Comprehensive Program Review Report

Academic - Political Science (POSC) - (AHSS)

Program Goals

Expand Undergraduate Research Opportunities (20SP-ongoing)

Program Goal: Expand Undergraduate Research Opportunities
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
How Program Goals Mapping be printed as a report?
- **Increase Equitable Access:** Expand Undergraduate Research Opportunities (**X**)

Summary of Progress or Results
Summary Date: 09/23/2024 **Summary of Progress or Results:** TBD **Reporting Period:** 2024 - 2025 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:**   - With the help of students enrolled in POSC courses, complete the Civil Grand Jury Lab's first Annual Census of Reports.   - Utilize this database of reports, and eventually each report's findings and recommendations to map how local governments are or are not responding to issues of importance in local communities across California.

Expand Support the Political Science Club (20SP-ongoing)

Program Goal: Expand Support the Political Science Club
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
How Program Goals Mapping be printed as a report?
- **Increase Completion and Eliminate Equity Gaps:** Expand Support the Political Science Club (**X**)

Summary of Progress or Results
Summary Date: 09/26/2024 **Summary of Progress or Results:** In Progress **Reporting Period:** 2024 - 2025 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:**

Program Goals

Summary of Progress or Results
• The Club has been reenergized with the leadership of three students: Ty Valencia, Jessica Macias, and Miraiy Babawy for FA24 and hopefully SP25. • Dr. Lauren Vaknin, Dean of Students, and Kendra Saucedo have actively supported the Club's voting and elections efforts this FA24.

Establish POSC AA-T Degree as a Zero Textbook Cost Degree program (20SP-ongoing)

Program Goal: Establish POSC AA-T Degree as a Zero Textbook Cost Degree program
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*
How Program Goals Mapping be printed as a report?

- **Eliminate Equity Gaps in Course Success:** Establish POSC AA-T Degree as a Zero Textbook Cost Degree program (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Establish POSC AA-T Degree as a Zero Textbook Cost Degree program (**X**)

- **Increase Equitable Access:** Establish POSC AA-T Degree as a Zero Textbook Cost Degree program (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Establish POSC AA-T Degree as a Zero Textbook Cost Degree program (**X**)

Summary of Progress or Results
Summary Date: 09/26/2024 **Summary of Progress or Results:** In Progress **Reporting Period:** 2024 - 2025 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** • Almost all POSC courses have a Zero Textbook Cost (ZTC) designation of myself or part-time instructor Jereme Umali teaches the courses, given our adoption of OER materials. • Dr. Josh Franco completed an supplemental workbook called Congress in Action for POSC 121 and it's being utilized this FA24. • After returning from his SP25 sabbatical, Dr. Franco will continue to adopt, augment, adapt, and curate OER courses to ensure that remaining POSC courses can be assigned the ZTC designation.

Program Goals

Professionalization Opportunities (22SP-ongoing)

Program Goal: Professionalization Opportunities
Goal Status: Active

Mapping
<u>2022 - 2028 Strategic Plan:</u> *(X)*
How Program Goals Mapping be printed as a report?
- **Eliminate Equity Gaps in Course Success:** Professionalization Opportunities (**X**)

- **Increase Completion and Eliminate Equity Gaps:** Professionalization Opportunities (**X**)

- **Increase Equitable Access:** Professionalization Opportunities (**X**)

- **Increase Persistence and Eliminate Equity Gaps:** Professionalization Opportunities (**X**)

Summary of Progress or Results
Summary Date: 09/26/2024 **Summary of Progress or Results:** In Progress **Reporting Period:** 2024 - 2025 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** • Support the student leadership of the Political Science Club to develop leadership, communication, time management, and outreach skills. • Assist the Club for visits to local governments in FA24 and SP25.

Program Overview and Update

Lead Author
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Collaborator(s)
Marissa Salazar, Ph.D.; Lauren Halsted, Ed.D.

Initial Collaboration Date with Program Team
09/27/2024

Dean/Manager(s)
Lauren Halsted, Ed.D.

Initial Collaboration Date with Dean
09/27/2024

Program Reflection and Description

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?
Political Science is a community and academic major within the Social and Behavioral Sciences Academic and Career Pathway at Cuyamaca College.
The motto of our program is: "With you every step of the way".
Our vision is to inspire publicly spirited and scholarly minded students, ensure every student enrolled at Cuyamaca College has the opportunity to successfully complete an introductory course in political science, U.S. politics, California politics, international politics, comparative politics, and political science research methods, and support every declared political science major to successfully earn their Associate of Arts-Transfer (AA-T) degree.
Our mission is to provide the highest quality instructional experience for all students in face-to-face, online, and hybrid settings; and serve as effective academic, co-curricular, extracurricular, and career mentors to students who are declared political science majors.

Is the program description in the current college catalog up to date and accurate?
No

If you answered no above, what steps will you take to revise the college catalog description?
Political Science for Transfer (AA-T) Degree does not have a "program description" in the 2024-2025 catalog (https://catalog.gcccd.edu/cuyamaca/associate-degree-programs-certificates/behavioral-social-sciences/political-science-transfer-aa-t/). However, it does include the following sections:

- Transferring to a California State University campus

- Transferring to a University of California campus

- Program Learning Outcomes

- Career Opportunities

- Associate in Arts Degree Requirements

I would appreciate guidance from the Program Review Committee on what is expected of a "Program Description" before proceeding on developing one beyond the content that is already included in the Catalog.

Comprehensive Program Review

Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?
The Political Science Programs advances the College's vision of equity, excellence, and social justice through education and reflects the College's values by offering an AA-T degree, maintaining a robust course rotation to ensure availability of required and elective courses for declared majors, approaching near Zero Textbook Cost degree pathway status, offering high-quality face-to-face and online courses, supporting undergraduate research opportunities through the Civil Grand Jury Lab (https://cgjlab.com/), promoting collegial and respectful dialogues in the classroom and outside the classroom, and creating extracurricular opportunities through the Political Science Club.

Curriculum Review and Development

Have all of your active course outlines been reviewed within the last five years?
Yes

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.
As of AY2024-2025, the Political Science Program currently has one AA-T degree and 13 courses.
Courses:
- The program has ensured that all courses offered at Grossmont College are included in the Cuyamaca College catalog. The hope is that the Grossmont College Political Science Program reciprocates by ensuring that the 4 courses unique to Cuyamaca College and included in Grossmont College's catalog.

- 6 of these courses are undergoing their 5-year review to update content, methods, and textbooks and workbooks.

- The program expects to create an additional course, Introduction to American Political Economy, in AY2025-2026 with a first scheduled offering in AY2026-2027.

Program:
- The program is exploring a partnership with other Behavioral and Social Sciences programs, and related disciplines, to ensure students are encouraged to take POSC courses to complement their primary field of study.

For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A
The Political Science Program currently has one AA-T degree and 13 courses in the College Catalog.
- Since AY2018-2020, 59 students have earned AA-T degrees.

- The program is meeting the transfer needs of students by hosting an annual iPoliSci Summer Bridge (https://ipolisci.com/summer-bridge) at the beginning of fall terms. The Summer Bridge invites incoming, current, and former students to meet, share their lived experiences, network with each other, and discuss future academic and career pathways and opportunities.

- The program maintains an Advising (https://ipolisci.com/advising), Transfer (https://ipolisci.com/transfer), and Careers (https://ipolisci.com/careers) webpages at its iPoliSci.com website.

- The program's full-time faculty maintains an active network with faculty at in-state and out-of-state 4-year political science programs through his service in the Western Political Science Association, American Political Science Association, and other disciplinary networks.

Comprehensive Program Review

For Career Education Programs: How is your program meeting labor market demand and preparing students to enter the workforce? If not a career education program, please enter N/A
N/A

Student Learning Outcomes (SLO) Assessment

Please upload an updated, current version of your SLO assessment plan. (Ideally, the updated plan should specify assessment semesters for all service areas over the next 4 years, between this comprehensive program review and the next.)
POSC-Assessment Plan-CPR-FA24.docx

What do your SLO data suggest about student experiences, successes, and challenges in your service area?
- SLO data suggest that some POSC courses need to reduce their CSLO count from 5 to 3.

- Mapping formative assessments to summative assessments to CSLOs could be more precise.

- Scaling up CSLOs from lower order to higher order cognitive skills, or have three CSLOs that are higher order skills may be useful.

Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.
CSLO #5 for POSC 121, 124, and 130 are some variation on the following: Evaluate the similarities, differences, and relationships between political actors and political institutions. This CSLO is assessed using multiple measures, one of these being a Simulation Workbook. The Simulation Workbook features assessments on Status Quo, Political Actors, Network, Bridging, Pair-Share, and personal reflection. The students regularly share in their Reflection to me that they are surprised how the Simulation's abstract approach helps them develop a mental model of politics.

Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement.
POSC 121, 124, and 130: I noticed that one of my course assessments, the Public Policy Project, does not explicitly map onto SLOs, so I need to think through this more carefully.
POSC 170 is considered a capstone course for declared POSC majors. The Course SLOs need to be reordered to start with the identification, the formulate, and finally critique. I am considering additional SLOs that focus on additional parts of the political science research methods process. Several of the workbook chapter quizzes were not used to evaluate CSLOs, so I am weighing how I want to better leverage them.

Degree and Certificate Programs

For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.
POSC AA-T Degrees awarded over time:
- AY19-20: 20

- AY20-21: 10

- AY21-22: 15

- AY22-23: 6

- AY23-24: 8

- Total: 59

Overall trend is decreasing. One reason for this could be that the TMC for POSC AA-T was changed in AY22-23 increasing the number of required Core courses from 1 to 3. The overall units for the AA-T did not change, but this Core change may take some time to be communicating to potential or declared majors.

Comprehensive Program Review

Indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes).
The POSC AA-T program was proposed to be modified in SP23 and [processed by Curriculum Committee in FA23](#). The changes went into effect for the 2024-2025 catalog year.

Can students complete the degree/certificate requirements within a two-year period?
Yes

How is your program currently assessing its PLOs? Please select all that apply.
SLO-to-PLO Mapping

Please provide the following for each degree/certificate: ? The most recent semester each of your program(s) assessed PLOs; ? Brief summary of findings; and ? Overview of changes made as a result.
PLO data not yet available.

Are all of your degree maps completed?
Yes

Are the degree maps posted to the college website?
Yes

If you answered "No" above, what are your plans to publish the degree maps for your program?
Degree maps are available at https://ipolisci.com/degree-maps.

How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?
CSLOS are mapped to PLOS. Data not yet available.

How are your PLO assessments informing improvements/changes to your program?
PLOs assessments can inform changes to program by either adding new PLOs, amending existing PLOs, or eliminating existing PLOs.

Student Access and Achievement

Data are required to answer these questions. If no data are available, please describe the plan to gather, discuss, and use these data in the future.
Data from the Program Review Data Reports (cuyamaca.edu) will be used to complete this section.

Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.
Sections and Enrollment by AY and Term
- AY19-20
    - FA: 7 sections, 203 enrolled
    - SP: 9 sections, 208 enrolled
- AY20-21
    - FA: 6 sections, 279
    - SP: 7 sections, 265
- AY21-22
    - FA: 5 sections, 190
    - SP: 6 sections, 123
- AY22-23
    - FA: 5 sections, 192

- o SP: 5 sections, 112

- AY23-24

  - o FA: 5 sections, 202

  - o SP: 5 sections, 149

Context for these changes:
- Overall decline in number of sections allocated to POSC from 16 in AY19-20 to 10 in AY23-24.

- Increase in AY20-21 during pandemic due to availability of online-only POSC courses.

- Decrease in AY22-23 since full-time faculty was on paternity leave for 12 of 16 weeks of FA22.

If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?
No, enrollment has ranged from low of 304 in AY22-23 to high of 544 in AY20-21. However, # of sections offered has declined from 16 in AY19-20 to 10 in AY23-24. We are teaching more students with fewer sections.

What is the program doing to increase student enrollment or access?
The POSC program offers a strategic mix of face-to-face and online only courses. This strategy is informed by the program's degree map, course rotation schedule, and student demand for modality and timing of courses. For example, the POSC 170 Introduction to Political Science Research Methods is offered every Spring term as a 2nd 8-week online only course.

What is your program's overall course success rate? How has it changed over the past 4-5 years?
- Fall success rates have varied from 62% (2021) to 72% (2023).

- Spring success rates have varied from 62% (2021) to 84% (2020).

Which groups are experiencing equity gaps in your program for success rate and/or retention rate?
- **Fall success rates low to high ranges by demographics:**

  - o Female: 59% in FA21 to 73% in FA23

  - o Male: 62% in FA22 to 73% in FA19

  - o African-American/Black Non-Hispanic: 40% in FA19 to 86% in FA22

  - o American Indian/Alaskan Native: 0% in FA19 to 67% in FA21

  - o Asian: 40% in FA22 to 92% in FA23

  - o Hispanic/Latino: 54% in FA21 to 79% in FA23

  - o Middle Eastern or North African: 58% in FA23 to 92% in FA19

  - o Pacific Islander: 100% in FA22

  - o White Non-Hispanic: 56% in FA22 to 80% in FA22

  - o Multiple Races/Ethnicities: 50% in FA23 to 73% in FA20

  - o Unknown/Non-Respondent: 75% in FA21 to 100% in FA23

- **Fall 5-term success equity gaps:**

  - o African American, Asian, Latino, Middle Eastern, Multiple Races

Comprehensive Program Review

- **Spring success rates low to high ranges by demographics:**
    - Female: 65% in SP21 to 81% in SP20
    - Male: 58% in SP21 to 86% in SP20
    - African-American/Black Non-Hispanic: 43% in SP22 to 91% in SP23
    - American Indian/Alaskan Native: 0% in SP21
    - Asian: 69% in SP20 to 100% in SP23
    - Hispanic/Latino: 67% in SP21 to 85% in SP20
    - Middle Eastern or North African: 70% in SP23 to 88% in SP24
    - Pacific Islander: 0% in SP24 to 100% in SP20
    - White Non-Hispanic: 48% in SP21 to 90% in SP20
    - Multiple Races/Ethnicities: 50% in SP23 to 82% in SP21
    - Unknown/Non-Respondent: 0% in SP21 to 100% in SP24
- **Spring 5-term success equity gaps:**
    - None

What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?
Discipline factors:
- High enrolled online-only courses reduce time available for one-to-one interaction via Zoom.

Department factors:
- Department has not met regularly to discuss department and campus business.

Institutional factors:
- Fall students need more robust curricular and co-curricular and non-curricular support.

How has this data shaped your comprehensive program review goals and action steps?
Analysis of data is shaping the CPR and actions steps in the following ways:
- Support declared POSC majors with more programs, events, and activities.
- Support department, ACP, and institutional efforts to reach out to students.
- Advocate to reassign time for instructional faculty to provide academic and career advising.

Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.
Advocate for another full-time POSC faculty member when enrollment mets needed benchmarks.

What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review?
No additional data is being used.

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

RSI is ensured by the following:

- Welcome Email sent to students before the start of the term.

- Weekly announcements are sent to students highlighting topic and to-dos for the week.

- Faculty provided feedback on each assessment submitted, either through specific rubric results and/or comments.

If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

Fall success rates:

- On-campus: 80% average over last five terms (FA19-FA23)

- DE: 66% average over same period

Spring DE success rates:

- On-campus: 86% average over last five terms (SP20-SP24)

- DE: 71% average over same period

Closing Fall gaps:

- Call each students enrolled in POSC courses welcoming them to course and campus community

- Host at least one meet-and-greet face-to-face and online to promote community.

Closing Spring gaps:

- Host at least one meet-and-greet face-to-face and online to promote community.

Career Exploration and Program Demand (Career Education Programs Only)

Strengths, Challenges & External Influences

Please describe your program's strengths.

- iPoliSci.com, the program's website.

- Robust AA-T degree that transfers to CSU and UC, and prepares students for the rigor of 4-year institutions.

- 13 POSC courses, with most on a course rotation schedule.

- Political Science Club is helping promote community and civic engagement activities.

- Efficient use of limited course-sections resources.

Please describe your program's challenges.

- Limited number of course-sections: only have 10 sections per year to work with, down from 16 sections pre-pandemic. Without more sections, I cannot maintain a steady presence of diverse part-time faculty.

Please describe external influences that affect your program (both positively and negatively).

Positive influences

- Embedded Counselor Khyrstyn Pamintuan has actively reached out to POSC students.

- Department Chair Dr. Marissa Salazar has heard concerns about limited course-sections for POSC.

- Dean Dr. Lauren Halsted has maintained active communication.

- Dean Dr. Lauren Vaknin's support for civic engagement activities and the Political Science Club.

Negative influences
- Overall political environment can decrease student interest in international, national, state, and local politics, and the downstream effects are fewer students considering the major.

- Proposed changes in the local General Education pattern will likely result in fewer students enrolling in POSC courses.

Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?
Opportunities to advance the College's goals include:
- Advocating for an indemification of course-sections to pre-pandemic levels.

- Support students to lead the Political Science Club.

- Obtaining external funding to grow political science as a discipline of choice for students.

- Obtaining external funding to support undergraduate research opportunities.

Program Goals

Program Goals Status
 I have updated the progress on my previous goals.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission