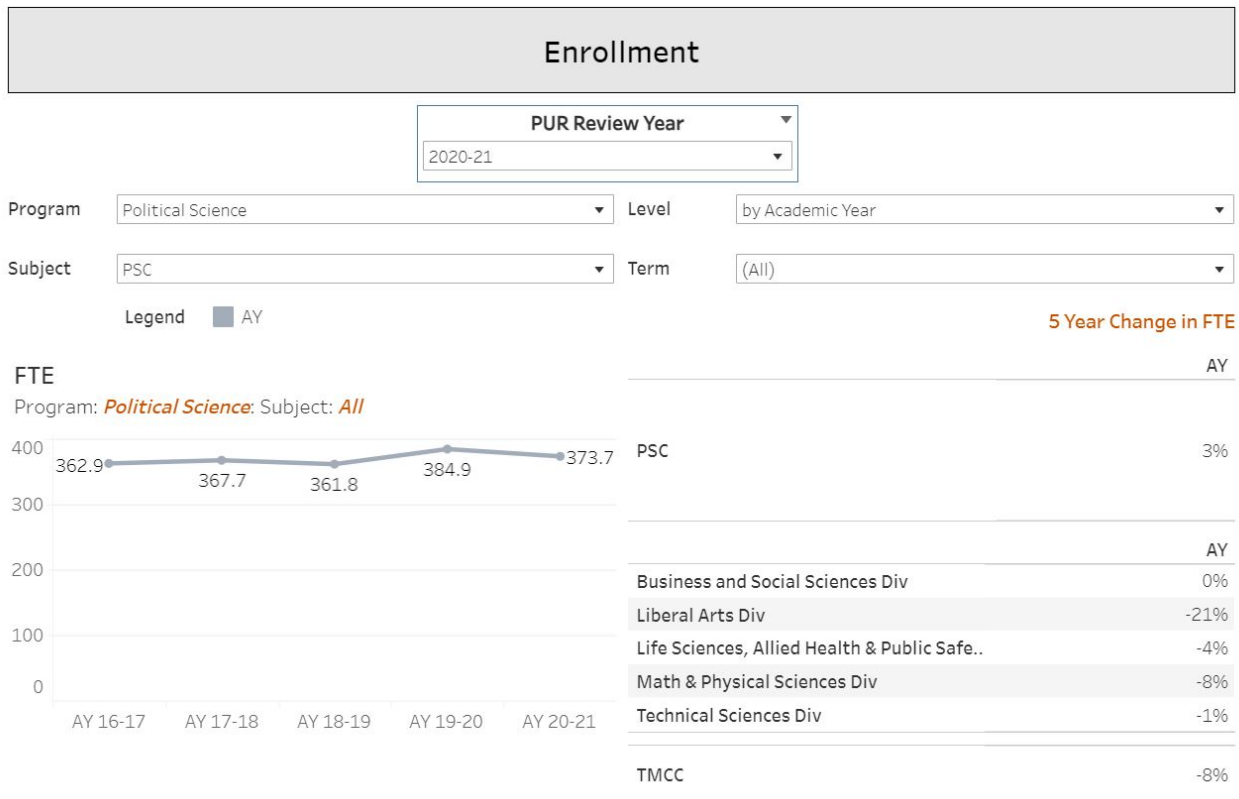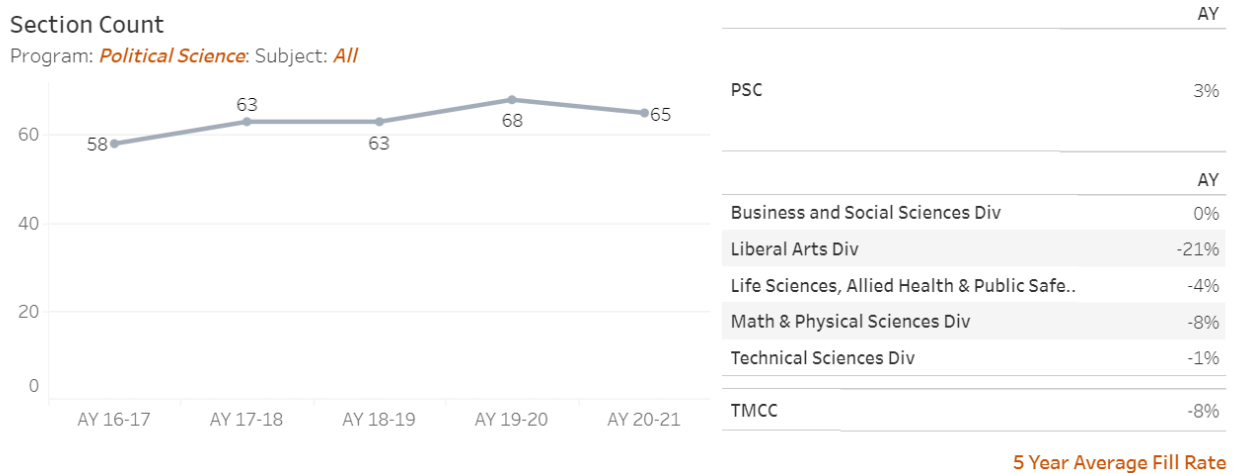
Figure 4.A.1: Enrollment

Enrollment		

PUR Review Year
2020-21

Program	Political Science	Level	by Academic Year
Subject	PSC	Term	(All)

Legend ☐ AY

5 Year Change in FTE

FTE
Program: *Political Science*: Subject: *All*

362.9   367.7   361.8   384.9   373.7

AY 16-17   AY 17-18   AY 18-19   AY 19-20   AY 20-21

	AY
PSC	3%

	AY
Business and Social Sciences Div	0%
Liberal Arts Div	-21%
Life Sciences, Allied Health & Public Safe..	-4%
Math & Physical Sciences Div	-8%
Technical Sciences Div	-1%
TMCC	-8%

Figure 4.A.2. Number of Sections

Section Count
Program: *Political Science*: Subject: *All*

58   63   63   68   65

AY 16-17   AY 17-18   AY 18-19   AY 19-20   AY 20-21

	AY
PSC	3%

	AY
Business and Social Sciences Div	0%
Liberal Arts Div	-21%
Life Sciences, Allied Health & Public Safe..	-4%
Math & Physical Sciences Div	-8%
Technical Sciences Div	-1%
TMCC	-8%

5 Year Average Fill Rate

FTE has been constant and robust. The growth in FTE (3%) outpaces both the division (0%) and the College (-8%) during the period under review. The number of sections gradually increased from 58 in AY 2015-16 to a high of 68 in AY 2019-20 (17%), which helps explain larger FTE in AY 2019-20. Section growth mirrors the division (also 17%) but exceeds the College (9%).

Both trends illustrate the strength of the program. PSC 101 continues to be the most popular choice for students to satisfy general education and constitutional requirements

simultaneously. Dual credit students are another vital driver of FTE growth, as the Student Demographics section explains. The creation of a degree required additional 200-level offerings helping to account for section growth.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

Political Science

Political Science PUR 2021-2022 Self Study

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about effective and student-scheduled scheduling.

Figure 4.B.1: Average Fill Rate

Average Fill Rate
Program: *Political Science*: Subject: *All*

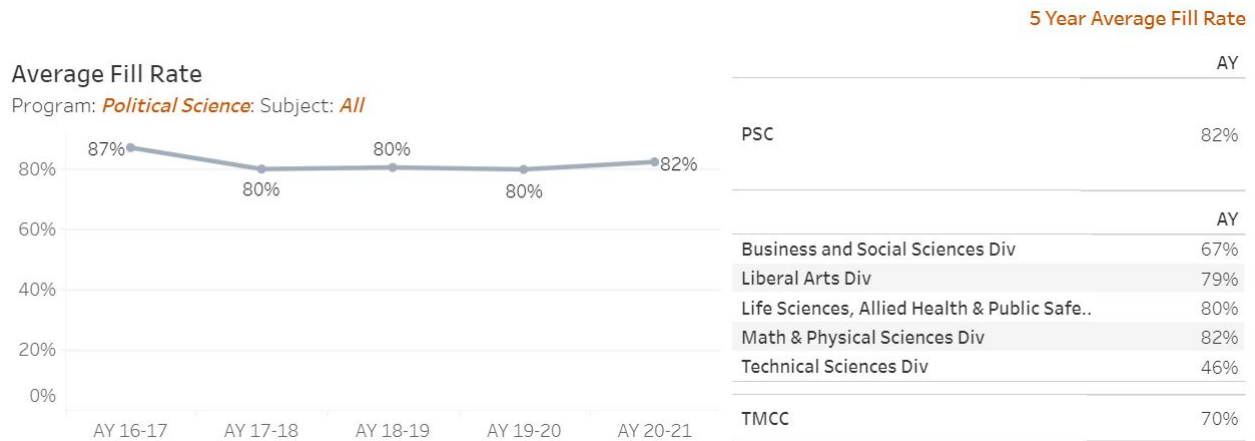|	5 Year Average Fill Rate
	AY
PSC	82%
	AY
Business and Social Sciences Div	67%
Liberal Arts Div	79%
Life Sciences, Allied Health & Public Safe..	80%
Math & Physical Sciences Div	82%
Technical Sciences Div	46%
TMCC	70%

Figure 4.B.2: Unsuccessful Enrollment Attempts

5 Yr Avg Course Level Fill Rate
Program: *Political Science*: Subject: *All*

	AY
PSC 100	90%
PSC 101	83%
PSC 208	83%
PSC 210	58%
PSC 211	77%
PSC 231	72%
PSC 250	39%
PSC 290	20%
PSC 295	37%

5 Yr Average Unsuccessful Enrollment Attempts
An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Division & College Wide

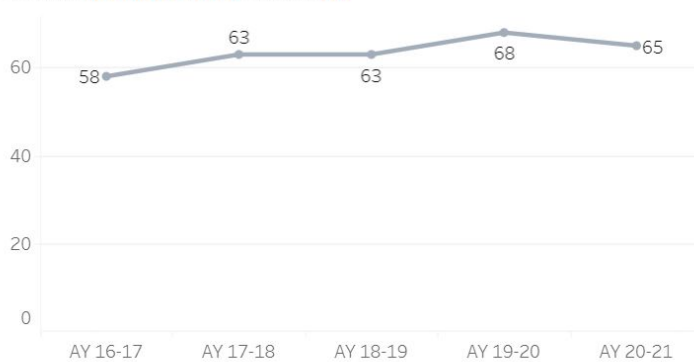|	
Business and Social Sciences Div	5.36
Liberal Arts Div	9.48
Life Sciences, Allied Health & Public Safety Div	8.35
Math & Physical Sciences Div	22.31
Technical Sciences Div	3.44
TMCC	**8.56**

Course Level
Program: *Political Science*: Subject:

PSC 100	5.20
PSC 101	31.60
PSC 208	1.00
PSC 211	2.00
PSC 231	9.00

Figure 4.B.3: Section Count

Section Count
Program: *Political Science*: Subject: *All*

	AY
PSC	3%

	AY
Business and Social Sciences Div	0%
Liberal Arts Div	-21%
Life Sciences, Allied Health & Public Safe..	-4%
Math & Physical Sciences Div	-8%
Technical Sciences Div	-1%
TMCC	-8%

5 Year Average Fill Rate

Course fill rates declined from 87% in AY 2016-17 to 82% in AY 2020-21. Because of student-centered and efficient scheduling, our fill rates remain much higher than the division (67%) and the College (70%). Some decline occurred because we are offering more 200-level courses due to the new degree; although these courses usually have more than 20 students, they often have fill rates below 80% (see Figure 4.B.2). Our fill rates are lower in the spring than in the fall; although true with both the division and the College, the drop is significant enough to

justify additional monitoring. (Fewer spring section offerings in 2021 appear to have addressed the drop off.) Another potential concern is the relatively high rates of unsuccessful enrollment attempts over five years (31.6) for PSC 101. We offer around 30 sections of this course per semester in various formats; our unsuccessful enrollment attempts are similar to other programs that offer popular GE courses. The program engaged in zero-based scheduling in spring 2021 to ensure that all offerings were student-centered, practical, and based on fill rates and unsuccessful enrollment attempts. Historically, the program used similar strategies and methodologies to develop each class schedule, including unduplicated attempts to register as a primary method of determining student demand and need.

4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, and Age Range

Political Science

**Political Science PUR 2021-2022 Self Study**

Briefly describe the typical student profile in terms of ethnicity, gender, credit load, student status, and age in your program/unit, including how they compare to the demographics of the College. Please note any potential underserved student populations and discuss ideas for closing this potential inequity.

Figure 4.C.1: Student demographics-Ethnicity
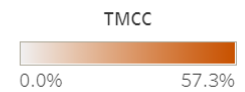
Subject Takers by Ethnicity

Term: *Fall* Program: *Political Science*: Subject: *All*

Program
0.1% ▐▐▐ 53.8%
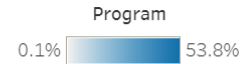
Selected Granularity	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
International	0.3%	0.3%	0.6%	0.2%	0.4%
American Indian	1.1%	1.0%	1.0%	1.1%	0.6%
Asian	5.5%	5.1%	6.2%	6.0%	5.8%
Black	2.5%	3.5%	2.2%	1.9%	2.8%
Hawaiian or Pacific Islander		0.1%	0.1%		
Hispanic	33.0%	35.7%	36.9%	38.9%	29.6%
Caucasian	51.7%	48.6%	47.3%	45.8%	53.8%
Two or more races	4.4%	3.9%	3.8%	4.9%	5.4%
Unknown	1.5%	1.9%	1.9%	1.3%	1.5%

TMCC by Ethnicity

Term: *Fall*

TMCC
0.0% ▐▐▐ 57.3%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
International	0.4%	0.4%	0.4%	0.3%	0.4%
American Indian	1.3%	1.3%	1.3%	1.0%	1.0%
Asian	5.9%	6.0%	5.9%	5.8%	6.5%
Black	2.4%	2.5%	2.6%	2.8%	2.8%
Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.1%	0.1%
Hispanic	27.1%	28.8%	29.9%	32.3%	31.1%
Caucasian	57.3%	55.7%	54.1%	51.7%	51.5%
Two or more races	3.9%	3.5%	3.7%	4.2%	4.7%
Unknown	1.5%	1.7%	1.9%	1.7%	1.9%

Figure 4.C.2: Student demographics-Gender

Subject Takers by Gender

Term: *Fall* Program: *Political Science*: Subject: *All*

Program: 0.6% — 55.3%
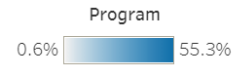
Selected Granularity	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Female	53.5%	52.6%	54.7%	55.3%	55.0%
Male	46.5%	47.4%	44.8%	44.7%	45.0%
Unreported			0.6%		

TMCC by Gender

Term: *Fall*
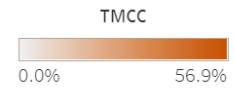
TMCC: 0.0% — 56.9%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Female	53.7%	53.7%	53.3%	54.3%	56.9%
Male	46.3%	46.2%	46.3%	45.7%	43.1%
Unreported	0.0%	0.0%	0.4%		

Figure 4.C.3: Student Demographics-Credit Load

Subject Takers by Credit Load
Term: *Fall* Program: *Political Science*: Subject: *All*

Program
40.7% ▭ 59.3%

Selected Granularity	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Full-Time	52.7%	54.9%	59.3%	56.9%	46.0%
Part-Time	47.3%	45.1%	40.7%	43.1%	54.0%

TMCC by Credit Load
Term: *Fall*

TMCC
27.6% ▭ 72.4%

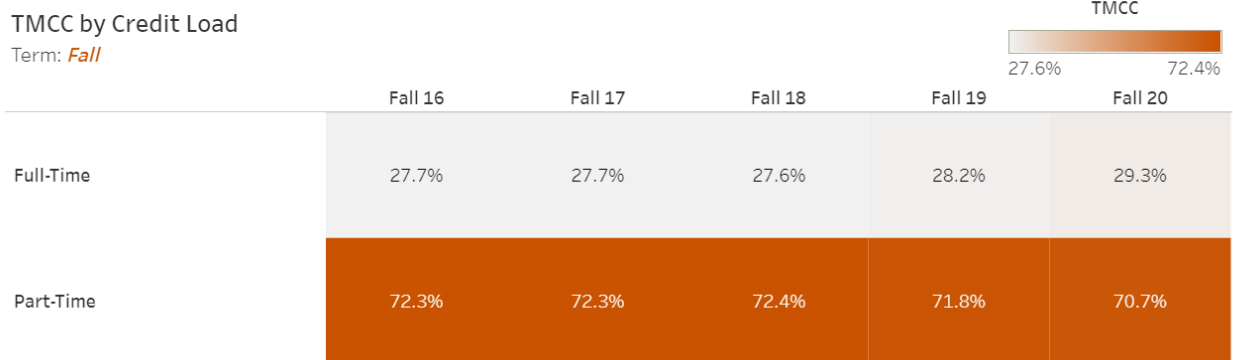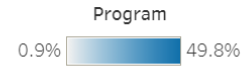|	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Full-Time	27.7%	27.7%	27.6%	28.2%	29.3%
Part-Time	72.3%	72.3%	72.4%	71.8%	70.7%
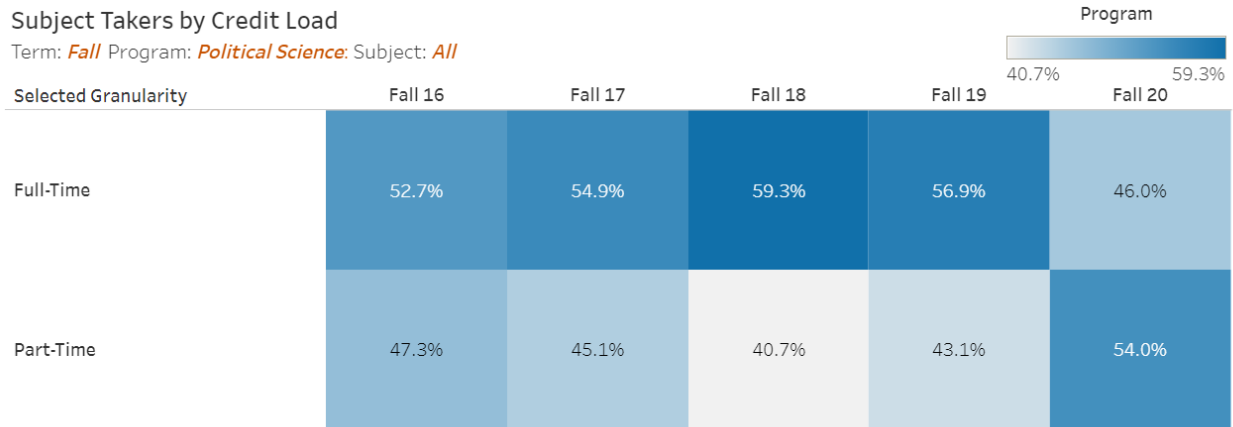
Figure 4.C.4: Student Demographics-Credit Status

Subject Takers by Student Status

Term: *Fall* Program: *Political Science*: Subject: *All*

Program
0.9% ▭▭▭ 49.8%

Selected Granularity	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
New	29.3%	29.7%	36.0%	32.3%	25.0%
Continuing	48.9%	49.8%	40.4%	38.8%	33.0%
New Transfer	16.9%	15.3%	14.1%	12.6%	11.1%
New High School	0.9%	1.7%	4.2%	10.3%	19.1%
Continuing HS	3.9%	3.5%	5.3%	6.1%	11.7%

TMCC by Student Status

Term: *Fall*

TMCC
1.8% ▭▭▭ 70.3%
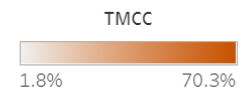
	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
New	13.9%	14.0%	15.2%	14.6%	13.5%
Continuing	70.3%	69.8%	65.5%	62.1%	60.9%
New Transfer	10.3%	9.9%	11.0%	8.7%	7.8%
New High School	3.6%	3.8%	5.7%	11.1%	12.4%
Continuing HS	1.8%	2.5%	2.6%	3.5%	5.4%

Figure 4.C.5: Student Demographics-Age

Subject Takers by Age Range

Term: *Fall* Program: *Political Science*: Subject: *All*

	Program
	0.6% ▮▮▮ 74.8%

Selected Granularity	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
<18	4.1%	4.2%	7.4%	12.4%	22.7%
18-24	71.2%	72.4%	74.8%	69.1%	59.9%
25-34	16.5%	16.2%	12.8%	12.9%	12.9%
35-49	5.7%	6.2%	4.0%	4.9%	3.7%
50+	2.6%	1.0%	1.0%	0.6%	0.8%

TMCC by Age Range

Term: *Fall*

	TMCC
	2.4% ▮▮▮ 56.8%
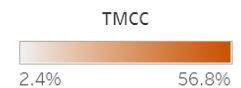
	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
<18	4.6%	5.5%	7.1%	12.7%	15.0%
18-24	56.8%	56.3%	54.6%	52.9%	51.4%
25-34	23.6%	23.8%	23.9%	22.2%	22.8%
35-49	10.5%	10.3%	10.5%	9.0%	8.4%
50+	4.5%	4.1%	3.9%	3.3%	2.4%

In comparison to the College as a whole, the profile of a student enrolled in a PSC course is younger, in part because of the popularity of PSC 101 with Jump Start and other dual credit students (see under 18 enrollments in Figure 4.C.5). Concerning gender, PSC enrollment mirrors TMCC. With ethnicity, PSC courses serve slightly more Hispanic students than the College; with respect to other ethnicities, PSC courses mirror college trends. PSC courses serve a higher percentage of full-time and new enrollees relative to the demographics of the College. Since our last PUR (and like the College as a whole), our classes have become more ethnically diverse and younger. PSC 101 is our primary course offering. As it meets GE and the Nevada and US Constitution requirements, is often recommended for new students by degree programs and counselors, and is favored by Jump Start and other dual credit students, it makes sense that the typical student in a PSC course would be under the age of 25, full-time, and new to TMCC.

4.D. Program Faculty Representation

Political Science

Political Science PUR 2021-2022 Self Study

To the best of your knowledge, how do the program's student demographics compare to the ethnicity and gender composition of full-time faculty and part-time instructors in your program? To the best of your knowledge, does the program's teaching staff look like its student population? If not, discuss ideas to change this or better identify with the program's student population.
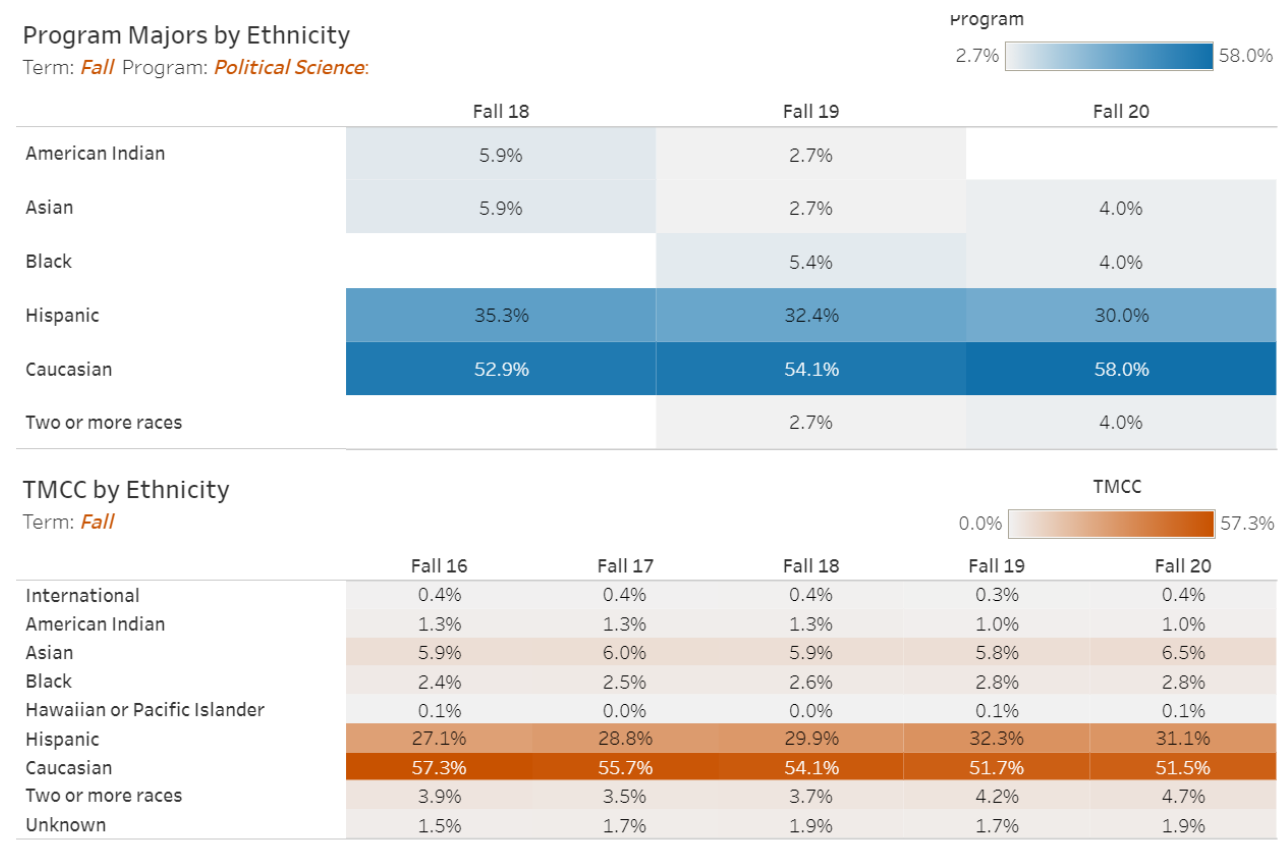
Figure 4.D.1: Program Majors by Ethnicity

Program Majors by Ethnicity
Term: *Fall* Program: *Political Science*:

Program
2.7% ▨ 58.0%

	Fall 18	Fall 19	Fall 20
American Indian	5.9%	2.7%	
Asian	5.9%	2.7%	4.0%
Black		5.4%	4.0%
Hispanic	35.3%	32.4%	30.0%
Caucasian	52.9%	54.1%	58.0%
Two or more races		2.7%	4.0%

TMCC by Ethnicity
Term: *Fall*

TMCC
0.0% ▨ 57.3%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
International	0.4%	0.4%	0.4%	0.3%	0.4%
American Indian	1.3%	1.3%	1.3%	1.0%	1.0%
Asian	5.9%	6.0%	5.9%	5.8%	6.5%
Black	2.4%	2.5%	2.6%	2.8%	2.8%
Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.1%	0.1%
Hispanic	27.1%	28.8%	29.9%	32.3%	31.1%
Caucasian	57.3%	55.7%	54.1%	51.7%	51.5%
Two or more races	3.9%	3.5%	3.7%	4.2%	4.7%
Unknown	1.5%	1.7%	1.9%	1.7%	1.9%

Figure 4.D.2: Program Majors by Gender

Program Majors by Gender
Term: *Fall* Program: *Political Science*:

Program
32.4% [ ] 67.6%

	Fall 18	Fall 19	Fall 20
Female	35.3%	32.4%	36.0%
Male	64.7%	67.6%	64.0%

TMCC by Gender
Term: *Fall*

TMCC
0.0% [ ] 56.9%

	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Female	53.7%	53.7%	53.3%	54.3%	56.9%
Male	46.3%	46.2%	46.3%	45.7%	43.1%
Unreported	0.0%	0.0%	0.4%		

During the period under review, the program had three full-time male instructors and one full-time female instructor. The composition of our adjunct pool varies each semester (from four to nine during the review period) but normally has a relatively equal mix of female and male instructors. We had around 50 student majors from 2018-2020, so student demographic percentages have limited probative value. Students in the program are more likely to be male. This gender gap is also found nationally with political science majors.

Most of our adjunct and three of our full-time faculty identify as Caucasian. For ethnicity, the program's instructor pool is less diverse than the students in the program. Without additional hires, it isn't easy to diversify the full-time teaching staff. (We have had one successful search in two decades.) The full-time faculty are aware that they represent a less diverse population than the student population they teach and have discussed the need to ensure that curriculum and pedagogy serve all students.

Our part-time pool was more diverse for gender but was less diverse for ethnicity during the period under review. Nationally, political science graduate students are more likely to be male and Caucasian. Our potential pool of adjunct instructors mirrors the composition of graduate programs in the region, which we also compete with for instructors. The department chair has used recruitment for part-time faculty to provide more diversity and representation consistent with the demographic makeup of the institution's service area. There has been success in hiring several women, but it has been more challenging to identify candidates of color. We have one part-time Hispanic faculty member and are recruiting an African-American colleague who teaches at the K-12 level.

5.A. Course Completion Rates

Political Science

Political Science PUR 2021-2022 Self Study

Please describe any substantial trends or shifts that you see in the overall course completion rate and successful completion (C or better). What might these trends or shifts mean? Next, disaggregate the data by student demographics. Discuss any potential equity gaps and ideas for closing these gaps. An educational equity gap is where there is a significant and persistent disparity in educational attainment between different groups of students.

Figure 5.A.1: PSC Average and Successful Completion Rates

Avg Completion & Successful Completion Rates by Subject
Program: *Political Science* Subject: *PSC*

Subject		AY 16-17 AY	AY 17-18 AY	AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	5 yr Avg
PSC	Completion Rate	78%	79%	81%	83%	82%	81%
	Successful Completion	70%	72%	74%	76%	76%	**74%**

5 Yr Avg Completion & Successful Completion Rates by Division
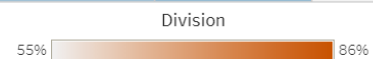
Division
55% ▭ 86%

Figure 5.A.2: Division and College Completion Rates

5 Yr Avg Completion & Successful Completion Rates by Division

Division
55% [gradient bar] 86%

|	Business & Social Sciences Div	Liberal Arts Div	Life Sciences, Allied Health & Public Safety Div	Math & Physical Sciences Div	Technical Sciences Div	TMCC
Completion Rate	80%	78%	86%	70%	82%	79%
Successful Completion	71%	70%	76%	55%	75%	69%
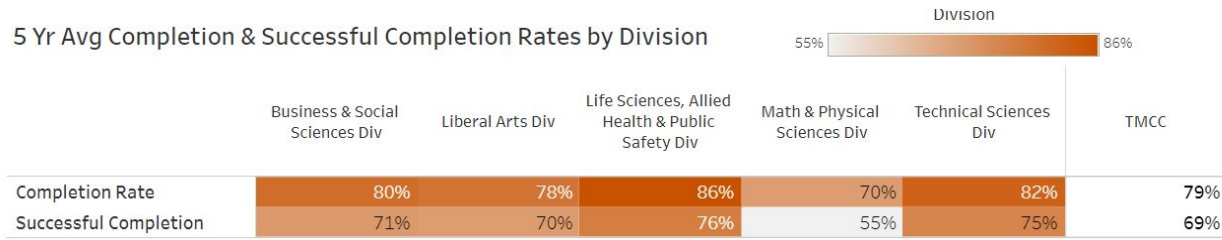
Figure 5.A.3: PSC Completion & Successful Completion Rates for Caucasian females

Gender	Ethnicity ⧨ ▼	Credit Load	Age Range	Student Status
Female ▼	Caucasian ▼	(All) ▼	(All) ▼	(All) ▼

Avg Completion & Successful Completion Rates by Subject
Program: *Political Science* Subject: *PSC*

Subject		AY 16-17 AY	AY 17-18 AY	AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	5 yr Avg
PSC	Completion Rate	82%	85%	86%	86%	84%	85%
	Successful Completion	77%	81%	82%	79%	81%	80%

5 Yr Avg Completion & Successful Completion Rates by Division

Division
58% [gradient bar] 88%
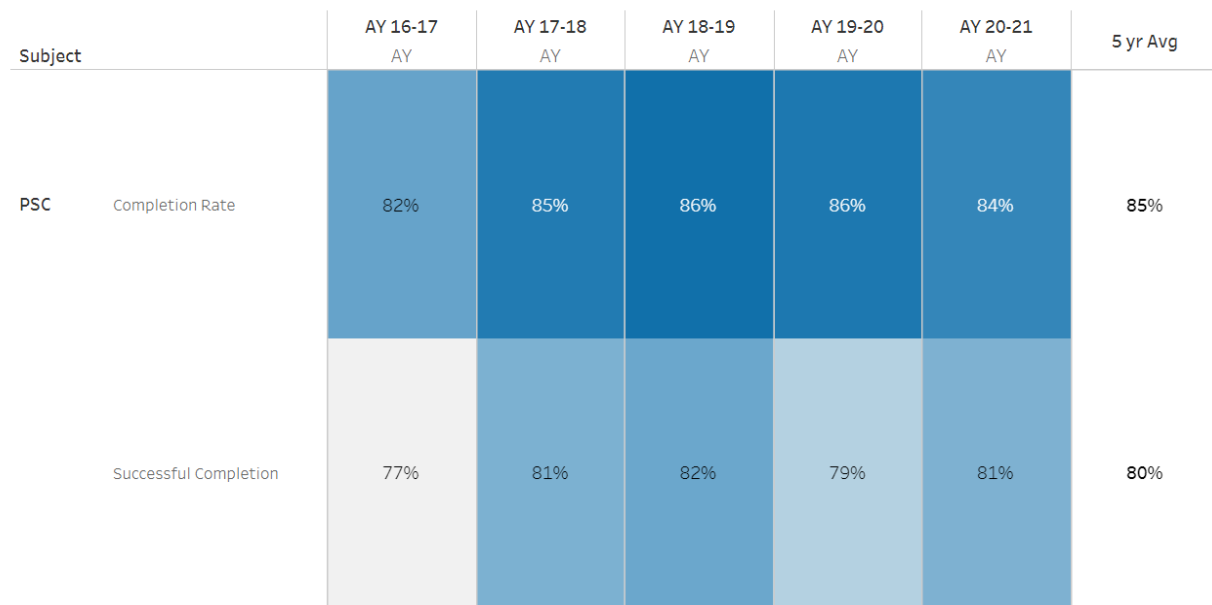
Figures 5.A.4: Completion & Successful Completion for African-American males

Gender	Ethnicity	Credit Load	Age Range	Student Status
Male ▼	Black ▼	(All) ▼	(All) ▼	(All) ▼

Avg Completion & Successful Completion Rates by Subject
Program: *Political Science* Subject: *PSC*

Subject		AY 16-17 AY	AY 17-18 AY	AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	5 yr Avg
PSC	Completion Rate	59%	67%	71%	72%	73%	69%
	Successful Completion	52%	58%	58%	68%	70%	62%

5 Yr Avg Completion & Successful Completion Rates by Division

Division

46% ▭ 78%
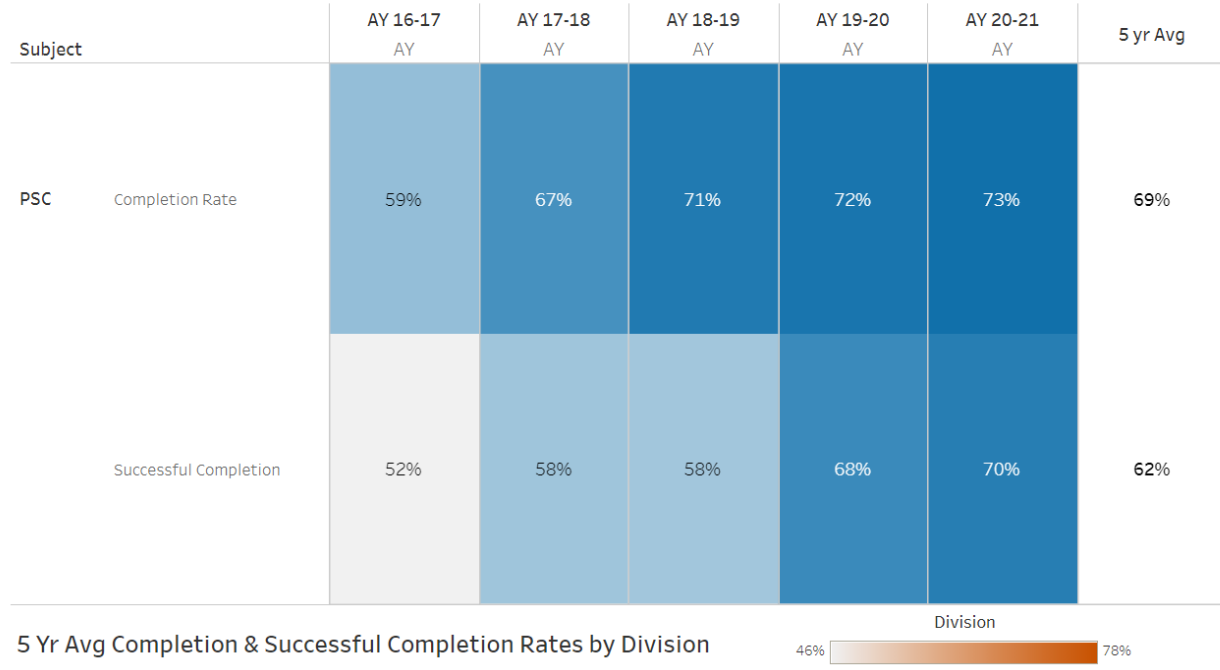
Figure 5.A.5: PSC Completion & Successful Completion for Hispanic males

Gender	Ethnicity	Credit Load	Age Range	Student Status
Male ▼	Hispanic ▼	(All) ▼	(All) ▼	(All) ▼

Avg Completion & Successful Completion Rates by Subject

Program: *Political Science* Subject: *PSC*

Subject		AY 16-17 AY	AY 17-18 AY	AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	5 yr Avg
PSC	Completion Rate	70%	73%	72%	79%	79%	75%
	Successful Completion	59%	66%	66%	71%	72%	67%

5 Yr Avg Completion & Successful Completion Rates by Division

Division

50% ▬▬▬▬▬▬▬ 81%

Our completion (81%) and successful completion rates (74%) in PSC are both robust and higher than college (79% and 69%) and division rates (80% and 71%)**.** The PUR authors disaggregated the data looking at cross-sections of gender, ethnicity, credit load, age, and student status. They found that for almost every group, completion and successful completion rates were either higher or mirrored the College and our division. The only exceptions were when the total student population was exceptionally small (often 10), which rendered the percentages less meaningful.

As is also true with the College, persons of color (especially males) have lower completion rates (75% for non-white males) than both Caucasians (83%) and Caucasian females (85%). Some of these equity gaps reflect income and previous educational disparities that we cannot resolve in a single-semester introductory class. As part of this review, program faculty discussed both these gaps and the need to engage in appropriate outreach to ensure success for all students.   Specific solutions include increased usage of college student support services, curriculum enrichment, and additional faculty professional development.

5.B. Graduation and Transfer

Political Science

Political Science PUR 2021-2022 Self Study

Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years. Next, disaggregate the data by student demographics, and discuss any potential equity gaps and ideas for closing these gaps. To whom were they awarded in relation to this disaggregated data? How does this compare to the overall student population in the program? Do graduates resemble the broader student population? If not, what are we doing to change that?

Figure 5.B: PSC Degree Awards and Transfer
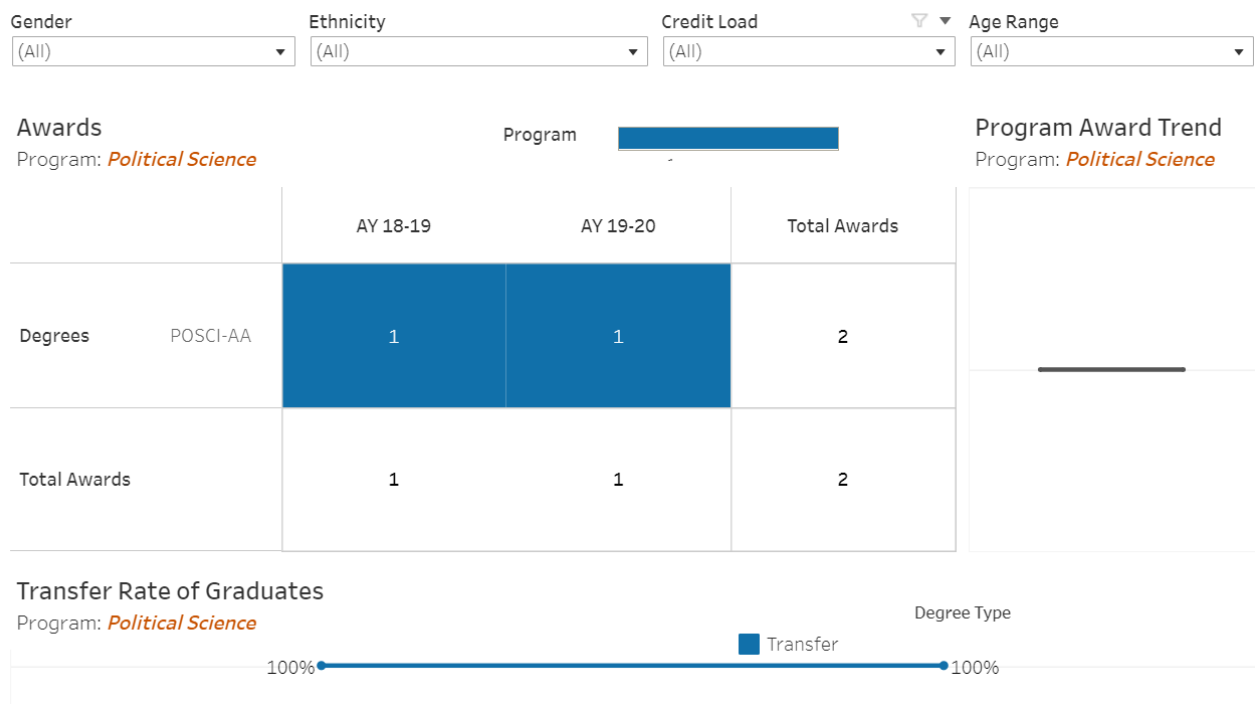
As the degree is brand new and only had two graduates during the period under review, it is impossible to evaluate trends or disaggregate the data. As students in the major are more likely to be males, it is reasonable to assume that our future population of graduates will not be representative of the broader college population. As part of this review, program faculty discussed the need to market the major to underserved populations and engage in additional outreach to ensure that female majors graduate.

6.A. Faculty Achievement

Political Science

Political Science PUR 2021-2022 Self Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**
- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**

Name	FTE	Degree and Awarding Institution	Number of years teaching at TMCC/Years in Academia	Courses Taught	Significant Activities/Contributions to TMCC/community
Paul Davis	100	Ph.D., Political Science, University of Utah	45/49	PSC 100 and 101	1. Completed 45 years of full-time teaching at TMCC. 2. While teaching at TMCC, awarded 3 separate International Fulbright Awards to India, Israel and Egypt respectively. 3. While teaching at TMCC,

					completed a Ph.D. in Political Science from the University of Utah.
					  4. Faculty member in the UNLV Executive Masters Program for Homeland Security for 15 years teaching a course on International Terrorism for the program.
					  5. Has been an advocate for the UNLV Women's Institute - and has worked with the academic dean to recruit our students to attend one of the Institute's Women's Leadership Professional Development programs.

Fred Lokken	100	M.A., Political Science, Washington State University ABD, Political Science, The University of British Columbia	31/39	PSC 101, 208, 210, 211, 231, 250, and 295.	1. Nationally recognized political expert/pundit for Nevada Politics 2. Served for 20 years as a TMCC administrator - recognized as a national expert for Online Learning Mem

					ber, board of directors since 2004, past chair (twice), faculty member for annual ITC Leadership Academy (13 years), chair, ITC Advocacy Committee, Author, ITC annual national Distance Learning survey of community colleges (17 years), chair, grant partnership committee with The Urban League/World Education for ECMC grant concerning DEI in CTE online education, author weekly column for the ITC Weekly eNews
					  3. Executive Commissioner, Nevada Western Interstate Commission of Higher Education (WICHE) since 2015
					  4. Member, AACC Commission for Infrastructure and	

					Transformation (representing ITC)
Brian Fletcher	100	Ph.D., Political Science, University of Wisconsin-Madison	20/26	PSC 101, 211, and 231	1. Privileged to have interacted with and learned from over 7000 TMCC students.

6.B. FT/PT Faculty and Student Credit Hours Taught

Political Science

Political Science PUR 2021-2022 Self Study

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?

Figure 6.B.1: Faculty Status percentage of Student Credit Hours-Fall Semesters

Figure 6.B.2: Faculty Status percentage of Student Credit Hours-Spring Semesters

Faculty Workload

| PUR Review Year ▼ |
| 2020-21 ▼ |

| Program | Term |
| Political Science ▼ | Spring ▼ |

Student Credit Hours
Program: *Political Science*
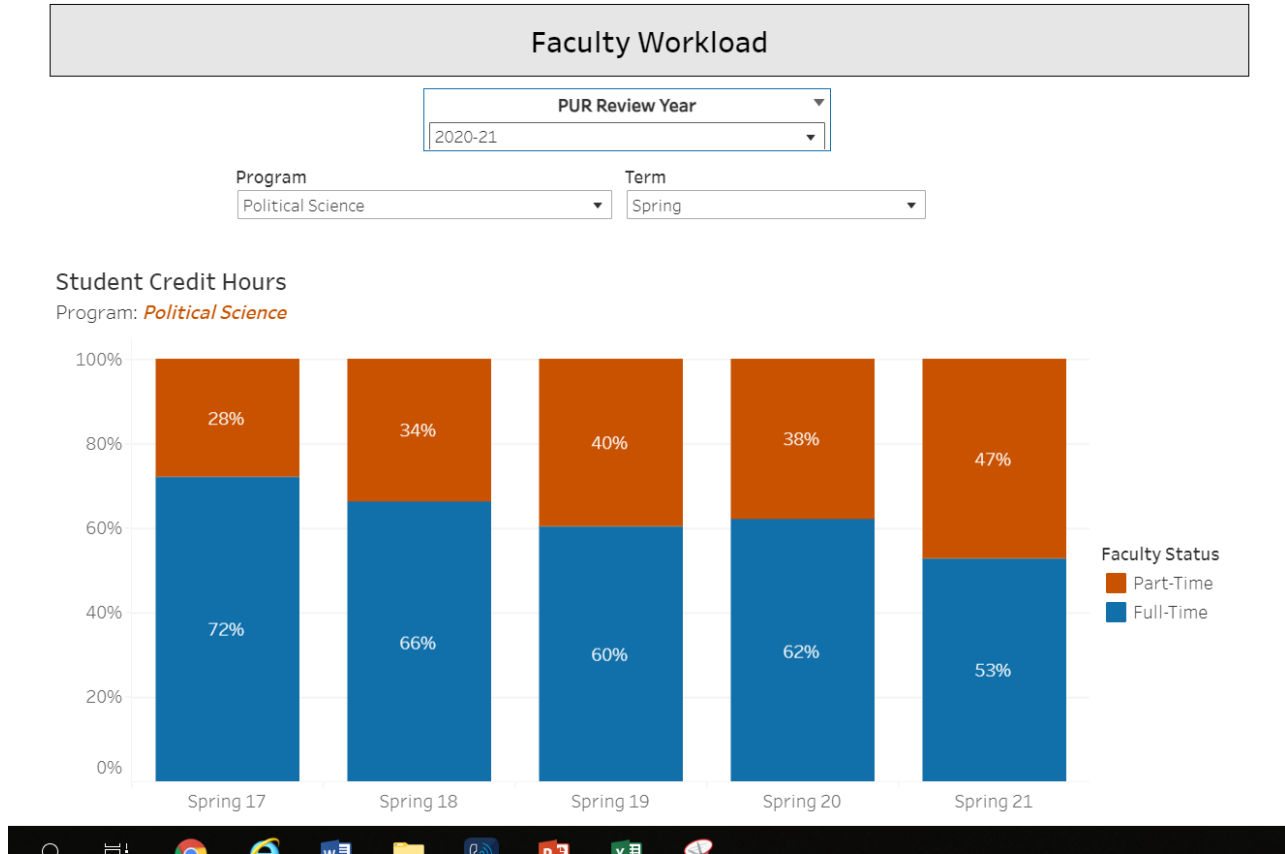
Figure 6.B.3: Headcount & FTE

Headcount & FTE
Program: *Political Science*

| | Full-Time | | Part-Time | |
	Headcount	FTE	Headcount	FTE
Spring 17	4	3.8	4	1.4
Spring 18	4	3.8	6	2.0
Spring 19	4	3.8	7	2.4
Spring 20	4	3.8	8	2.8
Spring 21	3	2.6	9	2.8

The above section shows the headcount and the FTE (units / 15) of Full-Time vs Part-Time faculty who teach your courses. If the FTE of your FT faculty is larger than headcount, this means that the average teaching load of your FT faculty is greater than 15. If the FTE is lower than headcount, this is a reflection of the amount of release given to your FT faculty.

Full-time faculty have taught a majority of the student credit hours; an exception in fall 18 resulted from faculty leave. As we have gradually increased the number of sections offered,

part-time faculty have taught a greater percentage of student credit hours. During much of the period under review, the program had four full-time faculty. The program had one of its colleagues (Dr. Precious Hall) participate in the recent buyout program. As we only have three full-time faculty members now, the percentage of student credit hours taught by part-time faculty will increase (see Figure 6.B.2, spring 21 and Figure 6.B.3).

Teaching loads have increased for both full-time and adjunct faculty. All full-time faculty teach overloads annually. The number of course sections assigned to adjunct faculty has increased, often taking them to the brink of the 10-credit rule each term. It is difficult to recruit qualified adjunct faculty and even harder to find those able to teach daytime in-person courses.

6.C. Support Staff

Political Science

Political Science PUR 2021-2022 Self Study

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

Jean Lampson is the full-time administrative assistant (AA-III) for the Business, History, Political Science, and Culinary Arts Departments, which have nearly 800 FTE. She provides administrative support for course scheduling, textbook orders, supplies, department budgets, faculty, and students. The level of support for the program is effective and responsive. There is no need for additional support.

6.D. Facilities and Technology

Political Science

Political Science PUR 2021-2022 Self Study

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

The program utilizes general classroom space. With enrollment caps at 40, we seek to maximize FTE by using the largest general classrooms. These classrooms are in short supply, which adversely impacts overall enrollment. The program would prefer larger rooms that are more supportive of student group work (with easily movable tables/chairs).

We also offer online instruction via Canvas. The faculty are committed to the innovative use of classroom technology and have attended or led multiple professional development trainings on this issue. The department has one iPad Cart (with 40 iPads) and one classroom (SIER 204)

with four large monitors set up to provide smaller group breakout space for in-class exploration and projects. The department is reaching the life-cycle for half of the 40 iPads next year (and for the remaining iPads by FY23). Use and exploration of the new group work strategy in SIER 204 may require similar classrooms.

The program has explored other technology solutions such as group response systems, Poll Anywhere, Plickers, and simulation software. Program faculty have become regular users of the Zoom conferencing software during the pandemic and want the licensing for the software to continue. Zoom works well for WebLive sections and has become the go-to solution for virtual office hours and other meetings with students. In addition, we use Zoom to support the annual US Constitution Day Forum and can reach a far broader audience as a result. The Political Science and History Club uses Zoom for its bi-monthly meeting as well as for program events.

7.A. Five Year Plan

Political Science

Political Science PUR 2021-2022 Self Study

Using the most significant curriculum and assessment-driven findings, describe strategies to sustain or improve student learning. This may also include deactivating existing or introducing new courses or programs to meet student and/or Industry demand.

As we revamped our course offerings when establishing the degree, significant curriculum changes are not required right now. As our degree just began, our program-level assessment data is sparse. We'll continue to gather data from our majors and should have a better basis for potential program-level changes before the next program review. Although the full-time faculty have actively engaged in course-level assessment for more than a decade, we need to integrate more data from classes taught by our excellent adjunct instructors.

After considering the most significant enrollment findings, and any internal or external factors anticipated to impact future enrollment, discuss strategies, if needed, to improve enrollment or address these factors. These may include, more efficient scheduling, streamlining pathways to completion, outreach to underserved students, etc.

As PSC 101 drives our enrollment levels and is primarily taken by non-majors to satiate GE and constitution requirements, our FTE largely fluctuates in tandem with the College. As Section IV outlined, our student demographics mirror the College with few exceptions. Our better FTE performance during the period under review resulted from the new degree and an influx of dual credit students; the latter contributes to our slightly younger student population. If the College continues to focus on dual credit students and our degree continues to mature, we anticipate gradual FTE growth.

With respect to course pass rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc. Address any equity gaps. How does the department or unit plan to improve degree/certificate completion and/or course completion if the department or unit does not offer any degrees/certificates?

As Section V highlighted, we do not have enough program-level data to analyze degree completion. Although slightly higher as a whole and for some student populations, our course completion rates largely mirror both our division and the College. We could improve student success of non-whites generally and non-white males specifically. Outcome gaps are difficult to redress in one-semester courses, but the program faculty are committed to student success for all student populations. We will continue to engage in outreach and mentoring to groups that have lower success rates; as a result of this program review, the program faculty discussed the need to explore additional strategies to address equity gaps. These include increased usage of college student support services, curriculum enrichment, and additional faculty professional development.

Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline of goal completion. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?

1. Our goal is to improve our course completion rates over the next five years while maintaining academic rigor. Doing so is consistent with the Academic Affairs Strategic Plan (Objectives One, Four, and Six) and the College's Strategic Master Plan (Themes One-Three).

2. Our goal is to expand assessment efforts in 200-level and 101 courses taught by adjunct instructors starting in AY 2022-23. By AY 2024-25, we will have data from every 200-level course while regularly gathering data from our PSC 101 adjunct instructors. Doing so is consistent with the Academic Affairs Strategic Plan (Objectives One, Three, Four, and Six) and the College's Strategic Master Plan (Themes One-Three).

3. The program will continue to market the degree, especially to the underserved populations described above and utilize efficient scheduling. Doing so is consistent with the Academic Affairs Strategic Plan (Objectives Three and Six) and the College's Strategic Master Plan (Themes One-Three).

8.A. Resource Requests

Political Science

Political Science PUR 2021-2022 Self Study

For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development and address the following items:

   • **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
   • **Estimated time to hire or time the request will be made**
   • **Projected measurable outcomes: What does the program hope to introduce, develop, improve, enhance, accomplish, etc. as a result of the request? Which PLOs and/or student success metrics does the department hope to improve as a result of the request?**
   • **Alignment to the Academic Affairs and College's Strategic Plan**

We request the following resources:

1. Filling the tenure track vacancy resulting from the buy-out of Dr. Precious Hall's contract. The contract stipulates a two-year period before the position can be filled. The program is just launching its degree and needs additional support for 200-level instruction (especially in public policy). In addition, filling this position creates the most plausible path to diversify our faculty. Finally, filling this position will provide more program stability as we face potential faculty member retirements in the future. Any instability would be potentially destructive to the program's progress with increased enrollments and the establishment of a new degree. This request is consistent with Objectives Three and Five of the Academic Affairs Master Plan.

2. Funding for professional development travel for the full-time faculty starting in FY 2022-23. Recent budget issues have eliminated funding and disrupted the culture of professional growth through attendance and presentations at regional and national conferences in the field. As this request would improve the quality of our program while enhancing student learning and completion via faculty development and curricular enrichment, it aligns with Objectives Three, Four, and Six of the Academic Affairs Master Plan.

3. Professional development funds for adjunct faculty colleagues. A remarkable number of our adjunct colleagues have been with us for years. We would recognize their value and ability to join with full-time colleagues in select professional development opportunities. For example, the College has previously financially supported adjunct involvement in assessment efforts; we request stipends to attend Assessment Days and participate in data gathering starting in FY 2022-23 as part of our assessment expansion efforts. As this request would improve the quality of our program while enhancing student learning and completion via faculty development and curricular enrichment, it aligns with Objectives Three, Four, and Six of the Academic Affairs Master Plan.

4. Funding to update the department iPad cart (40 iPads) for life-cycle replacement. Half of

the iPads are nearing the end of their life-cycle and need replacement next year. The request would prepare students for a digital world while enhancing student learning through curricular enrichment. It aligns with Objectives Three, Four, and Six of the Academic Affairs Master Plan.

5. Funding for Zoom if TMCC does not continue its current institutional licensing. As Section V outlines, students and faculty now utilize Zoom for meetings, advisement, and presentations. Adjunct faculty and part-time students often prefer Zoom for logistical reasons. As this request would help part-time students with academic support and completion, it aligns with Objectives One and Six of the Academic Affairs Master Plan.

6. Funding to support two exploratory projects starting in FY 2022-23: strategies for increasing student engagement/success and introducing more instructional technologies in the classroom. Both requests address part-time student retention and completion, curriculum enrichment, faculty professional development, and the creation of quality programs, which are covered by Objectives One, Three, Four, and Six of the Academic Affairs Master Plan.

7. Continued support for the Learning Communities project. This project directly supports first-year students in under-represented populations and promotes a sense of connectedness and belonging to improve student success, persistence, and completion. The request aligns with Objectives One, Three, Four, and Six of the Academic Affairs Master Plan.

Academic Standards and Assessment Committee Findings and Recommendations

Political Science

Political Science PUR 2021-2022 Self Study

Academic Standards and Assessment Committee's Findings:

This question has not been answered yet

Program Strengths:

- Program mission statement and PLOs are aligned.
- The program has made considerable and thoughtful progress on previous recommendations from the last PUR.
- The faculty are familiar with accessibility checkers and strive to utilize low-cost materials.
- The plan to expand PLO3 to reflect non-US citizens is laudable.
- Program assessment data is collected and analyzed.
- There is excellent general education assessment data collected, analyzed, and clearly used to improve general education (PSC 101) learning outcomes achievement.
- FTE and section counts support program viability.
- This PUR has spurred discussion of how to address enrollment equity gaps, such as the use of academic support services, curriculum enrichment, and professional development.

- Course completion rates are on par with or exceeding the college and there are no noted equity gaps in course completion rates.
- The major goals and timelines for the 5-year plan are concrete, feasible, and well aligned with the Academic Affairs college plan.

Areas of Concern or Improvement:

- There is expressed concern in the self-study about the placement of students into internships for unexplained reasons.
- The differences between the degree and emphasis requirements listed in the catalog is unclear. All courses appear to be required for the degree without an emphasis in any particular subdiscipline of political science.
- There are some concerns with CLO/PLO curriculum map:
  - Topics are always practiced or reinforced with no introduction
  - PSC 101, a required course, is missing from the curriculum map
  - PSC 227 is a required course but does not map to any PLOs.
  - PLO2 includes the phrase "write clearly," and it is unclear what that means. PLO2 could better define what students should achieve when writing about politics at the local, state, national, or international level. Are students analyzing the political landscape, for example?
  - PSC 295 is utilized as the capstone course, yet the only prerequisite is PSC 101.
- High unsuccessful enrollment attempts for PSC101 suggest there is unmet student demand.
- There is a clear female/male equity gap in program enrollment.

Recommendations:

- The Committee recommends brainstorming ideas to place more students into internships and mitigation of the female/male equity gap in program enrollment.
- We recommend clarifying the differences between the degree and emphasis requirements in the catalog.
- We recommend collaborating with the DRC to ensure that OER and low-cost alternatives that are being used are accessible.
- We recommend including PSC 101 and PSC 227 in the curriculum map. Inclusion of PSC 227 may require consideration of the CLOs.
- We recommend that the program reevaluate its course sequence to show scaffolding in light of only one prerequisite course.
- We recommend that PLO2 be rewritten for more specificity and to distinguish it from a CLO. This may require realignment of CLOs to PLOs.
- We recommend additional discussion as to how assessment data is used to increase success in the AA Political Science. Although there are few declared majors and completers, the mapping of course to program outcomes allows

one to assess how well students are achieving intended PLOs regardless of whether they can be identified as a declared major.

   • Based on unsuccessful enrollment attempts, we recommend evaluating the possible need for an additional PSC 101 offering.

   • The Committee concurs with the plan to attempt to hire more representative faculty by casting as wide a net as possible with position announcements as soon as possible.

   • The Committee concurs with resource requests with the exception of request 6 where we concur with the Dean's comments regarding the need for additional information to support this request.

Other comments:

This question has not been answered yet

Dean's Findings and Recommendations

Political Science

Political Science PUR 2021-2022 Self Study

Academic Dean's Findings:

The Political Science Program Unit Review Team has done a commendable job of assessing their program. As the program has a fairly new degree there were some areas that could not be assessed well with the limited data available to the team and they will be able to do more with those analyses as time goes on. However, as this program relies very heavily on their general education offerings, there was much data to analyze for their general student populations and the team was able to identify areas of strength and areas for improvement which I agree with and support.

Strengths:

   • The program has solid program learning outcomes and alignment with courses and the program as a whole as seen through the curriculum mapping.
   • The program achieved most of the goals set during the last PUR process with the only exception being having all online courses Quality Matters certified.
   • The program employs many open education resources (OER) and low cost material options to benefit the students.
   • The program is aware of accessibility issues and selects accessible materials.
   • The General Education Learning Outcomes (GELO) assessment results have been used effectively by the program to improve outcomes.
   • The program has aspired to three major goals for the next five year period which are all important for program success.

Areas for Improvement:

- The program needs to involve part time faculty in assessment which they have noted as a future goal.
- The program needs to get caught up and then stay on the required cycle for observation of part time faculty as this has not been done consistently and the department is out of compliance. Only one part time faculty member was observed in 2020 and one in 2021. Upon hiring observations should be completed within the first year, then every three years after.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

Political Science remains a large FTE generating program primarily due to the general education courses within the discipline. The program has strong outcomes that are comparable to the College as a whole. As the degree is fairly new, time is still needed to have a more substantial amount of data to evaluate in a way that is effective for full program evaluation. From the data that can be evaluated the program seems to be on track and is showing consistent growth in declared majors. This program should be continued without a doubt. There are no significant recommendations for change at this time.

Recommendations and Implementation Timeline:

I am in support of the ideas that have been suggested by the PUR committee to include the following items:

The PUR team said, "We could improve student success of non-whites generally and non-white males specifically. Outcome gaps are difficult to redress in one-semester courses, but the program faculty are committed to student success for all student populations. We will continue to engage in outreach and mentoring to groups that have lower success rates; as a result of this program review, the program faculty discussed the need to explore additional strategies to address equity gaps. These include increased usage of college student support services, curriculum enrichment, and additional faculty professional development." I support these efforts and ask that they come up with a few specific strategies starting this next academic year (AY22/23) to try over the course of the next five years so that they can measure the outcomes in the next PUR.

I also support the initiative to include part time faculty in assessment moving forward and ask that this be done starting with Spring 2022 assessments.

Ensuring efficient scheduling each semester to comply with the zero based scheduling model and a semester by semester analysis of actual student demand for both modes and times of classes is essential. This process has already started but needs some refinement and there will be anticipated changes as we adapt to changes due to the pandemic and the unknown of how this will affect student demand in the future. This needs to be evaluated with the planning of each semester.

Resources Necessary for Implementation of Recommendations:

Of the items I listed above, the first one may require resources depending on what strategies the department chooses to try to increase the success of non-white students. As they did not list specific strategy ideas there is no way to determine if there will be any resources other than time and creativity that are needed. The second item goes along with their request to have a stipend for part time faculty who participate in assessment work. I would support this and have seen this request come through in other PURS and have heard it from chairs and coordinators throughout my division. Assessment done well takes a lot of time and part time faculty are not compensated well enough as it is and so I do support a stipend for those that complete assessments. The third item does not require any resources.

The PUR team had a list of seven items they were requesting resources to support which are listed below with my comments.

1. Filling the tenure track vacancy. I support this request. This position was frozen for two years and because of the high FTE in the program from general education and the growth that is happening in the new degree I do believe this is a position that should be replaced. This had a been a budgeted position and should be again after the hiring freeze so the resources requested are not greater than what had been standard for this program faculty budget.

2. Funding for professional development travel for the full-time faculty starting in FY 2022-23 may be a challenge due to the budget cuts which cut out all but essential travel. I do believe professional development is important for continued growth and development and I support funding this again as soon as we are able to do so within our budget. Based on my understanding this may be more likely to be reinstated in AY23-24.

3. Professional development funds for adjunct faculty colleagues with funding for assessment participation being the primary ask is something I support as mentioned above. As I do not think the stipends have to be large, I do hope this is something that could be considered for an AY22-23 start. This will help with college wide goals to get assessments up to date and consistent.

4. Funding to update the department iPad cart (40 iPads) for life-cycle replacement is something I would want to learn more about before requesting the resources for this. First, I would want to see an analysis of how many class sections are using the iPads and what they are being used for to ensure that there is a need as this is a high cost item. Second, I would want to explore if this could fit into the larger project the college is exploring of integrating iPad use into certain programs or cohort groups in which case students would have their own iPads to use in class.

5. Funding for Zoom is not something I anticipate the department having to cover as there has been no talk of eliminating the college wide licenses for this widely used program.

6. Funding to support two exploratory projects starting in FY 2022-23 is a request that did not explain what the projects were and without an explanation or a cost I cannot speak to my support of this initiative. However, based on the overarching objectives of the projects it seems like we should look into the details for certain. Whether we would have the budget for it this next year when we are still in the middle of our massive budget cut crisis may make it a challenge. If that is the case perhaps the projects could be implemented the following year or when budgets are restored. Another idea would be to see if there is an applicable grant to apply for that would cover each project.

7. Continued support for the Learning Communities project is something I support. I have seen this as a value to both students and faculty and I am in support of its continuance.

Impact of Recommendations on Division Planning:

There are no major impacts of the recommendations to division level planning other than possible budget RAP requests if needed.

Impact of Recommendations on Program/Unit Faculty:

The impact on faculty will be to work more closely with part time faculty and to ensure the program is meeting all college requirements such as with assessment and instructor observation. Other impacts will be any required involvement in the strategies they choose to try for increasing student success and for the two pilot projects mentioned in their plan.

Vice President of Academic Affairs' Findings and Recommendations

Political Science

Political Science PUR 2021-2022 Self Study

VPAA's Findings and Conclusions:
(Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)

This relatively new degree program has potential for growth, particularly if it can recruit majors who take PSC courses while pursuing a general AA degree. The program's stated themes of "power, authority, ethics, legitimacy, and representation" are fundamental to today's political discourse and many students will wish to engage with them. While politics itself is something of a third-rail in contemporary American society, and in other developed nations, given the polarization of social media and the chill effect it has on discourse, these themes remain engaging and interesting.

Strengths:

The program has very experienced, knowledgeable faculty who possess a deep understanding of political themes and trends.
The degree has very clear learning outcomes and a strong potential for transfer to four-year university programs.
The opportunity to integrate OER course materials is very strong and will enable PSC courses to be both current and affordable.
The program should continue to maximize co-curricular learning opportunities such as speakers (AG Ford was excellent), field trips to the Capitol, etc.

Areas for Improvement:

The PUR authors do not provide a 5-year plan, but there are several arenas in which improvement is possible:
- Identify recruiting measures and strategies that will entice students, particularly URM students, to engage with PSC and consider majoring.
- Improve the current course completion rate; over 5 years, 19% of students do not complete PSC courses, and 26% do not pass. Identify and implement strategies for improving student engagement, persistence, and successful completion, particularly among URM students.
- Develop programming and assignments that connect and engage students, especially URM students, with the themes of "power, authority, ethics, legitimacy, and representation" as a means to enhance successful course completion and program declaration/completion. These core themes are vehicles for so much curricular content -- they can serve as visible pillars throughout the program and various modules can point to them for continuity.

Recommendations and Next Steps for the Program Based on the PUR:
(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

This program should certainly continue, and it should develop a 5-year plan that addresses the above criteria.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

VPAA agrees that the position vacated by the buyout of Precious Hall should be searched for a Fall 2023 start, if funds permit and a personnel requisition is approved. VPAA further agrees that hiring a person of color will help diversify the faculty ranks; PT instructors of color should likewise be pursued wherever possible.