

# 2024-2025 Comprehensive Instructional Program Review - Political Science Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2024-2025. Review period: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024.

## Section 1. Program Overview

### A. Mission Alignment : Version by Mullins, Terrance on 12/09/2024 05:45

1. Explain how your program supports the College's Mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The Political Science Program at Cerritos College aligns closely with the College's Mission and the Students First Framework by providing a high-quality, comprehensive educational experience that prioritizes student success, equity, and timely completion.

#### Supporting the Mission:

- The political science program plays a key role in fostering culturally competent students through its equity-minded instructional approach, preparing them to contribute to both local and global communities. By offering diverse and inclusive courses, such as the newly developed California State University General Education (CSUGE) Area F and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 courses (e.g., Race and Gender Politics, Latinx Politics, and Black Politics), the program supports the College's goal of creating a more socially conscious and globally aware student body.
- The faculty's use of technology, including a plan to offer more political science courses in an online modality, ensures students have access to flexible learning options, supporting a diverse student population and increasing accessibility.
- Faculty engagement in mentorship and student organizations further enriches the college experience, helping students feel supported beyond the classroom and reinforcing the college's commitment to student development.

#### Alignment with the Students First Framework:

- **Lever A: Be a Student-Ready Institution:** The Political Science Program ensures equitable access by offering a range of courses, both traditional and online, to meet the diverse needs of students. The department's commitment to updating the curriculum ensures it remains relevant to contemporary issues, allowing students to engage in topics that resonate with their personal and academic interests.
- **Lever B: More Students Complete in Less Time:** By expanding course offerings thereby making it easier for students to fulfill their pathway requirements, the department helps to streamline the process of earning a degree. This initiative directly supports the College's goal to graduate more students in a timely manner, reducing excess units and helping students achieve their educational goals faster.
- **Lever C: Increase Economic Mobility for Our Students and Community:** The program's focus on both transfer and career training pathways ensures that students are not only prepared academically but are also positioned for success in the workforce. The development of new courses and programs supports career mobility and addresses the needs of a rapidly changing economy.
- **Lever D: Foster Institutional Wellbeing:** The department's distance education certified faculty, commitment to curricular innovation, and involvement in student mentoring reflect an ongoing dedication to excellence and the effective use of resources. This emphasis on quality and agility ensures the Political Science Program contributes to the overall well-being of the institution and student success.

Through these efforts, the Political Science Program actively supports Cerritos College's mission to serve its diverse student population while advancing the strategic goals outlined in the Students First Framework.

### B. Degrees and Certificates : Version by Mullins, Terrance on 09/20/2024 02:35

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
Political Science Associate in Arts Degree for Transfer	AA-T	Total for major 18-19
Global Studies Associate in Arts Degree for Transfer	AA-T	Total for major 21-23

## Section 2. Program Trends

### A. Program Data : Version by Mullins, Terrance on 12/09/2024 05:45

1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

The demographics of the political science program at Cerritos College closely mirror those of the college as a whole, with similar distributions in race, gender, and age. This parity is largely attributed to POL101, the program's primary general education course, which attracts a diverse student body representative of the broader district population. However, a slight demographic shift is observed in the 200-level courses within the program. In these advanced courses, the proportion of Hispanic students rises from 69% to 72%, while the percentage of African American students decreases from 8% to 6%. Additionally, the 200-level courses experience an increase in non-first-generational students. These variations suggest that as students progress through the political science curriculum, there is a notable change in the composition of the student body, reflecting differing educational backgrounds and potentially

varying academic interests and goals.

#### Demographics 2023/24

	Cerritos College	Political Science	POL 101	POL 200+
American Indian or Alaska Native	0.18%	0.10%	0.11%	0.33%
Asian	10%	7%	7%	8%
Black or African American	7%	8%	9%	6%
Hispanic/Latino	65%	69%	68%	72%
Native Hawaiian or Other Pacific Islander	0.31%	0.47%	0.47%	0.0%
White	12%	12%	12%	10%
First Generation	38%	40%	41%	35%
Non-First Generation	42%	45%	44%	52%

#### 2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

There has been a notable 30% decrease in enrollment since the last program review in 2018/19. This decline can be traced to several key factors. Firstly, the COVID-19 pandemic had a substantial impact on enrollment, a trend that was consistent across the entire campus. Secondly, local transfer requirements to the CSU system have changed, and POL 101 is no longer a separately mandated course, which has led to a reduction in student enrollment in this foundational political science course. Additionally, the creation of an Ethnic Studies Area requirement for both UC and CSU systems resulted in the elimination of 3 units from the social science area requirement, further contributing to the decline in political science enrollments.

The enrollment trends have also shown a significant shift in modality preferences. Before the pandemic, 65% of students preferred face-to-face classes, with 35% opting for online courses. However, post-pandemic, this trend has reversed, with 62% of students now preferring online courses compared to 38% for face-to-face classes. This shift necessitates adjustments in how the department allocates resources and plans course offerings.

#### Enrollment Trends

Modality	Pre-COVID (2018/19)	Post-COVID (2023/24)
Traditional	65%	38%
Online	35%	62%

To address enrollment challenges, the department has taken proactive steps to design political science courses aligned with the newly required CSUGE Area F and IGETC Area 7 transfer patterns. These courses were developed to offset declining enrollment while supporting the college's growing need for offerings in these critical areas. In anticipation of increased demand, the department is actively expanding its adjunct faculty pool to ensure adequate staffing. This expansion will enable the department to offer sections of POL 281: Latinx Politics and POL 282: Black Politics, primarily in an online format, as these courses are expected to attract strong student interest. Additionally, the department plans to offer POL 280: Race and Gender Politics online once a qualified faculty member is identified to create the necessary online course materials.

Given the limited availability of CSUGE Area F and IGETC Area 7 courses for Cerritos College's approximately 20,000 students, the department expects a significant enrollment boost by offering POL 280, 281, and 282. All three courses have received CSUGE Area F and IGETC Area 7 certifications, making them highly valuable to students meeting transfer requirements. This anticipated growth will have a positive impact on overall enrollment. Due to current staffing constraints and the time needed to develop online course materials by willing faculty, the department projects a start date of Fall 2029 for offering these courses.

#### 3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

When evaluating the success and retention rates of the political science program, it is essential to analyze both the overall trends and specific areas where performance gaps may exist, particularly for disproportionately impacted students. Over time, these rates provide valuable insights into the program's effectiveness and areas needing improvement. This analysis will consider changes in success and retention rates, identify courses with notably low rates that could hinder program completion, and address the challenges faced by underrepresented student groups to ensure equitable educational outcomes.

#### Success And Retention Rates

The department demonstrates retention and success rates higher than district averages. Our retention rates are not only high, around 86% on average, but are also roughly 10% higher than the district average, indicating that students generally remain enrolled in our courses throughout the semester. However, our success rates, defined as the percentage of students earning a grade of C or better, fall a little short of the desired 70% threshold. Despite this, our 200-level courses stand out with success rates at around 78% on average. This can be attributed to 200-level courses being conducted primarily in a face-to-face format, which tends to foster better engagement and performance, particularly among political science majors who are more invested in their major-specific coursework.

Research and observations have consistently shown that students achieve better academic outcomes in traditional classroom settings compared to online formats. This trend is evident in our department as well. However, since the COVID-19 pandemic, there has been a marked increase in the demand for online courses. This shift has influenced our overall success rates, especially in our introductory POL 101 course. Currently, the ratio of online to face-to-face sections for POL 101 stands at 3:1. The predominance of online instruction in this foundational course, combined with the challenges inherent in online learning, has contributed to lower success rates.

Additionally, it is important to note that the majority of department faculty typically do not drop students who stop participating in the class. As a result, students who disengage remain

officially enrolled, which inflates our retention rates and deflates our success rates. While this policy is supportive in its intention to give students every opportunity to re-engage, it has the unintended consequence of distorting our retention and success metrics. To address this, we are exploring strategies to enhance student engagement and performance in online courses. To this end, we will endeavor to reach out to students who are no longer participating prior to the drop deadline. Furthermore, we are implementing a more diligent process for dropping students who are no longer participating in course sections. This will provide a clearer picture of our true retention and success rates, enabling us to better identify and support students who are at risk of not completing their courses.

**Retention Rates (Overall)**

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Cerritos College	73%	71%	76%	75%	75%	73%
POL Program Total	87%	82%	88%	86%	88%	87%
POL 101 Course	87%	81%	87%	86%	88%	87%
POL 200+ Courses	92%	90%	94%	92%	90%	87%

**Success Rates (Overall)**

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Cerritos College	61%	61%	63%	62%	62%	61%
POL Program Total	68%	66%	67%	65%	63%	65%
POL 101 Course	66%	65%	66%	63%	61%	63%
POL 200+ Courses	79%	76%	77%	78%	80%	80%

**Success Rates (Demographics/Modality)**

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
American Indian or Alaska Native	64%	62%	36%	57%	83%	100%
Asian	82%	80%	86%	81%	83%	84%
Black or African American	49%	54%	55%	50%	50%	57%
Hispanic/Latino	67%	66%	69%	67%	68%	70%
Native Hawaiian or Other Pacific Islander	48%	40%	69%	53%	54%	64%
White	82%	71%	57%	43%	34%	34%

**Disproportionately Impacted Students**

Evaluating success and retention rates through the lens of race and ethnicity can be problematic and perpetuates racial stereotypes for several reasons. Firstly, attributing a student's academic performance to their race or ethnicity overlooks the reality that a student's work performance is independent of these characteristics. This approach risks reinforcing harmful stereotypes that suggest certain racial or ethnic groups are inherently more or less capable of academic success. Such stereotypes are not only inaccurate but also damaging, as they can influence the expectations and treatment of students by educators and peers, ultimately impacting their educational experience and self-esteem.

Instead, it is crucial to acknowledge that a variety of external factors contribute to academic outcomes. Socio-economic conditions play a significant role; students from low-income families may face financial pressures that require them to work part-time or full-time jobs, limiting the time and energy they can devote to their studies. Additionally, the level of support students receive at home is a critical factor. Students who have family members who encourage and assist them with their education are more likely to stay motivated and persist in their studies. Unfortunately, not all students have access to this support. Another significant factor is the quality of prior educational experiences, as many of our students come from a struggling K-12 system in Southern California. Evidence of this includes consistently low performance on standardized tests, with many districts in the region falling below state averages in core subjects like math and reading. For example, the California Assessment of Student Performance and Progress (CAASPP) data reveals that a significant percentage of students in Southern California fail to meet grade-level proficiency standards. Chronic underfunding, high student-to-teacher ratios, and inequitable resource distribution also exacerbate the challenges, leaving many students underprepared for college-level coursework. These systemic issues directly impact the academic readiness of incoming students at our institution.

By focusing solely on race and ethnicity, we risk ignoring these broader socio-economic and institutional issues that are the true barriers to equity in education. For example, post-COVID, we have observed that Caucasian students, a group not traditionally classified as disproportionately impacted, are struggling significantly in political science classes as well as district-wide. This indicates that our focus should be on the broader socio-economic and educational factors rather than solely on race or ethnicity.

**Department Solution**

Our multifaceted approach is designed to provide accurate data, leverage existing support services, and foster a supportive learning environment. To support struggling students, the political science program is committed to identifying those in need of assistance and connecting them with district services. Regardless of their race, ethnicity, gender, or identity, students will be matched with resources such as the Success Center, Umoja, Project HOPE, Student Accessibility Services (SAS), and Mental Health Services. By providing these resources, we aim to address the diverse needs of our students and offer them the support necessary to succeed academically. Additionally, we are updating our course syllabi, Canvas course shells, and the department website to include links to these critical support services. This ensures that all students are aware of and have easy access to the resources available to them. By integrating this information into our course materials, we make it clear that seeking help is a normal and encouraged part of the academic journey, thereby fostering a culture of support and resilience. The department also recognizes the varied preferences and performance in different instructional modalities, we are exploring ways to enhance online instruction. Since many students have shown a preference for online learning post-COVID, it is crucial that we improve our online teaching strategies to better support student success in this format. By encouraging more professional development for adjunct faculty in online pedagogy and integrating more interactive and engaging online tools, we aim to improve student outcomes in both online and traditional modalities.

In conclusion, the Political Science Department at Cerritos College is dedicated to closing performance gaps and promoting equity by ensuring accurate data, addressing socio-economic and preparedness factors, connecting students with support services, and improving instructional modalities. Through these efforts, we strive to create an inclusive and supportive environment where all students can achieve their full potential.

**4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:**

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

To address performance gaps and promote student equity, the political science department plans on implementing a multifaceted approach, despite facing several challenges. Success rates for traditional face-to-face courses stand at 72%. In comparison, the success rate for online courses is 61%. Recognizing the growing preference for online classes post-COVID, the

department is prioritizing initiatives to enhance success rates in this modality. A key strategy involves encouraging professional development for adjunct faculty, focusing on best practices for online teaching, and equipping instructors with the skills and knowledge necessary to create engaging and effective online learning environments. Additionally, the department initially planned to develop comprehensive Canvas shells for key GE courses (POL 101, 201, 280, 281, 282). These shells were to include interactive tools, educational videos, and various teaching materials and lectures, along with comprehensive assessment strategies proven to improve student engagement and learning outcomes in online instruction.

However, these initiatives are on hold due to the District's claim over faculty-created materials on Canvas, affecting the department's ability to implement the most effective instructional materials. As an interim solution, the department will instead rely on publisher-generated content and open educational resources (OER), despite these not being optimal for students. While these resources are useful, they are not tailored to the specific needs of our students and do not fully reflect the high standards of our department's curriculum. Similarly, the department had planned to use Canvas as a central platform for traditional face-to-face classes, providing a repository of instructional materials such as PowerPoint slides, charts, study guides, instructional videos, and graphs. This initiative aimed to support student learning and retention by offering easily accessible resources. Unfortunately, these plans are also on hold due to the district's stance on intellectual property rights.

Despite these challenges, the department remains committed to closing performance gaps and advancing student equity. We continue to explore alternative solutions and advocate for the resolution of intellectual property issues to ensure that faculty can freely create and share high-quality educational materials. In the interim, we are focused on maximizing the potential of available resources and supporting faculty through ongoing professional development, striving to provide the best possible educational experience for all students, regardless of the delivery method. Importantly, the department is firmly committed to maintaining the academic rigor of our courses. The department will not water down material below the college level to meet success goals. Every political science course, whether face-to-face or online, will remain true to being a college-level course, ensuring that all students receive a robust and challenging education.

**Success Rates (Modality)**

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Traditional	69%	66%	71%	64%	68%	72%
Online	65%	67%	66%	65%	60%	61%

**Retention Rates (Modality)**

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Traditional	90%	84%	91%	90%	89%	90%
Online	84%	80%	88%	85%	88%	87%

**5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.**

Despite significant obstacles, the Department's collective teaching experience and passion for creating a student-centered and active learning environment are also contributing strengths of the Program. For that reason, the Department will continue to rely on its extensive experience and technology-enhanced pedagogy to further improve student engagement, student success, and student retention.

## Section 3. Learning Outcomes Assessment

### A. SLO Assessment Report : Version by Mullins, Terrance on 11/20/2024 06:38

Course By SLO	Expected Performance	Performance
POL201 - Introduction to Political Science and American Government		
Classify the scope of the political science discipline in terms of its major sub-fields. (Active from 2021 FA)	70.00%	75.35%
Identify the key concepts in the study of political science, including power, authority, legitimacy, and violence. (Active from 2021 FA)	70.00%	85.21%
Compare basic political systems and political ideologies. (Active from 2021 FA)	70.00%	73.59%
Contrast the structure and function of the differing organs of government. (Active from 2021 FA)	70.00%	76.06%
POL210 - International Relations		
Students recognize the key terms use in international relations, as well as identify the three core principles and subfields of IR and analyze the role of IR in politics today. (Active from 2013 FA)	100.00%	40.98%
Students distinguish between state and non-state actors and differentiate levels of analysis. (Active from 2013 FA)	100.00%	64.62%
Students identify the cultural, geographical, and economic characteristics that make up the different world regions. (Active from 2013 FA)	100.00%	60.61%

Course By SLO	Expected Performance	Performance
Students differentiate between the contending theories used to explain the wide range of international interactions; identify the characteristics of the international system and the forces that impact it from the perspectives of the various theories; and understand the foreign policy process. (Active from 2013 FA)	100.00%	75.00%
POL230 - Contemporary Political Issues: Middle East		
Students differentiate the environmental contexts that shape the politics of the nations, as well as the political culture, political economy, and the interaction with the regional and international communities. (Active from 2013 FA)	100.00%	73.08%
Students identify the dominant nations in the Middle East and the dynamics of the region as a whole. (Active from 2013 FA)	100.00%	83.33%
Students recognize issues of conflict between the nations of the Middle East. (Active from 2013 FA)	100.00%	75.86%
Students recognize the political, religious and economic significance of the Middle East to the rest of the world. (Active from 2013 FA)	100.00%	79.31%
POL240 - Introduction to Political Theory		
Identify the foundations, theoretical underpinnings, and contemporary controversies associated with the purpose and limits of government. (Active from 2021 FA)	70.00%	85.94%
Compare how different political figures have characterized the best form of government throughout different historical periods. (Active from 2021 FA)	70.00%	93.75%
Contrast concepts of liberty, equality, and justice and identify their limits from multiple perspectives, both ancient and modern. (Active from 2021 FA)	70.00%	80.00%
Connect concepts, theories, and predictions of political theory to modern society. (Active from 2021 FA)	70.00%	73.02%
POL255 - Global Citizenship		
A. Students will be able to critically analyze contemporary debates about economic, social, and cultural globalization and global citizenship, with appropriate historical and contemporary references. (Active from 2023 FA)	70.00%	100.00%
B. Students will be able to analyze texts, essays, films, advertisements, and other cultural products to construct arguments about globalization. (Active from 2023 FA)	70.00%	100.00%
C. Students will be able to take a position about global issues in historical and contemporary contexts. (Active from 2023 FA)	70.00%	83.33%
POL280 - Race, Gender and Sexual Identity in American Politics		
A. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies. (Active from 2021 SU)	70.00%	66.07%
B. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities. (Active from 2021 SU)	70.00%	66.07%

Course By SLO	Expected Performance	Performance
C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. (Active from 2021 SU)	70.00%	66.07%
D. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. (Active from 2021 SU)	70.00%	66.07%
POL101 - American Political Institutions		
Students distinguish between the different branches of government. (Active from 2013 FA)	100.00%	80.13%
Students will learn and understand the basic elements and principles of the U.S. Constitution. (Active from 2013 FA)	100.00%	0.00%
Students recognize the historical significance of, the powers granted to the government, and the limitations placed upon the government in the United States Constitution. (Active from 2013 FA)	100.00%	80.24%
Students describe the process by which policies are established. (Active from 2013 FA)	100.00%	75.46%
Students recognize the rights and responsibilities of citizens in our democracy. (Active from 2013 FA)	100.00%	74.76%
POL201 - Introduction to Political Science and American Government		
Students describe the scope of the political science discipline in terms of its major sub-fields. (Active from 2013 FA)	100.00%	78.38%
Students identify the key concepts in the study of political science, including power, authority, legitimacy, and violence. (Active from 2013 FA)	100.00%	67.57%
Students identify and analyze basic political systems and political ideologies. (Active from 2013 FA)	100.00%	72.97%
Students describe the structure and function of the differing organs of government. (Active from 2013 FA)	100.00%	70.27%
Students compare the influence of political parties, interest groups, the media, and public opinion on public policy decisions. (Active from 2013 FA)	100.00%	0.00%
Students identify and explain the major theories and challenges in domestic and foreign affairs. (Active from 2013 FA)	100.00%	0.00%
POL220 - Comparative Government		
Recognize the key terms used in comparative politics, as well as the nature of change as being integral to the study of comparative politics. (Active from 2013 FA)	100.00%	82.61%
Differentiate the importance of political culture and recognize that social and economic factors affect the political culture in various political systems. (Active from 2013 FA)	100.00%	75.00%
Compare and contrast the constitutions of various governments; distinguish between presidential and parliamentary forms of government; and differentiate the roles of the legislature and the executives in policy making. (Active from 2013 FA)	100.00%	78.26%

Course By SLO	Expected Performance	Performance
Recognize why and how the state has become increasingly important in providing various welfare services in different countries; differentiate between extraction, distribution, regulation and symbolic public policy; as well as distinguish between domestic and international policy by governments around the world. (Active from 2013 FA)	100.00%	79.17%
Students compare and contrast the constitutions of various governments; distinguish between presidential and parliamentary forms of government; and differentiate the roles of the legislature and the executives in policy making. (Active from 2013 FA)	100.00%	0.00%
POL240 - Introduction to Political Theory		
Students critically analyze the foundations, theoretical underpinnings, and contemporary controversies associated with the purpose and limits of government. (Active from 2013 FA)	100.00%	93.48%
Students determine how different political figures have characterized the best form of government throughout different historical periods. (Active from 2013 FA)	100.00%	97.83%
Students formulate concepts of liberty, equality, and justice and identify their limits from multiple perspectives, both ancient and modern. (Active from 2013 FA)	100.00%	97.78%
Students demonstrate critical thinking in connecting political theory to modern society. (Active from 2013 FA)	100.00%	91.30%
POL250 - Understanding the United Nations: Theory and Practice		
Identify international organizations; their institutions, structure, and functions. (Active from 2013 FA)	70.00%	69.23%
Demonstrate the ability to speak extemporaneously on assigned topics as well as practice parliamentary procedures used in Model United Nations simulation activities. (Active from 2013 FA)	70.00%	90.00%
Compare and contrast strategies and tactics used in the debate of international issues, and the procedures for settling international disputes. (Active from 2013 FA)	70.00%	61.54%
Recognize critical issues relevant to the United Nations. (Active from 2013 FA)	70.00%	69.23%

## B. SLO Assessment Analysis : Version by Mullins, Terrance on 12/05/2024 02:58

**1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.**

Historically, the Political Science Department operated on an annual cycle for assessing Course Student Learning Outcomes (CSLOs) using the ParSCORE scantron. This process involved an unofficial pre-SLO test at the start of the semester and concluded with an official SLO quiz during finals week. The results from the official end-of-semester SLO test were considered the SLO results of record and were uploaded to eLumen. The initial goal of implementing a pre-test was to assess and measure SLO data while also comparing growth in results between the pre-test and the end-of-semester SLO test. Each Spring semester, the department would convene to evaluate the SLO data and develop necessary changes to the curriculum, teaching methods, SLO language, or the assessment tool itself.

However, in Spring 2018, the department decided to test a different assessment model for implementation in Fall 2018 due to the following reasons:

- The pre-test SLO assessment was discontinued because the pre-test results were being mistakenly uploaded to eLumen instead of the intended end-of-semester SLO test results.
- The PARS scantron model was deemed extremely time-consuming and inefficient.

The department explored using Canvas as a potential solution since assignments and quizzes can be linked to SLOs, allowing for an automated process that would likely increase faculty compliance. Canvas also offers several other benefits that could streamline the assessment process. For instance, Canvas allows for the easy creation and deployment of quizzes and assignments, which can be directly tied to CSLOs. The platform's Learning Mastery gradebook automatically tracks student performance on these assessments, providing immediate data on how well students are meeting the learning outcomes.

However, when the department sought guidance on how to use Canvas (including uploading CSLOs into Canvas, linking SLOs to Canvas assessments, understanding where Canvas stores SLO data, how to activate SLO tracking and reporting features in Canvas, and how to report Canvas SLO results into eLumen), we faced criticism and were denied support by the previous SLO Coordinator, Mark Fronke. The department was specifically told that we could not use Canvas and had to stick with either the PARS scantron model or devise a similar manual method for assessing SLOs for all political science courses. Consequently, the department reverted to conducting end-of-semester SLO assessments using traditional 882-e scantrons. However, we encountered difficulties in translating the SLO results from 882-e scantrons into the necessary SLO 3, 2, 1 scale and uploading the results into eLumen. Again, the department received no support, guidance, or resources from then SLO Coordinator, Mark Fronke.

In Spring 2021, the department approached the new SLO Coordinator, Lee Anne McIlroy, who agreed to support and help the department implement a Canvas-based solution. With her assistance, along with Jasmin Sanchez and then-Dean of Liberal Arts Frank Mixon, the department was able to develop a successful method for using Canvas to assess CSLOs. Consequently, the department established the following assessment model:

- **SLO Assessment Quiz in Canvas:** Students take an SLO assessment quiz in Canvas, where test banks are linked to relevant CSLOs. This ensures that the assessments are directly aligned with the learning outcomes.
- **Automated Conversion:** Data is automatically reported to the Learning Mastery section of the Canvas gradebook in the proper 3-2-1 scale (i.e., good, satisfactory, and emergent). Moreover, faculty can view performance results instantly.
- **Data Export and Upload:** Faculty can export an Excel spreadsheet with SLO results, which is then uploaded to eLumen. This step ensures that the data is centralized and accessible for departmental review and reporting. It should be noted that the Canvas Excel spreadsheet is not in the proper format for eLumen upload. Thankfully, Frank Mixon developed a conversion program for the department to use which has worked extremely well.

This new Canvas-based assessment model was successfully tested with POL 240 in Spring 2021 and POL 101 in Summer 2021. Following these successful tests, the department moved to a three-year assessment cycle in which all course CSLOs would be assessed at least three times (with some courses being assessed less frequently due to not being offered at least three times during the cycle).

#### Three Year Cycle

FA 22	SP 23	FA 23	SP 24	FA 24	SP 25
<b>Assessment:</b> All Courses Offered Upload Results (eLumen)	<b>Assessment:</b> All Courses Offered Upload Results (eLumen)	<b>Analyze Data</b> Develop and Implement Action Plan Document Plan (eLumen)	<b>Reassessment:</b> All Courses Offered Upload Results (eLumen)	<b>Reassessment:</b> All Courses Offered Upload Results (eLumen)	<b>Analyze Data</b> Develop and Implement Action Plan Document Plan (eLumen)

As of Spring 2023, all POL courses have incorporated either a Canvas quiz or Canvas assignment linked to CSLOs. The Canvas SLO report for each class section is then uploaded into eLumen. The department holds a dedicated meeting centered around SLOs, during which results are analyzed and improvement plans are discussed for each course. This new approach has streamlined the assessment process, making it more efficient and less time-consuming compared to the previous PARS model. Moreover, the department's ability to quickly generate and analyze SLO data has facilitated more timely and informed decisions regarding curriculum adjustments and pedagogical strategies. The ease of data export and upload to eLumen ensures that the department maintains accurate and comprehensive records of student performance on learning outcomes, which is crucial for accreditation and continuous improvement efforts.

The department's collaboration with Lee Anne McIlroy, Jasmin Sanchez, and Frank Mixon was instrumental in overcoming the initial resistance and challenges associated with the transition to Canvas. Their combined efforts helped to develop training and support materials for faculty, ensuring a smooth implementation of the new assessment model. Looking ahead, the department plans to further refine its use of Canvas by exploring additional features and tools that could enhance the assessment process. For instance, we are working with the SLO Committee and the Office of Academic Affairs to activate features in eLumen that would allow for direct reporting of SLO results between Canvas and eLumen. This eLumen feature is currently deactivated.

#### 2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Improvement plans are discussed during a designated department meeting for SLOs:

#### POL 101 - AMERICAN POLITICAL INSTITUTIONS

The latest Student Learning Outcomes (SLO) results for POL 101 – American Political Institutions from the Spring 2024 semester reflect an above-average student performance and alignment with learning outcomes. The specific details for each SLO are as follows:

- **SLO1:** 79.10%
- **SLO2:** 77.49%
- **SLO3:** 86.01%
- **SLO4:** 76.65%

In addition to the latest results, the department also reviewed the average SLO performance over a more extended period, from Fall 2018 to Spring 2024. These averages provide a more comprehensive view of student performance trends and the effectiveness of the teaching methods employed. The average success rates for this period are as follows:

- **SLO1:** Averaged 80.13%
- **SLO2:** Averaged 0.00% (SLO was discontinued in 2018)
- **SLO2:** Averaged 80.24%
- **SLO3:** Averaged 75.46%
- **SLO4:** Averaged 74.76%

These figures indicate a consistent level of student achievement across the assessed competencies, suggesting that the instructional strategies and course materials used in POL 101 are effectively facilitating student learning. The department has noted that the course consistently achieves a success rate of 70% or above for all SLOs. As a result, they have decided to continue using the current assessment strategy, which appears to be effectively supporting students in meeting the learning outcomes. By maintaining and refining these assessment strategies, the Political Science Department aims to ensure that students continue to develop a deep and comprehensive understanding of American political institutions, preparing them for further academic pursuits and informed citizenship.

#### POL 201 - INTRODUCTION TO POLITICAL SCIENCE

The latest Student Learning Outcomes (SLO) results for POL 201 – Introduction to Political Science from the Spring 2024 semester reflect a strong student performance and alignment with learning outcomes. The specific details for each SLO are as follows:

- **SLO1:** 85.19%
- **SLO2:** 88.89%

- **SLO3:** 74.07%
- **SLO4:** 85.19%

In addition to the latest results, the department also reviewed the average SLO performance over a longer period, from Fall 2021 to Spring 2024. The department did not analyze data before Fall 2021 because that semester marked the implementation of new and revised SLOs. Additionally, two SLOs were removed. These averages provide a more comprehensive view of student performance trends and the effectiveness of the teaching methods employed since the SLOs were updated. The average success rates for this period are as follows:

- **SLO1:** Averaged 75.35%
- **SLO2:** Averaged 85.21%
- **SLO3:** Averaged 73.55%
- **SLO4:** Averaged 76.06%

These figures indicate a consistent level of student achievement across the assessed competencies, suggesting that the instructional strategies and course materials used in POL 201 are effectively facilitating student learning. The department has noted that the class consistently achieves a success rate of 70% or above for all SLOs. As a result, they have decided to continue using the current assessment strategy, which appears to be effectively supporting students in meeting the learning outcomes. By maintaining and refining these assessment strategies, the Political Science Department aims to ensure that students continue to develop a thorough understanding of political science principles, preparing them for advanced studies and informed participation in political processes.

#### **POL 210 - INTERNATIONAL RELATIONS**

The latest Student Learning Outcomes (SLO) results for POL 210 – International Relations from the Fall 2022 semester reflect mixed results. The specific details for each SLO are as follows:

- **SLO1:** 64.71%
- **SLO2:** 66.67%
- **SLO3:** 81.82%
- **SLO4:** 80.00%

In addition to the latest results, the department also reviewed the average SLO performance over a longer period, from Fall 2018 to Spring 2024. The average success rates for this period are as follows:

- **SLO1:** Averaged 40.98%
- **SLO2:** Averaged 64.62%
- **SLO3:** Averaged 60.61%
- **SLO4:** Averaged 75.00%

However, it is important to note that the course is not regularly offered and was not offered for some time due to the department creating additional courses, and therefore, average SLO results over multiple semesters are not available. The next scheduled assessment for POL 210 is set for Fall 2024. In reviewing the last results, the department has identified that some students did not fully understand the SLO assessment questions, which may have contributed to their lower performance compared to the overall success rates. To address this, the department plans to review and reword the assessment questions to improve clarity. Additionally, the department aims to ensure that relevant faculty emphasize the importance of specific concepts related to the SLOs during lectures and the final exam review sessions. By making these adjustments, the Political Science Department seeks to enhance student comprehension and performance in future assessments, ensuring that students develop a thorough understanding of international relations concepts.

#### **POL 220 - COMPARATIVE GOVERNMENT**

The latest Student Learning Outcomes (SLO) results for POL 220 – Comparative Government are from Fall 2023 since the course is not regularly offered and was only assessed once during the program review cycle. The results reflect an above-average student performance and alignment with learning outcomes. The specific details for each SLO are as follows:

- **SLO1:** 82.61%
- **SLO2:** 75.00%
- **SLO3:** 78.26%
- **SLO4:** 79.17%

Unlike courses that are regularly offered, POL 220 does not have a consistent track record of SLO assessments over multiple semesters. Therefore, average performance data from Fall 2018 to Spring 2024 is not available. However, the next scheduled assessment for this course is planned for Fall 2024. Despite the lack of historical average data, the latest results show that the class consistently achieves a success rate of 70% or above across all SLOs. Consequently, the department has decided to continue utilizing the current assessment strategy, which has proven effective in supporting student learning and achievement in the course. By maintaining these assessment strategies, the Political Science Department aims to ensure that students continue to develop a comprehensive understanding of comparative government, preparing them for further academic pursuits and informed political problems.

#### **POL 230 - CONTEMPORARY POLITICAL ISSUES: MIDDLE EAST**

The latest Student Learning Outcomes (SLO) results for POL 230 – Contemporary Political Issues: Middle East Theory from the Spring 2024 semester reflect exceptional student performance and alignment with learning outcomes. The specific details for each SLO are as follows:

- **SLO1:** 91.67%
- **SLO2:** 100%
- **SLO3:** 88.24%
- **SLO4:** 94.12%

In addition to the latest results, the department also reviewed the average SLO performance over a more extended period, from Fall 2018 to Spring 2024. These averages provide a more comprehensive view of student performance trends and the effectiveness of the teaching methods employed. The average success rates for this period are as follows:

- **SLO1:** Averaged 73.08%
- **SLO2:** Averaged 83.33%

- **SLO3:** Averaged 75.86%
- **SLO4:** Averaged 79.31%

These figures indicate a significant improvement in student achievement compared to the previous results from Fall 2022, suggesting that the recent changes made to the lecture material to ensure SLO alignment have been effective. The department has noted that the class consistently achieves a success rate of 70% or above for all SLOs. As a result, the department has decided to continue using the current assessment strategy, which appears to be effectively supporting students in meeting the learning outcomes.

#### **POL 240 - INTRODUCTION TO POLITICAL THEORY**

The latest Student Learning Outcomes (SLO) results for POL 240 – Introduction to Political Theory from the Spring 2024 semester reflect exceptional student performance and alignment with learning outcomes. The specific details for each SLO are as follows:

- **SLO1:** 85.71%
- **SLO2:** 95.24%
- **SLO3:** 90.48%
- **SLO4:** 95.24%

Examining the average SLO results from Fall 2018 to Spring 2024 provides further insight into the consistency and effectiveness of the course delivery and assessment methods:

- **SLO1:** Averaged 93.48%
- **SLO2:** Averaged 97.83%
- **SLO3:** Averaged 97.78%
- **SLO4:** Averaged 91.30%

These averages indicate a robust performance across all assessed competencies, highlighting the department's successful instructional strategies in POL 240. Notably, the department observed significant improvement in SLO4 compared to previous assessments, attributing this success to planned adjustments in lecture materials to better align with SLO objectives. The department notes that the class consistently achieves a success rate of 70% or higher across all SLOs, underscoring the efficacy of the current assessment strategy. As a result, the department plans to continue utilizing these methods to further support student learning and achievement in the course. These results affirm the department's commitment to maintaining high academic standards and ensuring students develop a deep understanding of political theory concepts essential for scholarly and practical applications.

#### **POL 250 - UNDERSTANDING THE UNITED NATIONS: THEORY AND PRACTICE**

The latest Student Learning Outcomes (SLO) results for POL 250 – Understanding the United Nations: Theory and Practice from the Spring 2023 semester reflect a below-average performance. The specific details for each SLO are as follows:

- **SLO1:** 69.23%
- **SLO2:** 90.00%
- **SLO3:** 61.54%
- **SLO4:** 69.23%

Unlike courses that are regularly offered, POL 250 does not have a consistent track record of SLO assessments over multiple semesters. Therefore, average performance data from Fall 2018 to Spring 2024 is not available. However, the next scheduled assessment for this course is set for Spring 2025. It has been noted that some students did not fully understand certain SLO assessment questions, which contributed to their poor performance on specific outcomes compared to the overall high success rate in the course. To address this issue, the department plans to reword the assessment tool to ensure clarity and to place greater emphasis on specific SLO concepts during lectures. This approach aims to enhance student comprehension and performance in future assessments, ensuring that they develop a robust understanding of course material.

#### **POL 255 - GLOBAL CITIZENSHIP**

The Political Science Department has recently published the latest Student Learning Outcomes (SLO) results for the newly offered course POL 255 – Global Citizenship for the Spring 2024 semester. This course aims to instill a comprehensive understanding of global citizenship concepts and responsibilities among students. The SLO assessment for Spring 2024 reveals the following performance metrics:

- **SLO1:** 100%
- **SLO2:** 100%
- **SLO3:** 83.33%

Since POL 255 is a new course, there are no average SLO performance metrics available for the period from Fall 2018 to Spring 2024. As this is the inaugural offering of the course, the department will closely monitor these initial results to gauge the effectiveness of the course design and instructional methods. The department has noted that the class achieved a success rate of 70% or above for all SLOs. Consequently, they have decided to continue using the current assessment strategy, which appears to be effectively supporting student learning and achievement in this new course. By maintaining these assessment strategies, the Political Science Department aims to ensure that students in POL 255 continue to develop a deep and comprehensive understanding of global citizenship, equipping them with the knowledge and skills necessary for active and informed participation in an interconnected world.

#### **POL/ETHN 280 - RACE, GENDER, AND SEXUAL IDENTITY IN AMERICAN POLITICS**

The latest Student Learning Outcomes (SLO) results for the course POL/ENTH 280 – Race, Gender, and Sexual Identity in American Politics from the Spring 2024 semester reflect a below-average performance. For Spring 2024, the performance metrics for POL/ENTH 280 are as follows:

- **SLO1:** 64.29%
- **SLO2:** 64.29%
- **SLO3:** 64.29%
- **SLO4:** 64.29%

Looking at the average SLO performance over a longer period, from Fall 2018 to Spring 2024, the department observed the following average success rates:

- **SLO1:** Averaged 66.07%
- **SLO2:** Averaged 66.07%
- **SLO3:** Averaged 66.07%
- **SLO4:** Averaged 66.07%

The SLO performance is far below the historical success/pass rate of students taking the course. In response to these challenges, the department has initiated the process of revising the SLOs for POL/ENTH 280 in Fall 2024 and will hopefully be in place by Spring 2025. The plan is to reduce the number of SLOs from four to three, allowing for a more focused assessment. By streamlining the SLOs, the department aims to enhance the clarity and effectiveness of assessments, ultimately improving student learning and comprehension in this vital area of study. The revised SLOs will better reflect the core outcomes of the course and provide a more accurate measure of student achievement and understanding.

Current CSLOs:

- **SLO1:** Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- **SLO2:** Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- **SLO3:** Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- **SLO4:** Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Revised CSLOs:

- **SLO1:** Analyze and critically evaluate the historical and contemporary intersections of race, ethnicity, and gender politics in the United States
- **SLO2:** Apply key theoretical frameworks from ethnic studies, feminist theory, and intersectionality to interpret and assess current events, policies, and cultural productions related to race, ethnicity, and gender
- **SLO3:** Engage in civic participation by exploring and reflecting on ways to advocate for social justice and equity within their communities

## C. Curricular Course Review : Version by **Mullins, Terrance** on **12/09/2024 05:45**

### 1. *Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.*

The Senate Curriculum Committee historically maintains a curriculum course review timeline for political science courses.

Below is the timeline for curriculum course review, which is a semester before they are technically due:

- POL 101 – FA27
- POL 201 – FA27
- POL 210 – FA28
- POL 220 – FA28
- POL 230 – FA28
- POL 240 – FA28
- POL 250 – FA28
- POL 255 – FA28
- POL 280 – FA28
- POL 281 – SP27
- POL 282 – FA28
- POL 298 – SP27

### 2. *Explain any course additions to current course offerings.*

To support the department's initiatives, we developed the following courses. The first was designed to establish and maintain the new Global Studies AA-T degree. Additionally, we created courses to expand the availability of CSUGE Area F and IGETC Area 7 offerings for Cerritos College students.

#### **POL 255: Global Citizenship**

- This course is an introduction to international studies and global studies for political science majors and non-majors. It reviews the key events and patterns in the world to understand the ways that relations among world communities impact the lives of the people in them. It examines the key elements of global citizenship. And it introduces students to the concept of "Global" – think globally, act locally. The world communities are becoming increasingly interconnected, interrelated, and interdependent. This phenomenon undoubtedly has a significant effect on the way people live around the world. This course aims to introduce students to the reality of this occurrence, and to critically analyze the various factors that help us to understand how the interconnectedness, interrelatedness, and interdependency is happening and the general effects they are having on us. By examining these factors which are rooted in politics, economic, military, environmental, and social relations, we ourselves are immersed in them as global citizens. And ultimately seek to understand what global citizenship is, and what are the rights and responsibilities that accompany this title of global citizen.
- *Transfer Credit: CSU; UC*

#### **POL 280: Race, Gender & Sexual Identity In Politics**

- This course introduces students to an overview of the history, the issues, and the political processes that effect the status and power of groups that have traditionally been politically and socially disadvantaged, scapegoated and marginalized in the United States. These groups include, but are not restricted to, African-Americans, Asians, Latinx, women, gay and lesbian, bisexual, and transgendered people. Of particular concern are the ways inequalities regarding race, gender, sexual orientation and identity affect political power and political privilege within the American political system.
- *Transfer Credit: CSU; UC*
- **Meets CSU/UC Ethnic Studies Requirement**

#### **POL 281: Race, Ethnicity & Latinx Politics**

- This course serves to broaden the ethnic and racial perspectives of students by examining the political, social, and cultural experiences of Latinx communities in the United States. Special attention is devoted to theoretical approaches to the study of Latinx politics, the diversity and intersectionality of Latinx identity and political equality, the systemic barriers to political and socio-economic progress, and how inequalities affect power, privilege, and political behavior in the United States. Students will also analyze the social movements and contemporary issues affecting Latinx Americans in their struggle for equal access to the U.S. political system. This course is not open to students who are currently enrolled in or who have received credit for ETHN 281.
- Transfer Credit: CSU; UC
- **Meets CSU/UC Ethnic Studies Requirement**

#### **POL 282: Race, Ethnicity & Black Politics**

- This course serves to broaden the ethnic and racial perspectives of students by examining the political, social, and cultural experiences of African Americans in the United States. Special attention will be placed on Black political ideologies and theories, the diversity and intersectionality of Black identity and political equality, systemic barriers to political and socioeconomic progress, and how discrimination affects power, privilege, and political behavior. Students will also analyze the social movements and contemporary political issues affecting Black Americans in their struggle for equal access to the U.S. political system. This course is not open to students who are currently enrolled in or who have received credit for ETHN 282.
- Transfer Credit: CSU; UC
- **Meets CSU/UC Ethnic Studies Requirement**

### **3. Explain any course deletions and inactivation's from current course offerings.**

The political science department has deactivated three courses from its current offerings. These course deletions were primarily due to their prolonged inactivity, lack of alignment with the AA-T degree program, and shifting departmental priorities.

- **POL 90: Internet Strategies for Civic Communication:**  
This course focused on the use of the Internet by public agencies, non-profits, and political campaigns. It examined the societal and economic impact of the Internet on civic institutions and addressed strategic issues related to Internet tools. However, **POL 90 has not been offered in 15 years** and was not part of the Associate in Arts for Transfer (AA-T) degree program. As a result, the department decided to deactivate it.
- **POL 110: California State and Local Government:**  
This course covered the study of California's state and local government, including its constitution, intergovernmental relations, and urban politics. Despite its relevance, **POL 110 has not been offered in 15 years** and was also not included in the AA-T degree program. Additionally, some of its concepts have been integrated into the POL 101 course, leading to its deactivation.
- **POL 260: Public Policy and the Supreme Court:**  
This course introduced students to the relationship between public policy, societal norms, and the law, with a focus on civil liberties and Supreme Court cases. However, **POL 260 has not been offered in over 10 years** and was not UC transferable, which reduced its attractiveness to political science majors. Although there was interest in revising the course, the department's focus on other curriculum needs led to its deactivation, with the possibility of reactivation in the future if needed.

### **4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:**

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
- **How has degree and/or certificate completion changed over time?**
- **Are there sufficient completers compared with the size of your program?**

The political science program has effectively met students' transfer and career training needs. Firstly, all courses required for the program's degrees and certificates have been offered within the last two years. This consistency ensures that students have access to the necessary classes for timely completion of their degrees and certificates. The program has not needed to establish a course offering cycle because it has successfully maintained a full schedule of required courses. Secondly, the introduction of additional courses within the Political Science AA-T degree has expanded students' options, allowing them greater flexibility in completing their degree requirements. This expansion is particularly beneficial for students as it aligns with their diverse interests and needs, further supporting their academic and career goals.

Overall, these efforts demonstrate the program's strong commitment to facilitating student success in both transfer and career training pathways. The steady offering of courses and the increased variety in course options are positive indicators of the program's responsiveness to student needs.

### **5. Are any licensure/certification exams required for program completion or career entry?**

- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

N/A

## **Section 4. Program Reflection**

### **A. Six-Year Program Reflection : Version by Mullins, Terrance on 12/05/2024 02:58**

**1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.**

As previously stated, the demographics of the Political Science program at Cerritos College over the past six years have consistently mirrored those of the broader college community. The program has experienced a significant 30% decrease in enrollment since the last program review in 2018/19. Several factors have contributed to this decline:

- **COVID-19 Pandemic:** The global pandemic had a profound impact on enrollment, a trend observed across the entire campus.
- **Changes in Transfer Requirements:** The removal of POL101 as a separately mandated course in the CSU system has resulted in fewer students enrolling in this foundational course.
- **Ethnic Studies Area Requirement:** The introduction of a new Ethnic Studies area requirement for UC and CSU systems has further reduced the social science area requirement by 3 units, indirectly affecting political science enrollments.

Additionally, there has been a notable shift in favor of an online modality post-COVID compared to the traditional face-to-face preference experience during the last program review cycle. Nevertheless, in six years the department believes it will see a recapturing of lost students thanks to its new CSUGE Area F and IGETC Area 7 courses (i.e., POL 280, 281, and 282). To that end, the department hopes to have an additional full-time faculty member with a specialty in race and gender politics.

**2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?**

The six-year trend of degrees awarded in the Political Science AA-T Degree program shows a relatively stable pattern, with fluctuations between 19 and 25 degrees awarded each year. While there was a slight decline in 2021/22 and 2022/23, the 2023/24 year shows a slight recovery. The average number of degrees awarded over this period (approximately 22 per year) is a significant improvement compared to the previous program review cycle, where only 10 degrees were awarded annually.

The time to complete the degree also shows a positive trend, with the most recent data indicating a reduction to 2.5 years in 2023/24, suggesting that students are completing their degrees more efficiently.

**Political Science AA-T Degree**

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Degrees Awarded	25	22	24	19	20	22
Time to Complete	3.9 years	4.0 years	4.1 years	4.0 years	4.4 years	2.5 years

To help increase the number of students acquiring degrees and/or transferring the Department will relay on several strategies:

- Collaborating with IERPG to obtain a yearly list of political science majors to identify and support them earlier in their academic journeys.
- Proactively reaching out to current political science majors to offer guidance, support, and resources.
- Enhancing the visibility and appeal of the political science program by increasing advertising efforts, highlighting the benefits of the major.
- Updating the department's website to better emphasize career opportunities related to the political science degree, making the major more attractive and relevant to prospective students.

**3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?**

In any academic program, various internal and external factors can significantly influence its operation. Understanding these impacts is crucial for adapting and enhancing the program's effectiveness. Reflecting on our own experiences, the department has identified several key influences that have shaped our program's functionality. This analysis not only highlights the challenges faced but also underscores the strategic adjustments implemented to address these issues that have created an unfortunate and negative hindrance for the political science department.

**DISTRICT NEW HIRING RESTRICTIONS**

In 2023, the Administration implemented a new policy that severely restricted the ability of full-time Classified Staff to teach part-time. This policy change was made without transparency or communication and lacked consideration for the adverse impacts it would have on the political science program. The abrupt implementation of this policy led to the immediate loss of a part-time faculty member who was crucial to the department. This faculty member was one of the few willing to teach night class sections post-COVID and was uniquely qualified to teach the newly developed POL/ETHN 282 Black Politics course. The course was a significant achievement for the department, having spent two years developing it to meet the CSUGE Area F and IGETC Area 7 transferability requirements.

The loss of this faculty member left the department without the resources to offer this essential course. Despite conducting two hiring searches, the department has been unable to find a replacement who meets the minimum qualifications in political science and has expertise in race and ethnic politics. This inability to replace the faculty member has resulted in the course being unscheduled for the foreseeable future.

This situation contradicts the district's stated commitment to prioritizing students' needs when making decisions. The new policy has created considerable hardship for the political science program and Cerritos College students, as it has prevented the offering of POL 282 Black Politics. This has implications for students who require such courses for their educational and career aspirations, thereby undermining the program's ability to serve its students effectively. The lack of foresight and communication in implementing the policy has had a detrimental impact, highlighting the importance of involving all stakeholders in decision-making processes that affect educational programs.

**STUDENT USE OF GENERATIVE AI TOOLS**

Another issue of concern is the seemingly widespread adoption of generative artificial intelligence (AI) tools among students, particularly online learners. This technology enables students to manipulate their academic performance in ways that were previously undetectable. For example, students have been observed completing multiple-choice exams within timeframes that defy normal human capability, strongly indicating the use of AI-generated answers. Moreover, AI tools are also used in written assignments, where submissions often show clear signs of content generated by algorithms rather than authentic student work. This trend raises serious concerns about the program's ability to foster critical thinking, creativity, and analytical skills among students, as these AI tools bypass the cognitive processes typically involved in academic writing.

**THE COVID-19 PANDEMIC**

The COVID-19 pandemic significantly impacted the political science program, resulting in a series of unplanned events that affected the program both negatively and positively. During the initial shutdown, the sudden need to migrate all courses to an online format was a major challenge. Many 200-level courses lacked the necessary resources for an effective transition online, and a significant number of students were not proficient in online learning, leading to widespread struggles with the new format. This abrupt shift exposed gaps in both infrastructure and student readiness, creating a steep learning curve for all involved. On the positive side, the political science department experienced several benefits from this forced transition. The department's faculty members became certified and proficient in online pedagogy, gaining expertise in best practices and accessibility requirements. This newfound proficiency ensures that online courses are now delivered more effectively and inclusively. Faculty members also became adept at using Canvas, which has streamlined course delivery and enhanced the overall

learning experience. Additionally, all political science courses have been DE-certified, meaning they can now be offered in various modalities, providing flexibility to adapt to future needs. This capability ensures that the department can quickly pivot between online and in-person instruction as necessary, making the program more resilient to future disruptions.

Additional challenges emerged post-shutdown. Firstly, the administration pushed class scheduling requirements that prioritized politics over student needs and department expertise. The focus was on returning to in-person offerings at an unsustainable level. On multiple occasions, the department was forced to offer a specific number of in-person courses despite the obvious lack of student interest in traditional on-campus instruction. As the beginning of the term or intersession approached and the department's predictions became increasingly evident, there was a mad rush to convert courses to online modalities to salvage enrollment. The administration's inability to trust the instincts and expertise of the department, which also wanted to return to campus normalcy but understood the realities of student enrollment patterns and preferences, became increasingly draining to faculty morale. Secondly, students who spent their high school years during the pandemic were notably unprepared for face-to-face instruction and, in many respects, still are. These students struggled with fundamental academic skills such as asking questions, seeking clarifications, taking in-person exams, and effective note-taking. The gap in their preparation posed significant obstacles to their success in traditional classroom settings. Additionally, most students continued to prefer enrolling in online courses. This preference persisted even though online learning was not necessarily the most effective mode for their education, indicating a shift in student expectations and comfort levels with remote learning. Lastly, many of the department's part-time faculty members developed a preference for online teaching assignments, which has made staffing in-person classes extremely difficult. The shift in teaching preferences has added another layer of complexity to program administration, as balancing the needs and preferences of both students and faculty has become more challenging.

#### **DISTRICTS' DENIAL OF INTELLECTUAL PROPERTY RIGHTS**

The district's move to assert ownership over faculty-created content uploaded on Canvas has significantly disrupted the political science program. This unexpected development has forced the department to reconsider its approach to online course materials. Previously, the department had ambitious plans to enhance online pedagogy by developing comprehensive Canvas templates for all political science courses. These templates were envisioned as crucial tools for ensuring consistency and effectiveness in online teaching, especially for new faculty members. However, the district's stance on intellectual property rights has forced an abrupt halt to these plans. Faculty members, understandably concerned about the potential loss of their rights to educational materials they create, have become reluctant to contribute original content to the Canvas platform. This reluctance directly impacts the availability of critical 200-level political science courses online, as faculty choose to withhold their materials rather than risk ownership disputes.

In response to these developments, the department now faces difficult decisions regarding the sourcing of course content. While publisher-created materials and Open Educational Resources (OER) are viable alternatives, they often lack the depth and specificity of faculty-generated content tailored to the department's curriculum needs. This compromise threatens to undermine the quality and relevance of educational materials available to students. This situation has also complicated efforts to onboard new faculty effectively as they are informed of the potential harm of uploading their created content onto the Cerritos College Canvas platform. Ultimately, the uncertainty surrounding intellectual property rights has not only impacted content quality and course offerings but also poses challenges in maintaining a robust and engaged part-time faculty pool, crucial for the department's operational continuity and educational quality.

#### **4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.**

Recent achievements within the political science program demonstrate the dedication and excellence of department faculty members across various areas, including awards, professional development, new initiatives, and community engagement.

- **Prof. Victor Obasohan** has continued his long-standing leadership as department chair and active participation in the Faculty Senate, serving as a Senator since 2002.
- **Prof. Dennis Falcon** served as the first person of color to be President of the Faculty Senate from 2021 to 2024, a significant achievement in his leadership at Cerritos College. In addition to his role as Senate President, he has been a leading faculty member in the Justice Scholars program and continues to serve as a Canvas mentor for the Center for Teaching Excellence. Prof. Falcon's involvement in initiatives such as Zero Cost Textbooks (ZCT) and Culturally Responsive Pedagogy highlights his dedication to inclusive education. He also presented "Higher Education in Prison" in Fall 2018, showcasing his commitment to social justice and education reform.
- **Prof. Sunday Obazuaye** has made significant contributions through his mentorship and committee work. He has been the faculty adviser for the Cerritos College Model United Nations club (CCMUN) since 2005 and has mentored participants in both the Cerritos College Teaching Assistant Program (TAP) and the American Political Science Association (APSA) Mentorship Program. Prof. Obazuaye has also contributed as a Scholarship Reader for prestigious programs such as The Gates Scholarship and the Nike Hispanic Serving Institutions (HIS) Scholarship. His scholarly work includes peer reviewing for the Journal of Asian and African Studies and publishing a book review on *The New United Nations: International Organizations in the Twenty-First Century*. Additionally, he has been instrumental in the development of the Global Studies AA-T degree program and the Global Citizenship course (POL 255), reflecting his dedication to expanding global perspectives within the curriculum. Prof. Obazuaye was also the chair of the Instructional Program Review Committee.
- **Prof. Terrance Mullins** has excelled in both curriculum development and faculty leadership. He has developed several new courses, including POL 280: Race, Gender, Sexual Identity in American Politics, POL 281: Race, Ethnicity, and Latinx Politics, and POL 282: Race, Ethnicity, and Black Politics. His contributions have earned him recognition as Senator of the Year by the Cerritos College Faculty Senate in 2021, 2022, and 2024. Moreover, his innovative use of Pearson Digital Platforms led to his selection as a finalist for the Pearson Excellence in Higher Education Awards in December 2022. In 2024, Prof. Mullins was elected as the President of the Faculty Senate, further solidifying his leadership role within the college.

Collectively, these achievements highlight the ongoing dedication of political science faculty to academic excellence, student success, and community engagement within our program.

#### **5. Provide a status update on goals from the last program review cycle.**

Since the 2018/19 Program Review, the Political Science Department has pursued sixteen pedagogical goals, each aimed at addressing specific weaknesses, opportunities, or threats within the program. Below is a summary of these goals and their current status:

**GOAL 01: Develop and implement an Intro to Chicano Politics course.**

- **Status:** Completed
- **Outcome:** The course POL 281 – Race, Ethnicity, and Latinx Politics was developed and approved for CSUGE Area F and IGETC Area 7 transferability.

**GOAL 02: Retool POL 250: Model United Nations to make the course transferable to the UC system.**

- **Status:** Completed
- **Outcome:** Awaiting confirmation from the UC system regarding transferability.

**GOAL 03: Retool POL 260 into a Public Policy & Law course to enhance relevance for law-focused majors and ensure UC transferability.**

- **Status:** Abandoned
- **Outcome:** The Department chose to make the course inactive, redirecting focus to developing CSUGE Area F and IGETC Area 7 courses.

**GOAL 04:** *Recruit prospective tutors, especially for the POL 101 course.*

- **Status:** Completed

**GOAL 05:** *Collaborate with the Division office to secure resources for teaching assistants.*

- **Status:** Completed
- **Outcome:** Contacted the Foundation, CTX, and Academic Affairs for support.

**GOAL 06:** *Continue utilizing technology-enhanced pedagogy to improve student engagement, success, and retention.*

- **Status:** Completed

**GOAL 07:** *Offer multimedia content to improve student engagement through technology.*

- **Status:** Completed

**GOAL 08:** *Expand the departmental website and educational resources.*

- **Status:** Completed
- **Outcome:** Department website updated.

**GOAL 09:** *Create and administer SLO assessments for all 200-level political science courses.*

- **Status:** Completed
- **Outcome:** All 200-level courses have been assessed.

**GOAL 10:** *Advocate for an additional full-time faculty member to better serve students.*

- **Status:** In Progress
- **Outcome:** A request for an additional tenure-track position is submitted annually.

**GOAL 11:** *Encourage student participation in internships with local, state, and federal elected officials.*

- **Status:** Partially Completed
- **Outcome:** Faculty continue to encourage internships. A centralized internship database was postponed during the COVID-19 pandemic and may be revisited once conditions normalize, potentially led by a revived Political Science Club.

**GOAL 12:** *Continue referring students to relevant workshops offered by the Student Success Center.*

- **Status:** Completed and Ongoing

**GOAL 13:** *Encourage the reconstitution of the Political Science Club.*

- **Status:** On Hold
- **Outcome:** Revival efforts were hindered by COVID-19.

**GOAL 14:** *Create posters to advertise the major and individual political science courses.*

- **Status:** On Hold
- **Outcome:** Funding request denied by the Dean. The Department has resubmitted a cost estimate and funding request for both the 2022/23 and 2023/24 unit action plans.

**GOAL 15:** *Foster campus-wide projects that emphasize political issues, events, and holidays (e.g., Constitution Day, National Voter Registration Day).*

- **Status:** Abandoned
- **Outcome:** The goal was deprioritized due to COVID-19 disruptions.

**GOAL 16:** *Attain administrative privileges for the Program Chair.*

- **Status:** Abandoned
- **Outcome:** The issue was resolved as office PCs were updated, and relevant necessary software was installed campus-wide

**6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?**

During the last review cycle, the program identified key resources that could have significantly enhanced its operations, including the addition of a full-time faculty member and dedicated marketing resources. These were seen as critical needs for expanding the department's capacity to serve students and increase its visibility, potentially boosting enrollment and further improving program quality. Unfortunately, these requests were not approved, limiting the program's ability to scale its offerings and broaden its outreach. The lack of an additional full-time faculty member limited the program's ability to expand its course offerings and provide more personalized attention to students. Similarly, without dedicated marketing resources, the program faced challenges in increasing its visibility and attracting a larger pool of prospective students.

Despite this, the program did receive a range of media resources that played a pivotal role in its development. The department was provided with updated books, which helped faculty stay abreast of the latest developments in the political science discipline. This enabled instructors to deliver more relevant and timely content in their courses. Additionally, a display cabinet featuring political science materials was set up to enhance student engagement by showcasing key artifacts and information related to the field. The inclusion of current books on topics relevant to political science as well as educational DVDs also offered valuable supplementary learning tools, enriching the classroom experience.

These resources, while not as transformative as a new faculty member or enhanced marketing would have been, still made a meaningful impact. Over the past six years, they contributed to improving the quality of instruction, fostering a more engaging learning environment, and supporting higher retention rates. By ensuring that faculty had access to current materials and students were provided with dynamic learning experiences, these resources played an important role in maintaining the program's success amidst broader resource limitations.

## Section 5. Program Goals and Resource Requests

### A. Six-Year Program Goals and Resource Requests