

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Political Science Academic Year F24-S25

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

No.

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

- The addition of POLS 110 – Political Theory to support POLS majors transferring to Cal Poly SLO
- Participation in Common Course Numbering effort

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

The POLS 2-year [map](#) is in place. One ongoing challenge is the limited offerings of POLS 104 and POLS 105. Each course is offered once per academic year. Ideally, both would be available in the Spring and Fall terms each year. However, that has not yet seemed sustainable in terms of enrollment. The switch from onsite to online has made the classes more accessible to a wider swath of students, but ***without the option for synchronous online or hybrid modality***, students miss the interaction of a live class experience.

4. Were there any staffing changes?

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

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

- Continued success and retention rates that exceed the college overall [Table 1]
- A balance of degrees awarded to males and females
- A majority of degrees awarded to Hispanic students
- A balance of degrees awarded across age groups
- Completion of a robust Culturally Responsive Curriculum assessment

Learning Outcomes Assessment

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

POLS 103 data for PLO3 show success rates that are in line with the program overall. There is also consistency in that of those who do not meet standards, a majority are as a result of not submitting the assignment(s). Thus, of those who do submit, the success rates are even higher.

POLS 105 data for PLO4 show unusually poor results, although the sample size is quite small. However, digging deeper, a majority of those who do not meet standards either did not submit the assignment(s) or failed as a result of unauthorized use of AI.

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

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

The main assignment at the heart of the POLS 105 data did not have a supporting low-risk pre-assignment. It also tested higher order skills of analysis and prediction, among the most difficult in Bloom’s Taxonomy. As a result, the assignment was less AI-resistant.

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

- Expanded use of the Hypothesis annotation tool has been effective
- Program faculty are discussing a maximum AI content threshold rule
- Program faculty continue to seek approval for synchronous online offerings to complement the onsite and traditional online offerings, especially for the lower enrollment specialty courses such as POLS 104 and 105

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

N/A

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

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

No POLS courses had a DE Peer Review

b. What were some key findings regarding RSI?

- Some strengths:

- Some areas of possible improvement:

c. What is the plan for improvement?

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

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

- Success and Retention Rates
 - Overall: POLS rates exceed those of the college overall [Table 1]
 - Gender: Success rates for males in the POLS program are higher than for the college overall [Table 2]
 - Modality: Over the 5-year period there were 8 instances of success rates below 70% [Table 3]
 - All 8 are post-pandemic
 - 5 of the 8 instances of were in Traditional Online [asynchronous] courses, and all 5 in specialized courses [those other than POLS 101 and 103]

CONCLUSION: Consider reintroducing synchronous online and/or hybrid offerings, especially considering that the college-wide synchronous online success rates continued to be high after the pandemic, whereas POLS was no longer offering courses in that modality.

- Teaching Practices, Syllabus and Assignments
 - Successful completion of robust ***Culturally Responsive Curriculum*** (CRC) assessment that included significant updates to accessibility of and wider representation in course materials
 - Continued success with the use of Hypothesis annotation tool to build reading, synthesis, analysis and engagement skills
 - Ongoing and evolving efforts to respond to use of AI

CONCLUSION: Continued focus on culturally relevant and AI-resistant, engagement-building content and assignments [e.g. Hypothesis] will be critical to meet the needs of students.

- Degrees Awarded
 - Overall: The number of POLS degrees awarded has declined from pre-pandemic numbers, which may align with lower enrollment figures college-wide [Table 5 and Table 6]
 - Gender:
 - The ratio of POLS degrees awarded shows no consistent pattern by gender, with some years having more males and other years more females. The most recent year is split evenly between females and males. This balance is different than the pattern for the college overall, where there is a clear majority of degrees awarded to females. [Table 7]
 - This is different than the pattern for the college overall, where there is a clear majority of degrees awarded to females. [Table 8]
 - Ethnicity: The five-year pattern shows more Hispanic students being awarded POLS degrees than White students. This is consistent with the college overall. [Tables 9 and 10]
 - Age: There is an interesting balance in terms of POLS degrees awarded by age group, with more variation than the college overall. Perhaps the most striking is the substantial number of POLS degrees awarded to the under-20s. [Tables 11 and 12]

CONCLUSION: Access to POLS courses for local high school students, regardless of gender – through College Now and Concurrent Enrollment – introduces the field of political science earlier and may build interest.

CONCERN/OPPORTUNITY: It is unknown what impact, if any, a second Trump administration will have on POLS enrollments [outside of the GE POLS 103 course, perhaps]. The fear and uncertainty in the last weeks of the Fall 2024 semester were palpable. These feelings may lead to a reduction in interest in the field of political science as students – like so many in society – disengage from politics. However, it may also fuel an increase in interest by students eager to play a positive role in making their future brighter and safer.

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

- Entry Skills: The POLS program and SBS department more broadly continue to see a gap between the skills needed for success in 100-level transfer courses and those possessed by incoming students. It is difficult to know what if any role either the pandemic and/or the elimination of pre-college-level English requirements have on this gap.
- Artificial Intelligence: As with the college overall, the POLS program will continue to assess how to set boundaries for – and accurately detect – AI usage by students.
- Modality: The lack of synchronous online and/or hybrid offerings for the more specialized courses limits interaction and likely the success rates of students. This is particularly of concern in terms of the negative impact on POLS majors and degrees.

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

- Modality: POLS faculty would like approval to offer a synchronous online [or hybrid asynchronous/synchronous online] section of POLS 104, 105 and 106.
- Engagement/Relevance: POLS faculty will continue to develop materials [especially OER] and assessments that engage with students based on their backgrounds and interests.

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

- Modality: Initially, success is determined by whether the courses can be offered in some form of synchronous online modality. Then, success and retention rates can be compared to asynchronous online courses.
- Engagement/Relevance: Success can be measured through student participation, performance and surveys.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

- Frequent and expansive use of the Announcements tool
- Direct, timely individual feedback for students on all written assignments
- Timely, supportive response to email and text questions

POLS 2019-2024 - Data Analysis

Success Rate

71-74%

Highest in 20-21 and 23-24

Retention Rate

82-89%

Highest in 20-21 and 23-24

- Success & Retention Rates highest in POLS 101 & 103 overall
- Post-pandemic success rates in POLS 104 & 105 somewhat lower

As a program, POLS has had consistently higher success and retention rates compared to the college overall.

Table 1

		Success & Retention									
		2019-20		2020-21		2021-22		2022-23		2023-24	
AHC	ALL	72%	82%	74%	88%	71%	86%	72%	87%	74%	89%
		■ Success % ■ Retention %									
		2019-20		2020-21		2021-22		2022-23		2023-24	
Grand Total		81%	89%	83%	93%	78%	89%	78%	92%	82%	94%
POLS101 ALL		83%	90%	77%	91%	72%	88%	70%	90%	71%	91%
POLS103 ALL		81%	90%	84%	93%	80%	90%	80%	92%	85%	95%
POLS104 ALL		83%	83%	88%	94%	60%	70%	71%	90%	58%	73%
POLS105 ALL		77%	90%	79%	95%	71%	76%	52%	78%	73%	77%
POLS106 ALL						45%	73%			56%	88%
POLS199A ALL				78%	87%						

Gender – overall trend shows similar success & retention rates, however over in the 4 instances where success rates fell below 70%, all but one instance was for males.

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

Table 2

Success & Retention ■ Success % ■ Retention %

		2019-20	2020-21	2021-22	2022-23	2023-24
AHC	Female	73% 83%	75% 89%	71% 86%	72% 87%	74% 88%
	Male	71% 82%	73% 88%	71% 86%	72% 88%	73% 89%
	Non-Binary	59% 72%	64% 85%	71% 86%	70% 87%	77% 91%
Grand Total		81% 89%	83% 93%	78% 89%	78% 92%	82% 94%
POLS101	Female	78% 87%	74% 90%	66% 86%	73% 91%	70% 91%
	Male	86% 91%	80% 93%	82% 91%	68% 88%	71% 91%
	Non-Binary	100% 100%	100% 100%	100% 100%	33% 100%	83% 83%
POLS103	Female	81% 89%	85% 94%	79% 90%	82% 93%	86% 95%
	Male	81% 90%	83% 92%	81% 91%	77% 91%	84% 95%
	Non-Binary	100% 100%	82% 100%	82% 82%	89% 89%	100% 100%
POLS104	Female	82% 82%	88% 94%	59% 76%	83% 100%	58% 83%
	Male	83% 83%	87% 93%	62% 62%	59% 82%	55% 65%
	Non-Binary				100% 100%	100% 100%
POLS105	Female	63% 81%	79% 100%	67% 67%	60% 80%	91% 100%
	Male	93% 100%	80% 80%	75% 83%	43% 86%	50% 50%
	Non-Binary				0%	100% 100%
POLS106	Female			50% 50%		57% 86%
	Male			40% 100%		50% 88%
	Non-Binary					100% 100%
POLS199A	Female		75% 88%			
	Male		86% 86%			

Modality – of the 8 instances where success rates were below 70% 3 were in Onsite classes, 5 were in Online Traditional [asynchronous]. Of the 5, 2 were in a one-unit, low enrollment course [low sample size] and 3 were in the more specialized courses. All 8 are post pandemic. Interestingly, the pandemic period Online Synchronous [Zoom] classes had 100% success rates above 70%. This might argue for the return of synchronous online offerings in the POLS program. Also noticeable is that the college-wide synchronous online success rates continued to be high after the pandemic, whereas POLS was no longer offering courses in that modality.

Table 3

Success & Retention ■ Success % ■ Retention %

		2019-20	2020-21	2021-22	2022-23	2023-24
AHC	Hybrid	58% 78%	60% 82%	52% 77%	57% 82%	59% 85%
	ON Sync		74% 88%	77% 88%	80% 91%	78% 88%
	ON Trad	69% 82%	71% 86%	67% 83%	65% 83%	69% 85%
	Onsite	74% 83%	87% 94%	74% 87%	76% 89%	77% 90%
Grand Total		81% 89%	83% 93%	78% 89%	78% 92%	82% 94%
POLS101	ON Sync		77% 91%	95% 98%		
	ON Trad				85% 95%	80% 86%
	Onsite	83% 90%		64% 85%	65% 88%	68% 92%
POLS103	Hybrid				82% 91%	72% 100%
	ON Sync		83% 93%	80% 89%		
	ON Trad	82% 91%	84% 93%	78% 89%	75% 90%	80% 93%
	Onsite	80% 89%	98% 100%	82% 93%	85% 95%	89% 97%
POLS104	ON Sync		88% 94%			
	ON Trad			60% 70%	71% 90%	58% 73%
	Onsite	83% 83%				
POLS105	ON Sync		79% 95%	71% 76%		
	ON Trad				52% 78%	73% 77%
	Onsite	77% 90%				
POLS106	ON Trad			45% 73%		56% 88%
POLS199A	ON Sync		78% 87%			

Ethnicity

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

Table 4

Success & Retention

Success % Retention %

		2019-20	2020-21	2021-22	2022-23	2023-24
AHC	Hispanic	69% 81%	72% 88%	69% 85%	70% 87%	71% 88%
	White	79% 87%	79% 90%	77% 87%	77% 88%	81% 91%
	Other	72% 82%	75% 89%	72% 86%	74% 87%	77% 90%
		2019-20	2020-21	2021-22	2022-23	2023-24
Grand Total		81% 89%	83% 93%	78% 89%	78% 92%	82% 94%
POLS101	Hispanic	84% 90%	78% 93%	68% 88%	69% 88%	65% 89%
	Other	85% 92%	57% 91%	79% 86%	69% 88%	82% 100%
	White	80% 87%	83% 88%	86% 91%	74% 97%	84% 91%
POLS103	Hispanic	79% 88%	83% 93%	78% 90%	79% 92%	82% 94%
	Other	84% 93%	85% 95%	77% 89%	75% 88%	89% 97%
	White	86% 93%	90% 96%	86% 93%	84% 95%	95% 98%
POLS104	Hispanic	79% 79%	86% 95%	63% 68%	64% 100%	52% 71%
	Other		83% 83%	40% 80%	71% 71%	0% 0%
	White	100% 100%	100% 100%	67% 67%	80% 90%	73% 82%
POLS105	Hispanic	70% 85%	90% 100%	77% 85%	64% 91%	82% 82%
	Other	100% 100%	25% 75%	50% 50%	100% 100%	33% 67%
	White	89% 100%	100% 100%	75% 75%	22% 56%	75% 75%
POLS106	Hispanic			43% 71%		57% 71%
	Other			50% 50%		100% 100%
	White			50% 100%		50% 100%
POLS199A	Hispanic		58% 75%			
	Other		100% 100%			
	White		100% 100%			

Degrees & Transfers

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

Table 5

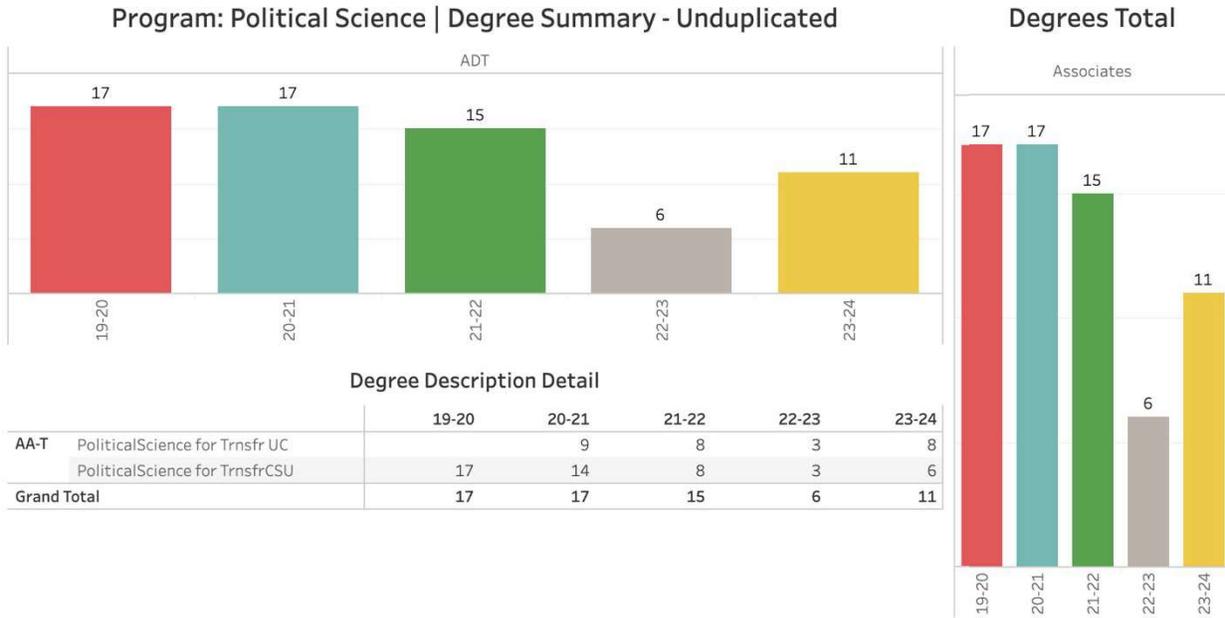
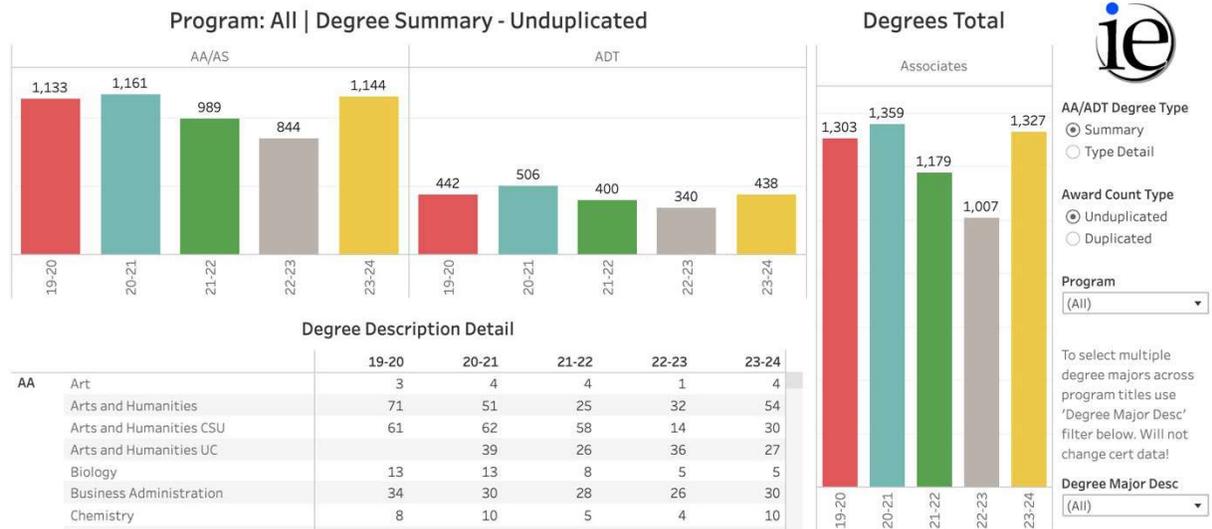


Table 6



Gender

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

Table 7

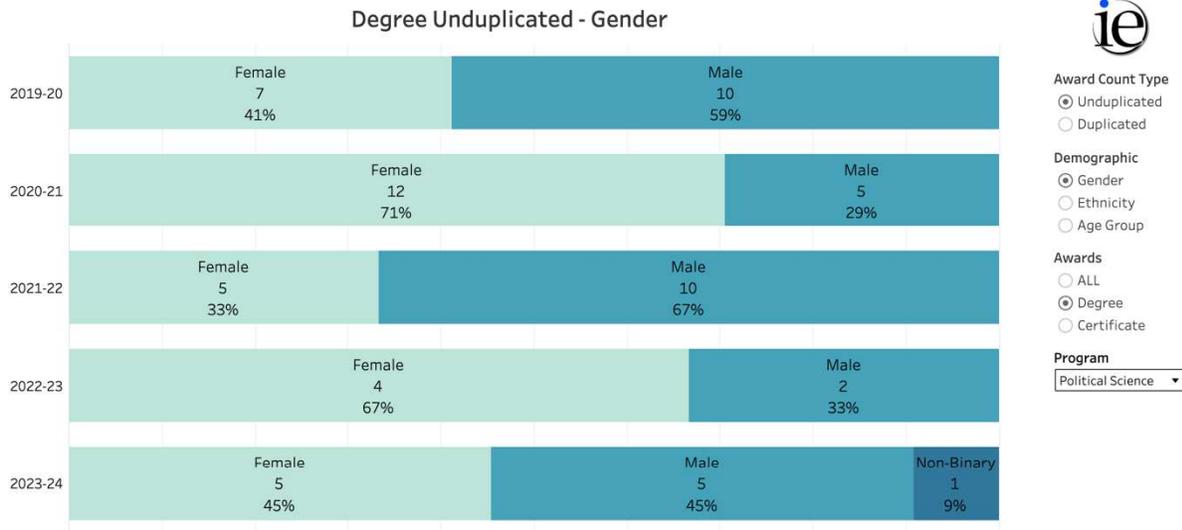
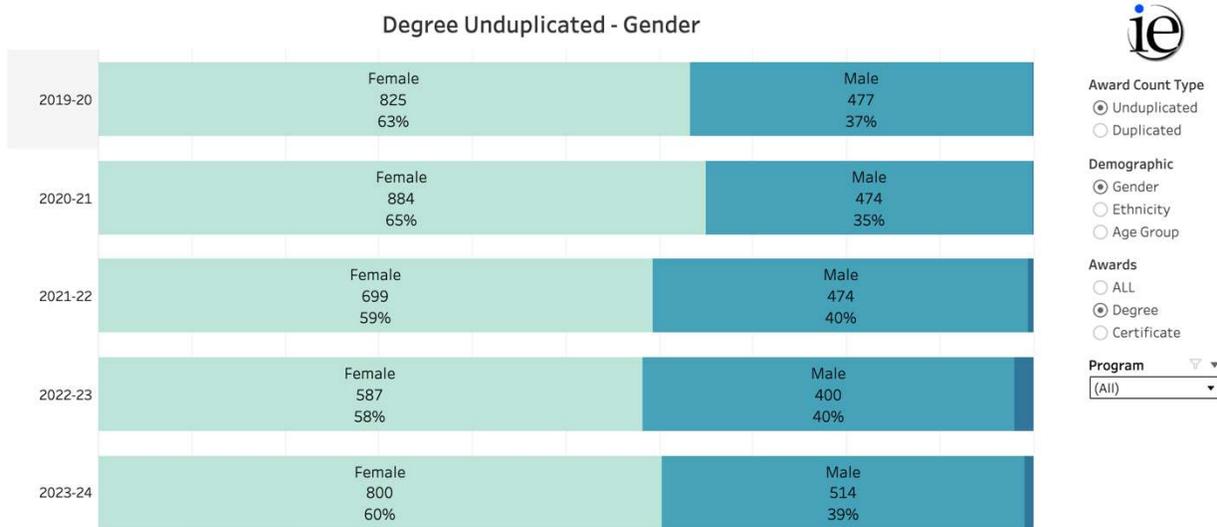


Table 8



Ethnicity

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

Table 9

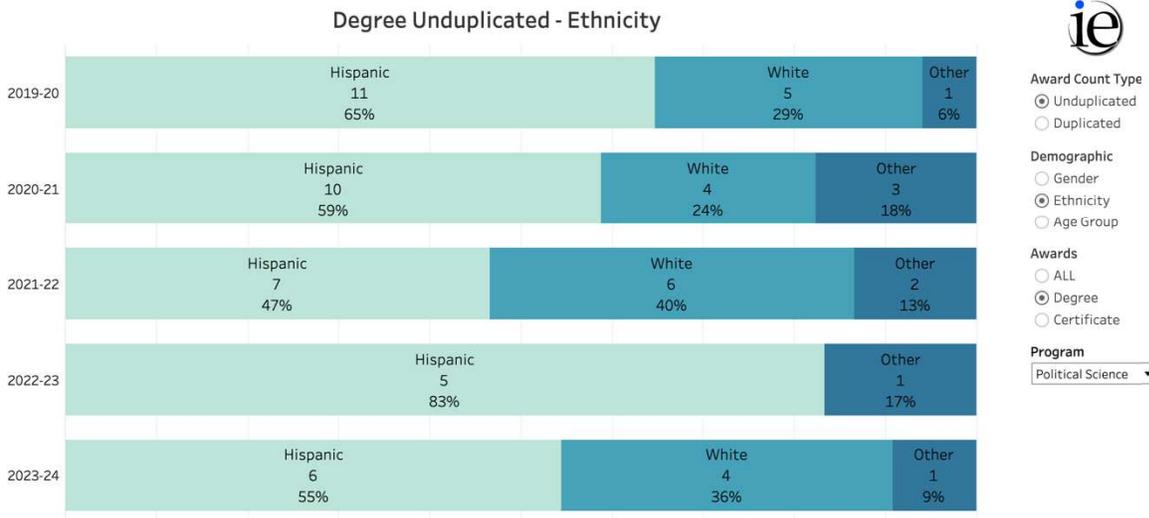
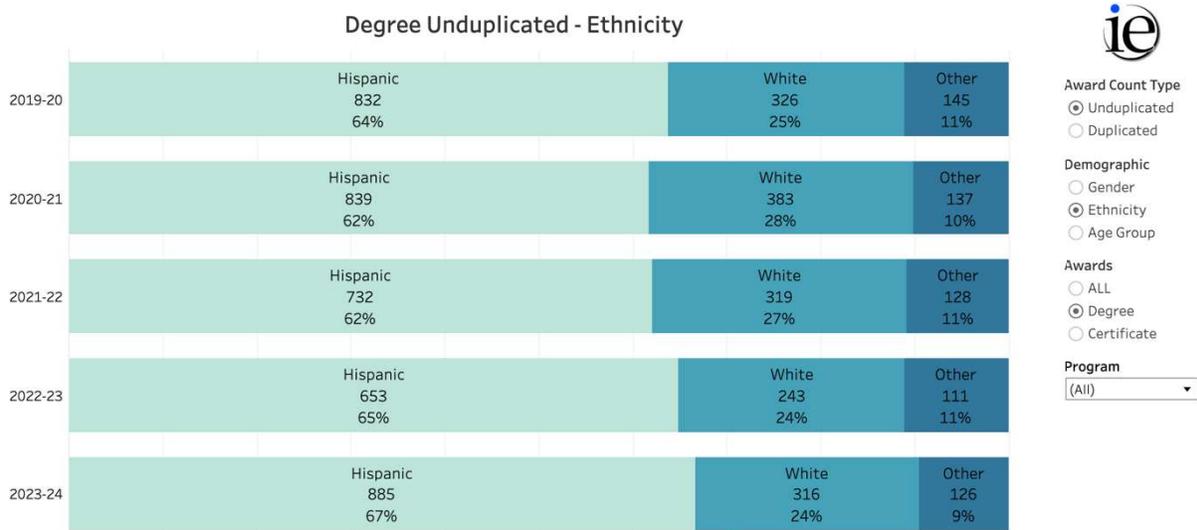


Table 10



Age

There is an interesting balance in terms of POLS degrees awarded by age group, with more variation than the college overall. Perhaps the most striking difference is the substantial number of POLS degrees awarded to the under-20s.

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

Table 11

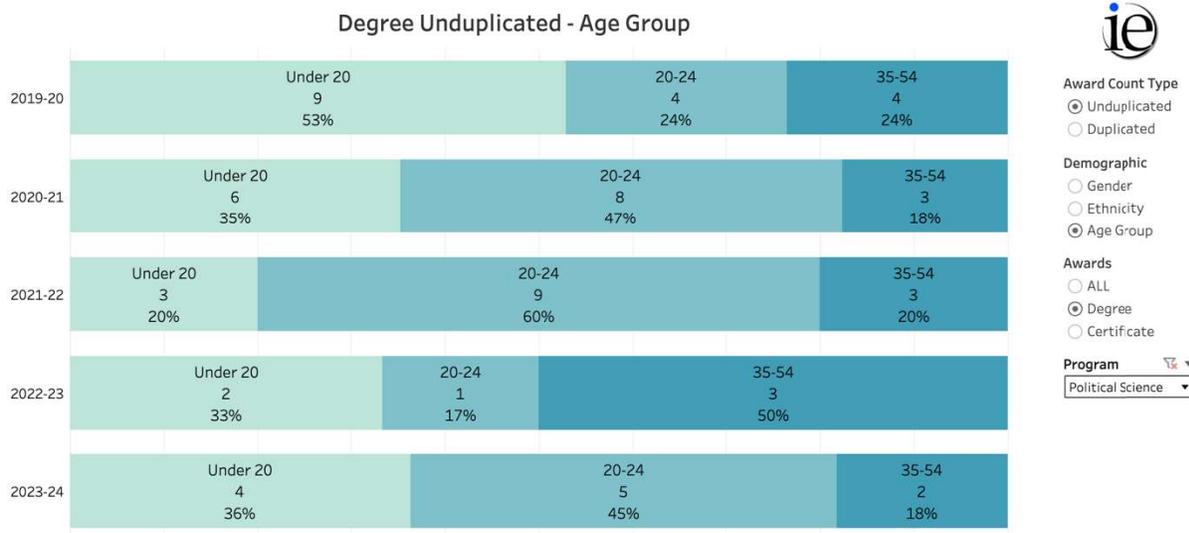
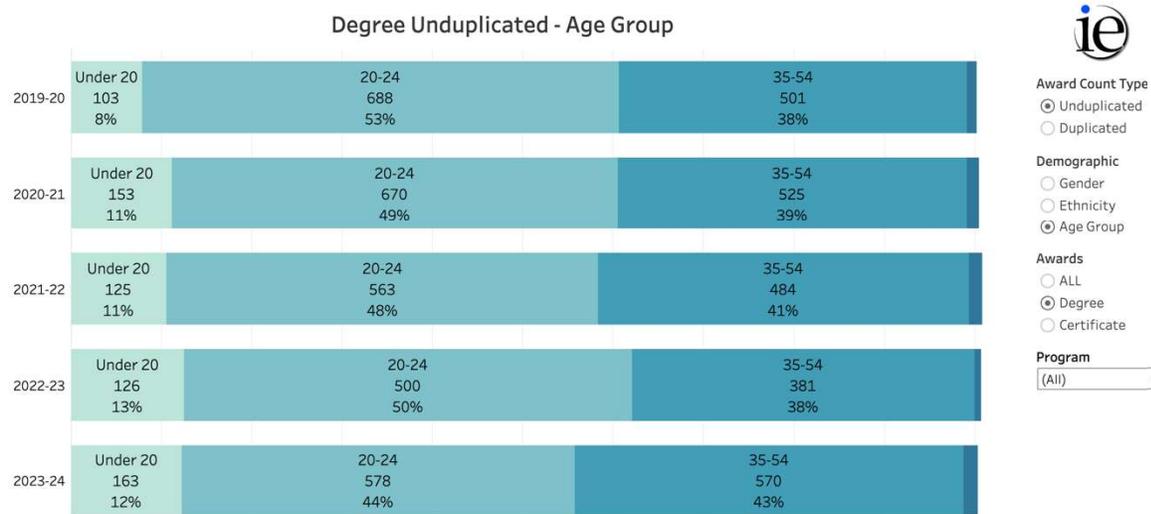


Table 12



Program Review Signature Page:



Program Review Lead

Dec 19, 2024

Date



[Rick Rantz \(Dec 19, 2024 14:22 PST\)](#)

Program Dean

Dec 19, 2024

Date



Vice President, Academic Affairs

Mar 18, 2025

Date

F24-S25 POLS Program Rev - Curriculum & Teaching Design_12.19.24

Final Audit Report

2025-03-18

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