INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instrffuffir dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: **Program:** Political Science **Current Academic Year:** 2017-18

Last Academic Year CPPR Completed: 2013-14 **Current Date:** 2/2/2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. **GENERAL PROGRAM INFORMATION**

    A. Program mission (optional)

The Political Science program serves students in diverse ways. One focus is preparing students for a major or minor in Political Science upon transferring to a four-year institution by providing a strong grounding in the discipline, knowledge of key actors, institutions, and processes, the vocabulary of the field, and its theoretical foundations . Another is preparing students more broadly with a base of knowledge and critical thinking skills that are a core to student success in any field. Additionally, the program endeavors to instill the knowledge and desire to be an active citizen.

Political Science offers an almost unlimited range of career options from politics and public service to business, law, journalism, and communications to name just a few.

    B. Brief history of the program

Since the last CPPR, the program has been impacted by the loss of a newly hired full time faculty member (Sarah Spengeman) who left after one year for personal reasons. We also lost the services of one of our longest serving part-timers who taught a variety of classes (Kathryn Logan) who has been stolen away by Cal Poly. Since that time the program has, at times, struggled to maintain a pool of qualified part time faculty to fill the gap, including some searches that failed to produce anyone deemed qualified to bring in for an interview. More recently that situation has improved and soft enrollment at the college has meant that demand has leveled off. One new part time hire (Kari Hall) has allowed us to increase our distance education offerings.

C. Include significant changes/improvements since the last Program Review

Since the last program review, the Political Science AA-T has received final approval from the Chancellor's office.

The distance education component of the program has grown significantly. The program originally offered only one distance education section each semester and one during summer session. The program is currently offering four sections a semester (Spring 2018, all with fill rates at 95% capacity or higher) and three during summer session. Two faculty members are now involved in teaching the online classes offering the program more flexibility and the possibility of further growth.

D. List current faculty, including part-time faculty

Full-time faculty: Aaron Rodrigues, Mark Weber, Victor Krulikowski

Part-time faculty: Kari Hall, Anika Leithner, Brian Kreowski

E. Describe how the Program Review was conducted and who was involved

The work on the program review was a collaborative effort between Aaron Rodrigues, Victor Krulikowski, and Kari Hall along with sage advice from Mark Weber whose divided loyalties lead him to participate in this same process with the History program last year.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

    A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The Cuesta College Political Science program offers extensive support to the District's Mission. The Political Science program's emphasis on critical thinking, informational analysis, and persuasive writing improves the "foundational skills" mentioned in the College/District Mission. These skills would also be critical to the Mission component of "promoting intellectual and professional growth." The Political Science program also stresses the importance of individual knowledge and participation in civic affairs, which goes hand-in-hand with the College Mission of "preparing students to become engaged" in our world communities.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

The Cuesta College Political Science program supports Institutional Goals 1 & 2.

Institutional Goal 1: San Luis Obispo County Community College District will enhance is programs and services to promote student's successful completion of transfer requirements, degrees, certificates and courses.

Institutional Objective 1.1: Increase the percentage of transfer directed students who are transfer prepared by 2% annually.

The Political Science program offers courses that satisfy both CSU General Education and/or UC IGETC requirements. We also now offer an Associates in Arts Transfer Degree in Political Science. These components of the Political Science program support the Cuesta College Institutional Goal of promoting "students' successful completion of transfer requirements" and the Institutional Objective of increasing 'the percentage of transfer directed students who are transfer prepared."

Institutional Objective 1.2: Increase the percentage of degree-or certificated-directed students who complete degrees or certificates by 2% annually.

The Political Science program awarded ten A.A. Transfer Degrees for 2014-2015. For 2015-2016, this number had increased to 13, which far surpasses the 2% expected increase. This indicates that political science classes are an increasingly integral part of the average student's core curriculum.

Institutional Objective 1.3: Increase successful completions in distance education courses by 2% annually.

The Political Science success rate for online courses has ranged from 63.90% to 70.97%. This also reflects the enrollment numbers jumping from 108 to 247 (2015-2016); this indicates that the Political Science program in contributing greatly to this objective.

Institutional Goal 2: San Luis Obispo County Community College District will build a sustainable

base of enrollment by effectively responding to the needs of its local service area.

Institutional Objective 2.2: Increase the local high school capture rate by 2% annually.

A growing segment of Cuesta College's student population is the enrichment/K12 cohort. Enrollment of enrichment students is increasing for the college and the Political Science program. Further discussion is needed, at both the institutional and program levels, as to how to encourage further enrollment of this cohort.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

The Political Science Program Goals are linked to and reinforce the Institutional Learning Objectives as indicated:
Program Learning Objectives:

Students will demonstrate that they have knowledge and skills to succeed in the study of political science.
ILO 1. Personal , Academic and Professional Development
ILO 2. Critical Thinking and Communication
ILO 4. Social, Historical and Global Knowledge and Engagement
ILO 5. Artistic and Cultural Knowledge and Engagement

Students will demonstrate the ability to write effectively about political science.
ILO 1. Personal, Academic and Professional Development
ILO 2. Critical Thinking and Communication
ILO 4. Social, Historical and Global Knowledge and Engagement

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

General Enrollment (Insert Aggregated Data Chart)

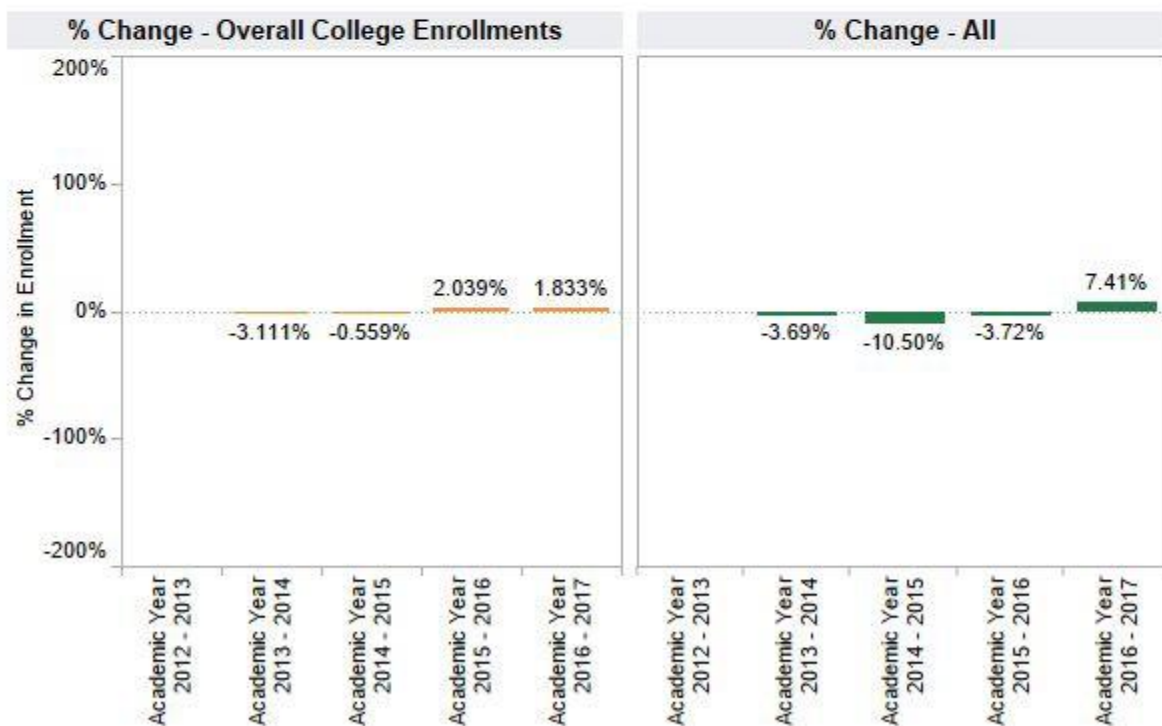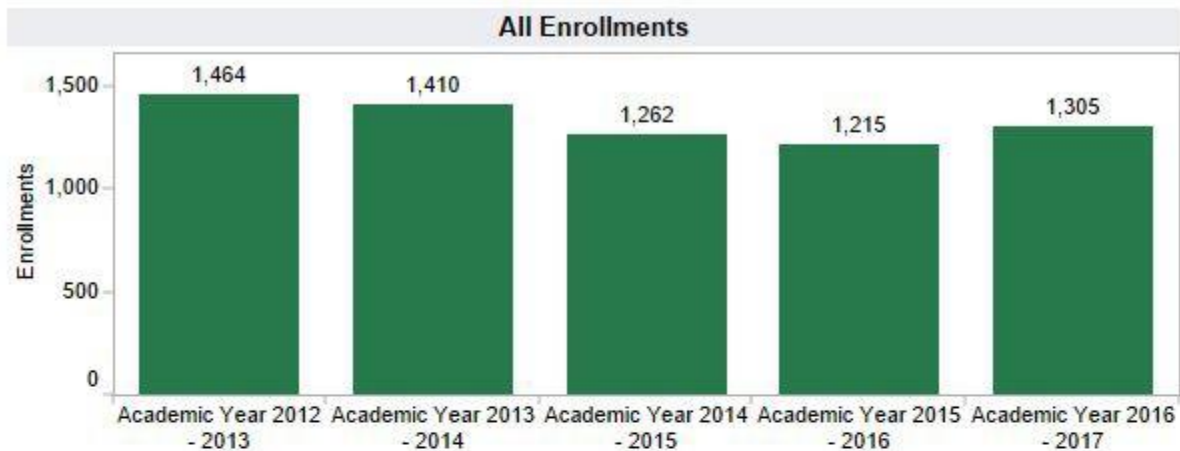Insert the data chart and explain observed differences between the program and the college.

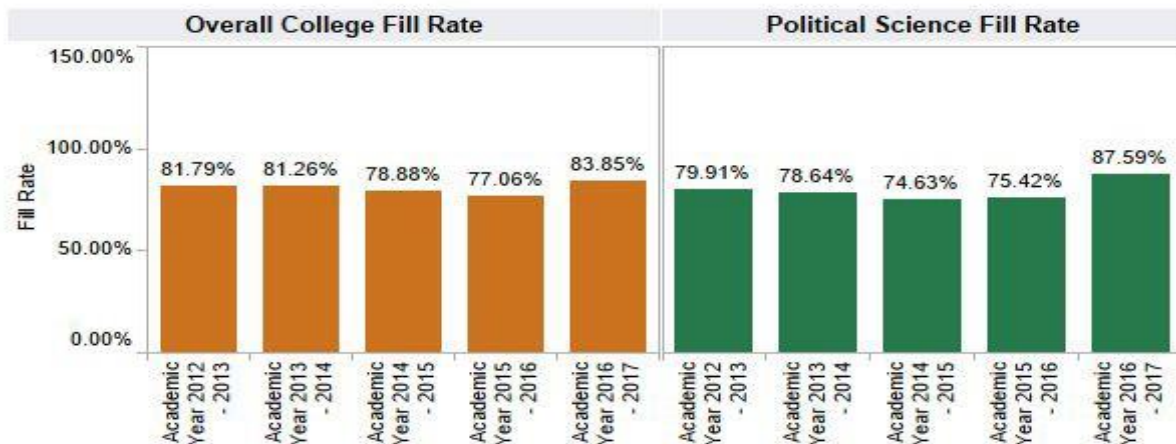### SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
All	Multiple values	All	All

All Enrollments

Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
1,464	1,410	1,262	1,215	1,305

% Change - Overall College Enrollments

Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
-3.111%	-0.559%	2.039%	1.833%	

% Change - All

Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
	-3.69%	-10.50%	-3.72%	7.41%

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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Enrollment for the Political Science Department has reversed the downward trend between the 2015-2016 and 2016-2017. There was a decline in overall enrollment between the 2013-2016 cycle. There was an upward trend in 2016-2017 cycle. This is a sharper upward trend in comparison to the overall college. Possible explanations for this upward trend may be an increase in Distance Education courses and the reintroduction of forum size classes.

[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Political Science	Course: All	Dual Enrollment: All	Prison All

Overall College Fill Rate / **Political Science Fill Rate**

Fill Rate axis: 150.00%, 100.00%, 50.00%, 0.00%

Overall College Fill Rate:
- Academic Year 2012 - 2013: 81.79%
- Academic Year 2013 - 2014: 81.26%
- Academic Year 2014 - 2015: 78.88%
- Academic Year 2015 - 2016: 77.06%
- Academic Year 2016 - 2017: 83.85%

Political Science Fill Rate:
- Academic Year 2012 - 2013: 79.91%
- Academic Year 2013 - 2014: 78.64%
- Academic Year 2014 - 2015: 74.63%
- Academic Year 2015 - 2016: 75.42%
- Academic Year 2016 - 2017: 87.59%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Fill rates for the Political Science Department has reversed the downward trend between the 2015-2016 and 2016-2017. There was a decline in overall fill rate between the 2013-2016 cycle. There was an upward trend in 2016-2017 cycle. This is a sharper upward trend in comparison to the overall college. Possible explanations for this upward trend may be an increase in Distance Education courses and the reintroduction of forum size classes.

[General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)](#)

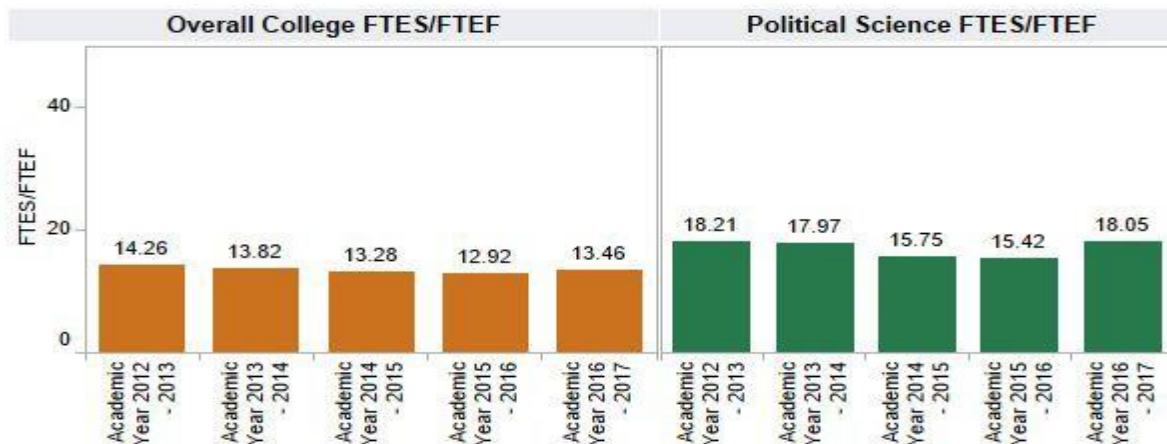Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Political Science	Course: All	Dual Enrollment: All	Prison: All

Overall College FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2012 - 2013	14.26
Academic Year 2013 - 2014	13.82
Academic Year 2014 - 2015	13.28
Academic Year 2015 - 2016	12.92
Academic Year 2016 - 2017	13.46

Political Science FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2012 - 2013	18.21
Academic Year 2013 - 2014	17.97
Academic Year 2014 - 2015	15.75
Academic Year 2015 - 2016	15.42
Academic Year 2016 - 2017	18.05

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

FTES for the Political Science Department has reversed the downward trend between the 2015-2016 and 2016-2017. There was a decline in the FTES between the 2013-2016 cycle.

There was an upward trend in 2016-2017 cycle. This is a significant upward trend in comparison to the overall college. Possible explanations for this upward trend may be a decrease in face to face course offerings with an increase in Distance Education courses and the reintroduction of forum size classes.

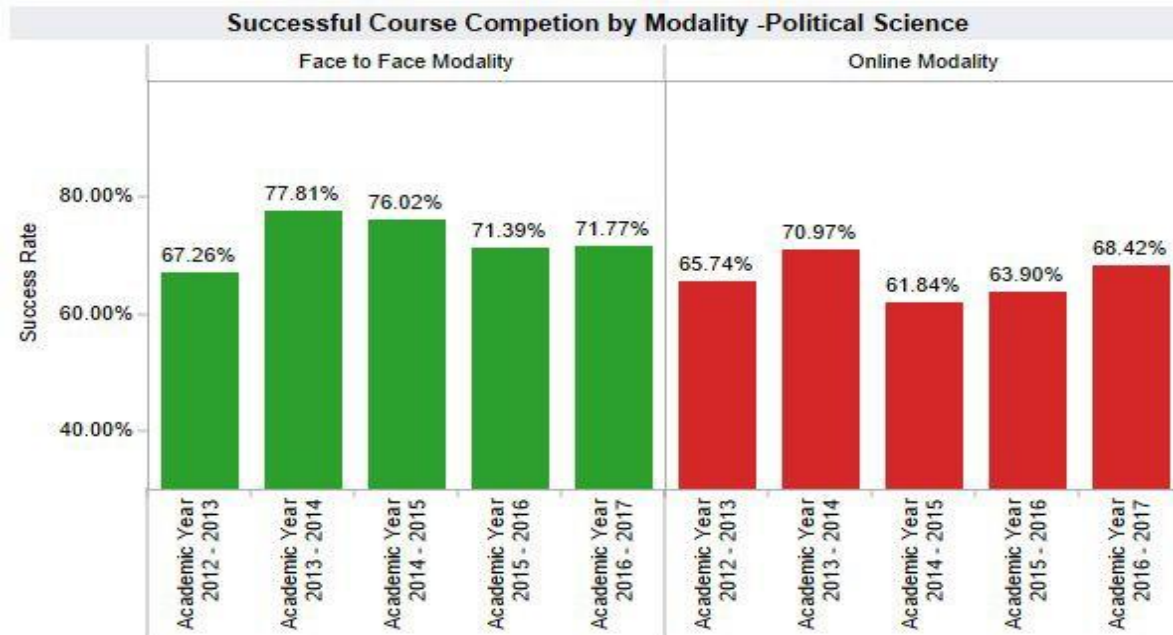[Student Success—Course Modality (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Political Science

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Political Science

Successful Course Competion by Modality Table - Political Science		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	67.26%	77.81%	76.02%	71.39%	71.77%
	Total Department Enrollments	1,356	1,227	1,055	1,010	1,059
Online Modality	Department Success Rate	65.74%	70.97%	61.84%	63.90%	68.42%
	Total Department Enrollments	108	186	207	205	247

The Political Science Department's student success rates have been consistent with the overall college rates in both face to face and distance education modalites.

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[Degrees and Certificates Awarded (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Political Science

Award Type: All

Program Awards
Top Code Description(s): Political Science
Award(s): All
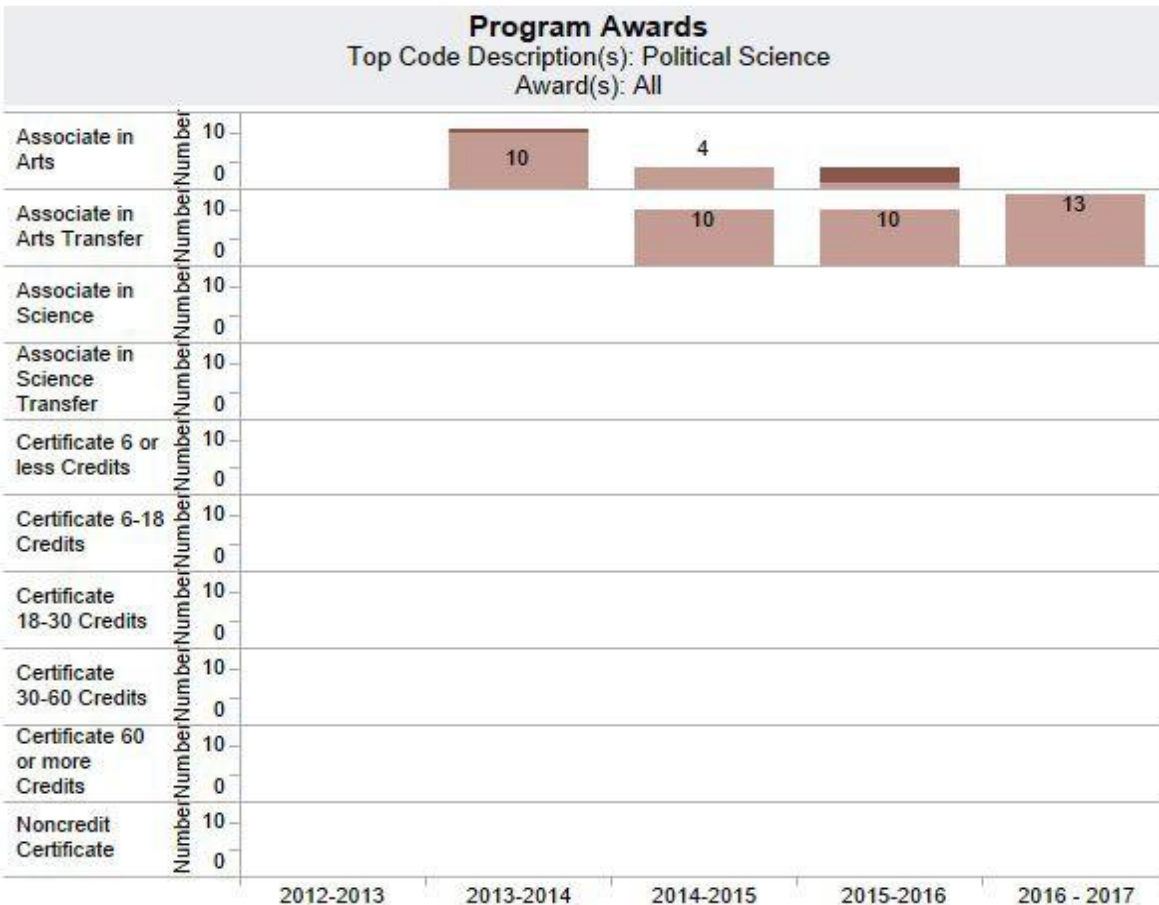
Program Awards Table

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	Political Science (AA)		1		3	
	Political Science (AAT)		10	4	1	
	Total		11	4	4	
Associate in Arts Transfer	Political Science (AAT)			10	10	13
	Total			10	10	13

Program Awards: The number of degress and certificates awarded by program type

The AAT degree was introduced in 2014. There has been an upward trend from 2010 to 2013.

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General Student Success – Course Completion (Insert Aggregated Data Chart)
Review the Disaggregated Student Success charts; include any charts that you will reference.
Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

- Other Relevant Program Data (optional)

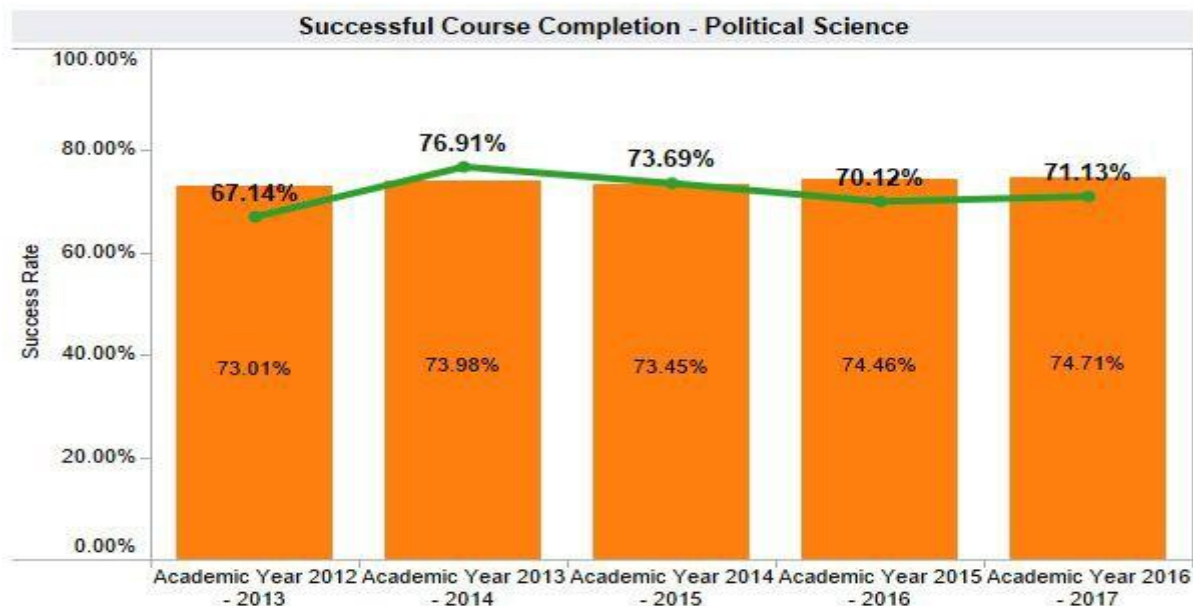## SLOCCCD Program Review Data: Successful Course Completion

Select Department: Political Science

COURSE All

Legend:
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Political Science

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department (green line)	67.14%	76.91%	73.69%	70.12%	71.13%
Overall (orange bar)	73.01%	73.98%	73.45%	74.46%	74.71%

Political Science Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	67.14%	76.91%	73.69%	70.12%	71.13%
Total Enrollments	1,464	1,413	1,262	1,215	1,306

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Between the years 2013 and 2017 the Political Science Successful Course Completion Rates have been consistent with the overall college rates. The Political Science faculty will continue to monitor success rates in order to address the students academic needs.

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IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Program Assessment Cycle Calendar

CYCLE STAGE	Fall 2017	Spring 18	Fall 18	Spring 19	Fall 19	Spring 20	Fall 2020	Spring 2021	Fall 2021
SLO Assessment	POLS 204	POLS 202 POLS 206 POLS 209		POLS 205	Pols 201				
Analyze Results & Plan Improvements		POLS 204	POLS 202 POLS 206 POLS 209		POLS 205	Pols 201			
Plan Implementation			POLS 204	POLS 202 POLS 206 POLS 209		POLS 205	Pols 201		
Post-Implementation SLO Assessment				POLS 204	POLS 202 POLS 206 POLS 209		POLS 205	Pols 201	

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

No, some have been but some of the courses have not come due in their assessment cycle. Also, technical problems with eLumen the first semester it was launched did not allow us to input some assessment data.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

AA_POLI_SCI ▼ Courses ▼ AA_POLI_SCI ▼ ☐ Include inactive Courses	Define core terminology integral to the study of politics.	Evaluate the strengths and weaknesses of descriptive and normative theories about politics.	Explain the interrelationships among political processes.	Formulate practical responses to political issues/problems.	Interpret empirical data and qualitative claims.
POLS201 - Intro Political Sci					
To analyze the political nature and significance of current events and personalities.	✔				
To identify the vocabulary of political science in order to communicate political ideas with clarity and precision.					
To assess student's own life experiences in terms of the concepts of politics and power.	✔				✔
to distinguish the functions, structures, and pracitices of the American political system with other democratic and...		✔			
To recognize normative theories in order to analyze the relationship between individuals' personal values and political...				✔	
To differentiate between acceptable and non-acceptable political behavior.				✔	✔
To appraise the symbiotic relationship of economics and politics.		✔		✔	
POLS202 - US Government & Politics					
Describe the structure and function of US governmental institutions and political processes (for example, elections.)	✔	✔			
Generalize about who holds powers in American politics.	✔	✔			
Describe and evaluate the extent of democratic participation in American politics.	✔			✔	
Explain how self- and group-interests are pursued in American government and politics.	✔				

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	Col 1	Col 2	Col 3	Col 4	Col 5
Think critically and objectively about contemporary political issues.			✔		
Explain the historical origins of contemporary governmental institutions and political issues.	✔				
Appreciate the value of democratic citizenship.					
Make political judgments based on evidence.			✔	✔	
POLS204 - World Politics					
Identify and explain concepts specific to understanding world politics.					
Differentiate between the core philosophical approaches to understanding international relations.				✔	
Analyze the various objectives on nation-states.	✔				
Explain the role of sovereignty and how it impacts relations between different forms of political systems.	✔	✔			
Distinguish between different types of actors that influence world affairs.	✔				
Describe the institutions and processes that create and implement US foreign policy.	✔	✔			

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	1	2	3	4	5
Distinguish between different types of actors that influence world affairs.	✔				
Describe the institutions and processes that create and implement US foreign policy.	✔	✔			
Objectively evaluate the policies and actions of the US and other actors.			✔	✔	✔
POLS205 - Law And Politics					
Describe the structure and function of the federal and state judiciaries.	✔	✔	✔		
Explain the political and non-political characteristics of federal courts.	✔	✔	✔		
Explain and evaluate arguments about the use of judicial review.					✔
Apply philosophical and jurisprudential arguments incorporating liberty, government authority, individual responsibility, and...					✔
Apply philosophical and jurisprudential arguments involving civil liberties and civil rights.					✔
Describe the roles and obligations of the different actors within the legal system/process.			✔		
Explain the differences between original and appellate jurisdiction.					
POLS206 - Com Government					
Explain the distinguishing features of comparative politics as a sub-field of political science, and assess the contributions of...	✔	✔			
Analyze the major methodologies in comparative politics and explain their utility, including quantitative, normative and...	✔	✔			
Explain the key concepts of comparative politics, and the problems of using and measuring them.			✔	✔	✔
Explain how regional, economic, historical, and cultural factors have shaped political institutions, political processes and...			✔	✔	
Assess the success or failure of select political systems in building a common identity and community, fostering economic and...			✔		✔
Evaluate the impact that globalization is having on political and economic systems, and on the information age and technology.			✔		
Recognize the importance of multiculturalism and diversity in analysis of foreign government systems.			✔		

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POLS209 - Intro Polit Theory					
Describe and differentiate among diverse approaches to major concepts in political theory and inquiry for example, political...					
Apply diverse approaches about major concepts in political thought to hypothetical and actual Supreme Court cases.					
Understand and evaluate theoretical arguments about major concepts in political thought and inquiry.				✓	✓
Recognize the relationship between political thought and its political and historical context.				✓	
Recognize the theoretical foundations of my own political ideas and values.		✓			

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

   The Political Science faculty are continuously assessing and evaluating instruction just as an inherent part of our professionalism and our love of teaching. As a direct result of SLO assessment, in our last POLS 202 SLO assessment from the CPAS era (which was based on an indirect assessment through a student survey form), the results were satisfactory in all areas but there was a relative weakness in terms of student understanding of historical context. While this probably suggests the need to perform a complete revamp of the History program, we have attempted to be more cognizant of providing historical context when presenting the material.

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

   To stabilize course offerings and availability, it would beneficial to think about another full-time hire in the not so distant future.

   Upgraded classroom computers would be a priority.

   Reinstating funding for readers/graders.

   Increased funding for professional development, especially related to conference attendance and participation.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives
B. Institutional Learning Outcomes
C. Program outcomes

See above in section 2. The information is already provided in: PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling
B. Support services to promote success, persistence and retention
C. Facilities needs
D. Staffing needs/projections

See section V. E above.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The Political Science program plans to continue generating the substantial FTES numbers that, as part of the Social Sciences division, carries a not insignificant part of the load for the college as a whole. Our recent ability to consistently fill the Forum and increase our DE offerings will help us to fulfill FTES and efficiency goals.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. **After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.**

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (If Applicable)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:
https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Docume nts/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%2 0handbook

APPLICABLE SIGNATURES:

Vice President/Dean   **Date**

Division Chair/Director/Designee   **Date**

Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/J79W8GW