

# Instructional Comprehensive Program Review: Political Science Program Review Fall 2022

## Cover

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### Overview

**Program Review Year 2023**

**Title** Political Science Program Review Fall 2022

**Year of Last Comprehensive Review**

**Year of Last Mini Update, if applicable**

**Originator** Quintero, Andres

**Area Dean** Colleen Calderon

### Division

SocSci, Humnt, Arts, & PE

### Department

Political Science

### Subject

- POLSC - Political Science

**Is this a review for a degree/certificate or all the courses in the subject?**

All Courses

### Courses

- POLSC 001 - Politics and Government in America - Active

## Co-Contributors

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\*Co-Contributor must be chosen before proposal is launched

## Overview

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**Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.**

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- Access
- Curriculum and programs
- Services

**2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**

**Areas of focus are:**

- Increase visibility
- Develop strategic partnerships
- Building campus community

**3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**

**Areas of focus are:**

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The Political Science Department has been a part of Evergreen Valley College since its founding in 1975.

The department seeks to provide a solid foundation in the discipline by allowing students to explore the role and importance of the ideal of democracy and the evolution of the American and Californian political systems. Our only introductory course aims to provide students with a better understanding of America's and California's governmental institutions (executive, legislative and judicial). Additionally, the department not only acknowledges but embraces cultural and political diversity; we do so by exploring our political processes (voting, lobbying, attitudes) in the context of the rich mosaic that makes up our nation.

Our department serves to help students meet their U.S. History, Constitution & American Ideals requirements, when they take POLSC 001 in conjunction with HIST 001. Additionally, POLSC 001 serves to meet the U.S. Constitution California Teacher Credential requirement. The department aims to meet the needs of a diverse student population and support their educational goal whether they seek to transfer, earn a degree or certificate or fulfill an external requirement that allows them to advance in their career.

The course offerings have been strategically spread out throughout the semester so as to ensure that students, regardless of their scheduling constraints, can register for one of our sections. The modality of our section offerings varies from in-person to fully online asynchronous. Our department seeks to meet the needs of our diverse student body, which

includes full-time students to working professionals that form part of our vast part-time student population. Our faculty meet all our students' needs by ensuring that our course content is delivered in a manner that is accessible yet maintains academic rigor.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

Unfortunately, the file containing the last program review, which was conducted in 2010-2011, is corrupted and inaccessible, we do not have the ability to elaborate on the progress in achieving the 3-year goals. However, given that the department still only has one introductory course, it is safe to assume that the goals set out in the 2010-2011 program review were likely not met.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

In 2022, the department has enjoyed significant progress. We recently moved to expand our course offerings to include Comparative Politics, International Relations, and Political Theory. The aforementioned courses have received approval from the curriculum committee and are well on their way to being added to the college catalog. Additionally, the three courses, in conjunction with our current POLSC 001 offering, will provide the basis for the forthcoming Political Science - Associate in Arts for Transfer degree. Our proposed Political Science AA-T has received approval from the All College Curriculum Committee and should be offered by the College in the near future.

Our department's expansion of courses and degree aligns with the College's strategic initiative of student-centeredness. The additional courses will provide access and increase curriculum and programs.

The department has been met with challenges for some time. Primarily, we have been without full-time faculty for some time. Before 2015, for six years, the sole full-time faculty member of the Political Science Department was not on campus. Recently, the lone full-time faculty in the Political Science Department retired, and we have been left without anyone who has the professional responsibility of carrying out the department's requirements, e.g., assessing the department's course SLO's, etc.

The lack of any full-time staff, aside from delaying the completion of program reviews and other departmental requirements, has also led to the stagnation of the Political Science department. We have had one Political Science course offered since 1975, and no degree has ever been offered by the College. The need for a full-time instructor is self-evident.

A cadre of associate faculty has carried up to 8 sections of the department's sole political science course. Additionally, the Political Science Department is represented on various campus committees by its associate faculty. Also, department associate faculty have helped organize activities on campus, such as election watch parties, speaker series as well as election outreach activities. Our associate faculty regularly serve as political analysts for local media outlets. The Political Science department's presence in local media supports the College's strategic initiative relative to community engagement by helping to increase our visibility.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

We did not receive resource allocation.

However, as we advance, we should receive support in preparation for the launch of our new course offerings and our Political Science AA-T.

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

The department should be running in three years with a full slate of courses. By then, the proposed courses that the curriculum committee has approved should be on a regular rotation. Access to the needed courses will allow EVC students desiring to graduate with a degree in Political Science.

In three years, the Political Science department will be offering a Political Science - Associate in Arts for Transfer degree. The effort will support the campus' strategic initiative as it relates to student centeredness. The Political Science AA-T will provide access to and strengthen the areas of curriculum and programs. Our students will directly benefit by being able to complete their desired degree and meet their transfer requirements without having to attend another college.

Within three years, we would expect that the department would have a full-time instructor in place to ensure that we can continue to grow the department and fulfill their professional responsibilities within the Political Science department.

## Program Set Standards (Summary Tab)

**Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.**

| Success Rate (completion with "C" or better) | Program | EVC    | Program Set Standard (established during last comprehensive PR) | Program Success Goal (new) |
|--|---------|--------|---|----------------------------|
| F'15-F'21 average                            |         | 72.00% |   |                            |

### Courses with no Degree or Certification

POLSC 001 - Politics and Government in America

\*\*Modify Course\*\*

Created: 11/01/2021

Originator: Andres Quintero

**Program Success Rate** 67.96

**Program Set Standard**: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

**Program Set Standard** 61.16%

**Recommendation**: 90% of the 6 year average success rate could be your program standard (average x 0.9).

**Program Success Goal** : It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

**Program Success Goal 72%**

- **Is your program success rate higher or lower than the campus?**

Our program success is lower than the campus.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

The department faculty makes regular use of the campus tutoring center referral system. Additionally, all faculty are available during their office hours.

The department will make greater use of the early alert system to ensure that students who are struggling are identified and referred to the appropriate support program early in the semester.

- **Is the current program success rate higher than the program set standard?**

Unfortunately, the last program review was conducted in 2010-2011, and the file which contains the program review is corrupted and, therefore unavailable for reference.

- **How close is the program to meeting the program success goal?**

The program is four percentage points away from meeting the newly adopted program success goal.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Once again, it is impossible to determine if the program set standard and program success goal are still current since we do not have access to the last program review, which was conducted in 2010-2011. As noted in a previous response, the file which contains the program review is corrupted and, therefore, unavailable for reference.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 102 - 78.380%**

**Program Average Total Enrolled**

2.000

**Program Success Rate**

88.100

- **Asian: 9380 - 79.320%**

**Program Average Total Enrolled**

102.000

**Program Success Rate**

73.360

- **Black or African American: 464 - 61.430%**

**Program Average Total Enrolled**

11.000

**Program Success Rate**

68.230

- **Hawaiin/Pacific Islander: 95 - 65.790%**

**Program Average Total Enrolled**

2.000

**Program Success Rate**

64.740

- **Latinx: 9005 - 64.730%**

**Program Average Total Enrolled**

165.000

**Program Success Rate**

64.030

- **Two or More Races: 614 - 70.030%**

**Program Average Total Enrolled**

11.000

**Program Success Rate**

76.210

- **Unknown: 1655 - 72.640%**

**Program Average Total Enrolled**

24.000

**Program Success Rate**

69.388

- **White: 1256 - 73.480%**

**Program Average Total Enrolled**

22.000

**Program Success Rate**

68.160

Success Rates: Measures by Gender

- **Female: 12340 - 73.970%**

**Program Average Total Enrolled**

179.000

**Program Success Rate**

69.820

- **Male: 10154 - 69.610%**

**Program Average Total Enrolled**

158.000

**Program Success Rate**

65.980

- **No Value Entered: 77 - 72.590%**

**Program Average Total Enrolled**

0.000

**Program Success Rate**

0.000

## Success Rates: Measures by Age

- **17 & Below: 736 - 86.260%**

**Program Average Total Enrolled**

8.000

**Program Success Rate**

84.090

- **18-24: 15285 - 69.350%**

**Program Average Total Enrolled**

278.000

**Program Success Rate**

66.870

- **25-39: 4470 - 75.390%**

**Program Average Total Enrolled**

44.000

**Program Success Rate**

71.490

- **40 & Over: 2065 - 78.860%**

**Program Average Total Enrolled**

8.000

**Program Success Rate**

77.520

- **Unknown: 16 - 71.080%**

**Program Average Total Enrolled**

1.000

**Program Success Rate**

50.001

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

The largest group by raw numbers seems to have the lowest success rate; the Latinx student success rate is below the highest success rate by 9.33%. The significant gap in the success rate, coupled with the sheer size of the student group, may provide grounds for the consideration of a class that is connected to the Latinx program on campus, Enlace. In the past, the Political Science Department had a class connected to Umoja-AFFIRM and another connected to ASPIRE. It would be appropriate to reconsider a similar partnership with Umoja-AFFIRM and Enlace, since we see that Black/African American as well as Hawaiian/Pacific Islander success rate is below the campus in the mid 60% range.

Possible interventions should include

- Identifying the bottom performing 20% of Latinx, Black and Hawaiian Pacific Islander
  - Develop a partnership with Enlace and Umoja-AFFIRM to ensure that students who may be struggling have an option to seek support from either program
  - Continued referral to the campus tutoring and academic support systems
  - Continue to make use of the early alert system
  - Referrals to counseling
  - Referrals to basic needs
  - Referral to technology loan program
- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

The last program review for the Political Science Department was conducted in 2010-2011. The file is corrupted; we are therefore unable to access the program set standard. A program set standard of 61.16% has been established for this program review based on the data provided by the college. The program's aspirational success goal is 72%. The program set standard for student success rate is well below that of the institution, which is at 72%.

The Latinx success rate is the lowest at 64%, followed by Hawaiian/Pacific Islander 64.7%, White 68.1% and Black/African American 68.2%, which are all below the institutional set standard for success. By disaggregating the data, we can see that the largest group by numbers is adversely impacted by the shift to online instruction. From 2015 – 2021, Latinx students have gone from an 80% success rate to 63.41% in courses delivered through online modalities. Additionally, during those times we have observed the elimination of courses delivered in conjunction with culturally competent programs like Umoja-AFFIRM and ASPIRE, which may be a contributing factor to the overall success rate for Black/African American and Hawaiian/Pacific Islanders.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**



The increased adoption of online instruction had been prompted by the pandemic and the lockdown by which it was accompanied in March 2020. We now have a greater number of sections being offered via virtual modality when compared to in-person. For example, this semester, in the fall of 2022, the department offered eight sections of POLSC 001, two of which were through in-person instruction; the balance was fully online asynchronous.

The success rates of our online and in-person courses vary. From 2015-2021, we have observed a relatively steady success rate in our in-person classes, with the lowest success rate at 61%. Our online courses have had a success rate as low as 39.39%. However, the data indicates a significant change in the post-pandemic lockdown semesters, which include fall 2020, spring 2021, and fall 2021. The success rate for our online courses in that span of time has leveled out, with the average resting in the mid-70 % for those three semesters.

As indicated in the student success report provided by the college, if we disaggregate the data, we see that the shift to more online instruction has worked well for our Asian students, whose success rate has gone from 78.95% in 2015 to 91.67% in the Fall of 2021. However, the largest student group by numbers, Latinx students, has had a sharp decline, going from an 80% success rate to 63.41% within the same timeframe. When comparing the success rate from online to in-person instruction, we see a drop to 66.67% in our Asian students in 2015, whereas a slight increase in student success is observed in our Latinx students, who have a 69.81% success rate. Black/African American students have a 13.3% success increase from in-person to online, going from 55.28% in online modality to 68.64% in-person.

Further support must be provided to our Asian and Latinx students as the shift from in-person to online instruction continues. Given that the number of in-person sections is limited and will likely continue to be limited, the issue must be investigated further and addressed. Those students who do better through in-person instruction may not be able to enroll due to the limited availability of in-person sections. Additionally, the gap between the in-person and online success rates of our Asian students must also be further investigated and addressed as noted before, collaboration with ASPIRE may help identify useful strategies for addressing said issue.

## Program Awards - If Applicable

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**If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:**

**[http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)  
([http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx))**

**You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).**

**Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.**

Degree Type

## Student Enrollment Types

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## Student Enrollment Type: Day or Evening Student

- **Day: 4639 - 50.900%**  
**Program Average Headcount**  
204.000  
**Program Percentage of Total**  
59.800
- **Day & Evening: 2929 - 32.100%**  
**Program Average Headcount**  
99.000  
**Program Percentage of Total**  
29.200
- **Evening: 1022 - 11.200%**  
**Program Average Headcount**  
18.000  
**Program Percentage of Total**  
5.200
- **Unknown: 530 - 5.800%**  
**Program Average Headcount**  
20.000  
**Program Percentage of Total**  
6.000

## Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.800%**  
**Program Average Headcount**  
131.000  
**Program Percentage of Total**  
38.200
- **Half Time or less than half time: 6084 - 66.700%**  
**Program Average Headcount**  
192.000  
**Program Percentage of Total**  
55.900
- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

A comparison to our last program cannot be made because we cannot access the document. However, the data as presented takes into account an evening section that was taught for many years. Due to limited enrollment, the section was canceled and is no longer offered.

Department faculty have held conversations with the Division Dean, and we have been informed that as we continue to adjust the course offering, there is a possibility that, in the future, we may be able to bring back the evening section that was offered a few years ago.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

At present, the vast majority of our students are daytime students. The department's daytime students are approximately 10% higher than the campus as a whole. However, the evening enrollment in the years that were reviewed, we find that while campus has 11.2% evening students, our percentage has dropped to 5.2%.

- **c. Based on the data, would you recommend any changes?**

Given that the campus as a whole still has a large number of students taking classes in the evening, we recommend that we seek to offer at least one evening section in the future.

## Student Demographics - Headcount

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### Student Demographic: Gender

- **Female: 5008 - 54.950%**  
**Program Headcount**  
181.000  
**Program Percentage of Total**  
53.070
- **Male: 4075 - 44.640%**  
**Program Headcount**  
159.000  
**Program Percentage of Total**  
46.590
- **No Value Entered: 37 - 0.410%**  
**Program Headcount**  
2.000  
**Program Percentage of Total**  
0.490

### Student Demographic: Age

- **17 & Below: 486 - 5.310%**  
**Program Headcount**  
8.000  
**Program Percentage of Total**  
2.320

- **18-24: 5493 - 60.210%**  
**Program Headcount**  
281.000  
**Program Percentage of Total**  
82.090
- **25-39: 2168 - 23.800%**  
**Program Headcount**  
45.000  
**Program Percentage of Total**  
13.219
- **40 & Over: 966 - 10.600%**  
**Program Headcount**  
8.000  
**Program Percentage of Total**  
2.280
- **Unknown: 8 - 0.090%**  
**Program Headcount**  
1.000  
**Program Percentage of Total**  
0.390

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 40 - 0.430%**  
**Program Headcount**  
2.000  
**Program Percentage of Total**  
0.450
- **Asian: 3689 - 40.480%**  
**Program Headcount**  
103.000  
**Program Percentage of Total**  
30.040
- **Black or African American: 208 - 2.290%**  
**Program Headcount**  
11.000  
**Program Percentage of Total**  
3.340
- **Hawaiian/Pacific Islander: 36 - 0.400%**  
**Program Headcount**

2.000

**Program Percentage of Total**

0.485

- **Latinx: 3636 - 39.850%**

**Program Headcount**

167.000

**Program Percentage of Total**

48.760

- **Two or More Races: 248 - 2.730%**

**Program Headcount**

11.000

**Program Percentage of Total**

3.300

- **Unknown: 690 - 7.520%**

**Program Headcount**

25.000

**Program Percentage of Total**

7.300

- **White: 573 - 6.300%**

**Program Headcount**

22.000

**Program Percentage of Total**

6.500

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The department course offerings show an ebb and flow of growth and contraction which has occurred over the years being reviewed. We observed a significant decrease in student enrollment as a result of the pandemic. Additionally, we see larger enrollment from semester to semester, with Fall having greater enrollment than Spring.

The data presented indicate a drastic decline in enrollment from Fall 2020 to Fall 2021. While the pandemic has adversely impacted our enrollment, the data does not seem to consider that our course offerings have changed from primarily sixteen-week courses to a mix of late start and less than sixteen-week courses. The program data summary indicates that only two sections were offered from Fall 2020 through Fall 2021. However, the schedule of classes shows that six sections were offered.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The department enrollment has slightly less female enrollment when compared to the campus and greater male enrollment when compared to the campus. Asian student enrollment in the department is less than the campus by approximately 10 percent, and Latinx enrollment is greater than campus enrollment by approximately ten percent.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

Stronger partnerships with an organization like ASPIRE may yield increased interest from our Asian students. We may also want to develop focus groups to determine what attracts greater student enrollment than the campus as a whole with Latinx students. We may employ the findings to increase enrollment with demographic groups where we are lower than the campus as a whole.

## Institutional Effectiveness (6.5 year average, see Summary Tab)

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EVC Capacity: 61.70% EVC Productivity: 14.43

### Program Capacity

65.85

### Program Productivity

20.60

### Is your capacity rate higher or lower then the campus?

Our capacity is higher.

### Is your productivity goal higher or lower than the campus?

Program productivity is higher than campus.

### If the program capacity and/or productivity is lower than the campus, please provide rationale:

n/a

## Curriculum

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### Related Assessments

American Government and politics- Created: 01/28/2022 New Section Level SLO Assessment Report

Originator: Paul Stamp (/Form/Module/Index/2211)

Poli Sci 001 Spring 2022- Created: 06/03/2022 New Section Level SLO Assessment Report Originator: Paul

Stamp (/Form/Module/Index/2569)

American Government and politics- Created: 06/06/2022 New Section Level SLO Assessment Report

Originator: Paul Stamp (/Form/Module/Index/2608)

American Government and Politics- Created: 08/16/2022 New Section Level SLO Assessment Report

Originator: Paul Stamp (/Form/Module/Index/2733)

American Government and politics- Created: 06/06/2022 New Section Level SLO Assessment Report

Originator: Paul Stamp (/Form/Module/Index/2611)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

Our single course, POLSC 001, which the department offers, was recently updated in February of 2022.

We recently added POLSC 002 - Introduction to Comparative Government and Politics, POLSC 003- Introduction to Political Thought and Theory, and POLSC 004 - Introduction to International Relations.

The aforementioned courses were added with the intention of allowing the Political Science Department to offer a Political Science - Associate in Arts for Transfer (AA-T). The Political Science AA-T Degree has received approval from the All College Curriculum Committee and is presently going through the approval process with the California Community College Chancellor's Office.

- Political Science Courses updates and timeline are listed below:

| Course Number | Course Title  | Updated/Effective Term | Planned Update |
|---------------|---|------------------------|----------------|
| POLSC 001     | Politics and Government in America                  | Spring 2022            | Spring 2027    |
| POLSC 002     | Introduction to Comparative Government and Politics | Fall 2024              | Fall 2030      |
| POLSC 003     | Introduction to Political Thought and Theory        | Fall 2024              | Fall 2030      |
| POLSC 004     | Introduction to International Relations             | Fall 2024              | Fall 2030      |

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

Our department, at present, only offers POLSC 001; there is presently no major in this discipline at the college.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

n/a

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

Our faculty regularly incorporate their expertise, knowledge, and life experience into the classroom to benefit students and help foster an engaging, academically rigorous, and welcoming learning environment. Applied knowledge is regularly employed to help engage the students and allow for a better understanding of theoretical concepts. Our faculty makes use of local government bodies such as the City Council and the County Board of Supervisors to help students see government in action. Providing students the opportunity to experience what they read in their textbooks is a powerful way to pique their interest and further engage our students.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

The department has proposed, and the All College Curriculum Committee has approved the addition of three courses: POLSC 002- Introduction to Comparative Politics, POLSC 003 - Introduction to Political Theory and Thought, and POLSC 004 - Introduction to International Relations. The courses are proceeding through the balance of the approval process.

At present, our department does not offer a degree. We have introduced a degree that has received approval from the All College Curriculum Committee and is still proceeding through the balance of the approval process.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

Many four-year higher education institutions throughout the Bay Area and California offer degrees in Political Science. Our students regularly use POLSC 001 to fulfill part of their lower division requirements. POLSC 001 is a baccalaureate level course that is articulated with the California State University GE. For example, POLSC 001 has articulation agreements with institutions like San Jose State University and the University of California at Berkeley. The CID is POLS 110.

Many students from our local high schools regularly enroll in our sections of POLSC through concurrent enrollment, the college has policies to support those students at EVC.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

## Student Learning Outcome and Assessment

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### Related Assessments

American Government and politics- Created: 01/28/2022 New Section Level SLO Assessment Report  
Originator: Paul Stamp (/Form/Module/Index/2211)



Poli Sci 001 Spring 2022- Created: 06/03/2022 New Section Level SLO Assessment Report Originator: Paul Stamp (/Form/Module/Index/2569)

American Government and politics- Created: 06/06/2022 New Section Level SLO Assessment Report Originator: Paul Stamp (/Form/Module/Index/2608)

American Government and Politics- Created: 08/16/2022 New Section Level SLO Assessment Report Originator: Paul Stamp (/Form/Module/Index/2733)

American Government and politics- Created: 06/06/2022 New Section Level SLO Assessment Report Originator: Paul Stamp (/Form/Module/Index/2611)

### Student Learning Outcomes

POLSC 001 - Politics and Government in America - Describe and assess the philosophies that inspired the Constitution, the people who wrote it, the events that led up to the writing of it, and the contents of the Constitution. (Rejected)

POLSC 001 - Politics and Government in America - Describe and assess the philosophies that inspired the Constitution, the people who wrote it, the events that led up to the writing of it, and the contents of the Constitution. (Active)

POLSC 001 - Politics and Government in America - Compare the relationships that exist between the three branches of U.S. Government and contrast their constitutional authorities. (Active)

POLSC 001 - Politics and Government in America - Compare the relationships that exist between the three branches of U.S. Government and contrast their constitutional authorities. (Rejected)

POLSC 001 - Politics and Government in America - Identify, describe and evaluate the major historical factors that shaped civil rights and civil liberties on the federal and the state levels. (Rejected)

POLSC 001 - Politics and Government in America - Identify, describe and evaluate the major historical factors that shaped civil rights and civil liberties on the federal and the state levels. (Active)

POLSC 001 - Politics and Government in America - Analyze the function of interest groups, lobbying, Political Action Committees (PACs) and the media on American political life. (Active)

POLSC 001 - Politics and Government in America - Analyze the function of interest groups, lobbying, Political Action Committees (PACs) and the media on American political life. (Rejected)

POLSC 001 - Politics and Government in America - Analyze and evaluate up-to-date political developments in global, national, state, and local contexts. (Rejected)

POLSC 001 - Politics and Government in America - Analyze and evaluate up-to-date political developments in global, national, state, and local contexts. (Active)

POLSC 001 - Politics and Government in America - Analyze how to effectively participate in politics at the national, state, county and/or city levels. (Active)

POLSC 001 - Politics and Government in America - Analyze how to effectively participate in politics at the national, state, county and/or city levels. (Rejected)

POLSC 001 - Politics and Government in America - Analyze the role of culture, diversity and ideology in shaping public opinion and public policy in the United States and California. (Rejected)

POLSC 001 - Politics and Government in America - Analyze the role of culture, diversity and ideology in shaping public opinion and public policy in the United States and California. (Active)

### Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

N/A

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

Due to the fact that we have had no full-time faculty in the department, there has been no one to coordinate the reporting of the SLO assessments. The last reporting of our SLO assessments took place in 2018.

The associate faculty working on other program review for the department will work with the Division Dean and the SLO Coordinator to ensure that all SLO assessments are properly reported.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Unfortunately, as noted above, the assessment reporting process has been limited to a lack of full-time faculty in the department.

The plan of improvement would ideally include the hiring of full-time faculty so that they could complete the reporting as part of their professional responsibility. At this point, we will have to rely on associate faculty to carry out the reporting of the SLO assessments.

## Faculty and Staff

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### Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

At present, the Political Science Department is comprised of four Associate Faculty, who consist of Andres Quintero, Guy Ras, Robert Noonan and Paul Stamp.

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Andres Quintero

Degrees:

MPA, San Jose State University (2011)

B.A. Political Science, San Jose State University (2006)

Areas of Expertise:

Andres Quintero graduated, with honors, from San Jose University in 2006 as a transfer student from Evergreen Valley College. In 2003, Quintero was selected to participate in the Congressional Hispanic Caucus Institute's Summer Leadership Program, where he worked in a Congressional office in our nation's capital. Additionally, Andres was selected and served as a Fellow in the U.S. District Court, Northern District of California, Office of Pretrial Services. He is the recipient of the Inez and

Donald Burdick scholarship as well as the John Gilbert Scholarship for International Studies, which allowed him to travel abroad and study at the Université Pierre Mendès-France in Grenoble, France. At SJSU, Quintero earned a Master of Public Administration degree in 2011 while working for the San Jose City Council and, subsequently, the Santa Clara County Board of Supervisors. His areas of research are State and Local government, with a particular focus on public-sector employment. His access to and applied knowledge of local government has allowed him to use our local government institutions as laboratories for investigation. Additionally, Andres has expanded his knowledge of foreign policy through his experience abroad. He has served on delegations to the middle and far east. Presently, Quintero is a student in the University of the Cumberlands Leadership Studies doctoral program.

#### Contribution to the program:

Since 2015, Andres Quintero has served as Associate Faculty in the Department of Political Science at Evergreen Valley College, where he has taught Politics & Government in America, POLSC 001, in both in-person and virtual modalities. Beyond his teaching assignments, Quintero has worked to grow the Political Science Department. In Fall 2022, the All College Curriculum Committee approved three new courses, which Andres developed. The courses include Comparative Politics, International Relations, and Political Theory. Additionally, Quintero introduced and is working to receive approval for a Political Science - Associate in Arts for Transfer degree. Aside from his work on curriculum, Quintero developed a partnership with the County of Santa Clara to establish the Department's Distinction in Research Award for Outstanding Research in Local Government as part of the County's public service summer fellowship program. Andres has also served as an advisor to the EVC Civic Engagement Organization and was able to help organize their speaker series, which featured a member of congress, local elected officials, and labor and business leaders. Lastly, Quintero was tasked with completing the department's first program review in over a decade.

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Guy Ras

#### Degrees:

M.A. in Political Science from Duke University (2019)

B.A. in Politics from the University of San Francisco (2012)

#### Areas of expertise:

Guy Ras earned a B.A. in Politics from the University of San Francisco (USF) in 2012, where he graduated Summa Cum Laude, and served as a Research Assistant in USF's Department of Politics. As an undergraduate, he was also awarded an internship at the U.S. Department of Defense Education Activity (DoDEA) through the U.S. Department of Labor's Workforce Recruitment Program (WRP), which matches disabled Americans with job opportunities in the U.S. government. Mr. Ras earned an M.A. in Political Science from Duke University in 2019, where he also served as a Research Assistant and was awarded a research grant from the Alona Evans Endowment which "recognizes outstanding student accomplishments in the field of international law." Mr. Ras' main areas of expertise are political theory (primary) and international relations (secondary) and his major areas of research and writing have been democratic theory, democratic institutions, and boarder/boundary disputes. He also has academic training in the areas of Legal Studies and Classical Studies, in both of which he minored as an undergraduate, and Political Psychology, for which he earned a training certificate in 2012 from Stanford University's Summer Institute in Political Psychology (SIPP).

#### Contribution to the program:

Mr. Ras has been an Associate Faculty member of the Department of Political Science at Evergreen Valley College (EVC) since the Fall of 2019, teaching Politics & Government in America (POLSC-001). He brings his various areas of expertise, knowledge, and life experience into the classroom to benefit students and help foster an engaging, academically rigorous, and welcoming learning environment. His experience as an immigrant, disabled American, and religious minority contributes to his understanding of our diverse political and social environment, different modes of learning, and differing values, enabling him to more effectively serve EVC students. Having completed EDIT-022 at EVC in 2022, Mr. Ras is qualified to teach in both in-person and asynchronous online modalities, which also contributes to the modal flexibility of the Department of Political Science and EVC's ability to best serve student needs.

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Robert Noonan

Degrees:

M.A. in Political Science San Jose State University (1993)

M.A. in History San Jose State University (1991)

DDS University of the Pacific (1971)

B.A. in Chemistry San Jose State College (1967)

Robert Noonan graduated from the University of the Pacific in 1971 with a DDS in Dentistry and practiced Dentistry for 18 years.

By teaching both History 001 and Pol Sci 001, Noonan can interject Political Science principals in his History classes and interject History background into his Political Science classes. Students completing both of these classes satisfy the Social Science requirement for their degree.

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Paul Stamp

Paul Stamp has a background in both History and Political Science. With an extensive amount of experience in teaching both disciplines, Paul effectively provides students in his Political Science courses a solid foundation as they fulfill their social science requirements for their degree or as they prepare to undertake their studies for their degree in Political Science.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Our department staff has participated or will participate in a variety of conferences that serve to enhance their knowledge of the discipline or teaching techniques. Some of the conferences include the American Political Science Association annual conference, the Online Teaching Conference, the Western Political Science Association annual conference, among others. We fully encourage the faculty to take advantage of the professional development opportunities provided by the college so as to ensure that they remain current in their knowledge of the discipline and can incorporate equity and social justice as they deliver the course content.

## Budget Planning

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### Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

Our department regularly fills a healthy number of sections that can easily sustain a full-time instructor. Additionally, the department could use additional funding to support campus events and activities that would help grow the program e.g. speakers, visits and stipends for students who work on departmental projects.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

n/a

## Technology and Equipment

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### Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

As with many other Social Science disciplines, our technology needs are minimal. We require a large room with plenty of seats. Our technology needs are usually limited to a working projector that allows us to project our presentation slides, which are used to guide that day's discussion. In our virtual modality sections, the technology needs are met through the learning management system that is provided by the college.

With regard to changes, we cannot provide a comparison due to a lack of access to the 2010-2011 program review document. However, the Political Science in-person sections are in relatively modern buildings with access to modern technology and equipment.

## Additional Information

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### Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

The Political Science department feels strongly that more engagement with our local high schools would help reduce the number of students that make their way across the valley to other community colleges. Offering our Political Science courses would help students from high-need communities to gain a competitive advantage as they apply to top-tier universities. Students from affluent communities have access to a wide variety of Advanced Placement (AP) courses, while schools in

our working-class communities have fewer AP offerings. College courses could be our disadvantaged communities' alternative to AP courses. Additionally, the units earned would help reduce the time and money students spend earning their degrees at four-year institutions of higher education. Our department has an extensive history of working with our concurrent enrollment high school students who regularly take our POLSC 001 courses. As we expand our course offerings, we could continue to attract more high school students to EVC. The previous is a win-win solution for the students and EVC.

## Future Needs and Resource Allocation Request

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Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next Comprehensive Review. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

### 1. Faculty Request

#### Ongoing Budget Needs

125000

#### One-Time Expenditure

#### Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

125000.000

#### Request linked to SLO/PLO #

PLO # 1 Having full-time faculty will allow the department to carryout all of it SLO's and PLO's more effectively.

#### Strategic Initiatives (student centered, organizational transformation, community engagement)

No

#### Improving student success rates

Yes

#### Achievement of program set standard for student success

Yes

### Total Cost

#### Faculty Request

Ongoing Budget Needs: 125000

One-Time Expenditure:

Total Expenses (Staffing and Faculty Requests include Salary and Benefits): 125000.000

## Attach Files

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Attached File

## IEC Reviewers

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### IEC Mentor

Vicki Brewster

### IEC Second Reader

William Sapigao

