

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Political Science Academic Year F25-S26

1. Has your program mission or primary function changed in the last year?

No.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

- The first successful offering of POLS 110 – Political Theory to support POLS majors transferring to Cal Poly SLO

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The POLS 2-year [map](#) is in place. One ongoing challenge is the limited offerings of POLS 104 and POLS 105. Each course is offered once per academic year. Ideally, both would be available in the Spring and Fall terms each year. However, that has not yet seemed sustainable in terms of enrollment. The switch from onsite to online has made the classes more accessible to a wider swath of students and with higher average enrollment, but ***without the option for synchronous online or hybrid modality***, students miss the interaction of a live class experience. POLS faculty may consider adding a hybrid option and/or an 8-week option as a way to offer these courses more than once per academic year. There are concerns, however, about the clarity of the way hybrid courses are described/presented to students in the schedule. Misunderstandings have resulted in courses in other disciplines seeing steep drop rates at the beginning of the term.

4. Were there any staffing changes?

No full-time staffing changes have been made. New part-time faculty have been hired.

5. What were your program successes in your area of focus last year?

- Continued success and retention rates that exceed the college overall [Table 1]
- A balance of degrees awarded to males and females
- A majority of degrees awarded to Hispanic students
- A balance of degrees awarded across age groups
- Significant progress towards meeting the CCCC 100% accessibility standard

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

POLS 103 data for PLO1 show success rates that are in line with the program overall. There is also consistency in that of those who do not meet standards, a majority are as a result of not submitting the assignment(s). Thus, of those who do submit, the success rates are even higher.

POLS 110 data for PLO2 show unusually poor results. However, a majority of those who do not meet standards either did not submit the assignment(s) or failed as a result of unauthorized use of AI.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The main assignment at the heart of the POLS 103 data was designed to be highly AI-resistant. It also was supported by a low-risk "scaffolding" assignment designed to increase student confidence and understanding of expectations. It tested skills of comparison and synthesis, which are mid-high in Bloom's Taxonomy.

The main assignment at the heart of the POLS 110 data also a supporting low-risk pre-assignment. It also tested higher order skills of analysis and application, among the more difficult in Bloom's Taxonomy. As a result, the assignment was less AI-resistant.

c. Please summarize recommendations and/or accolades that were made within the program/department.

- Continued use of the Hypothesis annotation tool has been effective
- Program faculty are discussing a maximum AI content threshold rule
- Program faculty continue to seek approval for synchronous online offerings to complement the onsite and traditional online offerings, especially for the lower enrollment specialty courses such as POLS 104 and 105
- Department faculty may consider the option of using in-person exams for online courses and/or the use of the new Respondus LockDown Browser
- All 3-unit POLS classes were offered in the 2025-26 academic year

d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

N/A

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

POLS 104

b. What were some key findings regarding RSI?

- Some strengths: Substantive and frequent interaction

- Some areas of possible improvement: N/A

c. What is the plan for improvement? N/A

Overall: POLS Success & Retention rates generally outperform the college rates.

Table 1

Success & Retention

Success % Retention %

	2020-21	2021-22	2022-23	2023-24	2024-25
AHC ALL	74% 88%	71% 86%	72% 87%	74% 89%	75% 89%
Grand Total	83% 93%	78% 89%	78% 92%	82% 94%	82% 94%
POLS101 ALL	77% 91%	72% 88%	70% 90%	71% 91%	74% 91%
POLS103 ALL	84% 93%	80% 90%	80% 92%	85% 95%	83% 95%
POLS104 ALL	88% 94%	60% 70%	71% 90%	58% 73%	94% 97%
POLS105 ALL	79% 95%	71% 76%	52% 78%	73% 77%	64% 79%
POLS106 ALL		45% 73%		56% 88%	67% 100%
POLS110 ALL					93% 93%
POLS199A ALL	78% 87%				61% 83%

Gender – overall trend shows similar success & retention rates.

The success rates for males in the POLS program are consistently higher than for the college overall.

Table 2

Success & Retention ■ Success % ■ Retention %

		2020-21	2021-22	2022-23	2023-24	2024-25
AHC	Female	75% 89%	71% 86%	72% 87%	74% 88%	75% 89%
	Male	73% 88%	71% 86%	72% 88%	73% 89%	75% 90%
	Non-Binary	67% 87%	69% 84%	68% 86%	75% 91%	78% 91%
Grand Total		83% 93%	78% 89%	78% 92%	82% 94%	82% 94%
POLS101	Female	74% 90%	66% 86%	73% 91%	70% 91%	69% 88%
	Male	80% 93%	82% 91%	68% 88%	71% 91%	81% 93%
	Non-Binary	100% 100%	100% 100%	33% 100%	83% 83%	50% 100%
POLS103	Female	85% 94%	79% 90%	82% 93%	86% 95%	84% 94%
	Male	83% 92%	81% 91%	77% 91%	84% 95%	82% 96%
	Non-Binary	80% 100%	78% 78%	88% 88%	100% 100%	75% 83%
POLS104	Female	88% 94%	59% 76%	83% 100%	62% 85%	95% 100%
	Male	87% 93%	62% 62%	61% 83%	55% 65%	92% 92%
	Non-Binary			100% 100%		
POLS105	Female	79% 100%	67% 67%	60% 80%	91% 100%	63% 75%
	Male	80% 80%	75% 83%	43% 86%	50% 50%	64% 82%
	Non-Binary			0%	100% 100%	100% 100%
POLS106	Female		50% 50%		57% 86%	75% 100%
	Male		40% 100%		50% 88%	60% 100%
	Non-Binary				100% 100%	
POLS110	Female					83% 83%
	Male					100% 100%
	Non-Binary					100% 100%
TOTAL	Female	84% 94%	76% 89%	81% 93%	83% 95%	82% 93%
	Male	82% 92%	80% 90%	75% 90%	81% 93%	81% 95%
	Non-Binary	83% 100%	80% 80%	69% 85%	95% 95%	75% 88%

Modality – All instances of lower than 70% success rates are in traditional onsite modality. Notably, the figures for the inaugural section of POLS 110 are impressively high.

Table 3

Success & Retention ■ Success % ■ Retention %

		2020-21	2021-22	2022-23	2023-24	2024-25
AHC	Hybrid	60%	52%	57%	59%	58%
	ON Sync	74%	77%	80%	78%	74%
	ON Trad	71%	67%	65%	69%	71%
	Onsite	87%	74%	76%	77%	79%
Grand Total		83%	78%	78%	82%	82%
POLS101	ON Sync	77%	95%			
	ON Trad			85%	80%	90%
	Onsite		64%	65%	68%	69%
POLS103	Hybrid			82%	72%	88%
	ON Sync	83%	80%			
	ON Trad	84%	78%	75%	80%	78%
	Onsite	98%	82%	85%	89%	86%
POLS104	ON Sync	88%				
	ON Trad		60%	71%	58%	94%
POLS105	ON Sync	79%	71%			
	ON Trad			52%	73%	64%
POLS106	ON Trad		45%		56%	67%
POLS110	Onsite					93%
POLS199A	ON Sync	78%				
	ON Trad					61%
TOTAL	Hybrid			82%	72%	88%
	ON Sync	81%	82%			
	ON Trad	84%	77%	75%	78%	78%
	Onsite	98%	77%	81%	86%	84%

Ethnicity

Success and retention rates remain lower for Hispanic students compared to White students over the five-year period in general. However, this is not universally the case. POLS success rates for Hispanic students are more often higher than for the college overall, but not in all cases. [Note: there are some very low figures for the Other category, but sample sizes are not given]

Notably, the success rates for the inaugural section of POLS 110 are very high.

Table 4

Success & Retention ■ Success % ■ Retention %

		2020-21	2021-22	2022-23	2023-24	2024-25
AHC	Hispanic	72% 88%	69% 85%	70% 87%	71% 88%	73% 89%
	White	79% 90%	77% 87%	77% 88%	81% 91%	81% 91%
	Other	75% 89%	72% 86%	74% 87%	77% 90%	77% 90%
<hr/>						
		2020-21	2021-22	2022-23	2023-24	2024-25
Grand Total		83% 93%	78% 89%	78% 92%	82% 94%	82% 94%
POLS101	Hispanic	78% 93%	68% 88%	69% 88%	65% 89%	75% 90%
	Other	57% 91%	79% 86%	69% 88%	82% 100%	67% 83%
	White	82% 88%	86% 91%	74% 97%	84% 91%	75% 96%
POLS103	Hispanic	83% 93%	78% 90%	80% 92%	82% 94%	80% 94%
	Other	85% 95%	78% 90%	75% 89%	89% 97%	91% 97%
	White	90% 96%	85% 93%	84% 95%	95% 98%	91% 97%
POLS104	Hispanic	86% 95%	63% 68%	64% 100%	52% 71%	100% 100%
	Other	83% 83%	40% 80%	67% 67%	0%	67% 100%
	White	100% 100%	67% 67%	82% 91%	73% 82%	88% 88%
POLS105	Hispanic	90% 100%	77% 85%	64% 91%	82% 82%	60% 75%
	Other	25% 75%	50% 50%	100% 100%	33% 67%	33% 67%
	White	100% 100%	75% 75%	22% 56%	75% 75%	100% 100%
POLS106	Hispanic		43% 71%		57% 71%	50% 100%
	Other		50% 50%		100% 100%	100% 100%
	White		50% 100%		50% 100%	100% 100%
POLS110	Hispanic					89% 89%
	Other					100% 100%
	White					100% 100%
<hr/>						
POLS199A	Hispanic	58% 75%				55% 91%
	Other	100% 100%				100% 100%
	White	100% 100%				50% 50%
<hr/>						
TOTAL	Hispanic	82% 92%	76% 89%	78% 92%	79% 93%	79% 93%
	White	89% 95%	85% 92%	80% 94%	91% 96%	89% 96%
	Other	80% 93%	76% 88%	74% 88%	87% 96%	86% 95%

Degrees & Transfers

[Please note that the data available have not changed since last year’s update.]

The number of POLS degrees awarded dipped noticeably in the 2022-23 academic year, but did rebound significantly in the 2023-24 academic year. As with the college as a whole, there are more POLS transfers to CSU than UC campuses.

Table 5

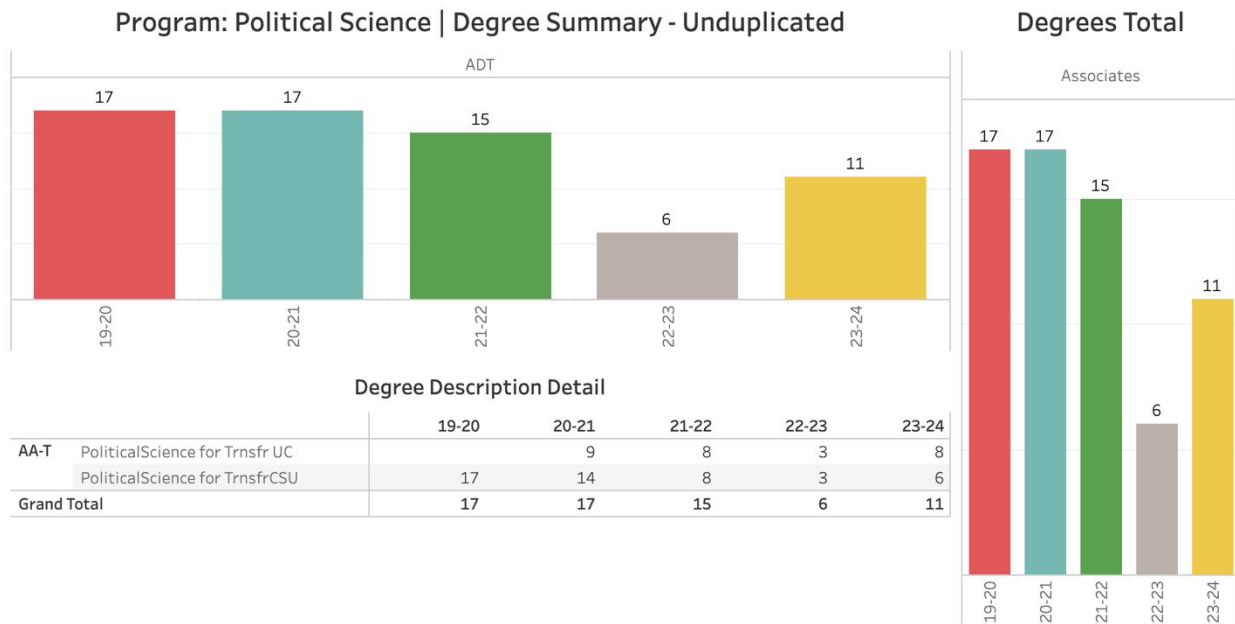
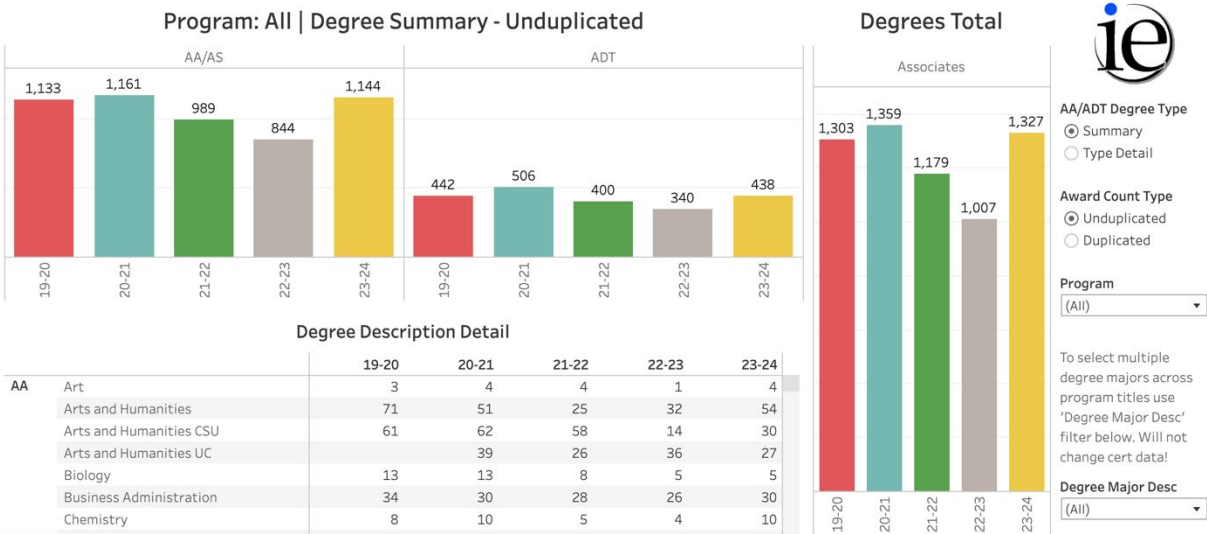


Table 6



Gender

The ratio of POLS degrees awarded shows no consistent pattern by gender, with some years having more males and other years more females. The most recent year is split evenly between females and males. This balance is different than the pattern for the college overall, where there is a clear majority of degrees awarded to females.

Table 7

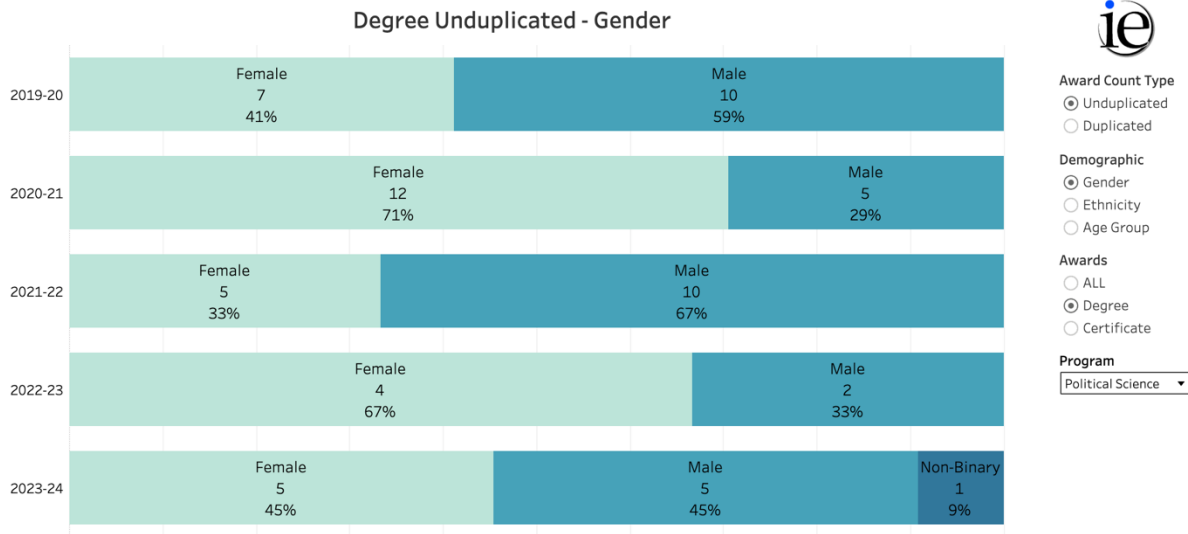
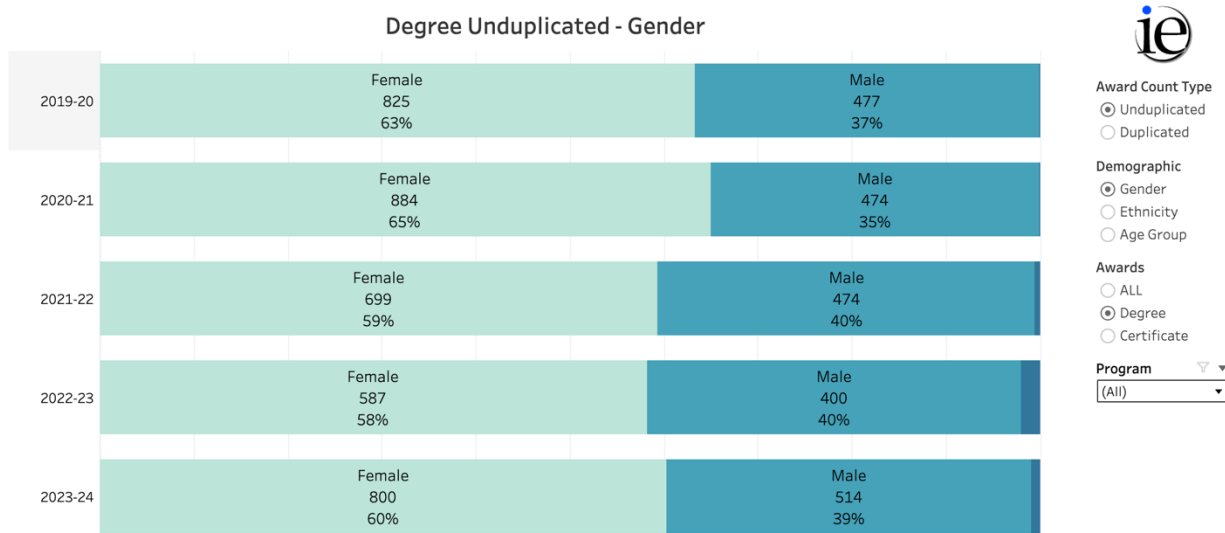


Table 8



Ethnicity

For the POLS program in this five-year period, there is a pattern of more Hispanic Students earning a degree than White students. This is consistent with the college overall.

Table 9

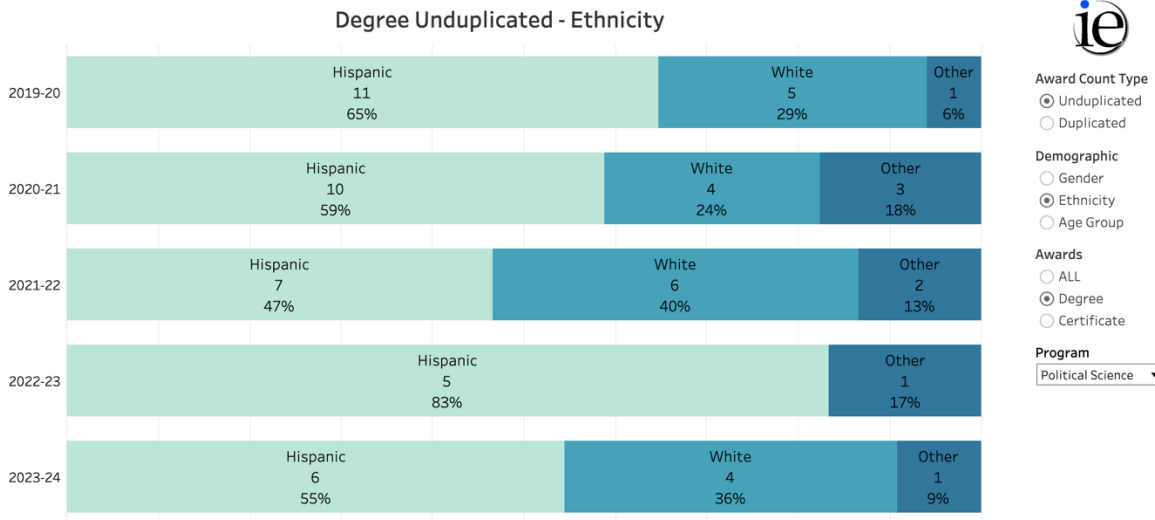
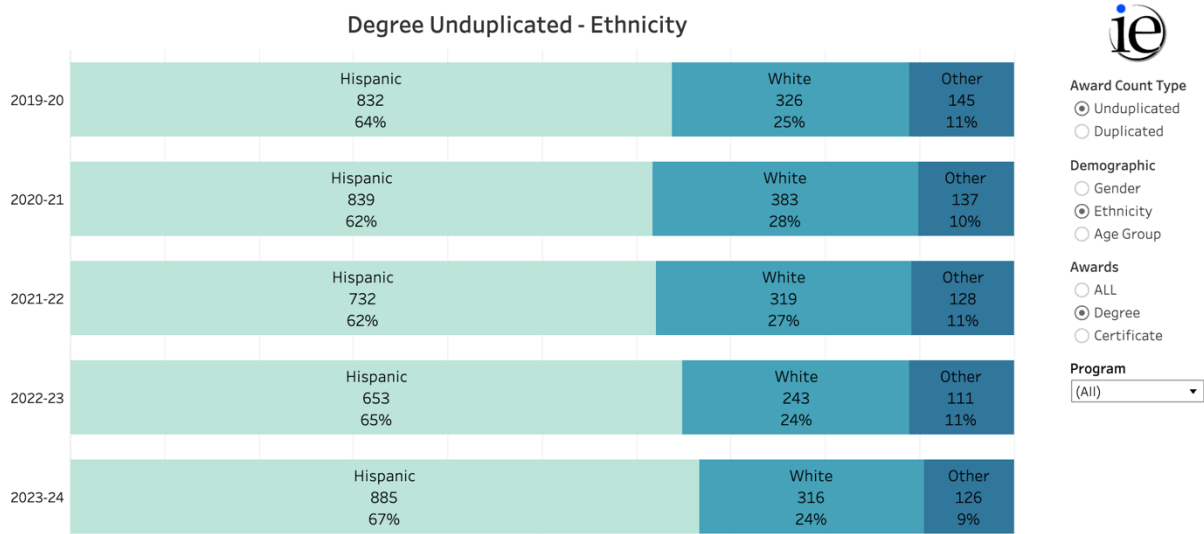


Table 10



Age

There is an interesting balance in terms of POLS degrees awarded by age group, with more variation than the college overall. Perhaps the most striking difference is the substantial number of POLS degrees awarded to the under-20s. The ability of high school students to take some POLS courses before transitioning from high school to Hancock enables the earlier age at time of degree completion.

The plurality of degrees awarded by the college overall are to those in the 20-24 age group. A high minority number are awarded to those in the 35-54 age range, with very few awarded to the under-20s.

Table 11

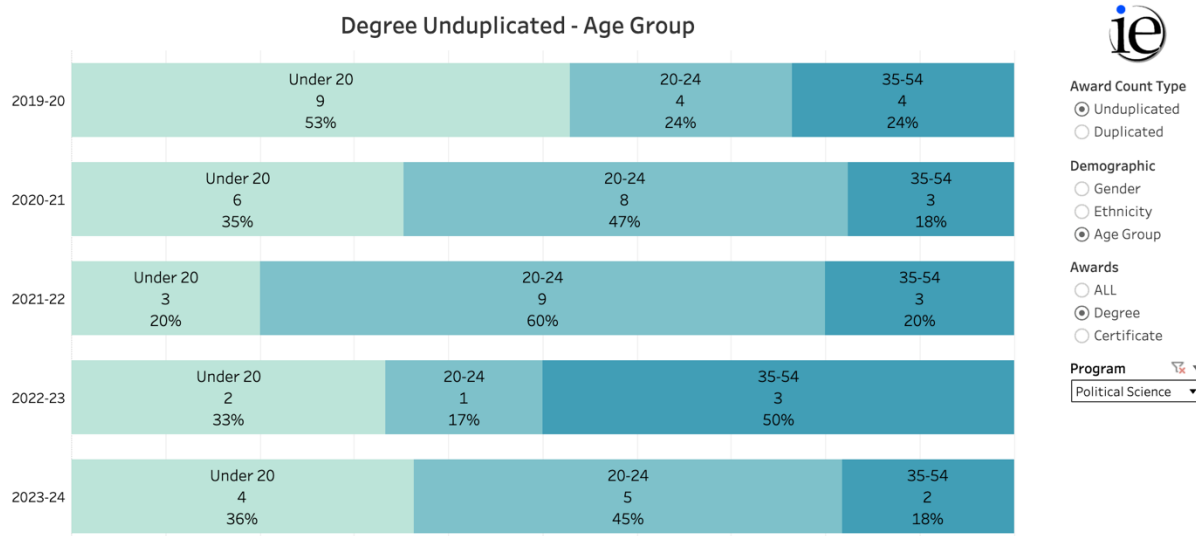
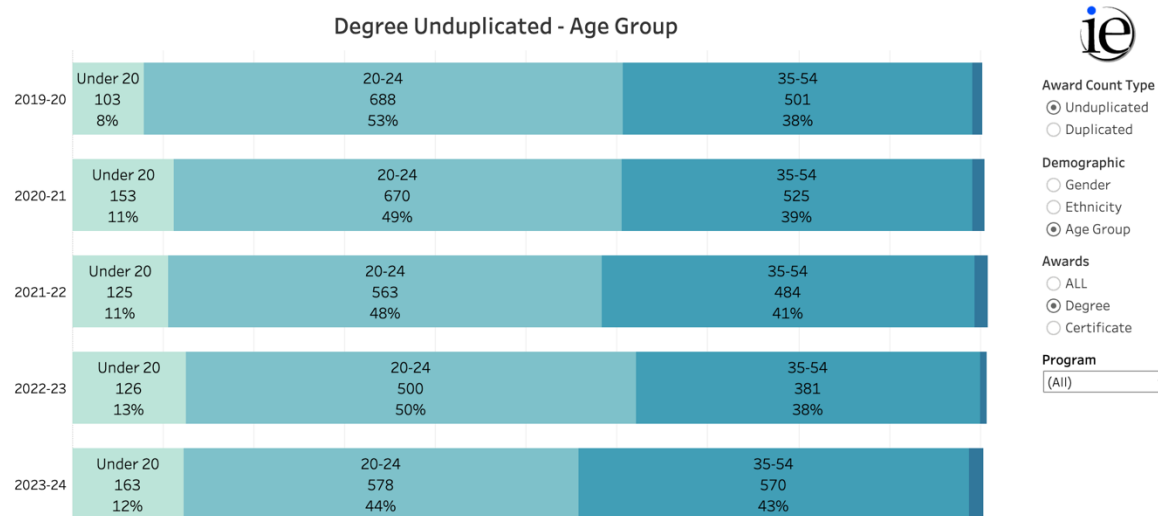


Table 12



Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

1. What data were analyzed and what were the main conclusions?

Institutional Effectiveness [IE] conducted a student survey in Spring 2024. This survey was not specific to students in the Political Science program, but the data are informative, nonetheless. In addition, during the Spring 2026 semester, a survey was conducted among three sections of POLS students (two sections of POLS C1000 and one section of POLS 104). The results from the IE survey below reflect a mix of services broader than the POLS-specific survey. The number of respondents in the IE survey is much greater.

The POLS surveys show some informative results.

For both POLS C1000 and POLS 104: A large majority of students have a good familiarity, frequently use and value highly the academic counseling services, the library, the Academic Resource Center and the Writing Center.

Survey Results from POLS C1000 (2 sections, combined)

Question Breakdown

Attempts: 71 out of 71 -0
Discrimination Index ⓘ

How would you describe your familiarity with the **Learning Assistance Program (LAP)** at Hancock?

Never heard of it	11 respondents	15 %	<div style="width: 15%; background-color: #28a745;"></div> ✓	15% answered correctly
I know it exists, but don't know much about it	40 respondents	56 %	<div style="width: 56%; background-color: #6c757d;"></div>	
I am quite familiar with it	14 respondents	20 %	<div style="width: 20%; background-color: #6c757d;"></div>	
I am very familiar with it and/or use it	6 respondents	8 %	<div style="width: 8%; background-color: #6c757d;"></div>	

Attempts: 71 out of 71 -0
Discrimination Index ⓘ

How would you describe the value of the **Learning Assistance Program (LAP)** to *your success* at Hancock?

I don't use it	57 respondents	80 %	<div style="width: 80%; background-color: #28a745;"></div> ✓	80% answered correctly
It is helpful	11 respondents	15 %	<div style="width: 15%; background-color: #6c757d;"></div>	
It is very helpful	3 respondents	4 %	<div style="width: 4%; background-color: #6c757d;"></div>	

Attempts: 71 out of 71 -0
Discrimination Index ⓘ

How would you describe your familiarity with the **academic counseling** support at Hancock?

Never heard of it	1 respondent	1 %	<div style="width: 1%; background-color: #28a745;"></div> ✓	1% answered correctly
I know it exists, but don't know much about it	16 respondents	23 %	<div style="width: 23%; background-color: #6c757d;"></div>	
I am quite familiar with it	31 respondents	44 %	<div style="width: 44%; background-color: #6c757d;"></div>	
I am very familiar with it and/or use it frequently	23 respondents	32 %	<div style="width: 32%; background-color: #6c757d;"></div>	

Attempts: 71 out of 71

-0

How would you describe the value of the **academic counseling services** to **your success** at Hancock?

Discrimination Index ⓘ

I don't use it unless I have to	14 respondents	20 %	
It is helpful	26 respondents	37 %	
It is very helpful	31 respondents	44 %	

20% answered correctly

Attempts: 71 out of 71

-0

How would you describe your familiarity with the **Library** at Hancock?

Discrimination Index ⓘ

Never heard of it (what's a library?)		0 %	
I know it exists, but don't know much about it	13 respondents	18 %	
I am quite familiar with it	28 respondents	39 %	
I am very familiar with it and/or use it frequently	30 respondents	42 %	

0% answered correctly

Attempts: 71 out of 71

-0

How do you usually use the **Library** at Hancock?

Discrimination Index ⓘ

I go in person	31 respondents	44 %	
I use the online library services	12 respondents	17 %	
I do both	28 respondents	39 %	

44% answered correctly

Attempts: 71 out of 71

Which of the following **Library** services do you use at Hancock? [Choose all that apply]

As a quiet study spot	52 respondents	73 %	
To borrow books and/or other materials	37 respondents	52 %	
Research help - from a librarian	21 respondents	30 %	
Online Chat	12 respondents	17 %	
Online research tools - such as newspapers and academic journals	35 respondents	49 %	
To use a computer	26 respondents	37 %	

13% answered correctly

Attempts: 71 out of 71 -0

Discrimination Index [?](#)

How would you describe the value of the **Library** services to *your success* at Hancock?

I don't use it unless I have to	11 respondents	15 %	<div style="width: 15%; background-color: green;"></div> ✓	15% answered correctly
It is helpful	25 respondents	35 %	<div style="width: 35%; background-color: black;"></div>	
It is very helpful	35 respondents	49 %	<div style="width: 49%; background-color: black;"></div>	

Attempts: 71 out of 71 -0

Discrimination Index [?](#)

How would you describe your familiarity with the **Academic Resource Center** at Hancock?

Never heard of it	6 respondents	8 %	<div style="width: 8%; background-color: green;"></div> ✓	8% answered correctly
I know it exists, but don't know much about it	35 respondents	49 %	<div style="width: 49%; background-color: black;"></div>	
I am quite familiar with it	16 respondents	23 %	<div style="width: 23%; background-color: black;"></div>	
I am very familiar with it and/or use it frequently	14 respondents	20 %	<div style="width: 20%; background-color: black;"></div>	

Attempts: 71 out of 71 -0

Discrimination Index [?](#)

How would you describe the value of the **Academic Resource Center** to *your success* at Hancock?

I don't use it	32 respondents	45 %	<div style="width: 45%; background-color: green;"></div> ✓	45% answered correctly
It is helpful	24 respondents	34 %	<div style="width: 34%; background-color: black;"></div>	
It is very helpful	15 respondents	21 %	<div style="width: 21%; background-color: black;"></div>	

Attempts: 71 out of 71 -0

Discrimination Index [?](#)

How would you describe your familiarity with the **Writing Center** at Hancock?

Never heard of it	3 respondents	4 %	<div style="width: 4%; background-color: green;"></div> ✓	4% answered correctly
I know it exists, but don't know much about it	21 respondents	30 %	<div style="width: 30%; background-color: black;"></div>	
I am quite familiar with it	32 respondents	45 %	<div style="width: 45%; background-color: black;"></div>	
I am very familiar with it and/or use it frequently	15 respondents	21 %	<div style="width: 21%; background-color: black;"></div>	

Attempts: 71 out of 71 -0

Discrimination Index [?](#)

How would you describe the value of the **Writing Center** to *your success* at Hancock?

I don't use it	26 respondents	37 %	<div style="width: 37%; background-color: green;"></div> ✓	37% answered correctly
It is helpful	24 respondents	34 %	<div style="width: 34%; background-color: black;"></div>	
It is very helpful	21 respondents	30 %	<div style="width: 30%; background-color: black;"></div>	

Survey Results from POLS 104 (1 section)

Attempts: 34 out of 34 -0

How would you describe your familiarity with the **Learning Assistance Program (LAP)** at Hancock? Discrimination Index ⓘ

Never heard of it	11 respondents	32 %		32% answered correctly
I know it exists, but don't know much about it	15 respondents	44 %		
I am quite familiar with it	5 respondents	15 %		
I am very familiar with it and/or use it	3 respondents	9 %		

Attempts: 34 out of 34 -0

How would you describe the value of the **Learning Assistance Program (LAP)** to *your success* at Hancock? Discrimination Index ⓘ

I don't use it	29 respondents	85 %		85% answered correctly
It is helpful	2 respondents	6 %		
It is very helpful	3 respondents	9 %		

Attempts: 34 out of 34 -0

How would you describe your familiarity with the **academic counseling support** at Hancock? Discrimination Index ⓘ

Never heard of it	1 respondent	3 %		3% answered correctly
I know it exists, but don't know much about it	9 respondents	26 %		
I am quite familiar with it	14 respondents	41 %		
I am very familiar with it and/or use it frequently	10 respondents	29 %		

Attempts: 34 out of 34 -0

How would you describe the value of the **academic counseling services** to *your success* at Hancock? Discrimination Index ⓘ

I don't use it unless I have to	10 respondents	29 %		29% answered correctly
It is helpful	8 respondents	24 %		
It is very helpful	16 respondents	47 %		

Attempts: 34 out of 34 -0

How would you describe your familiarity with the **Library** at Hancock? Discrimination Index ⓘ

Never heard of it (what's a library?)		0 %		0% answered correctly
I know it exists, but don't know much about it	13 respondents	38 %		
I am quite familiar with it	8 respondents	24 %		
I am very familiar with it and/or use it frequently	13 respondents	38 %		

Attempts: 34 out of 34

-0

How do you usually use the **Library** at Hancock?

Discrimination Index ⓘ

I go in person	10 respondents	29 %	✓
I use the online library services	12 respondents	35 %	
I do both	12 respondents	35 %	

29% answered correctly

Attempts: 34 out of 34

Which of the following **Library** services do you use at Hancock? [Choose all that apply]

As a quiet study spot	17 respondents	50 %	✓
To borrow books and/or other materials	15 respondents	44 %	
Research help - from a librarian	10 respondents	29 %	
Online Chat	4 respondents	12 %	
Online research tools - such as newspapers and academic journals	22 respondents	65 %	
To use a computer	8 respondents	24 %	

12% answered correctly

Attempts: 34 out of 34

-0

How would you describe the value of the **Library** services to *your success* at Hancock?

Discrimination Index ⓘ

I don't use it unless I have to	10 respondents	29 %	✓
It is helpful	11 respondents	32 %	
It is very helpful	13 respondents	38 %	

29% answered correctly

Attempts: 34 out of 34

-0

How would you describe your familiarity with the **Academic Resource Center** at Hancock?

Discrimination Index ⓘ

Never heard of it	3 respondents	9 %	✓
I know it exists, but don't know much about it	17 respondents	50 %	
I am quite familiar with it	9 respondents	26 %	
I am very familiar with it and/or use it frequently	5 respondents	15 %	

9% answered correctly

Attempts: 34 out of 34

-0

How would you describe the value of the **Academic Resource Center** to *your success* at Hancock?

Discrimination Index ⓘ

I don't use it	16 respondents	47 %	✓
It is helpful	13 respondents	38 %	
It is very helpful	5 respondents	15 %	

47% answered correctly

Attempts: 34 out of 34

-0

How would you describe your familiarity with the **Writing Center** at Hancock?

Discrimination Index ⓘ

Never heard of it	1 respondent	3 %	✓
I know it exists, but don't know much about it	13 respondents	38 %	
I am quite familiar with it	11 respondents	32 %	
I am very familiar with it and/or use it frequently	9 respondents	26 %	

3% answered correctly

Attempts: 34 out of 34

-0

How would you describe the value of the **Writing Center** to *your success* at Hancock?

Discrimination Index (?)

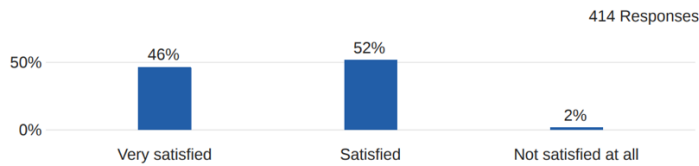
I don't use it	12 respondents	35 %	✓
It is helpful	10 respondents	29 %	
It is very helpful	12 respondents	35 %	

35% answered correctly

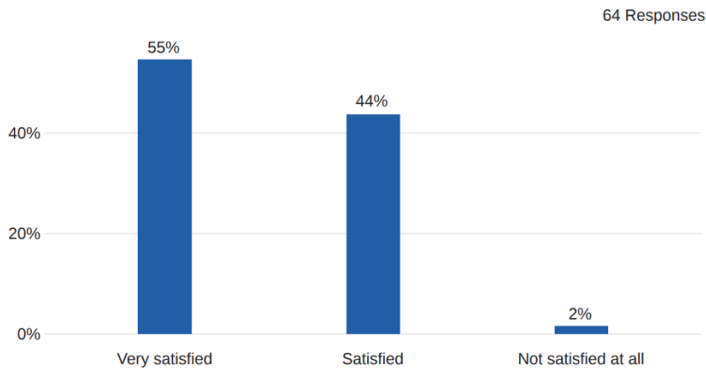
From the IE survey, it is clear that 95% or more of students are “satisfied” or “very satisfied” with the services available to them at Hancock. The notable exceptions to that extraordinary level of satisfaction are about access to tutoring. While the responses to Question 104 and 105 still show a majority of positive responses, there does seem to be an opportunity for improvement.

Institutional Effectiveness Student Survey Results (Spring 2024)

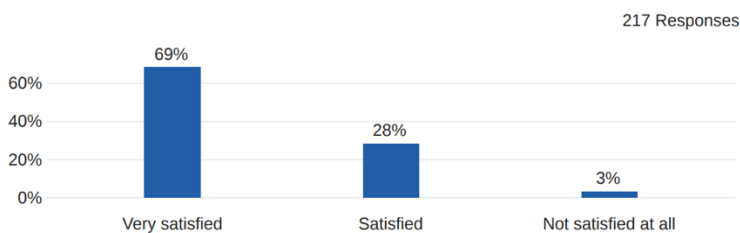
Q6 - How satisfied were you with Admissions and Records services?



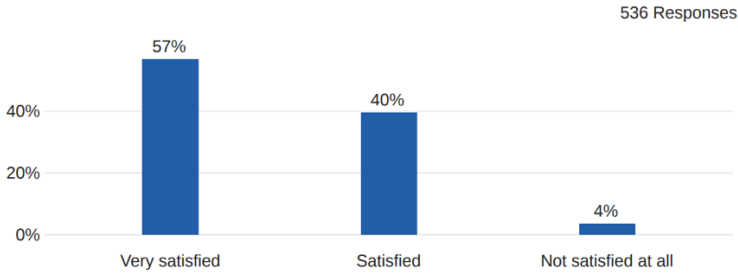
Q10 - How satisfied were you with AIM to Dream Center services?



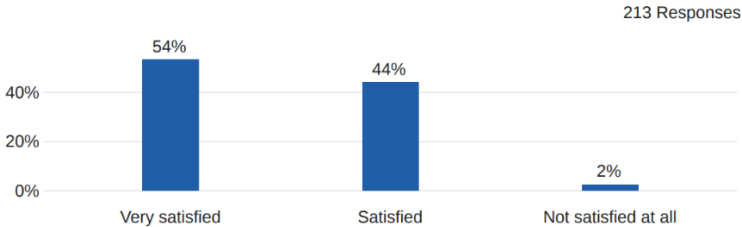
Q14 - How satisfied were you with Basic Needs Center services?



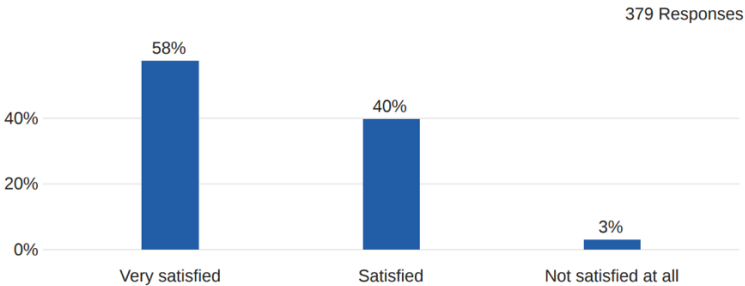
Q18 - How satisfied were you with the AHC Bookstore services?



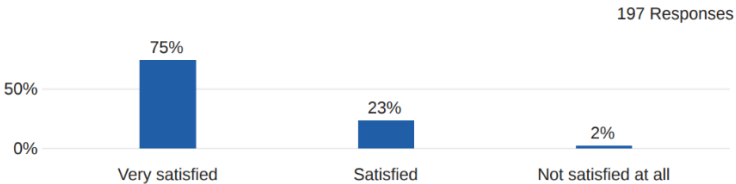
Q30 - How satisfied were you with Career Center services?



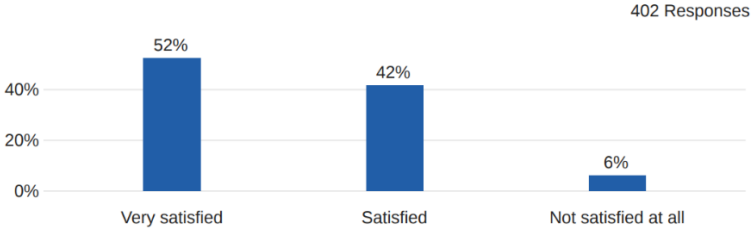
Q38 - How satisfied were you with general counseling services?



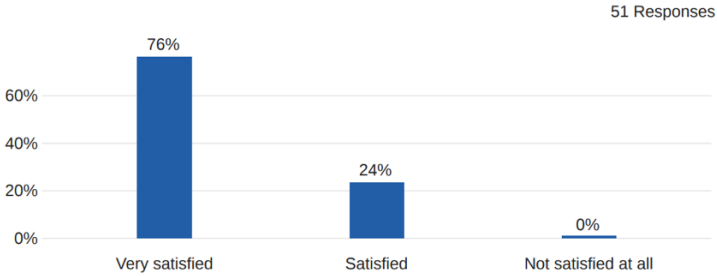
Q42 - How satisfied were you with EOPS/CARE/NextUP/CalWORKs/Guardian Scholars services?



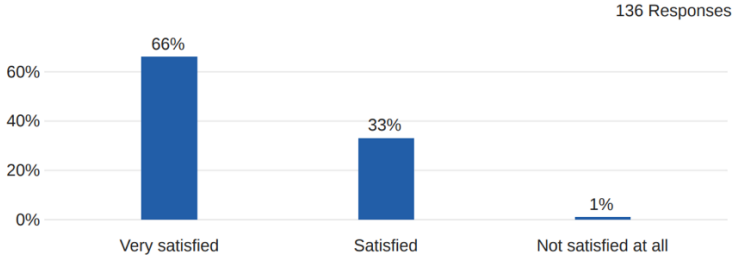
Q46 - How satisfied were you with Financial Aid services?



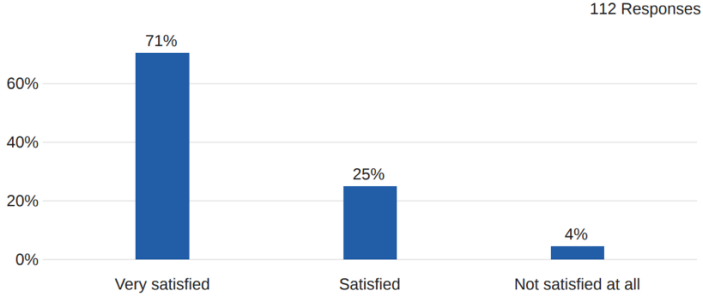
Q50 - How satisfied were you with Phoenix/Rising Scholars services?



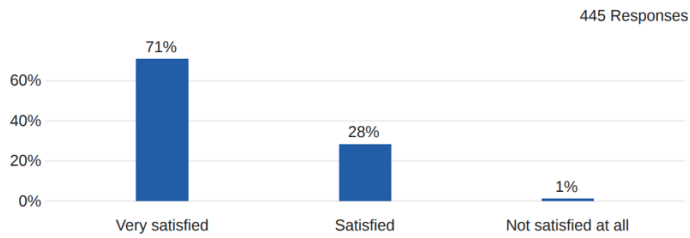
Q54 - How satisfied were you with Student Health Services?



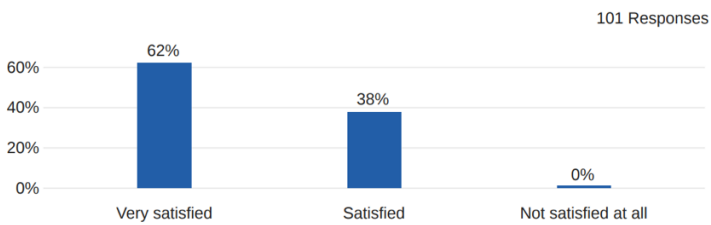
Q58 - How satisfied were you with LAP services?



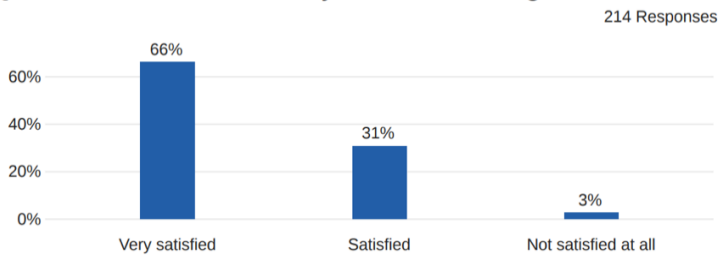
Q62 - How satisfied were you with AHC Library services?



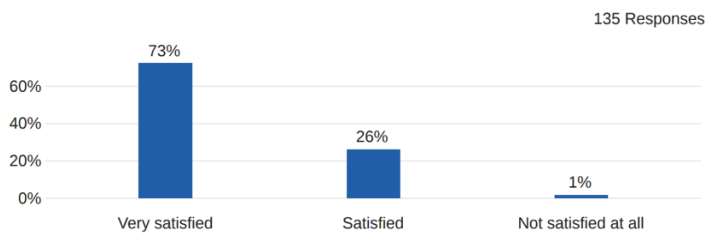
Q74 - How satisfied were you with Student Activities services?



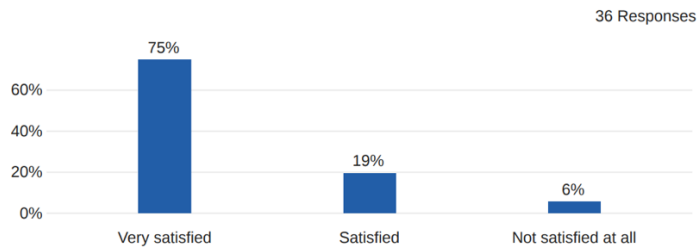
Q78 - How satisfied were you with Tutoring services?



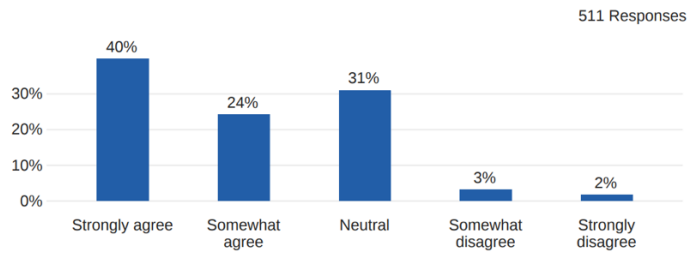
Q82 - How satisfied were you with University Transfer Center services?



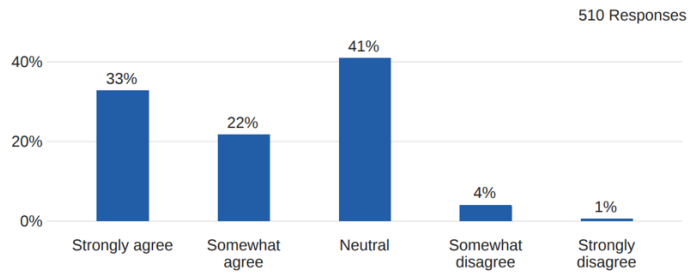
Q86 - How satisfied were you with Veteran Success Center services?



Q104 - The college offers adequate tutoring services for all courses.



Q105 - It's easy to schedule a session with a tutor when I need assistance.



2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The IE survey results paint Hancock student services in a very positive light, leaving not much room for improvement beyond 95% satisfaction. The broad range of services available, from the most common (academic counseling, library, LAP, etc.) to the more specific (veterans', Dream, Guardian, Phoenix), is impressive for a small-medium size community college serving a not-very-wealthy district. The challenge might be twofold: 1) maintain as much of this broad spectrum of student services in a national political environment hostile to equity-based efforts; and 2) stay as fleet of foot as possible to adapt to emerging needs of students.

3. What are your plans for change or *innovation*?

Based on the results from both surveys, showing high levels of awareness and satisfaction, there does not seem to be much room for innovation specifically for the POLS program. However, prior 6-Year Program Reviews [old method] suggested the possibility of creating a social sciences resource center with computers and peer tutors who could assist students across a range of social science courses. The skill sets align: analytical reading and writing skills, including grammar and essay structure, and differentiating between fact-based and opinion-based sources, as well as source citations and navigating AI use that abides by instructor-determined rules.

4. How will you *measure* the results of your plans to determine if they are successful?

Success would be measured on whether the college decides to pursue a resource center as described above or meets those needs in some other way. As such, this presumably also improve the satisfaction levels of students relative to tutoring services as noted in IE Survey Questions 104 and 105.

Program Review Signature Page:

Jessica Scarffe

Program Review Lead

May 7, 2026

Date

Moni Milled

Program Dean

4/27/2026

Date

[Signature]

Vice President, Academic Affairs

Jun 11, 2026

Date










Political Science_Academic Services and Support_25-26

Final Audit Report

2026-06-11


Created:	2026-05-07
By:	Shayna Andrews (shayna.andrews@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAsdiFxe_4BpX4ToQC5kml3dnQA-duYOA

"Political Science_Academic Services and Support_25-26" History

-  Document created by Shayna Andrews (shayna.andrews@hancockcollege.edu)
2026-05-07 - 7:22:13 PM GMT- IP address: 209.129.94.61
-  Document emailed to Jessica Scarffe (jscarffe@hancockcollege.edu) for signature
2026-05-07 - 7:23:05 PM GMT
-  Email viewed by Jessica Scarffe (jscarffe@hancockcollege.edu)
2026-05-07 - 7:53:08 PM GMT- IP address: 172.225.88.172
-  Document e-signed by Jessica Scarffe (jscarffe@hancockcollege.edu)
Signature Date: 2026-05-07 - 10:51:59 PM GMT - Time Source: server- IP address: 68.185.69.226 - Signature Appearance Selected: IMAGE
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2026-05-07 - 10:52:02 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2026-05-07 - 11:28:32 PM GMT- IP address: 174.239.186.37
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2026-06-02 - 7:31:10 PM GMT- IP address: 24.5.203.0
-  New document URL requested by Robert Curry (rcurry@hancockcollege.edu)
2026-06-11 - 11:20:44 PM GMT- IP address: 209.129.94.61
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2026-06-11 - 11:20:53 PM GMT- IP address: 104.47.55.126

 Document e-signed by Robert Curry (rcurry@hancockcollege.edu)

Signature Date: 2026-06-11 - 11:28:39 PM GMT - Time Source: server- IP address: 209.129.94.61 - Signature Appearance Selected:
IMAGE

 Agreement completed.

2026-06-11 - 11:28:39 PM GMT