

Show All Possible Responses**\* Response is required**

# 1. PROGRAM OVERVIEW

**\* Program Title & Code****Program Title**

Political Science Cohort-C 2207 I

(Max chars: 100)

**Program Code**

2207

(Max chars: 100)

**\* Is this a CTE program?** Yes  No**\* 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

**\* 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

Goal 1: The mission of the Political Science (PS) Program is to teach political science courses to the diverse student population of Chaffey College by first offering sections through a variety of teaching modalities including morning, afternoon, evening, accelerated, fast track, late-start, hybrid, and online/distance-learning classes. PS offers a wide range of courses that fulfill the transfer and general education needs of our students, from core introductory courses to more specific specialty electives. In each PS course, instructors expose our students to multicultural and diverse perspectives on the political world and events, historical and present. Every PS instructor provides a culturally responsive and relevant learning-centered environment where students gain an understanding of politics and governance at the local, national, and global levels, and with their understanding, PS students will be empowered and motivated toward civic and community engagement. The PS department continues to evaluate the PS program's effectiveness through internal discussions among faculty, participation in professional development, and SLO assessments at the course and program levels.

Goal 2: As stated for Goal 1, the Political Science Program offers political science courses through all the various modalities that Chaffey College offers to students to maximize their possibilities of enrolling in PS courses to ensure their learning and timely completion of their goals, such as morning, afternoon, evening, accelerated, fast track, late-start, hybrid, and online/distance-learning options. And when Chaffey College creates new modalities to engage students, the Political Science Program will eagerly continue its mission of facilitating student access by offering PS courses in the new modalities.

## PRIOR VIP GOALS STATUS/PROGRESS

**\* 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).**

V-1 To monitor awareness of PS-AAT (A361) degree and program.

ONGOING - due to the COVID-19 pandemic, the pressing needs of transitioning PS courses to distance-learning modality and evaluating and improving their educational effectiveness, this V-1 was suspended. However, the original purpose of V-1 is still valid (greater awareness of the PS-AAT degree/program increases the opportunity to increase the number of PS-AAT graduates) and PS foresees the resumption of V-1 surveying by 2022-23, if the challenges of the pandemic continue to subside and dissipate.

V-2 To ensure inclusion of PS-1 as a transfer requirement in Guided Pathways Packages.

COMPLETED - PS program believes V-2 has been satisfied with the adoption of ACCs (Academic and Career Communities) with PS program in the PCS (Public Service, Culture, and Society) LCP (Learning and Career Pathway). PS faculty created a Program Map for the PS-AAT: <https://chaffey.programmapper.com/academics/interest-clusters/6fa0d29c-853e-4cdb-8fde-78b5d4328168/programs/387cc901-83fe-5878-6698-d427c58c20bb>. PS-1 is listed as a "General Education Course" or "Elective Course" in many program maps for Chaffey's degree and certificate programs.

V-3 To Monitor the Success Rates of PS classes by Meeting Time.

ONGOING. The previous Comprehensive PSR for PS showed OVERALL Success Rates of PS classes trending upward, but there were particular modalities (Evening and DE) that trended downward. In order for PS to effectively address any negative trends the program was observing the program needed to continue tracking Success Rates for a longer period for additional data points. However, the COVID-19 pandemic shifted all instruction to DE, with instructors needing to immediately transform many PS courses from non-DE curriculum to DE curriculum, with continued modification and evolution of that curriculum in the semesters and years since the onset of the COVID-19 pandemic, and some instructors needing immediate training to teach in DE modality in the first place. Thus, PS will continue to monitor V-3 in the coming years to next Comprehensive PSR to analyze data that, hopefully, will be less impacted by acute challenges, such as pandemic mitigation.

## OTHER RESOURCES REQUESTS

**\* 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

Yes

No

**1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.**

*No answer specified*

## 2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

## EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

**\* 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
	<b>1 = Increase</b>	<b>2 = Decrease</b>	<b>3 = No Change (plus or minus 2%)</b>	<b>4 = Insufficient Data Available</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by males		✓		
Number of enrollments by females	✓			
Success rate by males	✓			
Success rate by females	✓			
Retention rate by males			✓	
Retention rate by females			✓	

**\* 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
	<b>1 = Increase</b>	<b>2 = Decrease</b>	<b>3 = No Change (plus or minus 2%)</b>	<b>4 = Insufficient Data Available</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by African American		✓		
Number of enrollments by Asian	✓			
Number of enrollments by Caucasian			✓	
Number of enrollments by Hispanic	✓			
Number of enrollments by other race/ethnicity			✓	
Success rate by African American	✓			
Success rate by Asian	✓			
Success rate by Caucasian	✓			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Success rate by Hispanic	✓			
Success rate by other race/ethnicity	✓			
Retention rate by African American	✓			
Retention rate by Caucasian		✓		
Retention rate by Asian			✓	
Retention rate by Hispanic			✓	
Retention rate by other race/ethnicity	✓			

**\* 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b>				
	<b>1 = Increase</b>	<b>2 = Decrease</b>	<b>3 = No Change (plus or minus 2%)</b>	<b>4 = Insufficient Data Available</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by age group, 19 or younger	✓			
Number of enrollments by age group, 20-24		✓		
Number of enrollments by age group, 25-29	✓			

Number of enrollments by age group, 30-39	✓			
Number of enrollments by age group, 40-49	✓			
Number of enrollments by age group, 50 or older	✓			
Success rate by age group, 19 or younger	✓			
Success rate by age group, 20-24	✓			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Success rate by age group, 25-29			✓	
Success rate by age group, 30-39		✓		
Success rate by age group, 40-49	✓			
Success rate by age group, 50 or older		✓		
Retention rate by age group, 19 or younger	✓			
Retention rate by age group, 20-24			✓	
Retention rate by age group, 25-29			✓	
Retention rate by age group, 30-39		✓		
Retention rate by age group, 40-49			✓	
Retention rate by age group, 50 or older		✓		

**\* 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = Insufficient Data Available				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Number of enrollments by students with disabilities	✓			
Number of enrollments by first generation				✓
Number of enrollments by economically disadvantage		✓		
Success rate by students with disabilities	✓			
Success rate by first generation				✓
Success rate by economically disadvantage	✓			
Retention rate by students with disabilities		✓		
Retention rate by first generation				✓
Retention rate by economically disadvantage			✓	

**\* 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

<b>Response Legend:</b> 1 = Increase   2 = Decrease   3 = No Change			
	<b>1</b>	<b>2</b>	<b>3</b>
Number of sections with zero-cost textbooks	✓		

**\* 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

The following strengths are based on the %-change trends for the last 5 years.

First, regarding Gender-Equity, the PS Program had a whopping 18.3% increase in Female-Enrollment.

Both Male-Success Rate and Female-Success Rate had increases. Male-Success Rate increased by 12.9%, while Female-Success Rate increased by 7.1%

And Retention Rates for both Male and Female remained stable in the range of "no change."

Second, regarding Race/Ethnicity-Equity,

Asian-Enrollment increased by 7.5% and Hispanic-Enrollment increased by 8.8%.

Caucasian- and Other-Enrollments both showed stability in "no change" range.

Third, PS Program is particularly pleased with Success Rate-Equity for ALL demographics measured!

African-American-Success Rate increased by 25.3%, Asian-Success Rate increased by 10.3%, Caucasian-Success Rate increased by 2.6%, Hispanic-Success Rate increased by 10.6% and Other-Success Rate increased by 10.0%.

Retention Rates increased for African-Americans by 8.9%, and Others by 3.8%, while Retention Rates remained stable in "no change" range for Asians and Hispanics.

Fourth, regarding Age Group-Equity,

Enrollment was up for all measured demographics, except one. PS saw increases for 19- by 26.8%, 25-29 by 17.1%, 30-39 by 20.7%, 40-49 by 33.3%, and 50+ by 14.8%.

Success Rates increased for 19- by 26.2%, 20-24 by 7.6%, and 40-49 by 11.5%, while Success Rates remained stable in "no change" range for 25-29.

Retention Rates increased for 19- by 4%, while it remained stable in "no change" range for 20-24, 25-29, and 40-49.

Fifth, regarding Other Characteristics-Equity,

Enrollment Rate was up for Disabilities by 20.7%.

Success Rates were up for both Disabilities by 4.2%, and Economically Disadvantaged by 10.2%.

Retention Rate remained stable in "no change" range for Economically Disadvantaged.

And there was insufficient data for First Generation for all three categories.

Major Conclusion: The PS Program is very robust.

Out of all the possible permutations of Demographics and Equity-Categories, the PS Program exhibited INCREASES or STABILITY in 35 out of 45 demographic-equity-categories in the last 5 years.

## **# 2c. IDENTIFY DISPARITIES IN EQUITY**

a. First, summarize "equity" data from Institutional Research that describes areas of improvement.

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

\*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

The following disparities are based on the %-change trends for the last 5 years.

First, regarding Gender-Equity, the PS Program had a 6.9% decrease in Male-Enrollment.

Second, regarding Race/Ethnicity-Equity,

African-American-Enrollment declined by 15.5% over the last 5 years, and Caucasian-Retention Rate declined by 3.1%.

Third, regarding Age Group-Equity,

Enrollment for 20-24 declined by 12.5%, while all other demographics exhibited growth. Success Rates declined for 30-39 by 5.8%, and for 50+ by 21.6%. 30-39 saw a decrease in Retention Rate by 4.6%, and 50+ saw a decline in Retention Rate by 31%.

Fourth, regarding Other Characteristics-Equity,

We saw a decline in Enrollment for the Economically Disadvantaged by 5.8%, and there was a decline in Retention Rate for Disabilities by 5.8%.

The most significant "disparities" the PS Program saw (>20% decline) in the last 5 years were declines in (a) Success Rates for 50+ (-21.6%), and (b) Retention Rate for 50+ (-31%), and PS Program believes that the COVID-19 pandemic may be partly to blame as that demographic (50+) may have had more difficulty in succeeding and less interest in staying in DE/Online modality.

Moderate "disparities" the PS Program saw (10-20% decline) in the last 5 years were declines in (a) African-American-Enrollment (-15.5%), and (b) 20-24-Enrollment (-12.5%).

The remaining six "disparities" are all less than 10% declines. While no decline is desirable, PS Program will track all these declines over next PSR-3-year period to see if they are more significant trends, or just transient declines, perhaps attributable to pandemic disruptions (e.g. health and economic challenges).

## LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

### \* 2d.1 Identify important LEARNING and COMPLETION developments and trends.

Review data over the last six years.

<b>Response Legend:</b>					
1 = Increase   2 = Decrease   3 = No Change (plus or minus 2%)   4 = N/A   5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment	✓				
Overall Retention			✓		
Overall Course Success	✓				
FTES	✓				
All ADT degrees awarded	✓				
All AA degrees awarded				✓	
All AS degrees awarded				✓	
All degrees awarded	✓				
	1	2	3	4	5
All Certificate Completion				✓	
Average units earned, ADT degree		✓			
Average units earned, AA degree				✓	
Average units earned, AS degree				✓	
Average units earned, all degrees		✓			
Average units earned by certificate(s)				✓	

# CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable)

## OCCUPATIONAL GROWTH

### 2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Market Demand data is available at: COE - Supply and Demand | Centers of Excellence (coeccc.net)

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	2
CTE: Projected Occupational Growth		

### 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

- First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

The Learning and Completion Data is very encouraging for the PS Program over the last 5 years. The PS Program significantly outperformed Chaffey College as a whole when comparing PS Program's Learning and Completion Data against the same data for Chaffey College across the same "last 5 years" time period [Chaffey College data in brackets below.]

PS Program's Overall Enrollment increased 5.5% in the last 5 years. [Chaffey College's overall enrollment decreased 8.9% in the last 5 years.]

PS Program's Overall Course Success increased 9.9% in the last 5 years. [Chaffey College's overall success rate decreased 2.0% in the last 5 years.]

PS Program's Total FTES increased 4.5% in the last 5 years. [Chaffey College's total FTES decreased 23.3% in the last 5 years.]

All PS's ADT Degrees (both CSUGE and IGETC) have trended upward in the last 5 years, and thus All Awards have trended upward in the last 5 years, too, from 7 in 2015-16 to 38 in 2020-21.

And PS Program's Overall Retention Rate is stable in "no change" range, at over 90%.

Major Conclusion: The PS Program is very robust. All PS indicators are healthy and trending upward (increasing) in the last 5 years, significantly outperforming Chaffey College as a whole with key indices for the College trending downward.

### 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT

- First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies

that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

\*If the data shows favorable results for learning and completion, answer the following question instead:  
How will the program maintain excellence in learning and completion?

The following is discussed here, in this section, because the data are "decreases," but in fact, these decreases are actually positive developments!

Average Units Earned for PS's ADT and Average Units Earned for All Degrees have trended downward in the last 5 years - AND THAT IS A GOOD THING! PS Program believes the reduction in average units earned to degree is attributable to the Guided Pathways initiatives and the Academic Career Communities (ACC) and Learning and Career Pathways (LCP), PS's Program Map has helped our students be more efficient at attaining their PS-ADT degrees, graduating with fewer units, fewer classes, less time, less money, and transferring out to their 4-year baccalaureate university sooner. WIN!

### 3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

**\* 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

#### Three Year Cycle

**3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.**

There is NO SCORING for element 3b.1

**\* 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.**

- Yes  
 No

#### Assessment Results and Reflection

**3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?**

There is NO SCORING for element 3c.1.

- Yes  
 No



**\* 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

Yes

No

**\* 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

Review & share results as a department

Revise CLOs

Change instructional strategies

Attend professional development

Change methods of assessment

Modify criteria for measuring success

Other:

**\* 3c.4 PROGRAM STRENGTHS**

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

All courses in the PS Program has been regularly assessed for their CLOs. To date, all courses have met their SLO assessment criteria. The data from CLO assessment shows the PS Program is robust, students are succeeding, and that is consistent with the overwhelming and affirming data from Chaffey's Institutional Research (IR) on PS Program's Gender-Equity data, Race/Ethnicity-Equity data, Age Group-Equity data, and Other Characteristics-Equity data. As stated above in 2b, "Out of all the possible permutations of Demographics and Equity-Categories, the PS Program exhibited INCREASES or STABLILITY in 35 out of 45 demographic-equity-categories in the last 5 years," so the student successes documented by IR are consistent with the PS Program's in-class experience with students continuing to meet all PS courses' SLO assessment criteria.

The CLO and Equity data are positive because the PS Program has been proactive in maintaining its vitality and robustness. PS Faculty have, and continue to, participate in professional development opportunities, trainings, College's student-success initiatives, and historically, PS has been at the forefront of adopting new College programs, even on trial basis. It is PS Program's constant and continuing culture of maintaining, evolving, and adopting student-success initiatives that result in robust data.

The PS Program will continue to strive to further improve where possible the student experience and student success.

**\* 3c.5 PROGRAM AREAS OF IMPROVEMENT**

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

As stated above, all PS courses have had their SLOs regularly assessed and the data has met the PS Program's assessment criteria. The Equity and Learning+Completion data provided from IR is consistent with the PS Program's CLO assessment proficiency.

In the coming semesters and years, the PS Program will be transitioning from SLOs to ACES-ILO. All PS Faculty will be trained in ACES-ILO and the transition to the new paradigm.

This does not mean that the PS Program does not continuously evaluate program status. PS Faculty are in continuous communication with the Coordinator and the Dean to discuss the PS Program's and the College's needs, including but not limited to PS course offerings and scheduling, remaining flexible and proactive in addressing potential future trends and demands.

In this PSR cycle, three student disparities are particularly high, African-American-Enrollment (-15.5%), 50+ Success (-21.6%) and Retention (-31%) Rates, and will be addressed in Strategic Planning section. PS Program continuously strives to improve itself and its contributions to the College's mission.

**\* 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum
- Attend professional development/training in embedding ACES-ILO (formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

## Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

**\* 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.**

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

**\* 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

### ACES-ILO YEAR 1 ACTIONS

All PS full-time faculty will receive some training in ACES/ILO's either through attending an Assessing ACES via Canvas workshop or through a Department meeting with members of the Outcomes/Assessments Committee.

Political Science department will identify specific outcomes to assess related to the ACES skills identified in PSR for majors courses.

PS department will decide whether to implement common assessments in common course (PS-1, 2) or create optional common assessments for all faculty to use as they choose.

PS department will develop materials to communicate the plan to all department faculty and distribute the materials to all department faculty

By the end of the year, PS department will develop a preliminary chronological assessment plan for the assessment of identified ACES outcomes. This plan will cover 50% of PS sections.

#### **\* ACES-ILO YEAR 2 ACTIONS**

The PS department will come up with the appropriate benchmarks for each assessment.

PS department will continue training in ACES/ILO's.

If common assessments are required or offered, at least one assessment per ACES outcome will be uploaded to the Department Canvas Shell by the end of the year.

All PS FT faculty will assess at least one ACES outcome in each course they teach, according to the schedule/CAP developed in Year 1.

#### **\* ACES-ILO YEAR 3 ACTIONS**

All PS FT faculty in line with the CAP created in Year 1 will assess a new ACES outcome in each course they teach.

PS faculty will continue with any necessary ACES/ILO's training

PS FT faculty will evaluate ACES data from year 1.

- Are we meeting the goal of assessing ACES outcomes in 50% of sections for all courses offered over the 3-year cycle?
- Are we assessing the outcomes identified in our CAP?
- Identify failure to meet our benchmarks and implement plans for success.

Continue to assess outcomes in 50% of our sections in line with our CAP.

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## **4. STRATEGIC PLANNING**

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

#### **\* 4a. Do you have any plans to modify a degree or certificate in your program?**

Yes

No

#### **\* 4b. Are you planning to initiate a new program?**

Yes

No

#### **\* 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?**

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

There are three disparities that Chaffey College Institutional Research identified that seem extraordinarily high and must be addressed by the PS Program.

1) Decline in African-American Enrollment by 15.5%.

2) Decline in 50+ Success Rate by 21.6% and Retention Rate by 31%.

With regards to the decline in African-American Enrollment, the PS Program first puts the program's decline in context with the decline for Chaffey College. The decline of African-American Enrollment for Chaffey College is 17.1%, so the decline of African-American Enrollment in PS is slightly better (less) than College-wide.

While it may seem cliché to attribute the decline in African-American Enrollment and 50+ Success/Retention Rates to the COVID-19 pandemic, a closer look at the data suggests that the pandemic may genuinely be the culprit.

For PS Program, African-American Enrollment in the last 5 years was 187 ('15-'16), 212 ('16-'17), 202 ('17-'18), 178 ('18-'19), 193 ('19-'20), and 158 ('20-'21).

For Chaffey College, African-American Enrollment in the last 5 years was 9037 ('15-'16), 9380 ('16-'17), 9210 ('17-'18), 8906 ('18-'19), 8260 ('19-'20), and 7489 ('20-'21).

Both the PS Program and Chaffey College saw steady and consistent African-American Enrollment until the last year (2020-21) when African-American Enrollment declined significantly. 2020-21 is the first full academic year under the COVID-19 pandemic.

Regarding 50+ Success Rates for PS Program, they are 74.1 ('15-'16), 59.1 ('16-'17), 85.2 ('17-'18), 75 ('18-'19), 66.7 ('19-'20), and 58.1 ('20-'21).

Regarding 50+ Retention Rates for PS Program, they are 88.9 ('15-'16), 77.3 ('16-'17), 96.3 ('17-'18), 81.3 ('18-'19), 88.9 ('19-'20), and 61.3 ('20-'21).

Again, steady and consistent Success and Retention Rates until the last year (2020-21) where both Success and Retention Rate for 50+ dropped significantly.

While the disparities may not be specific to the PS Program, the PS Program will still endeavor to improve/mitigate these disparities.

## DEVELOP AN ACTION PLAN

### \* 4d. What is your program's action plan to make improvements?

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

As discussed in 4c, PS Program sees three stark disparities in African-American Enrollment, and Success and Retention in 50+ students, shown in Chaffey College IR's data. At this moment, the PS Program believes these are transient problems based on the timing of the declines (all three occurring in 2020-21), due to the sudden challenges presented to our students by the COVID-19 pandemic, and that as we continue to move away from the pandemic and proceed into the endemic phase of COVID-19, these disparities may solve themselves.

The PS Program believes that the transition to DE/Online instruction after the onset of the COVID-19 pandemic may have been disproportionately more challenging to the 50+ demographic. And the decline in African-American Enrollment is a college-wide phenomenon, thus the PS Program does not perceive these phenomena as PS-problems. However, PS Program certainly can be part of the solution.

PS Faculty have participated in numerous flex, trainings, and workshops such as Transitioning SLO->ACES-ILO, Dreamers Pathway, BLOOM, Ethnic Studies creation, Hearing Our Students, Dr. Shannon's Diversity Workgroup (10 Point Plan), Hybrid Best Practices, Canvas Trainings, MLK Jr., and more to better engage and work with our diverse student population. Furthermore, PS Faculty are members of many shared governance committees, Academic Senate, Labor-Management Committee, CCFA Negotiators, CCFA Reps for SBS, and collaborate with colleagues in other programs at Chaffey College to maximize our involvement and reception of College operations and opportunities to improve our students experience. PS Faculty collaborate with colleagues at other academic institutions (Yuba College, Mt. San Jacinto College, Fullerton College, Cypress College, Santa Monica College, El Camino College, CSULA, CSULB, USC) to gain insights into their strategies to improve student engagement.

PS Program will continue to receive and lead trainings to improve teaching strategies and methodologies that will improve students' experience at Chaffey College, but in particular, the African-American and 50+ student populations.

## CURRICULUM

**4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?**

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

The PS Program has completed its Program Map and it is discussed in PS classes, and available on the Chaffey College webpage for students to explore <https://chaffey.programmapper.com/academics/interest-clusters/6fa0d29c-853e-4cdb-8fde-78b5d4328168/programs/387cc901-83fe-5878-6698-d427c58c20bb>.

The PS Program Map is listed in the "Public Service, Culture, and Society" (PCS) community, one of the six "Academic and Career Communities" (ACC) at Chaffey College. <https://chaffey.programmapper.com/academics/interest-clusters/6fa0d29c-853e-4cdb-8fde-78b5d4328168>

All PS Faculty, full time and part time, actively engage in discussions with our students in class and in office hours, about transferring and majoring in Political Science, and career opportunities after earning degrees.

PS Faculty has consistently participated in and will continue to participate in Major Day events to showcase the major and future career prospects.

PS Faculty has continuously worked with and will continue to work with the Counseling Department and the Career Center on workshops and information brochures to promote the PS Major, Degree, and future careers.

## PROFESSIONAL DEVELOPMENT SUGGESTIONS

**4f. What topics, skills or types of professional learning would help you or your program execute future plans?**

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

*No answer specified*

## VIP GOALS

**4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?**

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

The following two VIPs are modifications to the continuation of two old VIPs from previous Comp-PSR (2018). The two "old" VIPs investigated fundamental conditions about the PS Program, but were interrupted due to the COVID-19 Pandemic. The two new modified VIPs bring them current with standard PSR vocabulary+format, may address the specific "disparities" identified in the IR Equity data for PS for this current Comprehensive PSR, and align with Goal #1 and Goal #2 of Chaffey College's VIP Goals.

V-1 Increase by 10% (4) the number of PS degrees completed from 2020-21 (38). [Modification of old V-1: "To monitor awareness of PS-AAT degree and program."]

V-2 Increase by 10% the African-American-Enrollment (16) from 2020-21 (158), and the Success (6) and Retention (6) Rates for 50+ from 2020-21 (58 and 61). [Modified old V-3: "Monitor the Success Rates of PS classes by Meeting Time."]

**4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):**

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

**\* 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?**

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

V-1 Increase by 10% (4) the number of PS degrees completed from 2020-21 (38), aligns with Chaffey College VIP Goal #2 - Learning and Completion.

The PS Program has always been keen on our students' successful completion of the PS transfer-degree. In the previous Comp-PSR, the VIP was to monitor the awareness of the PS-AAT degree and program, because the PS-AAT was recently created. In this current PSR cycle, data provided by IR shows that the number of PS-AATs earned has increased from 7 in 2015-16 to 38 in 2020-21. The increasing trend indicates to the PS Program that it no longer needs to monitor the awareness of the PS-AAT, that students are already aware of it, and now PS Program is focused on further increasing the number of PS-AATs earned in the next PSR cycle by 10% (4 more). This VIP aligns with the Chaffey College VIP Goal #2, to "ensure learning and timely completion of students' educational goals."

V-2 Increase by 10% the African-American-Enrollment (16) from 2020-21 (158), and the Success (6) and Retention (6) Rates for 50+ from 2020-21 (58 and 61), aligns with Chaffey College VIP Goal #1 - Equity and Success.

While it already has been noted that the PS Program is very robust exceeding or meeting the metrics of 35 out of 45 demographic-equity-categories, three demographic-equity-categories showed significant disparities in the last 5 years: African-American-Enrollment decreased by 15.5%, and the 50+ Success Rate decreased by 21.6% and Retention Rate decreased by 31%. As explained already, the PS Program believes that there are factors involved beyond the scope and reach of the PS Program to solve (systemic decline in African-American enrollment across the College, and the COVID-19 pandemic pushing all course instruction DE/Online) impacting African-American Enrollment and 50+ Success and Retention Rates. Nonetheless, the PS Program will do its part to try to increase African-American Enrollment and Success and Retention Rates for 50+, because they are important objectives and they align with Chaffey College VIP Goal #1, to be an "equity-driven college that fosters success for all students." In the previous Comp-PSR, the VIP was To Monitor the Success Rates of PS classes by Meeting Time. In this current PSR, we are still interested in student enrollment, success and retention, focusing on the three stark disparities for African-American and 50+ students.