

Instruction

Section 1: Program Information

Catalog Description

Political Science

Political science, a social science, is the study of the processes, principles, and structure of government and political institutions, and the analysis of issues governments face in developing policies in the current domestic and global context. Political science contributes to an understanding of democracy that equips students to fulfill the obligations of citizenship. Political science courses satisfy general education requirements for an associate degree, an associate degree for transfer in political science, an associate degree in social sciences with an emphasis in international relations, and lower division transfer requirements. The Honors Program includes POLI 103H American Government and Politics - Honors.

Geography

Cultural geography is a study of the patterns of human occupation and land use over the earth's surface and their relationships with the natural environment with an emphasis on agricultural and industrial economics, settlement patterns, and population studies. Physical geography is a study of the physical surfaces of the earth including maps, seasons, weather, climate, soils, natural vegetation, internal and external geologic processes, land forms, and their relationships and distribution across the face of the earth. The geography courses satisfy general education requirements for the associate degree, an associate degree in social sciences with an emphasis in geography, and lower division transfer.

Faculty/Staff –

Full-time Faculty:

* Gerhard Peters (POLI)
Rihao Gao (POLI)

Adjunct Faculty:

Zein Alameddine (POLI)
Stephen Andrew (POLI)
Areej Qasqas (POLI)
Natasha Ramos Bernal (POLI)
Ryan Wollford (GEOG)
Shane McLaren (GEOG)

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

The Political Science Program offers the ADT degree. The program offers a variety of courses that complement other degree programs and certificates including Administration of Justice, Economics, Peace Studies, and Public Administration. The Program plays a role in the Honors Transfer Program and has offered courses in the Study Abroad Program.

Political Science courses provide an excellent opportunity for students to enhance their knowledge of the contributions of historically marginalized groups to the American experience. Topics frequently covered include, and are not limited to, the definition of citizenship throughout American history, the expansion of the franchise, the struggle for civil rights, the role of slavery in the Constitution, and the role of labor movements. Students are encouraged to share their unique perspectives in class discussion.

Geography has recently established an ADT degree but has not had the opportunity to run the full series of courses necessary for anyone to complete an ADT yet. Two Geography courses are also required curriculum for the ADT in Global Studies, so geography is an important component of two ADT programs. As cultural geography courses emphasize agricultural and industrial economics, settlement patterns, and population studies, the curriculum can include instruction on equity and cultural awareness as they relate to how land, labor, and people intersect in ways that privilege some sectors and constituency groups over others.

Section 3: Course Curriculum

Curriculum Table

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?
 - **YES. In addition, in this recent cycle, one course no longer offered was deactivated (Model U.N.)**

- Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?
 - **YES. Although most Political Science majors generally should transfer for a Bachelors degree for most employment opportunities available with a Political Science degree, it plays a role in assisting students in Administration of Justice who may be qualified for law enforcement jobs with an Associate degree. POLI 103 is particularly important as a general education requirement for students seeking certificates and Associate degrees in a variety of disciplines such as Nursing. POLI 103 remains a core general education requirement for many students seeking to transfer who are not Political Science majors.**
 - asdfasdfsdf
- Formats (modality type, course length, evening/weekend, noncredit, etc.)
 - **Courses are offered as: 1) Traditional on-campus lecture courses; and 2) Fully asynchronous on-line courses;**
 - **Courses are offered as both 16-week and 8-week online format during the regular semester**
 - **Courses are offered both on-campus and on-line in the Winter and Summer Intersession.**
 - **On-campus courses are offered Monday through Thursday during the day. There are currently no evening or weekend courses offered.**
- Are there any limitations preventing timely progress toward educational goal attainment?
 - ⊖ **NO**

Section 4: Student Success Data

Power BI Dashboard ([linked](#), [noneditable](#))

<https://app.powerbi.com/view?r=eyJrIjoibW1NmRkOGQ0OTIhMC00NzZiLThmNjctNW1YTE4ZTA1MzY3IiwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWwLTdhYTcxNTIyMGZkYyIsImMiOjZ9>

Review and write about the data on student success, retention, degrees, certificates, and transfer.

- How does your program compare with college-wide data?
 - **Retention rates are generally in-line with college-wide data. Slight statistically insignificant differences of +/- 1-2% per year.**
 - **Success rates also generally in-line. There is a trend in which success rates are slightly lower than the college-wide rate in the Fall semester and almost identical in the Spring semester.**
- Compare performances within your program to those of the collegewide data.
 - **I believe that is included above.**
- Write about any notable equity gaps in performance.
 - **Political Science success rates show no statistically significant difference between men and women. For age groups, there seems to be variation between terms. There is no**

data to explain this. For ethnicity, the data makes it difficult to suggest causal relationships. There is no sample size for each group. As an example, in one term, American-Indians show a 100% success rate, but that may be due to the number of observations being one or two.

- What potential obstacles or barriers do students face?
 - **Students continue to face obstacles that are common in an open-enrollment institution. Issues include the high cost of living and need for students to hold one or more jobs.**
 - **The increase of dual-enrollment students has produced qualitative information. Many of these students in high school simply do not have the appropriate level of college preparation in order to succeed in collegiate-level work. Not understanding the importance of self-responsibility, low-levels of resilience, and lack of basic skills are all barriers to success.**
 - **With the increase in the number of online sections, it is noteworthy that success rates are not higher in these courses because they offer an opportunity for students to complete work on their schedule without the burden of having to commute to the college campus.**
- What opportunities are available to address these barriers?
 - **A major goal of the college is enrollment growth so it is hard to solve some of these problems with reliance on dual-enrollment for FTES growth.**
 - **Because the success rates in on-campus classes is higher than in on-line classes, a rebalancing toward more on-campus instruction *may* improve overall success rates.**

[Links to Guided Pathways and DEIA+](#)

Section 5: Program-Level Student Learning Outcome Assessment

Review all program, degree, certificate, and skill award SLOs. Write about their current status, as well as any modifications that have been made or need to be made. (If you need to update the degree/certificate/skill award learning outcomes, this is done through the curriculum review process. Program learning outcomes should be updated here.)

Provide a summary of how well course-level SLOs align with the broader program-level SLOs and if any changes are needed.

POLI: No changes needed

GEOG: No changes needed

Current Program Learning Outcomes for Political Science (with no changes)

Political Science Program SLO 1

Utilize college-level articulation to judge different behavioral science research design by participating in class discussions group exercises essays and exams to develop communication skills needed for transfer level coursework.

Political Science Program SLO 2

Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.

Political Science Program SLO 3

Demonstrate proficiency in analyzing numerical data in order to critique historical data and to gain perspective of the role of data in historical research and research methodology.

Political Science Program SLO 4

Political Science and Geography Analyze basic concepts which have been embodied in the structure of governments and governmental systems by participating in class discussions, group exercises, essays, and exams to develop an understanding of the functions of governments.

Political Science Program SLO 5

Analyze the forms of government in terms of civil and human rights as well as international relationships by participating in class discussions, group exercises, research, essays, and exams to develop an understanding of the impact of the political process on society.

Political Science Program SLO 6

Identify and analyze the environmental, cultural, historical and social factors affecting the development of political systems today by participating in class discussions, group exercises, research, essays, and exams to develop an understanding of political systems.

Political Science Program SLO 7

Identify and analyze the types of problems associated with political and economic development in society by participating in class discussions group exercises, research, essays, and exams to develop an understanding of the study of political science.

Political Science Program SLO 8

Analyze the political theorists and philosophies that have given rise to governmental systems by participating in class discussions group exercises, research, essays, and exams to develop an understanding of the study of political science.

Political Science Program SLO 8

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Degree/Certificate/Skill Award Learning Outcomes

Global Studies A.A.-T. SLOs

Global Studies A.A.-T. SLO 1

Instruction Plus One Program Review Cycle 3

Political Science and Geography

Demonstrate the ability to contextualize contemporary world issues facing human populations and develop an understanding of inequality, conflict and environmental sustainability.

Mapping

No Mapping

Global Studies A.A.-T. SLO 2

Demonstrate the knowledge of geographic and cultural causes for the major global issues of social inequality, conflict and environmental sustainability at the individual, group, and cultural levels.

Mapping

No Mapping

Global Studies A.A.-T. SLO 3

Demonstrate a global awareness and appreciation of cultural and environmental diversity and evaluate strategy for global solutions and alternative energy resource development.

Mapping

No Mapping

Global Studies A.A.-T. SLO 4

Demonstrate tolerance and respect for alternative cultural perspectives as an approach to resolving major global

issues.

Mapping

No Mapping

POLITICAL SCIENCE AA-T DEGREE

POLITICAL SCIENCE AA-T DEGREE SLO1

Demonstrate an ability to write clearly and accurately about social scientific phenomena related to Political Science using collegiate level grammar, vocabulary, and logic.

Mapping

No Mapping

POLITICAL SCIENCE AA-T DEGREE SLO2

Demonstrate an understanding of historical foundations, political institutions, and processes involved in the distribution and use of power in politics.

Mapping

No Mapping

POLITICAL SCIENCE AA-T DEGREE SLO3

Demonstrate an understanding of the basic research methods, qualitative and quantitative, used in the study of Political Science as preparation for upper-division work.

Instruction Plus One Program Review Cycle 3

Political Science and Geography

Section 6: Assessment and Planning

Past Recommendations and Goals

Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

Overall Weaknesses: In what ways does your program need to improve?

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

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role of labor movements. Students are encouraged to share their unique perspectives in class discussion.

Geography: As a discipline intersects with the ADT in Global Studie and is tied to the “Geography Emphasis” of the AA in Social Science, it furthers DEIA+ efforts through the cross-disciplinary nature of those two degrees.

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

1. **POLI & GEOG:** Begin the process to establish a Department Chair for the programs. This will require the joint efforts of the Academic Senate and Faculty Association.
2. **POLI:** Offer courses in a sequence that allows for completion of the ADT in Political Science within 2 years.
3. **GEOG:** Developing of Geographic Information Systems (GIS) courses and lab facilities. Hardware and software to facilitate GIS courses.
4. **GEOG:** Potential elimination of the ADT In Geography due to *extremely* low demand and enrollment numbers. Once a “full-cycle” of courses are offered to provide students to earn and ADT, if the number of completers are zero or near-zero, unwinding the ADT would allow for marketing and support of the remaining GEOG courses that support the Global Studies and Social Sciences degrees as well as also meet general education transfer requirements.
5. **GEOG:** Boost enrollment in geography and global studies courses among non-resident students, economically disadvantaged students, minority students, students of all racial identities and among students of all gender identities.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

POLI: Secure Funding from Faculty Development Funds for Conference & Professional Development Activities: Full-time faculty members in Political Science maintain access to annual \$850 stipend amount, per faculty, awarded to faculty for the purposes of attending professional conferences and development activities.

GEOG: Determine if GIS courses and lab facilities to support them would be housed in CTE or SBS and, if in SBS, secure the funds necessary to establish these, in which student demand and future job prospects are much higher than for the general ADT in Geography.

GEOG: Creative ways to fund marketing efforts are needed to increase enrollment in GEOG courses. While social media blasts are fine, as far as they go, a more sustained marketing

campaign is really needed as the numbers of students enrolling across all GEOG courses continues to dwindle to the point that the entire program is at risk of dissolution.