

## SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

**1.1 Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe any changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.**

### A History of the Department of Political Economy

The Department of Political Economy comprises two programs, Political Science and Economics, and traces its origins to the founding of Grossmont College in 1961. In recent years, the Department of Political Economy confronted the challenges of the COVID-19 Pandemic and the subsequent enrollment decline and transition to a majority online teaching modality, the tragic loss of one of the department's core faculty, Brian Jennings. Dr. Ricardo Crespo was hired as a full-time faculty of Political Science in the Fall 2019. The Political Science programs subsequent expansion of its course offerings which include three new courses, POSC 145 Introduction to Latin American Government and Politics, POSC 147 Introduction to Middle East Government and Politics, and POSC 148 U.S. Foreign Policy went into effect in 2022. A new inter-disciplinary major in Latin American Studies was created by Dr. Crespo, and a Model United Nations was relaunched in the Fall 2019. Furthermore, Professor Scott McGann and Dr. Todd Myers introduced new courses in Economics, ECON 125 Economic History of the United States and ECON Comparative Economic Systems have recently been approved by the Board.

Political Economy Week continues to be a popular semester event for students; a new ESBS Student Research Symposium was instituted providing new opportunities for our students. Faculty also continue to serve the public appearing on local television news to provide insight on current events and publishing. Faculty also present at academic conferences, publish, and serve the broader college and academic community as this program review will show. Our faculty have organized and participated on panels discussing current events, including the end of the Afghanistan War, and the Russo-Ukraine War. Grossmont College, long without a study abroad program, now has a program because of the work of part-time faculty Ronald Bee who serves as the California Instructor of Record for the Oxford Study Abroad Program, and Ricardo Crespo who became the Study Abroad Coordinator in 2023. To date dozens of students have benefited from attending Oxford. As the department heads into 2023 we are hopefully optimistic that increasing enrollment trends will continue and provide the opportunity for the introduction of newer courses and the creation of opportunities for our students. Our Department is also increasing its collaboration with other departments on campus and participating in on campus events organized by the First Year Experience (FYE), Latin American Heritage Month events and discussion panels and events on contemporary topics, as well as spearheading our Lunch with the Faculty program, in which faculty are invited to have lunch with students providing an opportunity to build relationships and mentor our students.

### Political Science

## Political Science

Political Science comprises one of the oldest formal disciplines found on any collegiate campus and traces its roots directly back to the first Department of Political (Polis) Science in Athens (Plato's Academy). Likewise, political science was established when Grossmont began, and its first tenured professor was Jacqueline Hall (retired 1985). In 1969, Dr. Lee Brown was hired and shortly thereafter Sid Herzig joined the faculty (1971). In the mid 1980s, Brown became an academic dean, and Hall retired. This left Herzig as the only full-time faculty member. His job was made easier by the fact that the department had many capable long-term adjunct faculty. In 1988, Dr. Brown resigned his post and returned to the faculty thus bolstering the department back to two-thirds its former strength. Dr. Brown then retired in 1996.

Throughout the 1990s, the program maintained enrollment while other departments were contracting (e.g., Economics). In fall 1997, the department hired Dr. Mary M. McKenzie as a new full-time faculty member. Sid Herzig retired in 1998, leaving McKenzie as the only full-time faculty member. In 1999, the department hired Dr. Joseph Braunwarth to replace Sid Herzig. In 2003 Mary McKenzie left the department leaving Joseph Braunwarth as the only full-time faculty member. In fall 2005 the department hired Brian Jennings as a full-time faculty member and then hired Dr. Todd Myers as a 50% political science and 50% economics full-time faculty member. During the Spring 2018 semester Brian Jennings was tragically killed and his classes were completed by Joseph Braunwarth and adjunct faculty. In the Fall 2019, Dr. Ricardo Crespo was hired as a full-time Political Science faculty. The program has always been a healthy one with strong student interest and demand, full classes, and dedicated faculty. Political Science faculty members are committed to offering a solid program that provides students with opportunities to learn not only in the classroom but also by offering other educational opportunities such as the Brian Jennings Political Economy Week.

Political science advances multiple student goals. Principally the programs serves students in satisfying the GE breadth requirements, particularly for those seeking to satisfy their CSU American Institutions requirements. As a result, our most popular offering is POSC 121, Introduction to U.S. Government and Politics. This class makes up about half of our course offerings to the benefit of our WSCH/FTES numbers as described below. Also popular is POSC 120, Introduction to Politics and Political Analysis.

The other service is to have a vibrant Political Science major to prepare students who are majoring in Political Science to prepare them for transferring to a four-year university. These courses include: POSC 124 Introduction to Comparative Government and Politics, POSC 130, Introduction to International Relations, POSC 140, Introduction to California Governments, and POSC 150, Introduction to Political Theory. Wanting to create new courses to meet our students interests and to grow our Political Science program, Dr. Ricardo Crespo developed and introduced three new courses into the Political Science program: POSC 145 Introduction to Latin American Government and Politics, POSC 147 Introduction to Middle East Government and Politics, and POSC 148 U.S. Foreign Policy. These courses were first taught during the 2022-2023 academic year and are being taught once more during the 2023-2024 year.

Dr. Crespo introduced initiatives with the goal of growing the department and providing new opportunities for our students. These initiatives included a Student Research Symposium, in which students from the ESBS Division can share their research with the broader college community, and in Spring 2024 will have its third symposium. A *Journal of Politics* was also developed, and a third issue is currently being developed. The goal of these two programs was to give students opportunities to gain experience and build their resumes, practice delivering their research to a wider audience, and to provide new intellectual opportunities for our students to grow on campus. In conjunction with the Religious Studies program, a Certificate in Middle Eastern Studies is (a the

## Political Science

time of this writing) making its way through the curriculum process with the goal of introducing the certificate to students in 2024. Also in conjunction with our colleagues in Religious Studies we are in the process of developing a speaker, discussion, and panel series on contemporary issues in the Middle East for the Spring 2024 semester.

Although comprised of only two and half faculty, the Political Science program results in 40 degrees being awarded per year. The Associate in Arts in Political Science for Transfer (A.A.-T) degree is designed to facilitate transfer to a California State University in keeping with SB 1440. This degree reflects the Transfer Model Curriculum (TMC) supported by the Statewide Academic Senate. A total of 18-19 units are required to fulfill the major portion of this degree. Students must also complete the California State University (CSU) General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC) for CSU requirements.

## Economics

The basic economics courses, Principles of Macroeconomics (ECON 120) and Principles of Microeconomics (ECON 121), have been in place since Grossmont College's founding in 1961. Dr. Will Cummings was hired in 1964, Larry Smith in 1966, Bruce Barnett in 1971, and Eduardo Alavarez in 1990. Bruce Barnett left the department in June 1999 and was replaced by Dr. Shahrokh Shahrokhi in September 2000. Larry Smith left the department in June of 2002. The department filled these vacancies by hiring Dr. Todd Myers in the fall of 2005 on a 50% basis, with the other 50% in political science, and Scott McGann in spring 2008. Enrollments were very high during the Vietnam war years, lulled a bit after, and began to boom in the 1980's. However, by the late 1980's and early 1990's, enrollment began to decline (a national trend in economics departments) and Grossmont's class offerings went from about 30 to about 20 per semester. Enrollment stabilized in 1993 and has grown about 4% per year since then. The core of the economics program remains the high WSCH/FTES transfer classes of Economics 120 and 121 as these classes satisfy CSU GE requirements and are widely enrolled across the Grossmont College student body. Since our last program review, economics has begun offering ECON 110, Economic Issues and Policies. This class is designed to be an introduction to fundamental economic concepts as applied to real-world issues. Topics may include environmental protection, disaster relief, national debt, health care, crime, income inequality, poverty, and financial bubbles. Analysis of government policy and contrasting economic perspectives will also be addressed. The UC system will not award credit for ECON 110 if taken after ECON 120 or 121. Between 2012 and 2018, Dr. Todd Myers spearheaded the offering of ECON 261, Economic Relations of the Asia Pacific. Unfortunately, this class is not offered frequently because of low enrollment numbers, presumably as a result of the specialized nature and interest in the class. However, enrollments increased in the years leading to the 2020 COVID-19 pandemic when enrollments again declined, this time significantly. Because of the pandemic, the Economics programs had to reduce class offerings further. However, in 2023 enrollment substantially increased with many courses having wait lists. In the Fall 2023 term, enrollments increased to such an extent that over half our Economics courses had enrollments cap increased to 59, and a new section of ECON 120 Principles of Macro Economics was added to accommodate student needs. Having gone years without an adjunct faculty, in 2023 Naomi Probe was hired as a part-time faculty member, and ECON 215 Stats for Business and Economics, which in the past had not been offered because of enrollment numbers is now being offered for the Spring 2024.

Economics offers an associate degree program with a major in economics to prepare students to transfer to four-year institutions for baccalaureate degrees in economics, business, and other disciplines. The Associate in Arts in Economics for Transfer (A.A.-T) degree is designed to facilitate transfer to a California State University in keeping with SB1440. A total of 19-21 units are

required to fulfill the major portion of this degree. This degree reflects the Transfer Model Curriculum (TMC) supported by the statewide Academic Senate. Students must also complete the California State University (CSU) General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC) for CSU requirements. A student may apply for this degree in conjunction with an Associate in Arts in Economics degree provided the courses taken meet the requirements of both degrees. Currently, Economics is one of the largest AA-T degrees being awarded on campus averaging over two-hundred degrees per year.

**1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.**

The Department of Political Economy does not have available the committee's recommendations from 2018. However, we were provided with Follow-up questions, which we would like to address as they speak to the recommendations and inquiries the committee had at the time.

1. Course additions and deletions: The committee raised the question of having courses listed on the catalogue no longer being taught. The Politics of Law was removed from the catalogue and from our course offerings because of low enrollment. The committee asked if Economics 215 Statistics for Business and Economics had not been offered. We are pleased that Economics 215 is now being offered and will be taught in the Spring 2024.

2. Model United Nations: The committee inquired about our Model United Nations program. As the department addressed at the time, Model United Nations needs institutional support from the college in the following ways: First, unlike other community colleges and four-year universities, we do not have the funding for students to participate at Model United Nations conferences in Washington D.C or New York City, which is the principal event for Model United Nations. In the Fall 2019 we relaunched Model United Nations, with Dr. Ricardo Crespo approaching the course as a one-unit course on the United Nations, and the skills and assignments which we would implement at a Model UN conference. We had solid enrollment, but the pandemic and course cutbacks has resulted in not having a Model UN class since 2020. We would like to relaunch Model UN, but we also need assistance and a discussion about how to fund this club and organization.

3. The Committee asked "How could you offer courses today's students might be interested in? At the time, there was concern that changing enrollment strategies did not allow the department to offer "specialty" courses. However, as this program review will demonstrate, three new courses POSC 145 Intro to Latin American Government and Politics, POSC 147 Intro to Middle East Government and Politics, POSC 148 U.S. Foreign Policy, and a new Latin American Studies Major which was spearheaded by the Department of Political Economy's Ricardo Crespo have all been created with student's interests as the principal reason for their creation. In addition, Dr. Ricardo Crespo has taken on the role of Study Abroad Coordinator and after an absence of many years, Grossmont College has a direct link to the Oxford Study Abroad Program, of which Political Science Professor Ronald Bee is the California Instructor of Record for the program and has successfully admitted many Grossmont students this year alone.

4. SDICCCA interns in the Department of Political Economy. We currently do not have SDICCCA interns in our programs, but Dr. Ricardo Crespo is currently the Grossmont College SDICCCA Coordinator, and he is working on recruitment strategies to attract more interns not only to Economics and Political Science, but to the college in general.

We look forward to any recommendations for the 2023 Department of Political Economy's program review.

**SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS**

---

**2.1 Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.**

The Department of Political Economy has devoted considerable effort to the Political Science Program. In the last two years, three new courses and a new major were developed under the stewardship of Dr. Ricardo Crespo. The three new courses are POSC 145 Introduction to Latin American Government and Politics, POSC 147 Introduction to Middle East Government and Politics, and POSC 148 U.S. Foreign Policy. The new major which is anchored in our Department of Political Economy with its required POSC 145 Introduction to Latin American Government and Politics is an interdisciplinary Latin American Studies Major.

The 2023-2024 academic year is the second academic year in which our new courses are being offered. From the 2022-2023 academic year, we have seen significant improvement in enrollment. With POSC 145 reaching fifty enrolled students, and POSC 148 offered in the Fall 2023, having thirty enrolled students. We are optimistic that students will continue to take these courses as they were designed for them to inform them about regions of the world which are important to them and to inform them, and help create careers paths in foreign affairs, government, and private sectors.

The department took a significant chance in introducing new courses and pioneering a new major. But the new courses and major were developed for the following reasons:

1. Our department wanted to create courses that spoke to our student's interests. With Grossmont College being a Hispanic and Latino serving institution, and with over thirty percent of the students in our department being of Hispanic and Latino heritage we felt offering course that spoke to our students was important. For this reason, we created POSC 145 Introduction to Latin American Government and Politics. Similarly, we have a significant increase in students who identify as Middle Eastern. We also are situated in a diverse region of San Diego County, and we want to be a program which meets the needs of our diverse student population. For this reason, we created POSC 147 Introduction to Middle East Government and Politics. We are also located amongst some of the largest military bases in the country, and the significance of U.S. foreign policy is felt by our students who come from military families or who are themselves veterans or active service members. We wanted to offer a class to help our students understand their position in the world. All of our courses are designed for all of our students. We want to contribute to the intellectual robustness of our college, and we believe that these new courses and major contribute to that goal.

2. The new courses, we believe, also makes our Economics and Political Science programs more competitive. The new courses are not only CSU and UC transferrable, but other community colleges have similar courses. We want to offer our students as many opportunities as possible. Furthermore, by offering more courses that speak to students' interests we also maintain that this will help in enrollment, success, and retention goals.

3. Third, we believe that these courses are also going to serve as a foundation for increasing our transfer rates to UC San Diego (UCSD). While Grossmont College is the leading transfer school to San Diego State University (SDSU), we wish to become a leading transfer pathway to UC San Diego. By growing our course offerings, we create more opportunities for students to succeed in transferring and when they transfer to either SDSU or UCSD.

4. The Department of Political Economy also aspires to build bridges with other programs, believing that an interdisciplinary approach to education best prepares students for future success. The new courses serve to further build bridges with other programs, offering students

## Political Science

another opportunity beyond their majors to explore the topics they find fascinating from a political perspective.

This is not the first time the department has attempted to introduce new courses. Several years ago a new three-unit economics class was developed by Professor Todd Myers on "Economic Relations of the Asian Pacific". The course was offered only once and unfortunately was cancelled due to insufficient enrollment. There are no plans to redeploy this course should budget conditions improve.

In spring of 2010 online sections of both macro and microeconomics were added. These classes were filled almost without exception. Even before the pandemic, it appeared that the online environment was very much desired by our student population. Not only do these courses offer greater flexibility but facilitate working adults that have time-constraints in enrolling in our program. To piggy-back off of the success of our online sections, Dr. Shahrokhi added a hybrid class in fall of 2011. Online courses is now the dominant course modality in our department.

Over the past six years because of the earlier student enrollment trends in online courses, and because of the COVID-19 pandemic which began in early 2020, the department's two programs are now offering most courses are offered online. While we prioritize delivering in the modality which best meets the needs of our students, the department also faces challenges in terms of pressure to bring students back to campus but having on campus courses do not meet enrollment thresholds resulting in course cancellation. We will continue to advocate for protection of on campus low enrollment courses to build momentum in attracting students back to campus, but also continue to press for having faculty teach beyond 70% online course loads in order to meet our students' educational needs and preferences.

The department has historically attempted to create opportunities for students, but has faced challenges in doing so. In fall of 2007 an economics laboratory program was rolled out. In essence, the laboratory was an online class worth one unit that complimented the studies in the regular three-unit macro and micro classes. It served as a drill and practice forum for the many technical elements of the course. By fall of 2009 it became a victim of the budget cuts. The lab progressed with logistical hurdles not originally anticipated: first, class time was being allotted to workshop the usage of the software, time that could have been more optimally spent on core material; second, Cuyamaca did not offer the lab, creating a lack of harmony across the econ departments at both schools; third, the one unit lab did not articulate with the UC system; fourth, even though the course was technically optional, students that did not enroll were moderately displaced within the lectures toward those students that did enroll. Given these issues, coupled with the budget contraction and the need to use resources ever so wisely, we would not be interested in redeploying the class should budget conditions improve.

Over the past six years because of the earlier student enrollment trends in online courses, and because of the COVID-19 pandemic which began in early 2020, the department's two programs are now offering most courses are offered online. While we prioritize delivering in the modality which best meets the needs of our students, the department also faces challenges in terms of pressure to bring students back to campus but having on campus courses do not meet enrollment thresholds resulting in course cancellation. We will continue to advocate for protection of on campus low enrollment courses to build momentum in attracting students back to campus, but also continue to press for having faculty teach beyond 70% online course loads in order to meet our students' educational needs and preferences.

### **2.2 Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates. Explain how DEI within your curriculum supports student success.**

The Department of Political Economy's two programs, Economics and Political Science incorporates Diversity, Equity, and Inclusion (DEI) in the following ways: By incorporating and revising our course outlines of record (COR's) to reflect new and diverse scholars, by having as part of our lessons, discussions on race, ethnicity, gender, questions of racism, the creation and emergence of identity, economic and political issues which address questions of income inequality, civil rights and civil liberties, politics of race and gender, and in our assignments which we strive for accessibility, inclusiveness, diversity of ideas and of participants. We also strive to create equitable assessment strategies for our students and empathetic flexibility, meaning that we take our students ongoing life experiences, challenges, and situations into consideration when evaluating students' performances. We design our course to maximize accessibility, and inclusion in our assignments. Finally, faculty consistently strives in creating a classroom environment where all students can succeed and many of our courses are Zero Textbook courses to lessons the financial entry costs for our students in our majors.

Continuous Department of Political Economy actions consistent with DEI include:

1. POSC 147 Introduction to Government and Politics of the Middle East, Dr. Crespo is reviving the curriculum for the Spring 2024 to include more Palestinian points of view as we focus on the ongoing Hamas-Israeli War and broader Palestinian-Israeli Conflict/Arab Israeli Conflict. In addition to Edward Said's *Orientalism*, the class will also read from Rashid Khalidi's *The Iron Case: The Story of the Palestinian Struggle for Statehood*, and his *One Hundred Year War on Palestine*.
2. In POSC Introduction to U.S. Government and Politics, faculty have lessons on questions of race and the Constitution, including emphasis as on the 13th, 14th, 15th amendments. Currently Dr. Braunwarth and Dr. Crespo are updating Dr. Braunwarth's American government textbook *Open to Debate* with new sections on race and politics.
3. In Economics, our faculty are continuously addressing ongoing questions of direct relevance to DEI. For example, Dr. Shahrokh Shahrokhi researches and conveys his knowledge on gender and political economy. Specifically, Dr. Shahrokhi examines the wage gap between women and men, and how economic incentives may often be unfair to women.
4. Faculty also actively participate in on campus debates which advance DEI. Recently, Dr. Ricardo Crespo and Raymundo Quezada from Ethnic Studies participated in a panel discussion on Hispanic/Latino Voters as part of Latin American Heritage Month, and Dr. Crespo has participated on equitable teaching practices presentations, First Year Experience events, and will be part of a DEI teaching showcase in the Fall 2024.
5. During Political Economy week, our faculty in both programs provide panels, presentations, and discussions on DEI issues. For example, in the Fall 2023, topics included:
  - Panel on the U.S. Economy with Shahrokh Shahrokhi, Scott McGann, and Ricardo Crespo
  - Can Economic Growth Increase Income Inequality? with Shahrokh Shahrokhi
  - The Constitutional Bases of Our Racial Caste System with Joe Braunwarth

Our DEI approach was also a motivation for expanding our course offerings. Because our student demographic is increasingly diverse, with growing number of Hispanic/Latino and Middle Eastern self-identifying student we created courses which we felt would speak to not only students from Latin American and Middle Eastern backgrounds, but for all students on campus. For this reason, we created POSC 145 Introduction to Latin American Government and Politics, POSC 147 Introduction to the Government and Politics of the Middle East, a new Latin American Studies

## Political Science

Major, and in collaboration with Religious Studies, we are currently working with curriculum so that by the Fall 2024 we have a new Certificate in Middle Eastern Studies. Finally, we pride ourselves on creating a learning environment where all our students are not only safe to share their views, but are encouraged to share arguments, opinions, and analysis with their fellow students. Our principal assumption is that a classroom where all ideas and life experiences can be shared, discussed, and debated is one important way to advance DEI in campus.

**2.3 Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline.**

The Department of Political Economy faculty are continuously updating their course materials (e.g., textbooks, OER, documentaries, and current event literature directly relevant to the class), both on an individual initiative and working with the Curriculum Committee. Faculty work with the Curriculum Committee when evaluating our courses, including making sure that our courses are consistent with changing state mandates (e.g., AB17), reviewing outlines and assessments, and keeping materials up to date, and ensuring their accessibility. Our faculty prides itself on remaining relevant in our fields. Our faculty are a bookish bunch, who read widely on current events, attend conferences, publish and incorporate ongoing research into their classrooms.

Faculty peer review evaluations provide an opportunity to discuss pedagogy and incorporate latest ideas and issues into the curriculum. However, our faculty are intellectually curious, and because we are teaching fields which are changing daily, we strive to keep our course content relevant to the ongoing changes happening in the world today. For example, our Economics program is continuously discussing the current American economy, and in Political Science, our course on Foreign Policy has recently developed a section on the Russo-Ukraine War. In the Spring 2024, POSC 147 Introduction to the Government and Politics of the Middle East, will focus on the current war in Gaza as students are eager to understand current events. In this sense our faculty are constantly undergoing a process of self-evaluation and ensuring that the latest research and scholarly debates are incorporated into our curriculum.

**2.4 Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)**

The Department of political Economy has engaged in the process of updating our courses. In the last two years we have updated and had board approval for more than half of our courses. In Political Science, we have begun the process of updating our courses, including POSC 160 Politics in Film, which in 2023, was approved for DE status. In 2024 we will revisit POSC 121 Introduction to Political Analysis and Politics, and POSC 121 Introduction to American Government and Politics. In Economics, we are currently updating ECON 120 and ECON 121 to be compliant with AB17 and currently going through the curriculum process.

Department of Political Economy Courses	Board Approval Date
POSC 120 Intro. Politics and Political Analysis	2013
POSC 121 Intro U.S. Government and Politics	2013
POSC 124 Intro. Comparative Government and Politics	2018



## Political Science

POSC 130 Intro. International Relations	2013
POSC 135 Model United Nations	2013
POSC 140 Intro. California Government and Politics	2012
POSC 145 Intro. Latin American Government and Politics	2021

POSC 147 Intro. Middle East Government and Politics	2021
POSC 148 Intro. U.S. Foreign Policy	2021
POSC 150 Intro. Political Theory	2022
POSC 155 Intro. State and Society in the Asia Pacific	2016
POSC 160 Politics in Film	2013
POSC 195 Internship in Political Science	2013
POSC 197 Internship in Political Science	2013

ECON 110 Economic Issues and Policies	2014
ECON 120 Principles of Macroeconomics	2015 (Currently Updating via Curriculum Committee)
ECON 121 Principles of Microeconomics	2015 (Currently Updating via Curriculum Committee)
ECON 125 Economic History of the United States	2022

ECON 130 Comparative Economic Systems	2022
ECON 135 Environmental Economics	2022
ECON 195 Internship in Economics	2014
ECON 197 Internship in Economics	2014
ECON 215 Statistics for Business and Economics	2023
ECON 261 Economic Relations of the Asia Pacific	2016

**2.5 How are faculty integrating current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question. Please provide specific examples.**

The Department of Political Economy is a unique department composed of two programs, Economics and Political Science, which are strongly situated to provide analysis, perspective, and understanding on current events. For this reason, our faculty are constantly incorporating and addressing ongoing domestic and international political concerns like democracy, elections, war and peace, economic instability, income inequality, and the changing international economic system. Broadly speaking, faculty remain current in their fields and incorporate current events into their curriculum through department wide discussions, one-on-one discussions of current events, faculty panels developed for students, peer review of academic papers and research, and attending academic conferences. Finally, we also keep a dialogue with students about the issues they wish to know more about, and we in turn respond to their questions about ongoing economic and political questions.

Faculty routinely discuss current events amongst themselves on an ongoing basis, and department meetings. Faculty also share their ongoing research with one another and evaluate each other's opinion pieces which our faculty have published in the San Diego Union Tribune, the Times of San Diego, appeared on local news channels like FOX San Diego and others.

We can differentiate between two different approaches to incorporating current events. Faculty incorporate current issues in two broad ways: Immediate incorporation as current issues arise during our class and longer-term incorporation into our syllabus, lesson plans, and overall course curriculum.

**Immediate incorporation:** Because political and economic situations arise during our class, for example the ongoing Hamas-Israeli War which began in October 2023 or the Russian invasion of Ukraine in the Spring 2023, or the 2022 midterm elections and the national debate on reproductive rights, or the government's economic response to the COVID-19 pandemic, the crisis of race relations in 2020, and the Federal Reserve's monetary policies, the January 6, 2021 event on the U.S Capital, and so on, our faculty incorporate current issues in real time, being flexible in our curriculum to address current events with the theoretical, historical, and empirical tools we give teach our students to apply to the ongoing situation. Also, our Political Economy Week always

## Political Science

uses the week's events to discuss ongoing issues which are highly popular. Our panels on the Russian-Ukraine War have been some of the most highly attended panels during the week attracting students from beyond Political Economy.

**Longer term incorporation:** Our faculty in both Economics and Political Science, on a semester basis, revise their syllabus and curriculum and lessons plans to reflect changes in the economic and political environment.

One example, mentioned earlier in this program review, involves our new POSC 147 Introduction to Government and Politics in the Middle East. In the Spring 2024 semester, this eight-week, first session class will be devoted to the Hamas-Israeli War, and the broader Israeli-Palestinian Conflict.

Faculty also incorporate current events by what they learn at academic conferences. In the Fall 2023, Dr. Ricardo Crespo both attended and presented at the International Studies West-Conference in Pasadena, Ca and the International Security Studies Conference at the U.S. Air Force Academy in Colorado Springs, CO. Dr. Crespo is able to incorporate the latest discussions and international relations concerns whether they be on climate change, U.S-Chinese relations, U.S. foreign policy in the Middle East, and questions of Artificial Intelligence, as well as bring pedagogical strategies to the classroom learned at the conference.

Dr. Myers will be teaching POSC 155 Politics of the State and Society in Southeast Asia, which will bring to the forefront the latest political and economic changes occurring in this part of the world, particularly the rise of China as an economic and military power, and U.S. relations with Asia-Pacific countries.

Faculty who teaches economics also are continuously using latest research from the International Monetary Fund, the World Bank, Federal Bureau of Economic Analysis, and the U.S. Federal Reserve among other institutions to remain up to date on current economic changes facing the United States and the world. Faculty who teach political science also routinely use the Congressional Research Service (CRS), Council on Foreign Relations, The Brookings Institute, The Atlantic Council, the American Enterprise Institute, the United Nations, the Hoover Institute among others, Gallup and Pew Research Polling firms, to know about the latest debates, economic and political analysis, and incorporate them into our classrooms.

Our department would like to take this opportunity to stress the importance of attending discipline centered conferences. One of the strongest ways for any faculty in any department to remain up to date, and relevant in their scholarly fields is to attend conferences where scholars present the latest research and discuss the latest and most pressing questions in our fields. We believe that more resources must be devoted to helping faculty who wish to attend and present their research at academic conferences. This is not only an important aspect of our constant professional development, but it also is a strong pillar in helping our faculty convey the latest knowledge to our students, giving them a more full and complete educational experience.

Instructors use relevant websites (some already mentioned above) to incorporate current information pertaining to the theory studied in the class. Such sites include, but are not limited to the following:

· [Bureau of Labor Statistics \(BLS\)](#)

· [Bureau of Economic Analysis \(BEA\)](#)

· [National Bureau of Economic Research \(NBER\)](#)

· [Index of Economic Freedom](#)

## Political Science

- [US Debt Clock](#)
- [Government Accountability Office \(GAO\)](#)
- [Congressional Budget Office \(CBO\)](#)
- [Office of Management & Budget \(OMB\)](#)
- [Concord Coalition](#)
- [Wall Street Journal](#)
- [FED Monetary Base Data](#)
- [FED Money Supply Data](#)
- [Inflation Adjustments for Box Office Releases](#)
- [Tax Foundation](#)
- [College Degree Income Data](#)
- [Library of Economics & Liberty \(reference encyclopedia\)](#)
- [Investopedia](#)
- [FRED](#)

**2.6 How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.**

The Department of Political Science engages in dialogue about curriculum and assessment in multiple ways. Because we are a small program consisting of five full-time faculty, and one or two part-time faculty, faculty have one-on-one conversations when teaching multiple sections of the same class, discuss student performances, and if any noticeable patterns are emerging one section but not another.

In our semester department meetings we discuss ways in which we can further advance our student's opportunities in our department, either through the creation of new courses, any updates to COR's, which type of student centered organizations like our Political Science Club need faculty advisors and guidance, and overall how we can best meet our students preferred course modality, whether it be in-person, online, or Hyflex.

To ensure consistency in grading, we believe that our department's relatively small size is a source of strength in ensuring consistency in grading across sections. Faculty have collaborated on assessment assignments, such as quizzes and written assignments, to assign to different sections across different instructors. Faculty also routinely engage in dialogue about which types of readings are being assigned, which topics are being taught or emphasized, and how different technologies might be affecting grading, such as Artificial Intelligence (AI). Peer evaluations are used to engage in dialogue about best teaching practices and identify any potential grading practices which might be of concern. However, because individual faculty members are often

## Political Science

assigned to teach specialty courses, there is an added level of consistency which we can track across semesters. Finally, our student's voices are also important, and any feedback provided by students either in formal evaluations, or in discussions with students are part of our discussion to ensure consistency in our courses across instructors.

**2.7 Referring to the Grade Distribution Summary graphs (in the reading pane to the right) comment on how your department patterns relate to the college and division.**

An analysis of the Department of Political Economy's two programs, Economics and Political Science, grade distribution patterns indicates that the grading patterns are consistent with the overall trends at Grossmont College and the ESBS Division. However, there are areas which are slightly above or below the college and division averages, as well as differences between online and in-person modality grade outcomes which we shall highlight and explain below. Second, we also find that across the board, more students are earning/receiving A's and B's, which seems statistically high. At the moment we can only speculate at the cause of this "grade inflation" or "grade success" attributing it to changes in pedagogical practices, and/or the role of Artificial Intelligence in student's work.

### **Broad Comparisons: Fall 2022 Semester**

Analyzing grade distribution patterns from the Fall 2022 and Spring 2023 semesters we find the following:

For the Fall 2022 Grossmont College produced the following grade distributions: A's 34%, B's 19%, C's 10.98%.

The ESBS Division grade distribution was A's 30.87%, B's 20%, C's 12%.

The Economics program produced: A's 27.27%, B's 27.60%, and C's 15.42%.

Political Science produced: A's 35.25%, B's, 22.35%, C's 15.44%.

We therefore find that in general terms our Economics and Political Science programs are statistically within the range of the College's and ESBS Divisions grading patterns of the Fall 2022. However, we also want to emphasize differences between our in-person and online course grade distributions.

In Economics, grade distributions for in-person courses were A's 30.59%, B's 30.59%, C's 20.39%. Online course grade distribution was A's 24.93%, B's 25.48%, and C's 11.91%.

In Political Science, in-person course grade distribution was A's 36.22%, B's 27.55%, and C's 20.41%. Online course grade distribution was A's 34.45%, B's 18.07%, C's 11.34%

### **Broad Comparisons: Spring 2023**

Regarding grade distribution percentages for the Spring 2023 semester, we find the following:

Grossmont College: A's 36.15%, B's 19.29%, and C's 8.60%

ESBS Division: A's 33.21%, B's 20.33%, C's 11.80%.

Economics Program: A's 34.08%, B's 28.48%, C's 13.43%

Political Science Program: A's 34.50%, B's 25.50%, C's 10.28%.

Once again, grade distribution in Economics and Political Science is statistically consistent with broader Grossmont College and ESBS Division's grading patterns. But we see slight differences when comparing online and in-person course modalities across both programs.

Political Science

For example, in Economics in-person courses, the grade distribution was A's 34.19%, B's 29.03%, C's 16.13%. Online Economics courses had a grade distribution of A's 34%, B's 28.14%, C's 11.74%. In Economics we have almost identical grading patterns across both in-person and online courses.

In Political Science we find that for in-person courses, the grade distribution was as follows: A's 30%, B's 41.25%, C's 22.50%. Online Political Science Courses resulted in: A's 35.27% B's 22.80%, and C's 8.17%.

What we find is that there are similar grading outcomes across Economics and Political Science when it comes to students earning A's and B's, but more students pass the course with a C's in Political Science than in Economics.

However, a key factor must be stressed. In the Fall 2022 and Spring 2023 we had fewer Political Science students enrolled in-person courses, when compared to Economics. In Political Science, in-person courses ranged from nine to about thirty and some of these were in Hyflex courses. Therefore, students enrolled in in-person Political Science courses naturally had an increase in success rate because of the teacher to student ratio being lower than in Economics. Students therefore had more one-on-one attention than has historically been the norm in community college courses. While not aiming for this outcome during the 2022-2023 academic year, the results demonstrate the importance of having in-person courses with lower enrollment, as the attention and mentoring faculty are able to direct towards their students increased.

Finally, our department, and our college, must think more and seek to explain and understand the increase in A's and B's on campus. This is surely not a Grossmont College specific phenomenon, but a wider issue in higher education. To be frank, our department must devote more time, and be introspective, to understand what is shaping these outcomes. This is of course, easier said than done. On the one hand, we are all facing the challenges of Artificial Intelligence in our classrooms, and we are grappling with the question of how to guide students in the use of this technology. We know that some students are using AI to write written assignments, but without clear policies on the acceptability of this approach, we feel limited in terms of what can be done. We are also concerned that growing AI technology will rob students of the excitement, tools, and ability to grow as students, that relying on AI will diminish their creative potential in the classroom. But this is part of a broader conversation.

We also need to do further research and analysis on whether the increase in A's and B's the result of more inclusive and equitable pedagogical approaches is we have implemented in our department. While we think this is having an impact on our students' success, further analysis needs to be done on what is causing student outcomes at the college and department and program levels. More data accumulated and assessed to show how our changing approaches to teaching and AI are having on our students' success.

Grade distribution (in percentages) Fall 2022 Semester	Grade: A	Grade: B	Grade: C	Grade: D	Grade: F % NP	Other
---	----------	----------	----------	----------	---------------	-------

## Political Science

Grossmont College	34.13	19.29	10.82	N/A	10.98	15.63
Grossmont College ESBS Division	30.87	20.01	12.00	N/A	13.97	14.54
Economics (Entire Program)	27.27	27.60	15.42	N/A	16.40	9.58
Economics (In-Person Courses)	30.59	30.59	20.39	N/A	7.45	7.84
Economics (Online Courses)	24.93	25.48	11.91	N/A	22.71	10.80
Political Science (Entire Program)	35.25	22.35	15.44	N/A	18.43	7.37
Political Science (In-Person Courses)	36.22	27.55	20.41	N/A	11.22	N/A
Political Science (Online Courses)	34.45	18.07	11.34	N/A	24.37	11.34

Grade distribution (in percentages) <b>Spring 2023 Semester</b>	Grade: A	Grade: B	Grade: C	Grade: D	Grade: F % NP	Other
Grossmont College	36.15	19.29	8.60	N/A	8.60	15.02

## Political Science

Grossmont College ESBS Division	33.21	20.33	10.80	N/A	9.97%	14.21
Economics (Entire Program)	34.08	28.48	13.43	N/A	13.31	8.21
Economics (In-Person Courses)	34.19	29.03	16.13	N/A	8.39	8.39
Economics (Online Courses)	34.01	28.14	11.74	N/A	16.40	8.10
Political Science (Entire Program)	34.50	25.50	10.28	N/A	17.80	10.46
Political Science (In-Person Courses)	30.00	41.25	22.50	N/A	6.25	N/A
Political Science (Online Courses)	35.27	22.80	8.17	N/A	19.78	12.26

## Grossmont College Grade Distribution



## Political Science



## Grossmont College ESBS Grade Distribution



## Economics Grade Distribution for All Classes (online and in-person)

## Political Science



Term: ☒ Fall ☒ Spring ☒ Summer

Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

Modality: ☒ On Campus ☒ Online

Section # Weeks: All

Ethnicity: All

Enrollment - Duplicated by Term and Student Course Grade Group



Enrollment - Duplicated by Term and Modality



## Economics Grade Distribution for in-person courses



Term: ☒ Fall ☒ Spring ☒ Summer

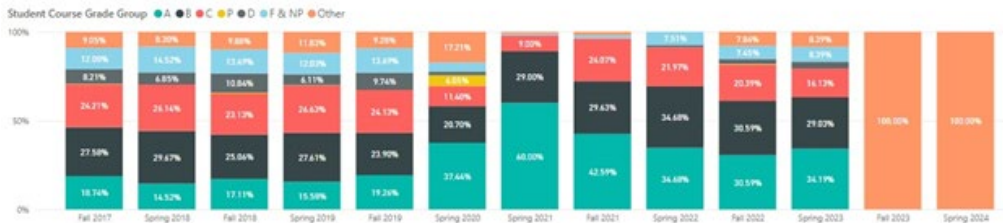
Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

Modality: ☒ On Campus ☐ Online

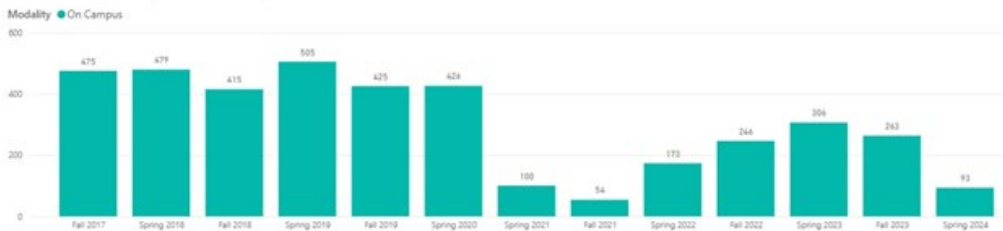
Section # Weeks: All

Ethnicity: All

Enrollment - Duplicated by Term and Student Course Grade Group



Enrollment - Duplicated by Term and Modality



## Economics Grade Distribution for online courses

# Political Science

①

Term: ☒ Fall ☒ Spring ☒ Summer

Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

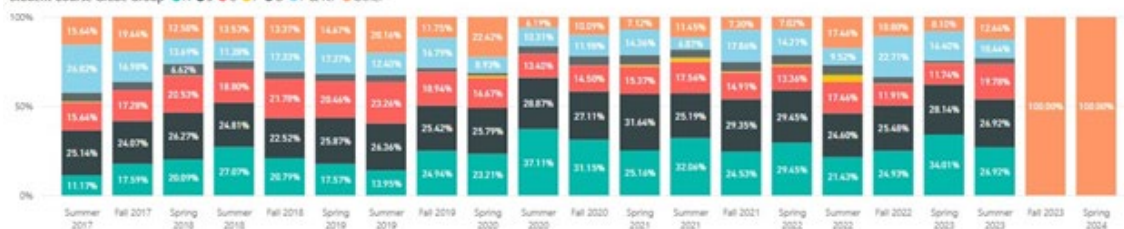
Modality: ☐ On Campus ☒ Online

Section # Weeks: All

Ethnicity: All

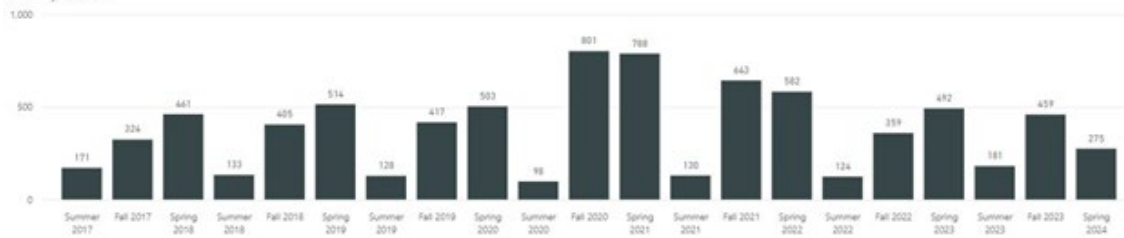
Enrollment - Duplicated by Term and Student Course Grade Group

Student Course Grade Group: A ● B ● C ● D ● F & NP ● Other



Enrollment - Duplicated by Term and Modality

Modality: ● Online



## Grade Distribution for all Political Science Courses

①

Term: ☒ Fall ☒ Spring ☒ Summer

Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

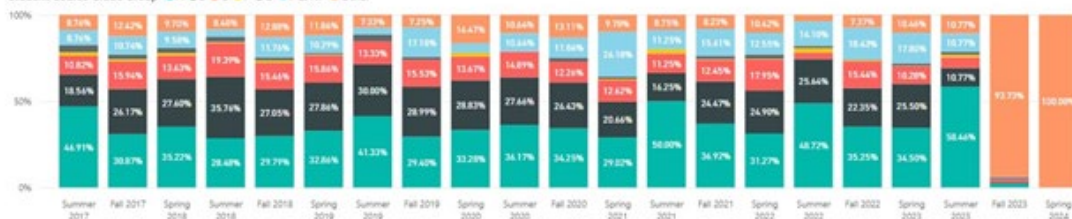
Modality: ☒ Hybrid ☒ On Campus ☒ Online

Section # Weeks: All

Ethnicity: All

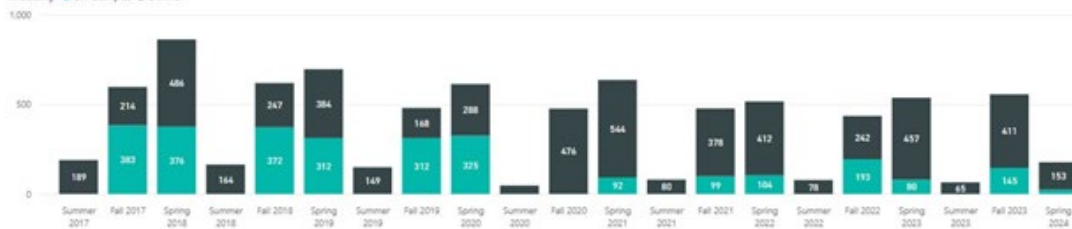
Enrollment - Duplicated by Term and Student Course Grade Group

Student Course Grade Group: A ● B ● C ● D ● F & NP ● Other



Enrollment - Duplicated by Term and Modality

Modality: ● On Campus ● Online



## Grade Distribution for Political Science in-person and hybrid courses

## Political Science



Term: ☒ Fall ☒ Spring ☒ Summer

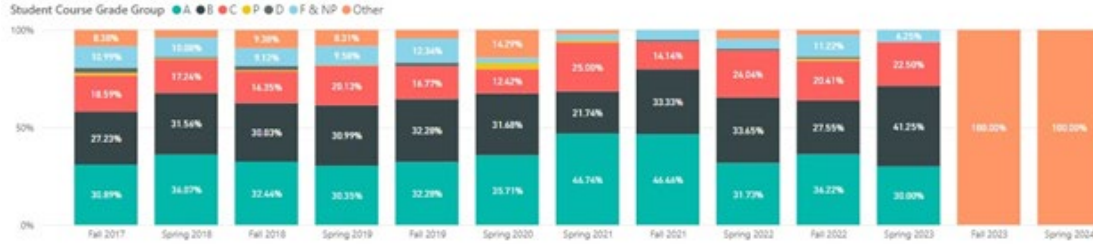
Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

Modality: ☒ Hybrid ☒ On Campus ☐ Online

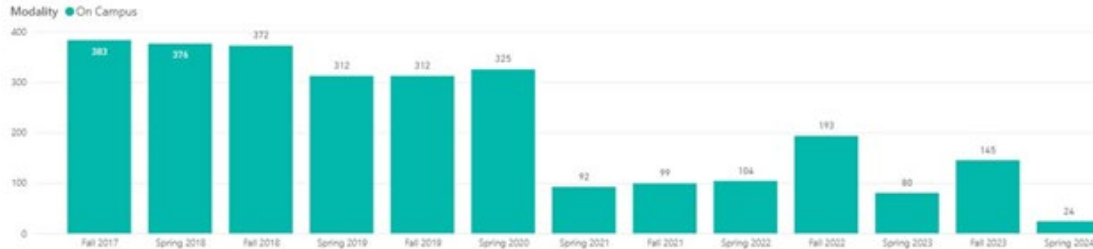
Section # Weeks: All

Ethnicity: All

Enrollment - Duplicated by Term and Student Course Grade Group



Enrollment - Duplicated by Term and Modality



### Grade Distribution for Political Science online courses

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

Location: Grossmont College

Division: English, Social/Behaviors...

Department: Political Science

Course Name: All

Section Name: All

Term: ☒ Fall ☒ Spring ☒ Summer

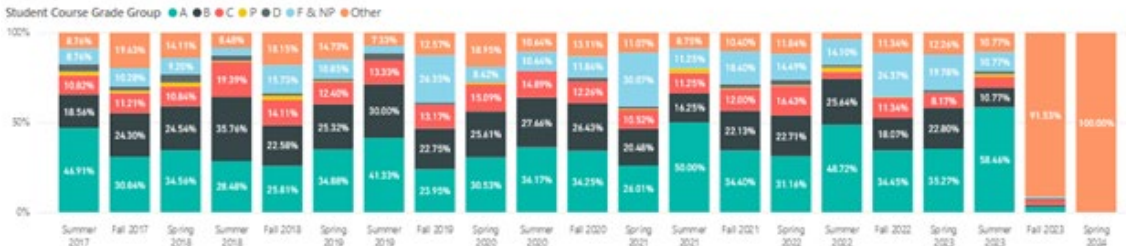
Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

Modality: ☐ Hybrid ☒ On Campus ☒ Online

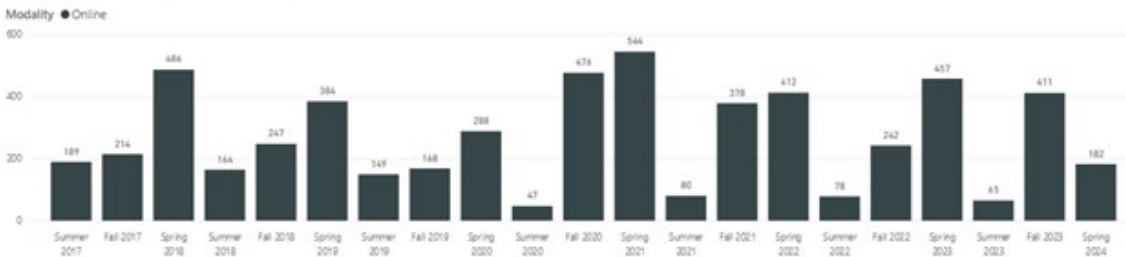
Section # Weeks: All

Ethnicity: All

Enrollment - Duplicated by Term and Student Course Grade Group



Enrollment - Duplicated by Term and Modality



**2.8 For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer.**

The Department of Political Economy is not noticing any statistically significant grade or success patterns across either Economics or Political Science. This is for several reasons: First, our small number of faculty results in constant dialogue about what and how material is being taught, and of any grading patterns which may appear as outliers. Second, our specialty courses, are often taught by a single faculty member over time, ensuring a level of consistency in grading.

One area which we do not yet have sufficient data to assess is our new course in Political Science (e.g, POSC 145 Introduction to Latin American Government and Politics, POSC 147 Introduction to Middle East

## Political Science

Government and Politics and U.S Foreign Policy). POSC 145 and POSC 148 were offered for the first time in the Fall of 2022 and are being taught for only the second time in the Fall 2023. POSC 147 was taught for the first time in the Spring of 2023 as a Hyflex course. POSC 147 is scheduled to be taught in the Spring 2023 but as an online course only. We simply do not have sufficient data to determine if there are any grading patterns which will raise eyebrows.

However, we anticipate that the specialty courses are, and will attract Political Science majors, and as a result we are assuming a more directed level of interest than in a general education course, such as POSC 12 Introduction to American Government. Other factors may also contribute to differing grading patterns between our general education courses and our specialty courses, in that in the specialty courses will statistically have fewer students than in our general education courses. The exception to this, however, may prove to be POSC 147 Introduction to Latin American Government and Politics because it is the anchor course of the Latin American Studies Major.

**2.9 Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.**

An analysis of the data regarding grading in both the Economics and Political Science programs does not show any unusual grading patterns. While we may see slight fluctuation between section and term, these fluctuations are not statistically significant, and can reflect a multiple of factors which are difficult to ascertain. However, if any grading patterns were to emerge, as noted in previous answers, our faculty would engage in dialogue, discuss pedagogy, and how to assess SLO's.

Neither the Economics nor Political Science programs are calibrated to external standards

**2.10 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?**

The Department of Political Economy has a consistent history of success and retention in both on campus and online courses. However, for the purpose of this analysis, we will be focusing on the Fall 2021 through the Spring 2023 semesters as they represent the semester in which we were emerging from the COVID pandemic. The COVID pandemic created resulted in a systematic, and ultimately, incomparable period for comparative analysis. Too many factors are inconsistent, student behavior changed, there were at times no on campus courses to offer, the complete shift to online courses altered the higher education landscape. We therefore anchor our analysis on the most recent semester to assess how our department is doing regarding student success and retention.

**Summary of Findings and Considerations:** While there are many factors that we cannot control for, making a comparative analysis difficult, the data we have indicates that: First, the Economics and Political Science programs have success and retention rates higher than the averages of the English and Behavioral Sciences Division as a whole. Second, we do see that there is higher student success in on campus courses, but again, considering that we had such few students on campus for the past years, and a majority of our students being online (especially in political science), we can not infer to much from this, other than those students who enrolled in on campus courses benefited from a low student to faculty ratio, enshrining their education. In many ways, this is an example favoring smaller class sizes. Third, we see a steady increase in success and enrollment, leading us to believe that we are doing something right. We will, of course, continue to assess and discuss how we can best increase our student success numbers, especially for the students whose recent educational experience has been relegated to online as opposed to in person.



Political Science

However, a few observations of the pre-Covid and Covid era are appropriate. First, in Economics an examination of the on-campus course success rate and retention in the immediate semesters prior to, and the semester in which the pandemic struck (spring 2020) to the pandemic showed a success rate ranging from 63-69% (Spring 2019-Spring 2020). Economics also had a strong retention rate of 90-94% in 2019, before declining to just above 73% in the spring of 2020, when the pandemic was in full flight. Online figures for the same period are a success rate ranging from 48%-53%, with 55% success in the spring 2022. Retention rates for the same time ranged from 87-90%, and 68% in the spring of 2022.

In Political Science, the on-campus success and retention rate for the same time frame are, a success rate ranging from 81-87%, with the spring 2022 semester being higher than the previous semesters. Online success rates for 2019 ranged from 90-94%, before dipping slightly in the spring 2020 to 87%

Economics: Comparison of Success and Retention Between On campus and Online Courses (Fall 2021-Spring 2023)

**Economic Program on Campus Data:** We think it is important to break down the comparative analysis between on campus and online courses between from the Fall of 2021 through the Spring 2023, to reflect success and retention rates towards the end of the COVID pandemic into a post-covid world. In Economics, the success rate in the Fall of 2021 for on campus courses was 80%, 100% (Spring 2022), 71% F(all 2022), and 73% (Spring 2023). The retention rate was for the Fall of 2021, 80%, 100% (Spring 2022), 93% (Fall 2022), and 93% (Spring 2023).

**Economic Program Online Data:** The success rate for Economics online courses was 60% (Fall 2021), 54% (Spring 2022), 32% (Fall 22), and 63% (Spring 2023). The retention rate for the same time period was 90% (Fall 2021), 86% (Spring 2022), 77% (Fall 2022) and 88% (Spring 2023).

Political Science: Comparisons of Success and Retention Between On campus and Online Courses (Fall 2021-Spring 2023).

**Political Science Program on Campus Data:** We find that in Political Science success rate for on campus courses was from the Fall 2021 to the Spring 2023, the success rate was 100% (Fall 2021), 89% (Spring 2022), 78% (Fall 2022), and 100% (Spring 2023). The retention rate was 100% (Fall 2021), 100% (Spring 2022), 94% (Fall 2022), and 100% (Spring 2023).

**Political Science Online Data:** We find that in Political Science online courses had a success rate of 25% (Fall 2021), 50% (Spring 2022), 58% (Fall 2022), and 60% (Spring 2023). For online Political Science courses there was retention rate for the same timeframe of 81% (Fall 2021), 89% (Spring 2022), 67% (Fall 2022), and 92% (Spring 2023).

Success and Retention Rates Compared to ESBS Division:

The ESBS Division on campus success rate from Fall 2021-Spring 2023 was 81% (Fall 2021), 79% (Spring 2022), 70% Fall 2022, and 72% (Spring 2023). The Retention rate for the same semesters was 92% (Fall 2021), 90% (Spring 2022), 88% (Fall 2022), and 88% (Spring 2023)

During the same time-period, the ESBS division’s collective online course success rate for the Fall 2021-Spring 2023 was 48%,(Fall 2021) 51% (Spring 2022), 48% Fall (2022), and 53% (Spring 2023). The retention rate was 72% (Fall 2021), 79% (Spring 2022), 75% (Fall 2022), and 77% (Spring 2023).

Table 1. Success and Retention Data from Nuventime (Online Classes)

--	--	--	--	--

## Political Science

ESBS Division (Online Classes)	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Success (Percentages)	48	51	48	53
Retention (Percentages)	72	79	75	77
Economics Program (Online Classes)	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Success (Percentages)	60	54	32	63
Retention (Percentages)	90	86	77	88
Political Science Program (Online Classes)	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Success (Percentages)	25	50	58	63
Retention (Percentages)	81	89	67	92

**Table 2.Success and Retention Data from Nuventime (On Campus)**

<b>ESBS Division</b> (On Campus Classes)	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>
--	----------------------	------------------------	----------------------	------------------------

## Political Science

Success (Percentages)	81%	72	70	72
Retention (Percentages)	92	90	88	88
<b>Economics Program (On Campus Classes)</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>
Success (Percentages)	80	100	71	73
Retention (Percentages)	80	100	93	93
<b>Political Science Program (On Campus Classes)</b>	<b>Fall 2021</b>	<b>Spring 2022</b>	<b>Fall 2022</b>	<b>Spring 2023</b>
Success (Percentages)	100	89	78	100
Retention (Percentages)	100	100	94	100



# Political Science

**GROSSMONT-CUYAMACA**  
COMMUNITY COLLEGE DISTRICT

7  
Last Refreshed  
12/12/2023 1:34:24 PM

**Location**  
☒ Grossmont College

**Division**  
English, Social/Behaviora...

**Department**  
Economics

**Course Name**  
All

**Section Name**  
All

**Term**  
☒ Fall  
☒ Spring  
☐ Summer

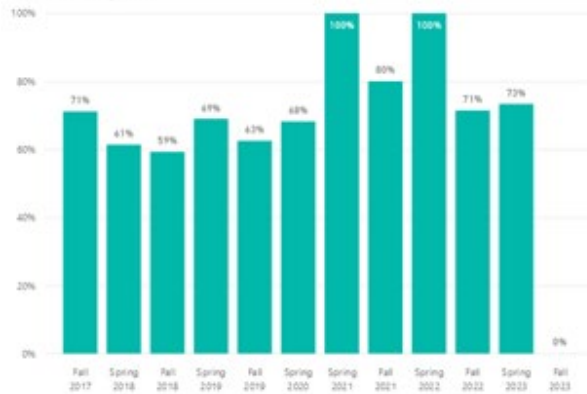
**Section Start Type**  
☒ Early Start  
☒ Late Start  
☒ Traditional Start

**Modality**  
☒ On Campus  
☐ Online

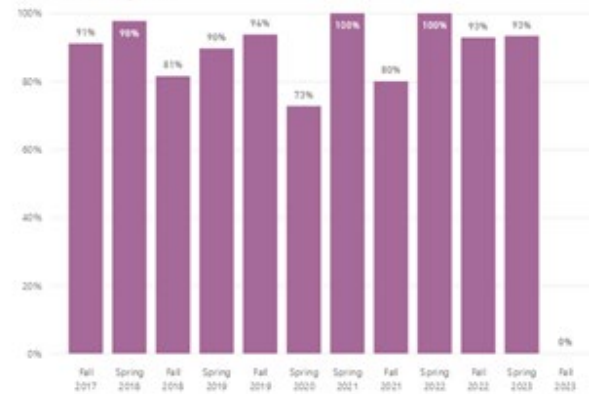
**Section # Weeks**  
All

**Ethnicity**  
African American/Black

Success Rate by Term



Retention Rate by Term



**GROSSMONT-CUYAMACA**  
COMMUNITY COLLEGE DISTRICT

7  
Last Refreshed  
12/12/2023 1:34:24 PM

**Location**  
☒ Grossmont College

**Division**  
English, Social/Behaviora...

**Department**  
Economics

**Course Name**  
All

**Section Name**  
All

**Term**  
☒ Fall  
☒ Spring  
☐ Summer

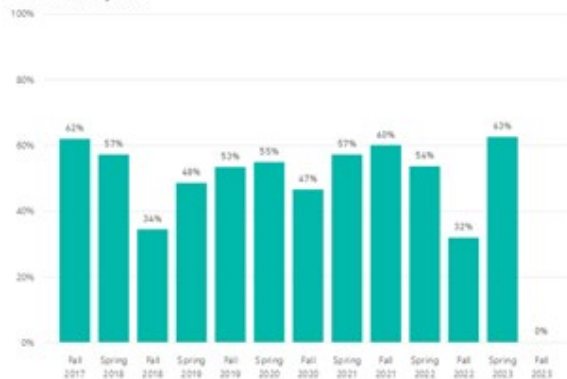
**Section Start Type**  
☒ Early Start  
☒ Late Start  
☒ Traditional Start

**Modality**  
☐ On Campus  
☒ Online

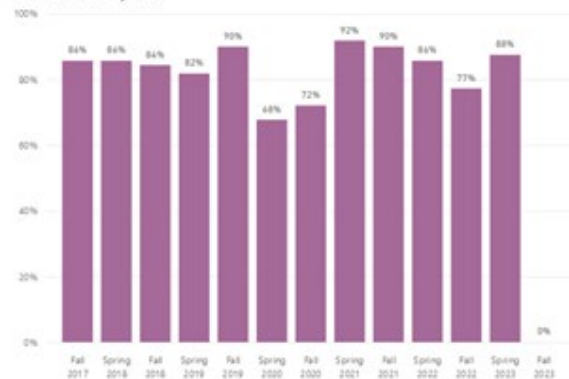
**Section # Weeks**  
All

**Ethnicity**  
African American/Black

Success Rate by Term



Retention Rate by Term



## Political Science

**GROSSMONT-CUYAMACA**  
COMMUNITY COLLEGE DISTRICT

Years of History: 7  
Last Refreshed: 12/12/2023 1:34:24 PM

Location: ☒ Grossmont College

Division: English, Social/Behaviora...

Department: Political Science

Course Name: All

Section Name: All

Term: ☒ Fall ☒ Spring ☐ Summer

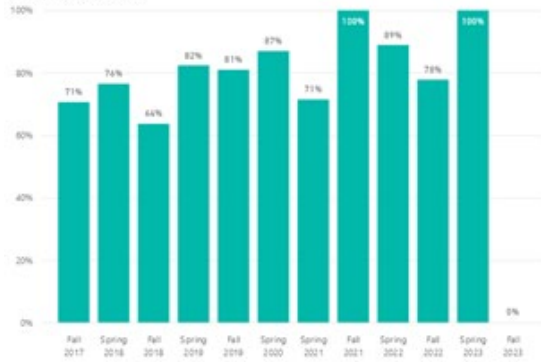
Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

Modality: ☐ Hybrid ☒ On Campus ☐ Online

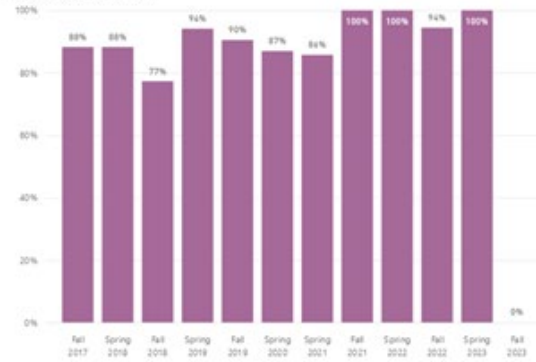
Section # Weeks: All

Ethnicity: African American/Black

Success Rate by Term



Retention Rate by Term



**GROSSMONT-CUYAMACA**  
COMMUNITY COLLEGE DISTRICT

Years of History: 7  
Last Refreshed: 12/12/2023 1:34:24 PM

Location: ☒ Grossmont College

Division: English, Social/Behaviora...

Department: Political Science

Course Name: All

Section Name: All

Term: ☒ Fall ☒ Spring ☐ Summer

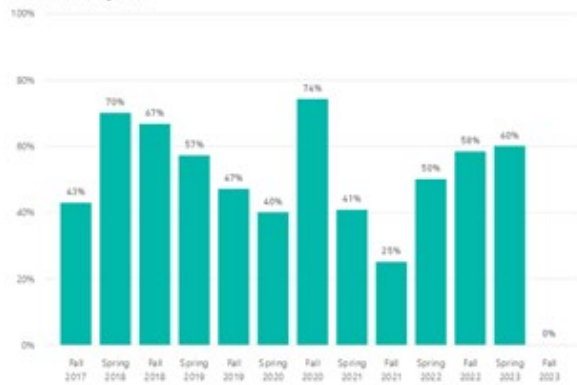
Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

Modality: ☐ Hybrid ☐ On Campus ☒ Online

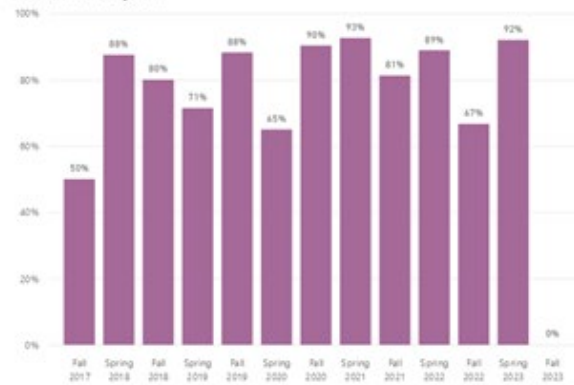
Section # Weeks: All

Ethnicity: African American/Black

Success Rate by Term



Retention Rate by Term



## Political Science

**GROSSMONT-CUYAMACA**  
COMMUNITY COLLEGE DISTRICT

Years of History: 7  
Last Refreshed: 12/12/2023 1:34:24 PM

**Location**

☒ Grossmont College

**Division**

English, Social/Behaviora...

**Department**

All

**Course Name**

All

**Section Name**

All

**Term**

☒ Fall  
☒ Spring  
☐ Summer

**Section Start Type**

☒ Early Start  
☒ Late Start  
☐ Traditional Start

**Modality**

☐ Hybrid  
☒ On Campus  
☐ Online

**Section # Weeks**

All

**Ethnicity**

African American/Black

Success Rate by Term



Retention Rate by Term



**GROSSMONT-CUYAMACA**  
COMMUNITY COLLEGE DISTRICT

Years of History: 7  
Last Refreshed: 12/12/2023 1:34:24 PM

**Location**

☒ Grossmont College

**Division**

English, Social/Behaviora...

**Department**

All

**Course Name**

All

**Section Name**

All

**Term**

☒ Fall  
☒ Spring  
☐ Summer

**Section Start Type**

☒ Early Start  
☒ Late Start  
☐ Traditional Start

**Modality**

☐ Hybrid  
☐ On Campus  
☒ Online

**Section # Weeks**

All

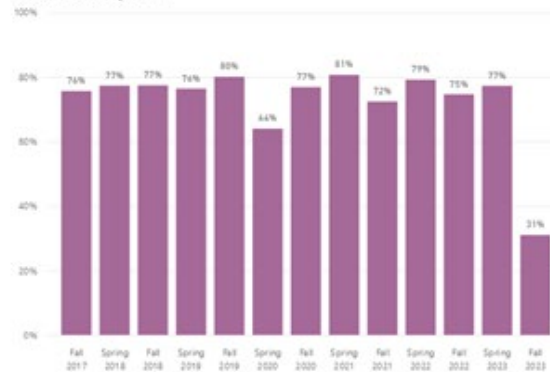
**Ethnicity**

African American/Black

Success Rate by Term



Retention Rate by Term



**2.11 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high school articulations agreements transitioned to “credit for prior learning” per the Title V changes? (Contact the Dean of CTE if you have questions).**

The Department of Political Economy has established a very productive working relationship with Helix Charter High School (HCHS) located in La Mesa, California, establishing college level courses at the high school level in both Economics and Political Science. In Economics, HCHS, offers Economics 120 Principles of Microeconomics and Economics 121 Principles of Macroeconomics. In Political Science HCHS offers POSC 121 Introduction to U.S. Government and Politics and POSC 124 Introduction to Comparative Government and Politics (See table below). We would also like to express our many thanks to our colleagues Robert Berg and Amy Hull at Helix for their exceptional teaching.

### Curricular collaboration between the Grossmont College Department of

**Political Economy and Helix Charter High  
School (K-12 Collaboration)**

**Courses**

Program: Economics

Economics 120: Principles of  
Microeconomics

Program: Economics

Economics 121: Principles of  
Microeconomics

Program: Political Science

POSC 121: Introduction to U.S.  
Government and Politics

Program: Political Science

POSC 124: Introduction to Comparative  
Government and Politics

To our knowledge, HCHS has not yet implemented a “credit for prior learning” per the Title V changes, but this is something which we will collaboratively look into in the near future.

In addition, one areal and goal wich our department has is to build further relationships with neighboring high schools in our region to offer our education services to a broader public and prepare students for success in higher education.

**2.12 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.**

The Department of Political Economy ensures that articulations our current by working with our articulation officers and the curriculum committee. We would like to thank the articulation committee, and especially Maria “Dee” Aceves, for their help in getting our new Political Science courses (POSC 145, 147, 148) articulated to be both CSU and UC transferable courses.

Currently, all of our courses in both Economics and Political Science are CSU and UC accessible for meeting general education requirements. Our courses provide students with the ability to satisfy CSU General Education and IGETC requirements. We work with curriculum to modify our COR’s to be compliant. For example we recently modified our pre-requisites in our Economics’ courses to be compliant with AB17.

One goal that we have is to make our Latin American Studies Major a major that provide a pathway to the University of California, San Diego which has the one of the leading Latin American Studies Program in the nation. Over the next year, we will work to make this major a pathway to transfer to the University of California system, and provide our students with new opportunities to transfer.

We also envision the creation of an offical Honors Economics and Political Science program of which we plan on working with closely with articluation officers and the curriclum committee to create a vibrant Honor's Program increasing transfers to the Univesrity of California system.

**SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)**

---

**3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.**

**3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?**

The Department of Political Economy use the CSLO assessments as grounds for discussion in our department as to what is working and what is not. From the data, the department's Economic and Political Science programs are meeting their success goals by significant margins. However, we also recognize that refining and adjusting learning outcomes is an important part of our role as faculty, and we are working to create a more systematic and multi-method approach for SLO assessments so that we can in the future compare SLO outcomes across course sections, and accumulate knowledge over time so that we can best serve our students.

**3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?**

The Department of Political Economy has one SLO Liaison Officer. Currently Dr. Ricardo Crespo serves as the SLO liaison for both political science and economics. The department approaches SLO assessments on an individual and collaborative basis depending on how many faculty are teaching the assessed courses. For example, when a faculty is the sole instructor of record for a specific course (e.g., POSC 124 Comparative Politics) the department chair will discuss the SLO assessment for that class. When the SLO's assessed are in courses taught by multiple faculty (e.g., POSC 121 Introduction to U.S. Government) the department chair and fellow faculty will discuss assessment strategies to minimize assessment bias and control for assessment outcomes. We are currently discussing how to use PSLO's to better assess improvement over time.

Economics and Political Science faculty approach the SLO assessment process to evaluate how effective faculty are teaching the substantive material, the methods used by faculty teaching different sections of the same class, and devising assessment strategies to analyze how well students are achieving their learning objectives. For example, for POSC 121 Introduction to U.S. Government and Politics, we developed a series of quizzes and essay questions which faculty incorporated across their sections and compared how students in different sections performed on the quizzes and questions. This allowed faculty to analyze the same data across the board.

Currently, the Department of Political Economy meets once a year to discuss our SLO's and assessment methods. Moving forward we will be emphasizing whether quizzes and exam questions are the best way to analyze SLO's. For example, we will consider whether student group activities, discussion questions and debates, and if different types of writing assignments may provide a more complete way for assessing if our students are meeting their learning goals. As a department we value imparting to our students the tools to think, analyze, and discuss the material through regular and substantive interaction with our students which we value and emphasize. Our department also uses our student evaluations, one on one discussions with students, and discussions amongst the faculty as to how best to teach and convey information.

However, moving forward and beginning in 2024 we will be implementing a program to assess SLO's on a rotating semester basis so that we can generate more data to measure student success across courses in a more consistent manner and help us think about what is working and can be improved on in terms of teaching the material.

## Political Science

### **3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)**

As mentioned above, our department is discussing how to best use PSLO's as part of our assessment strategy. Economics and Political Science has focused on Course SLO's. In Economics and Political Science we have a success rate target of 70%. The following will represent our assessment findings for which we have the most recent data.

Economics- in Economics the department assessed SLO's for ECON 110 Economic Issues and Policies, Economics 120 Principles of Macroeconomics, and Economics 121 Principles of Microeconomics.

For Economics 110 Economic Issues and Policies are most recent analysis (Fall 2020, 2021) shows student had a 73, 79, 70, 72% success rate for SLO #1. While this shows steady growth in the percentage of students who are passing the course, it is slightly below the 80% success rate the department has set for itself in Economics. However, faculty are aware that part of this stems from many students in these courses not being Economics majors. As one faculty correctly identifies "The results were satisfactory. The Department is not observing any significant changes from the previous method of SLO assessment. But the previous results were F2F classes so a direct comparison can't be made. Also, the majority of students on this course are not ECON majors and the department is taking this into account. We will discuss merits of different methods of assessment for non-econ majors."

In Economics 120 Principles of Macroeconomics SLO's were evaluated across five sections (Fall 2021) with a corresponding success rate of 86.1, 83.4, 84.4, 70, and 79%. Overall, the department's success target rate was achieved. The department is also interested in the success rate of our online modality. In the Fall 2020 at the height of the Covid-19 pandemic, the program measured three courses with a success rate of 80, 89, 81% across all faculty teaching the course. As was noted earlier at the time by our faculty, further analysis must be made comparing the assessment of ECON 120 across online and face-to-face modalities.

In Economics 121 Principles of Microeconomics the department evaluated four sections across different faculty (Fall 2021). The results were promising with a 69, 76, 88, 81% success rate across SLO's. As we assessed at the time, the success rate is "in a range of statistical error. We are meeting our success rate goal of helping students grasp the nuances of market processes." We are on task to evaluate Economics 135 Environmental Economics and Economics 215 Statistics for Business and Economics in the Spring 2024.

Political Science- For Political Science: The department collected data for POSC 120 Introduction to Politics and Political Analysis, POSC 121 Introduction to U.S. Government and Politics, and POSC 130 Introduction to International Relations.

For POSC 120 Introduction to Politics and Political Analysis we collected data for four courses (Fall 2021) and assessed SLO#: 1 which addresses the understanding of different forms of government and their creation, the balance of power and freedom, the ability to utilize the basic tools of political science to analyze contemporary political situations and distinguish between different political ideologies. Our success rate was 76, 76.13, 89.3, and 60%.

In POSC 121 Introduction to U.S. Government and Politics (Fall 2020) we collected and analyzed data for SLO #1 which focuses on describing the structure of the US national government and evaluate the roles of major forces shaping the formation of public policy including public opinion, interest groups, and political parties. We found a success rate of 93% and 95% in the courses evaluated.

In POSC 130 Introduction to International Relations (Spring 2018), we find 84% of students passed the 70% success bar measuring SLO #1 which focused on applying the various international relations theories to current events. On the past year we have rolled out three new courses POSC 145 Introduction to Latin American Government and Politics, POSC 147 Introduction to Middle East Government and Politics, and POSC 148 U.S. Foreign Policy which will be assessed in the 2024 -2025 academic year.

**3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?**

We are encouraged by the Department of Political Economy's strong success rate across the board in both our Economics and Political Science programs. We are consistently exceeding our 70% success rate goals. Our SLO analysis indicates that our students are leaving the classroom with the skills necessary to apply what they have learned to upper division courses and/or their career paths. We will continue to collaborate on our SLO assessment efforts, but we are cautious to go down the road of complete standardization across faculty as we know that different students will respond differently to different teaching styles and techniques. We therefore do not believe at this time that any major changes need to be implemented for our two programs.

Our department also prioritizes the individual creativity, experiences, teaching approaches and intellectual knowledge in its faculty which we maintain serves our students ability to understand the material and have a fulfilling intellectual experience in our courses. We are cautious to establish complete standardization when it comes to teaching styles as this will stifle individual creativity in the classroom. Furthermore, the ability to assess SLO trends in recent years was significantly impacted by the COVID-19 pandemic and the disruptive role this played in our students' lives and education. This makes comparisons difficult. However, with a return to "normalcy" we expect to be able to identify SLO trends more accurately over the coming years.

**3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?**

One change that we plan on implementing beginning in the Spring 2024 semester is to institutionalize formal assessments of specific SLO's for specific courses on a semester basis as opposed to on an annual basis. . Our goal is to more accurately identify learning outcomes over time in the same courses to gain a more accurate picture of what is working in the classroom and what is not.

For example, in the Spring 2024 we will assess SLO's in POSC 147 Introduction to Middle East Government and Politics, and POSC 130 Introduction to International Relations. While these more idiosyncratic courses are offered perhaps once a year or only once a semester, we plan on analyzing SLO's for our core courses (e.g., POSC 121 Introduction to U.S. Government and Politics and Economics 120 Principles of Microeconomics) on a semester basis to identify trends, areas which students are performing well, and areas that need our attention to convey information.

**3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.**

[Department of Political Economy SLO Assessment Schedule.docx](#)

**3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?**

The Department of Political Economy is pleased with its high levels of success rates and in meeting our department goals. However, we recognize that we cannot stand on our laurels and that there is always more to be done. Moving forward, we will be assessing our courses on a more regular basis and develop mixed methodological approaches towards assessing our students. To a large extent, we already do this, but we must do this in a more systematic way. However, our SLO results, are high success and retention rates, and the high number of students who are completing their degrees and transferring to four-year universities is strong evidence that the department is meeting its goals. Furthermore, we have recognized the diversity of our department and have responded accordingly, adopting more equitable approaches to teaching and assessment.

**SECTION 4 - FACILITIES AND SCHEDULING****4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.**

The Department of Political Economy uses both on-campus classrooms to teach courses, and office space to meet the role of faculty (e.g, preparing course work, lectures, assessments, and other teaching techniques, as well as holding office hours. We also use our offices to conduct office hours online, attend Zoom meetings and sessions, and meet with students. Political Science has in the past used Hyflex classrooms located in Building 31 and building 34. Both of the classrooms used have adequate technology to accomplish the goals of a Hyflex course.

Building 31 has recently been renovated and provides a clean and safe learning environment, with adequate technology to teach courses.

However, courses held in buildings 51-55 are in need of considerable attention, but we recognize that these buildings are on schedule for a refurbishment.

There are however, some areas that the department believes could help the well-being of the faculty and its students. First, it would be helpful to have a designated area or space for student clubs to meet. Having to routinely submit request for available rooms, seems burdensome. Second, it would be advantageous if faculty had a "faculty lounge" or a designated space within their buildings. While this is not essential, such a space would be beneficial to the daily well-being of our faculty. It is also important to have faculty restrooms up and running and that they be routinely cleaned. Another area, that we believe will be fixed soon, is that the AC in the 51-55 buildings are either too cold or too warm, making it uncomfortable for faculty.

As a department we would like to take students on field trips, but the process for having college approval must be streamlined and easier to have approved.

**4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?**

No

**If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.**

We marked no only to highlight that we need greater flexibility when it comes to teaching online courses (see our response in 4.3). However, we also want to recognize that some of the classrooms we use have been very nicely refurbished, which are clean and inviting, with adequate technology. We also want to take the opportunity to thank our colleagues Instructional Design Team, especially Dawn Heuft for all of her help with our online needs. We also want to thank MaryAnn Landry and Phyllis Ball for helping us find rooms when we have needed them for Political Economy Week or for our SDICCA workshop.

**If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.**

As identified in question 4.1, the classrooms in buildings 31 and 34 are adequate for the teaching of in-person classes, and Hyflex modalities. However, the classrooms in buildings 51-55 are in much need of attention. These classes are often messy, in need of cleaning, and are cluttered. Computers are generally reliable but not always.

In thinking of our student organizations, it would be helpful to have a student club designated space for students to convene for Political Science Club meetings, for example. If our goal is to bring students back to campus, we must provide the infrastructure to facilitate this goal by giving students a place to congregate at the division if not department level.

One area which is related to the question of using available space to meet students' needs is the question of being able to teach additional course sections online. In Political Science especially, but also in Economics, students are voting with their enrollments to take courses online. Currently, because of contractual limitations, we must repeatedly ask for an increase above 70% online



## Political Science

teaching loads to meet our student needs. However, if the college desires to have more students on campus, which we all agree with, courses must be safe from cancellation if they have low enrollment and class space must be assigned to lower enrolled in person courses to build momentum towards a more in-person modality of teaching.

**4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?**

Our department is being proactive in being able to schedule sufficient sections to meet our student enrollment figures. Because of the significant increase this semester (Fall 2023) of student enrollment, we have already added three new sections (including on in-person section of ECON 120) in Economics, and two new sections (including one in-person class, POSC 120) to the Political Science course listings for the Spring 2024. We are actively working with our new Dean, Dr. Fomeche to allow faculty to teach increasing number of courses online to meet our student's needs. We feel confident that we are working as best we can to meet our students' needs so that they can achieve their educational objectives on time.

**4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.**

We believe that we currently have the needed technology and equipment to effectively teach our students.

**4.5 Are faculty and staff support services meeting your program's needs? Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.**

Yes, we believe that overall, and considering the shortages in staffing especially in Information Operations, that our support services are meeting our program's needs.

**4.6 Are students trying to access your program impacted by the facility spaces listed in 4.1?**

Yes

**If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.**

Yes, our primary concern is that we not replicate what happened at the beginning of the Fall 2023 semester, in which we had large numbers of wait listed students, who were left in enrollment limbo until we were able to increase the number of enrolled students per class to 59 or had to open a new class. Again, we feel that we are preventing this from happening by arguing for more sections of online courses especially.

**If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.**

Please see response above.

**4.7 If applicable, please include any additional information you feel impacts your program/department regarding facilities, scheduling, faculty, and classified staff support services that were not included above.**

No more information is necessary. Are needs have been articulated in previous questions.

## SECTION 5 – STUDENT EQUITY AND SUCCESS

**5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.**

The Department of Political Economy's two programs is seeing a much-welcomed increase in student enrollment in both departments, with Economics experiencing higher number of

## Political Science

increased enrollments. As a result, in the Fall 2023 we had to increase enrollment caps on slightly over half of our courses to be raised to 59 students. We also requested an additional ECON 120 Principles of Macroeconomics to be added to meet student needs. In Political Science, we also requested a student enrollment cap to be increased to 59 students in our POSC 120 Introduction Politics and Political Analysis, POSC 121 Introduction to U.S. Government and Politics, and POSC 145 Introduction to Latin American Government and Politics. Furthermore, we requested that for the Spring 2024 we add several course sections in Economics and Political Science to meet the emerging student demand, but also, to regain course sections lost in the preceding years because of enrollment figures and budget cuts. The decisions on which courses are offered, how many sections, and their modality are all informed and guided by our enrollment numbers and student course modality preferences which are articulated below.

In the Fall 2023 the Department of Political Economy requested the following course modality adjustments and course section additions to the Spring 2024-line sheets in both the Political Science and Economics Programs for the Spring 2024 semester. Specifically, in political science we require two additional courses, one for POSC 121 Introduction to American Government and POSC 120 Introduction to Politics and Political Analysis. We also wish to change POSC 147 Introduction to Middle East Government and Politics to be adjusted from a Hyflex course to an eight week, 100% Distance/online course. It is also recommended that we either modify an existing POSC 121 Introduction to American Government course or add a new POSC 121 as an Honors Course.

### **Key Findings in Support of Proposed Changes and Additions to the Political Science Program:**

1. *The Political Science Program is currently seeing a steady increase in student enrollments from a year ago.* In the fall of 2020, there were 428 students enrolled with a 63% class fill rate. Halfway through the fall 2023 we have 550 students with a class fill rate of 85%.
2. *Preferred course modality is online/distance education courses.* Of the current 550 students enrolled in political science courses (as of October 3, 2023), 151 are enrolled in on campus courses, with 399 enrolling in online 100% distance education courses.
3. *Our fastest growing student population are those which self-identify as Middle Eastern, and which constitutes 29% of our enrolled student population.* The number of Middle Eastern students enrolled in political science courses, now equals students who identify as Hispanic/Latino (also constituting 29% of the total percentage of students enrolled in political science).
4. *Overwhelmingly, students who identify as Middle Eastern prefer online courses to in-person on campus courses.* There are currently 155 students of Middle Eastern decent enrolled in online courses, constituting 39% of total online enrolled students. However, there are only 2 students of this same demographic enrolled in on campus courses, which constitutes 1% of enrollments. To meet the preferred teaching modality of this our growing community of Middle Eastern students, additional online courses should be added.

*Although political science currently has more students enrolled than in the Spring 2023 or Spring of 2020, the program is offering fewer course listings than it did in the past.* Currently political science is offering 13 courses whereas it was 15 in the Spring of 2023 and 20 in the Spring of 2022.

### **Key Findings in Support of Proposed Changes and Additions to the Economics Program:**

1. *Student enrollment has significantly increased, requiring additional courses.* Due to student demand, an additional ECON 120 Principles of Macroeconomics course was added to meet student needs. Furthermore, four Economics courses required increasing enrollment caps to

## Political Science

accommodate students' course needs. Current trends suggest that enrollments will increase in the Spring requiring additional sections.

2. *A majority of students in Economics prefer 100% online/distance education over on campus courses.* As of October 3, 2023, there are 715 students enrolled in Economics courses. 447 students are enrolled in online courses, and 268 are enrolled in on campus in-person courses. Evidence indicates a growing demand for both on campus and in-person courses requiring the addition of both online and on-the-ground courses in Economics to best meet student needs.

*Student enrollment in Economics is steadily growing, but the program continues to offer fewer course listings than is sufficient to meet student demands.* As of October 3, 2023, there are 16 courses offering in Economics (the semester began with 15 course offerings increased enrollment necessitated adding an additional course). This is down from 20 course listings in the Fall of 2020. Economics also has fewer course listings than in the Spring 2023 which offered 17 courses to students. As student enrollment steadily increased additional sections should be added in a timely manner to satisfy student needs, facilitate enrollment and retention, provide an equitable educational experience by limiting enrollment uncertainty and planning.

### Political Science Program.

**Increasing student enrollment:** The Fall of 2023 is witnessing a significant increase in student enrollments in political science from the Spring 2023 semester and the Fall 2022 Semester. The overall student enrollment in Spring 2023 was 529 students with a fill percentage of 71.68%. This was up from the Fall 2022 when 428 students were enrolled, and courses were filling at 63.03%. We are now halfway through Fall 2023 and enrollments stand at 550 students with an 85% Fill rate. Enrollment data shows a strong and consistent increase in enrollments which require additional course sections to be added to meet the growing student educational demands of transferring to a four-year university or graduating with an associate degree.

**Preferred Course Modality:** Students enrolling in political science courses prefer online distance education modalities over in-person, on campus courses. Of the current 550 students enrolled in political science courses, 151 are enrolled in on campus courses, with 399 enrolling online. While the department welcomes, prefers, and values in-person courses, we also wish to provide the chosen course modality for our students. We can speculate as to why students are voting for online-distance education courses over in-person courses, but the data shows we must continue to expand our online presence to meet the preferred teaching modality of our students.

**Preferred Modality for POSC 147 Intro to Middle Eastern Government and Politics:** One of the fastest growing student populations are students who self-identify as Middle Eastern. In fact, our Middle Eastern and Hispanic/Latino student populations now represent our two largest student ethnic groups in our program, with both groups constituting 29% each (58% total) of our overall student enrollments. Our enrollment data shows that Middle Eastern students overwhelmingly prefer online courses over on campus classes (39% to 2%). POSC 147 Introduction to Middle Eastern Government and Politics is a new course (being offered only for the second time) and out data indicate that this course would be more accessible to our Middle Eastern student population if offered as a 100% online distance course.

**Regaining Lost Course Offerings:** Fortunately, we are seeing students return to Grossmont College and we are seeing enrollments rebound in the political science program. However, even though the Fall 2023 is witnessing a strong increase in enrollments, we are offering fewer courses (13 total courses) than we did in the Spring 2023 when we had less students (15 courses). The decline in course offering is even more astonishing when we compare the Spring of 2020 when we offered 20 courses, versus the 13 we are offering this semester. We recognize that these cuts

Political Science

in course offerings were the result of the Covid-19 Pandemic, and the courses were removed with the assumption that once student enrollments returned the courses would be offered once more. To meet the needs of our growing student populations (as per our enrollment data), we argue that it is the correct time to increase the number of course offerings to if not 2020 levels, at least Spring of 2023 levels bringing our total to 15 courses offered. This will facilitate our efforts at early enrollment and student retention by providing a less chaotic enrollment period for our students and helping them set their semester schedules in a timely and equitable manner.

Economics Program

**Changing Economics 215 Statistics for Business and Economics to a 100% Distance/Online course.** Economics 215 is a new course which will be offered for the first time in the Spring of 2024. As a new course, it must enjoy an enrollment environment and strategy conducive to its success. Data shows that a clear majority of students in Economics prefer online courses to in-person on campus courses. By offering Economics 215 as an online course, we are more likely to have successful enrollment by providing the course in the student’s chosen modality.

**Add Economics 120 and 121 course listings in both in-person and online modalities.** As of October 3, 2023, there are 715 students enrolled in Economics courses. 447 students are enrolled in online courses, and 268 are enrolled in on campus in-person courses. Evidence indicates a growing demand for both on campus and in-person courses requiring the addition of both online and on-the-ground courses in Economics to best meet student needs. In the Fall 2023, an additional Economics 120 course was added to meet growing student enrollments. We want to anticipate continued student growth and minimize chaotic, anxious, and uncertain enrollment experiences for our students by offering the most course options available to satisfy their schedules. We argue this will also advance our goals of student enrollment and retention and provide a more equitable educational experience to our students.

**Table 1. Proposed Changes to Spring 2024 Line Sheets for Economics and Political Science Programs.**

Proposed Changes and Additions to Spring 2024 Line Sheets: Political Economy Department	Description of Proposed Changes and Additions
Political Science	
Modality Change for POSC 147 147-1132 Introduction to Middle East Government and Politics	Modify modality of POSC 147 from Hyflex to an eight-week, 100% online course.
Add POSC 120-Introduction to Politics and Political Analysis	Add POSC 120 as a 100% online/distanced education course
Add POSC 121 Introduction to American Government and Politics	Add POSC 121 as a 100% online/distance education
Economics	

## Political Science

<b>Modality Change</b> for Economics 215 Statistics and Business Economics	Modify modality of Econ 215 from an in-person, on campus course to a 100% online/distance education course.
<b>Add Two</b> Econ 120 Principles of Macroeconomics	Add one Econ 120 as a 100% on-line/distance education course and add on Econ 120 as an in-person, on campus course.
<b>Add</b> Econ 121 Principles of Microeconomics	Add one Econ 121 as a 100% on-line/distance education course.

In Economics, we requested three new course sections be added. Two additional ECON 120 Principles of Macroeconomics courses be added, and one ECON 121 Principles of Microeconomics course be added. We also seek to modify ECON 215 Statistics for Business and Economics into a 100% Distance/Online course. For Economics 110 Environmental Economics we seek to modify this course to an Honor's course.

The motivation for the course adjustments and added course sections is to: (1) Meet the needs of our growing enrollments; (2) meet the transfer and general education requirements of our students in our programs but of the college in general; (3) Maximize student enrollment, and retention by preventing uncertain, last minute increases in enrollment caps which may disenfranchise marginalized student populations and impeding our efforts to create a more diverse and inclusive Economics and Political Science programs and college overall; and (4) to create new educational opportunities for our students that other competing community colleges are already providing for their students.

# Political Science

**GROSSMONT-CUYAMACA**  
COMMUNITY COLLEGE DISTRICT

Years of History: 7

Last Refreshed: 10/3/2023 12:33:49 PM

Location: ☒ Grossmont College

Division: English, Social/Behaviora...

Department: Political Science

Course Name: All

Section Name: All

Term: ☒ Fall ☒ Spring ☒ Summer

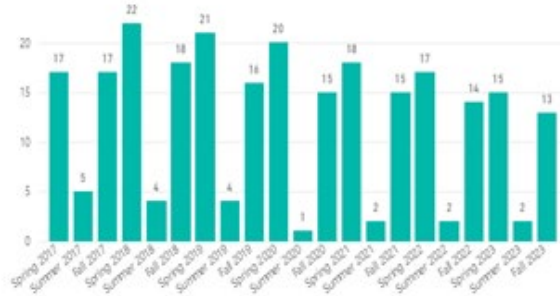
Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

Modality: ☒ Hybrid ☒ On Campus ☒ Online

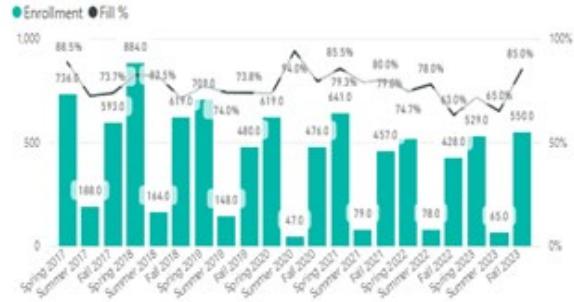
Section # Weeks: All

Ethnicity: All

Num Sections by Term



Enrollment and Fill % by Term



Term	Spring 2022			Summer 2022			Fall 2022			Spring 2023			Summer 2023			Fall 2023		
Location	Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %
Grossmont College	17	519	74.68%	2	78	78.00%	14	428	63.03%	15	529	71.68%	2	65	65.00%	13	550	85.0%
English, Social/Behavioral Sciences	17	519	74.68%	2	78	78.00%	14	428	63.03%	15	529	71.68%	2	65	65.00%	13	550	85.0%
Total	17	519	74.68%	2	78	78.00%	14	428	63.03%	15	529	71.68%	2	65	65.00%	13	550	85.0%

**GROSSMONT-CUYAMACA**  
COMMUNITY COLLEGE DISTRICT

Years of History: 7

Last Refreshed: 10/3/2023 12:33:49 PM

Location: ☒ Grossmont College

Division: English, Social/Behaviora...

Department: Political Science

Course Name: All

Section Name: All

Term: ☒ Fall ☒ Spring ☒ Summer

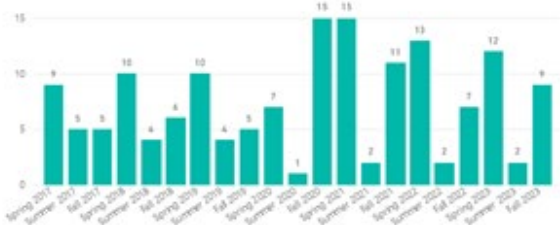
Section Start Type: ☒ Early Start ☒ Late Start ☒ Traditional Start

Modality: ☐ Hybrid ☐ On Campus ☒ Online

Section # Weeks: All

Ethnicity: All

Num Sections by Term

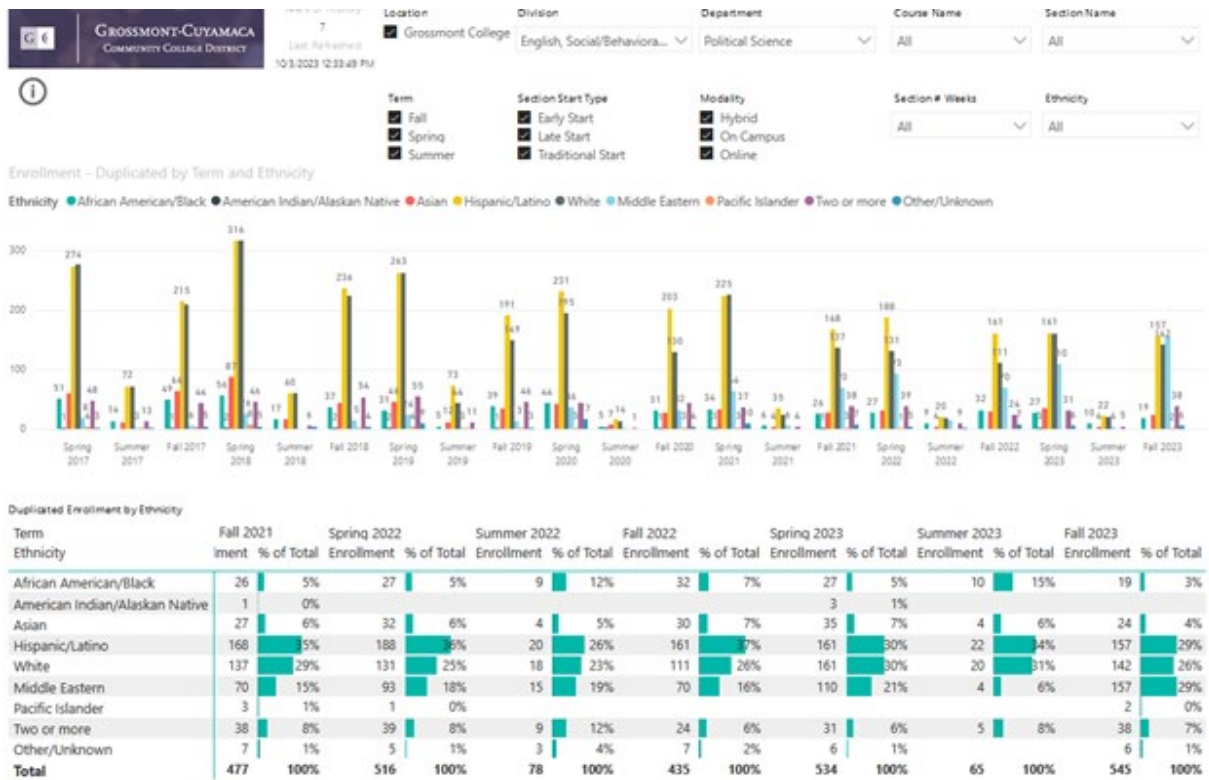


Enrollment and Fill % by Term



Term Location	Spring 2022			Summer 2022			Fall 2022			Spring 2023			Summer 2023			Fall 2023		
	Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %
Grossmont College	13	410	63.57%	2	78	78.00%	7	233	66.57%	12	440	72.65%	2	65	65.00%	9	399	83.65%
English, Social/Behavioral Sciences	13	410	63.57%	2	78	78.00%	7	233	66.57%	12	440	72.65%	2	65	65.00%	9	399	83.65%
Total	13	410	63.57%	2	78	78.00%	7	233	66.57%	12	440	72.65%	2	65	65.00%	9	399	83.65%

# Political Science





# Political Science

7

Last Refreshed: 10/3/2023 12:33:49 PM

Location

Grossmont College

Division

English, Social/Behaviora...

Department

Political Science

Course Name

All

Section Name

All

Term

☒ Fall  
☒ Spring  
☒ Summer

Section Start Type

☒ Early Start  
☒ Late Start  
☒ Traditional Start

Modality

☐ Hybrid  
☒ On Campus  
☐ Online

Section # Weeks

All

Ethnicity

All

Enrollment - Duplicated by Term and Ethnicity

Ethnicity ● African American/Black ● American Indian/Alaskan Native ● Asian ● Hispanic/Latino ● White ● Middle Eastern ● Pacific Islander ● Two or more ● Other/Unknown

Duplicated Enrollment by Ethnicity

Term	Spring 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023					
Ethnicity	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total				
African American/Black	23	7%	7	8%	9	9%	18	9%	3	4%	7	5%
American Indian/Alaskan Native												
Asian	21	6%	2	2%	9	9%	7	7%	22	11%	9	9%
Hispanic/Latino	125	38%	33	35%	34	35%	41	38%	77	38%	27	23%
White	101	31%	40	43%	29	29%	28	27%	55	28%	17	15%
Middle Eastern	13	4%	1	1%	1	1%	3	3%	7	4%	7	6%
Pacific Islander	1	0%			2	2%						
Two or more	27	8%	9	10%	14	14%	16	15%	11	6%	12	10%
Other/Unknown	14	4%			1	1%			3	2%	1	1%
<b>Total</b>	<b>325</b>	<b>100%</b>	<b>92</b>	<b>100%</b>	<b>99</b>	<b>100%</b>	<b>104</b>	<b>100%</b>	<b>193</b>	<b>100%</b>	<b>77</b>	<b>100%</b>

7

Last Refreshed: 10/3/2023 12:33:49 PM

Location

Grossmont College

Division

English, Social/Behaviora...

Department

Political Science

Course Name

All

Section Name

All

Term

☒ Fall  
☒ Spring  
☒ Summer

Section Start Type

☒ Early Start  
☒ Late Start  
☒ Traditional Start

Modality

☐ Hybrid  
☒ On Campus  
☐ Online

Section # Weeks

All

Ethnicity

All

Enrollment - Duplicated by Term and Ethnicity

Ethnicity ● African American/Black ● American Indian/Alaskan Native ● Asian ● Hispanic/Latino ● White ● Middle Eastern ● Pacific Islander ● Two or more ● Other/Unknown

Duplicated Enrollment by Ethnicity

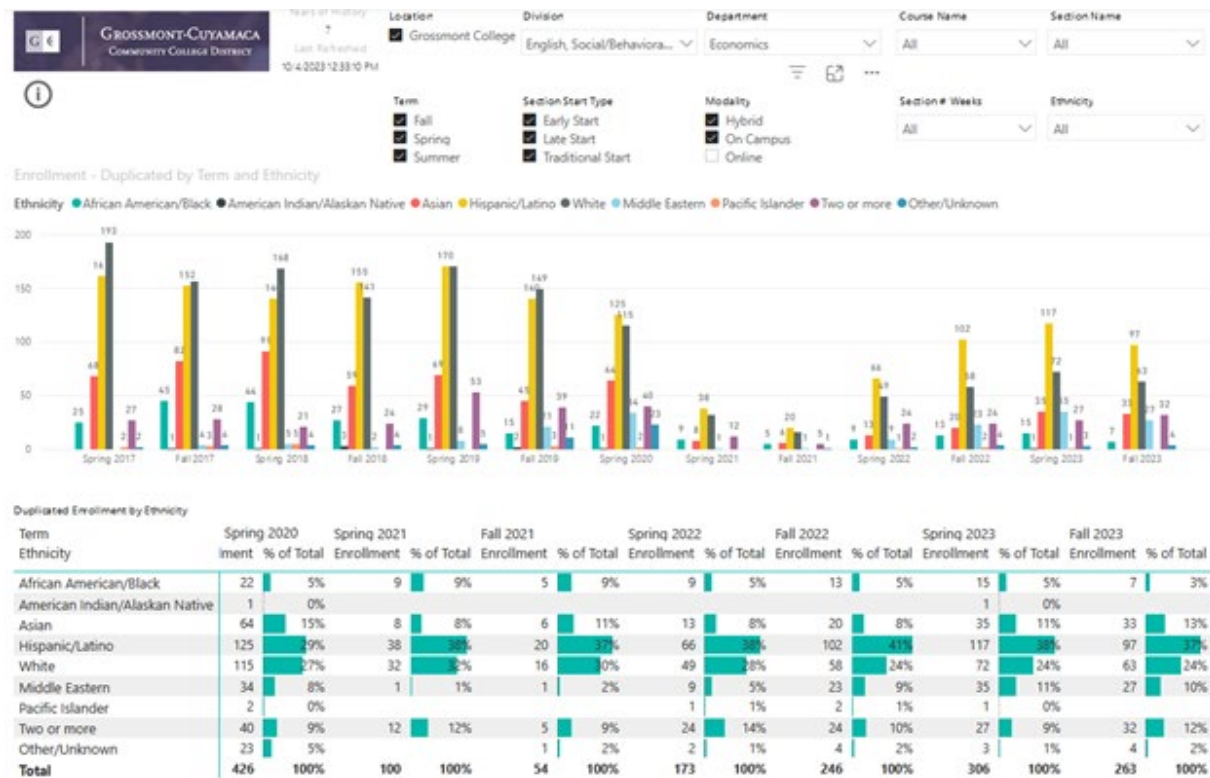
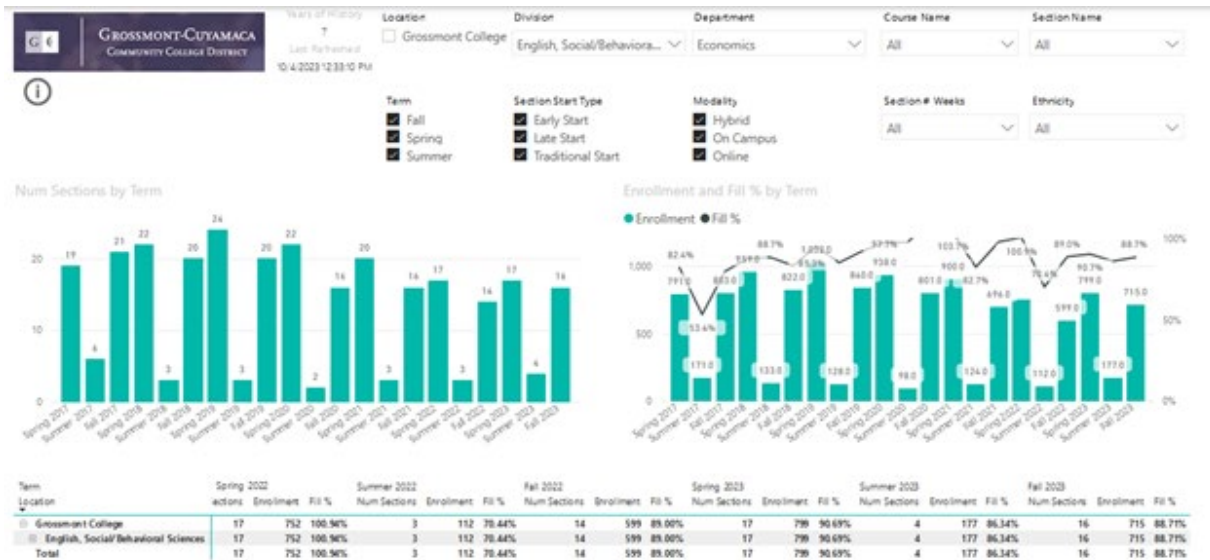
Term	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	
Ethnicity	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
African American/Black	17	4%	18	4%	9	12%	14	6%
American Indian/Alaskan Native	1	0%						
Asian	18	5%	25	6%	4	5%	8	3%
Hispanic/Latino	134	35%	147	36%	20	26%	84	35%
White	108	29%	103	25%	18	23%	56	23%
Middle Eastern	69	18%	90	22%	15	19%	63	26%
Pacific Islander	1	0%	1	0%				
Two or more	24	6%	23	6%	9	12%	13	5%
Other/Unknown	6	2%	5	1%	3	4%	4	2%
<b>Total</b>	<b>378</b>	<b>100%</b>	<b>412</b>	<b>100%</b>	<b>78</b>	<b>100%</b>	<b>242</b>	<b>100%</b>

1/31/2024

Generated by Nuventive Improvement Platform

Page 40 of 65





?

**5.2 Examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns**

The Department of Political Economy's assessment of enrollment measured by ethnicity shows that the Department's enrollment data is similar to the enrollment patterns of Grossmont College as a whole, and consistent with patterns in the ESBS Division. Our college for years is historically a diverse campus. This is the result of many factors including our inclusiveness and the community of East San Diego County which we serve which is highly ethnically diverse region. The only statistically significant enrollment pattern that we see is that over the past two years, the Political Science Program has seen a significant increase in its students who self-

## Political Science

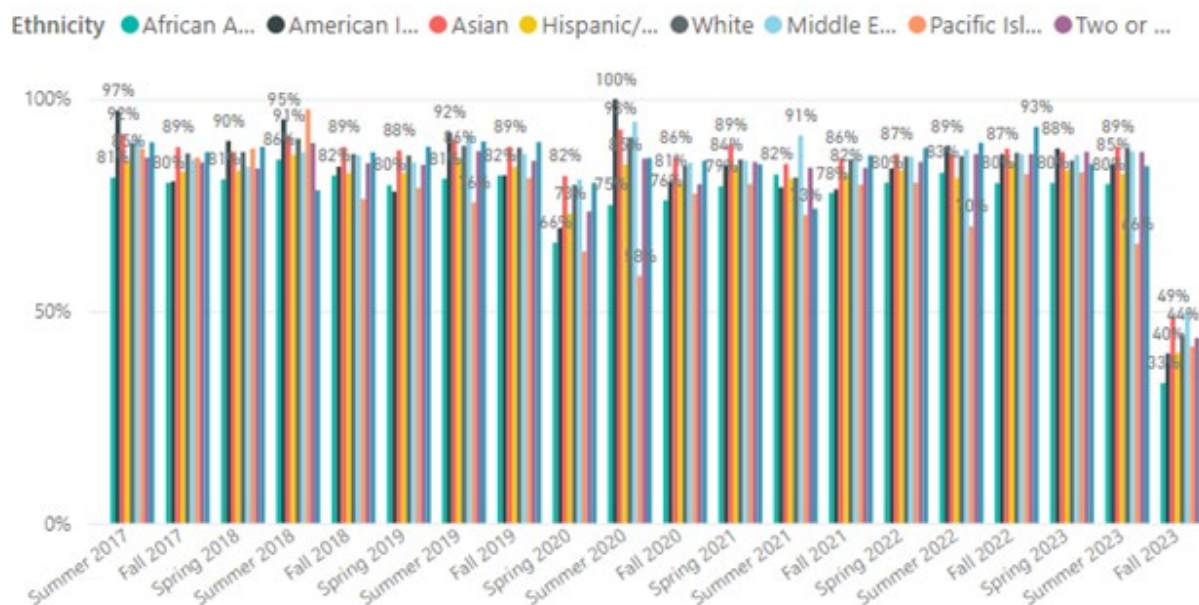
identify as Middle Eastern. Middle Eastern students are now tied with Hispanic and Latino students as representing the two largest groups of political science students, with each constituting about 30% of the students. We do not see similar trends in Economics.

We can only speculate as to why Political Science is attracting more students of Middle Eastern heritage. First, East San Diego County has a long history of welcoming migrants from the Middle East, and there is a thriving Chaldean community in East San Diego County. Anecdotally, faculty report students from Afghanistan, and Iraq primarily, but also Armenian, Syrian, and Palestinian. The increase of this demographic might be the result of the conflicts currently being waged in the Middle East and immigration laws allowing for an increase in migrants from the Middle East. Again, this is only speculation, but this is a good question for our college to ask so that we can better meet the needs of this growing student demographic in achieving their educational goals.

Moving forward we want to naturally attract as many students from as many ethnicities, religious faiths, and socio-economic experiences as possible. Our department is having conversations on how we can reach out to other student communities in our region especially those which are historically underrepresented in higher education.

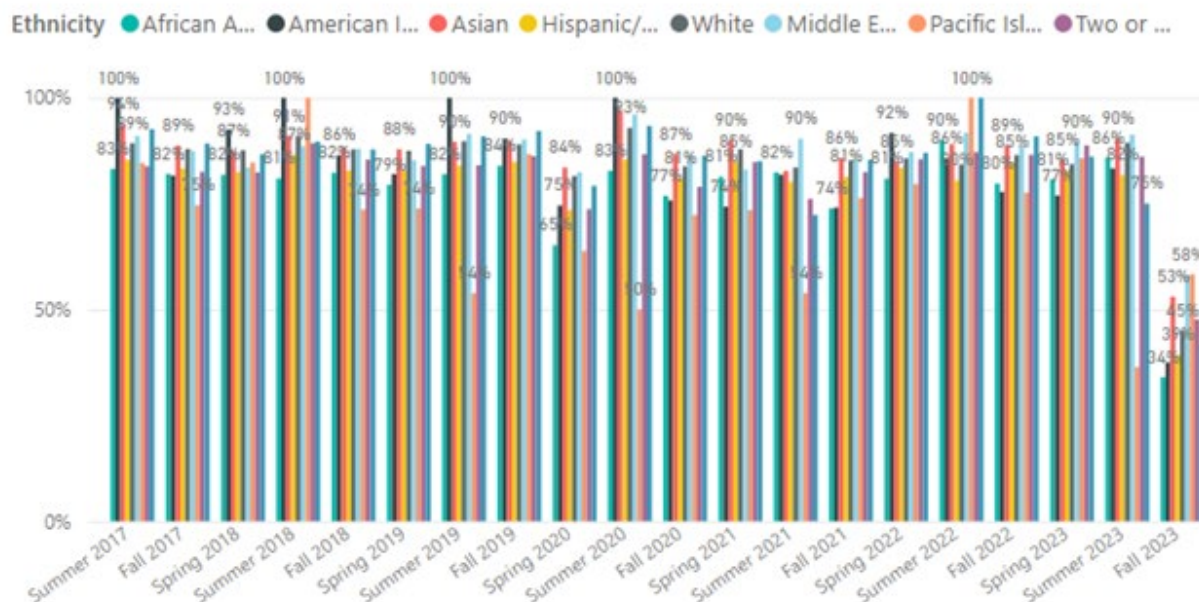
### Grossmont College

#### Retention Rate by Term and Ethnicity



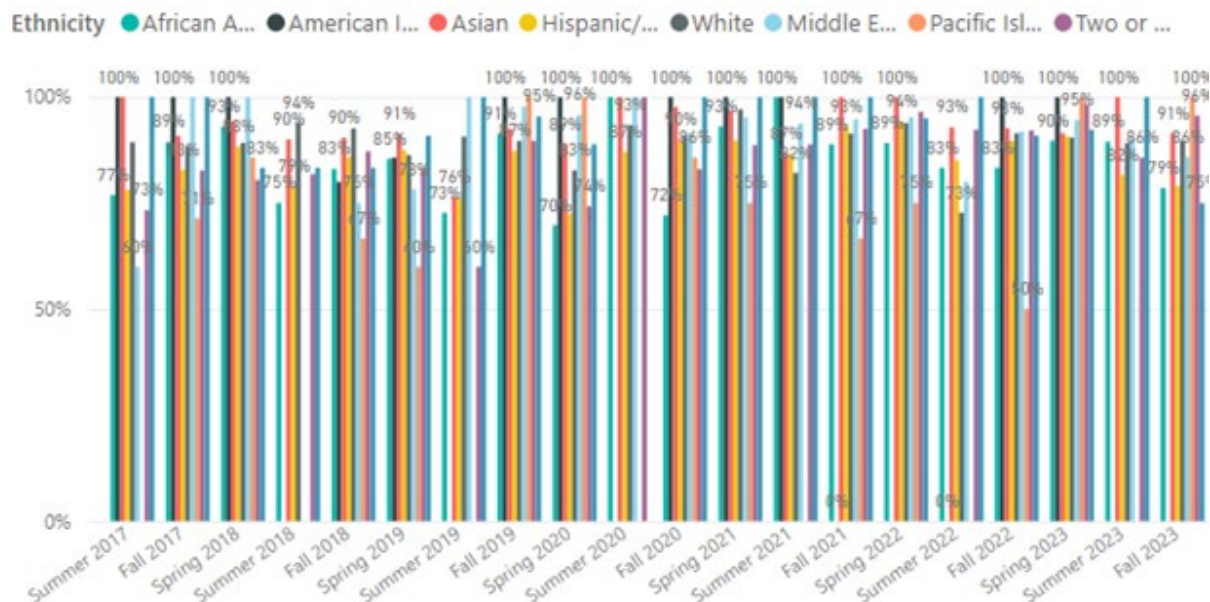
### ESBS Division

### Retention Rate by Term and Ethnicity



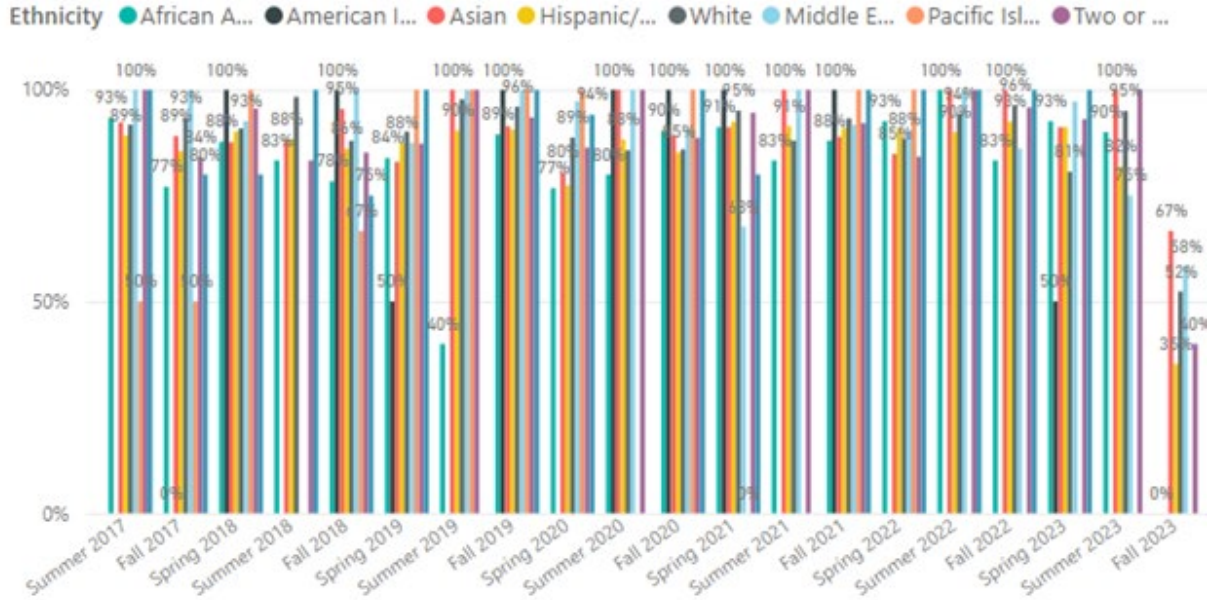
### Economics

### Retention Rate by Term and Ethnicity



### Political Science

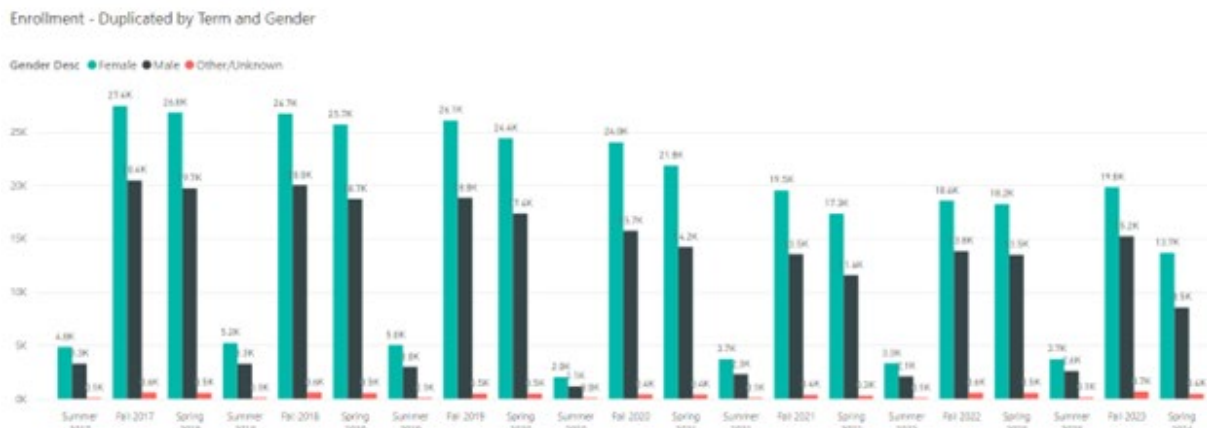
## Retention Rate by Term and Ethnicity



## Enrollment by Gender Analysis

Like our analysis of enrollment based on ethnicity, we find no significant enrollment difference between the College, the ESBS Division and the Department of Political Economy. Depending on the program, one may have slightly increased number of females over male students, or vis-versa. The Economics program has a slightly greater number of male students than political science, but Political Science has more female students enrolled than Economics. Thus, Economics is slightly different when it comes to enrollment patterns than the College as a whole or the ESBS Division, but it is not statistically significant, and we can only speculate at why slightly more male students enroll in Economics than female students. A larger trend appears however, that more needs to be done to attract and welcome male students into Grossmont College. This is a national issue which higher education must address.

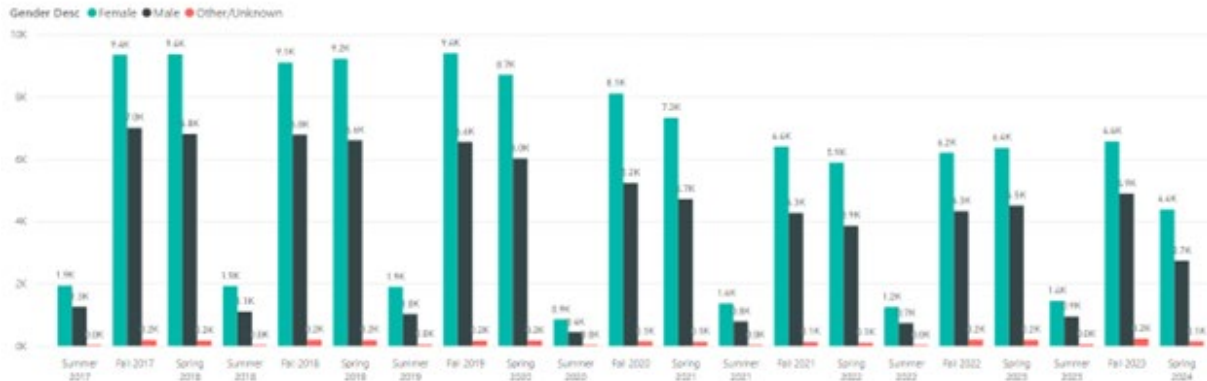
## Grossmont College Enrollment By Gender



## Grossmont College: ESBS Enrollment by Gender

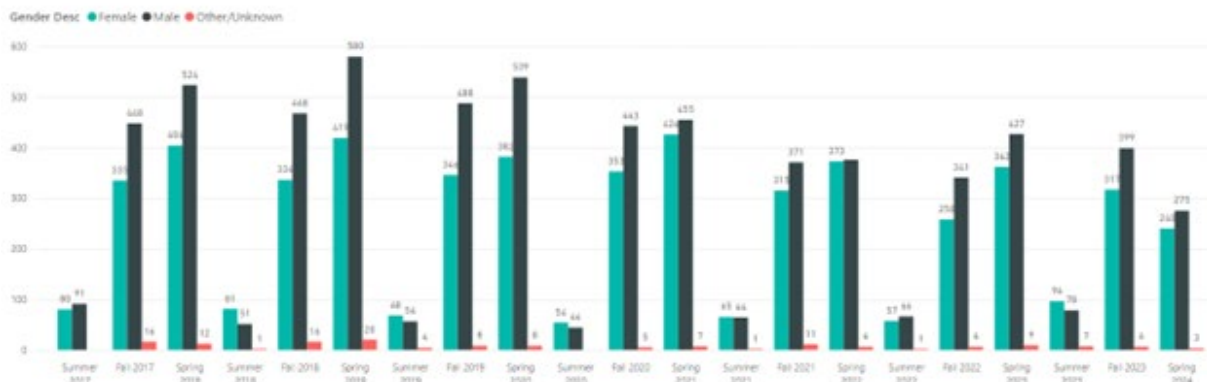


Enrollment - Duplicated by Term and Gender



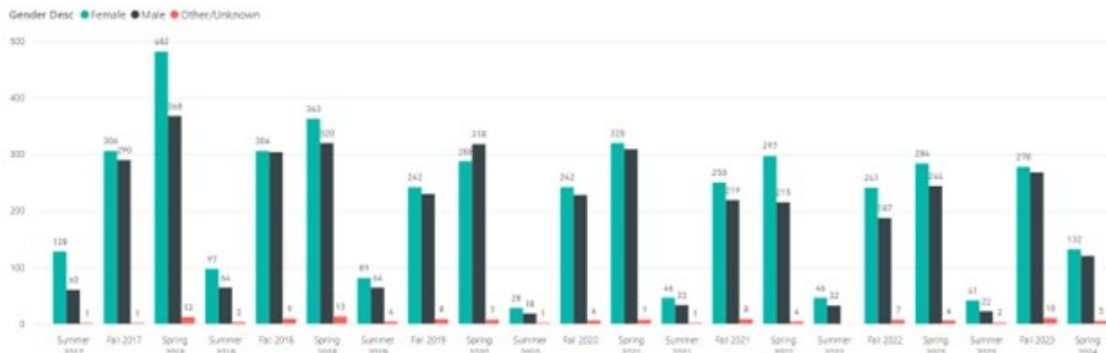
## Economics Enrollment by Gender

Enrollment - Duplicated by Term and Gender



## Political Science Enrollment by Gender

Enrollment - Duplicated by Term and Gender



**5.3 Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?**

The Department of Political Economy has incredibly strong success and retention numbers, in some semesters achieving 100% retention rates and exceeding the college and English and Behavioral Sciences Division in the last two years. We are very pleased with our success and retention rates indicating that our department has created and implemented policies, curriculum, and created a learning environment for all students on campus.

In the last two years our two programs of Economics and Political Science have exceeded the success and retention percentages of Grossmont College as a whole, on average by ten percent. From Fall 2021-Spring

## Political Science

2022 Grossmont College had a success rate ranging from 74-82% and a retention rate of 88-89%. The English and Behavioral Sciences Division (ESBS) success rate ranged from 75-83%, and a retention rate of 88-91%. In comparison, the Economics program had a success rate range of 80-96% and a retention rate range of 92-100%. The Political Science Program had a success rate during the same time frame, of 85-97%, and a retention rate range of 95-100%. The Department of Political Economy is exceeding the college's average by a significant margin as further descriptive statistics demonstrates.

Our department is very successful in lowering barriers and achieving equity for our students, especially African American, Hispanic/Latino, and Middle Eastern Students. For Example, the Economics program has a 73% success rate and 93% retention rate for African American Students. When compared to the college, which has a success rate of 71% and a retention rate of 80%, our Economics program is doing significantly better at retaining students. For Hispanic/Latin Students we see that in the Spring 2023 the college had a 72% success rate and an 88% retention rate among this student population. The Economics program maintained achieved a 74% success rate and an 89% retention rate among Hispanic and Latino students. For White identifying students the success rate and retention rate of 79% and 89%.

Political Science is also doing exceptionally well in success and retention and demonstrates that we have low if any barriers to student success and equity. For example, African American students in Political Science had a success rate 100% in the Spring 2023 and a retention rate of 100%. For Hispanic and Latino students in Political Science, there was a 96% success rate, and a 100% retention rate. Political Science is also doing very strongly in terms of success and retention among its students who identify as Middle Eastern. This particular student body has grown dramatically in Political Science over the past several years, with a 100% success rate and a 100% retention rate, which is up from the Fall 2022 semester which had a 89% percent rate in student success and retention. Students who identify as white had a success rate and retention rate of 100%.

Institutional Level Assessment in Percentages	Success (Fall 2021, Spring 2022, Fall 202-Spring 2023)	Retention (Fall 2021, Spring 2022, Fall 202-Spring 2023)
Grossmont College	82, 78, 74, 76	89, 88, 89,89
Grossmont College-ESBS Division	83, 76, 75,75	91 ,88, 90, 89
Economics Program	96, 91,82, 80	98, 100, 92,92
Political Science Program	94, 89,85,97	100, 95, 97, 100

### General Comparisons:

Fall 2021 Success Rate: For Example, in the Fall 2021, the college's success was 82%, the English and Behavioral Science Division was 83%. The Economics program had in the Fall 2021, a 96% success rate, and Political Science achieved a 94% success rate.

Fall 2021 Retention Rate: The Fall 2021 semester registered a retention rate at Grossmont College of 89%. The ESBS Division was slightly ahead with a 91% retention rate. At the same time, the Economics and Political Science programs achieved a 98% and 100% retention rate respectively.

Spring 2022 Success/Retention Rate: In the Spring 2022, Grossmont College had a 78% success rate, with a 88% retention rate. The ESBS Division maintained a 76% success rate with a 88% retention rate. The

## Political Science

Economics Program maintained a 91% success rate, with a 100% retention rate. Political Science had a 91% success rate, and an with a retention rate of 95%.

Fall 2022: During the Fall 2022 term, Grossmont College had an overall success rate of 74% with a retention rate of 89%. The ESBS Division maintained a success rate of 75% and success rate of 90%. The Economics program had an 82% success rate with a 90% retention rate. Political Science achieved a 85% success rate with a 97% retention rate.

Spring 2023: In the Spring 2023 Grossmont College's success rate was 76% with a retention rate of 89%. The ESBS Division maintained a 75% success rate and an 89% retention rate. The Economics program achieved an 80% success rate and 92% retention rate. Political Science's success rate was 97% and a retention rate of 100%.

**5.4 Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.**

### **Analysis of Gender Success and Retention Rates :**

For Grossmont College as a whole, gender data shows that female students had a **success rate** of 69% and 72% and a retention rate of 86% and 85% for the Fall 2022 and Spring 2023 semesters. Male students had a consistent success rate of 69% across the year and a retention rate of 86% and 84% in the Fall 2022 and Spring of 2023 semesters.

For age, data shows a **success** rate of roughly 69% for ages 18-29 and a **retention rate** ranging from 84-88% for the Fall 2022 and Spring 2023 semesters.

When it comes to gender, the **Economics program** had a 69% success rate in the Fall 2022 which increased to 79% in the Spring of 2023 among its female students and a retention rate of 92% and 91% for the Fall 2022 and Spring 2023 semesters Male students achieved a success rate of 71%-76% and 90% and 93% retention rate during the Fall 2022 and Spring 2023 semesters.

In Political Science the success rate in the Fall 2022 and Spring 2023 for female students was 69% and 73%. The retention rate was 91% and 92% for the Fall 2022 and Spring 2023 semesters.

### **Analysis of Ethnicity Success and Retention**

The department is also having strong **success rate** across ethnic, and we see no statistically significant deviating success rates in our department's two program's. For example, when we look at aggregate data from the entirety of Grossmont College, we see that in the Spring 2022 success rates included: A 59% success rate for African American students, 66% for Hispanic students 76% for Asian students, 76% for White students, 73% for Middle Eastern Students. In the Spring of 2023 success rates include: 59.93% for African American students, 66.70% for Hispanic and Latino students , 76% for Asian students 74% for White students, and 73% for Middle Eastern Students.

The **Economics program**, during the Spring 2022 achieved a success rate of 65% for African American students, 73% for Hispanic and Latino students, 77% for Asian students, 81% for White Students, and 79% for Middle Eastern Students. During the Spring 2023 success among African American students increased to almost 67%. Among Hispanic and Latin students, the success rate was 70%, Asian students 83%, White Students 76% and Middle Eastern 85%.

For **Political Science** the success rate among different student populations for the Spring 2022 is as follows: 63% for African American students, 74% for Hispanic and Latino students, 63% for Asian students, 83% among White students, and 73% among Middle Eastern students. A year later in the Spring of 2023 African American student's success rates held at 63%, Hispanic and Latino success rates were 66%, for Asian students the success rate was 79%, White students was 61%, and Middle Eastern students was 83%

### **Analysis of Ethnicity and Retention**

## Political Science

For the Spring 2022, Grossmont College had a retention rate of: 59% for African American students, 65% (almost 66%) for Hispanic and Latino students, 76% for Asian students, 76% for White students, and 73% for Middle Eastern students.

Retention data for **the Economic program** for the Spring 2022 is as follows: 89% for African American Students, 94% for Hispanic and Latino students, 100% for Asian students, 94% for White students, and 95% for Middle Eastern students. For the Spring 2023, that data shows an almost 90% retention rate for African American students, 90% for Hispanic and Latino students, 91% for Asian students, 90% for White students, 94% for and Middle Eastern students.

Ethnicity retention analysis in **Political Science** is for the Spring 2022 are follows: 92% for African American students, 91% for Hispanic and Latino Students, 85% for Asian students, 88% White students and 90% Middle Eastern students. For the Spring 2023 semester, retention data shows a retention rate of 92% for African American students, 91% for Hispanic and Latino Students, 91% for Asian students, 80% for White students, and 97% for Middle Eastern Students.

**5.5 How does your department use student engagement strategies in the classroom? Describe specific examples (see example-resource document) aimed at encouraging students to become actively engaged in the learning process in their classes.**

In the Political Economy Department, as part of our pre-semester meetings, we take time to actively share student engagement strategies that have worked well for us in the classroom. While every instructor is different, faculty uses a variety of student engagement strategies, including Flipped Classroom, Project Based Learning, and Engaging Students in Learning strategies.

As mentioned below, technology offers opportunities to present material beyond traditional lecture, whiteboard, or text. Some instructors use in-class technology such as clickers or SurveyMonkey. Political Science faculty Ricardo Crespo also taught in a Hyflex class to teach students in the classroom and online via Zoom.

We also feel that is very important to create a culture of learning at the beginning of each class and encourage the taking of attendance to give students that extra little push to get them to class. Writing can also be an effective student engagement technique. On the first day of class Joe Braunwarth has students write about what they think of when they think about the topic of the course, what they hope to get out of the course, how they would like to see the course organized, etc. This helps engage students with the course as well as let them know that we are planning on surpassing their expectations. In addition to a shared commitment among instructors to require some writing in all of their classes, some instructors also use writing for in-class exercises, such as having students list what they might do on a typical day after which we use their lists to demonstrate the importance of government in providing things we cannot provide for ourselves. Some instructors also will often start class by having students write for a period of time, without stopping and without lifting their writing utensils from the paper about a recently covered topic. We have found that it is also useful to encourage movement in the classroom such as having students break into small groups and, after introducing themselves to each other, come up with responses or ideas about a particular prompt. This helps students remain engaged by being compelled to meet and interact with their colleagues as well as promote something of a competition between groups. If feasible, for instance if we are working on a topic that can be broken down into various steps or processes that lend themselves to a two-dimension visual depiction, each group may be asked to each come to the whiteboard and enter their ideas about what the steps may entail. Some instructors have even had different groups present a particular topic to the class as we move through the semester; for example by presenting the weekly theory or ideology in POSC 150, Introduction to Political Theory. All instructors report using the Socratic Method in their classes.



## Political Science

Ricardo Crespo uses Flipped Classroom strategies by engaging, for example, in foreign policy simulations based on actual world events. Students take on the role of specific government officials, including having one student serve as the president, another as secretary of defense or state, and so on, and engage in decision-making processes about how to confront a specific foreign policy crisis, including ongoing conflicts like the Russo-Ukraine War (2022-Present).

Project based learning is also part of Ricardo Crespo's teaching strategies in the class, and also by creating the Student Research Symposium inviting students from the ESBS Division to share their research projects with their peers. In the classroom, Ricardo Crespo has a semester long research paper, in which students first identify the research topic (e.g., war, peace, democracy, social justice, socio-economic development, climate change, etc.), identify a specific research question, and do the research culminating in a final research paper turned in towards the end of the semester. The goal of this project is to (1) have students learn about a topic that matters to them; (2) help them think about how to develop a research question, which is followed by the instructor's feedback and advice, (3) a workshop on using the Library's resources and how to find materials for your paper, and (4) writing the paper.

**5.6 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.**

The Department of Political Economy incorporates opportunities for student engagement in the following ways:

- The Brian Jennings Political Economy Week, is presented by the department every semester and, provides a weeklong series of guest lectures, faculty presentations, guest speakers, and debates on current events which are open to all students at Grossmont College. All the faculty from the Department of Political Economy participate in offering their presentations, serving on debate panels, and bringing guest speakers to discuss with the college issues of contemporary significance. Students are invited to not only ask questions at our panels, but sometimes serve as moderators in our conversations. The Department of Political Economy is unique in all of the California Community Colleges for providing this service.
- Faculty members participate in inter-disciplinary presentations. For example, Dr. Ricardo Crespo collaborated with Professor Raymundo Quezada of Ethnic Studies during Latin American Heritage Month for a discussion of Latino American Voters in America. Dr. Ricardo Crespo also collaborated with Dr. Elisabeth Burke of Religious Studies on an inter-disciplinary panel on current events in Iran from a religious and U.S. Foreign Policy Perspective.
- A new major interdisciplinary major in Latin American Studies Major which was created by Dr. Ricardo Crespo and is anchored in the Political Economy Department. For the Latin American Studies Major students select courses from across History, Philosophy, Religious Studies, English, and others in addition to Political Science and Economics for a new major.
- The Department also holds discussion panels, sometimes with guest speakers on current events which is open to all students. In the past year we have held discussions on the War in Ukraine from a foreign policy, historical, and legal perspectives.
- *Lunch with the Faculty* was launched in the Fall 2022, hosted by Dr. Ricardo Crespo, and invites students from across campus to meet and discuss invited faculty the faculty's experience, career trajectory, and offer an opportunity to mentor. We have had three lunches with professors from the English and History Departments, with more envisioned for the Spring 2024.
- *In 2021 the Department sponsored the creation of a Student Research Symposium, and Dr. Crespo served as the originator and the advisor for the program, of which a third symposium is being organized for the Spring 2023. The symposium gives students the opportunity to share their research and course projects with*

## Political Science

*the broader ESBS Division and the wider college as a whole. The symposium is open to all students in the ESBS Division.*

· *Following the Pandemic, a Political Science Club was relaunched and serves as a forum for student engagement and participation.*

Moving Forward: Prior to the pandemic we were in the process of planning political science field trips, including to the Mexican consulate. In 2022 the Political Science received a RACE Micro Grant to organize field trips among our diverse students. We organized a field trip to Old Town San Diego and Coronado National monument. Our goal is to organize field trips on a routine basis, to offer students opportunities outside our classroom.

### **5.7 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.**

The Department of Political Economy has no state or licensing/registration examinations governing the program.

### **5.8 If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to "Degrees and Certificates" data.**

The Department of Political Science has a strong record of degree completion and students transferring to four-year universities, especially when considering that the department is composed of only five full-time faculty. The Department of Political Economy offers two-degree programs, Economics and Political Science. The Economics program is one of the largest awarding degree programs on campus, in league with Business, and AOJ. Our Political Science program is also a consistently strong performing program considering its size which is seeing a steady increase awarding degrees, doubling between 2017 and 2020 (see below).

The degrees awarded in each program are:

Economics AA-T: 74 (2016), 163 (2017), 228 (2018), 219 (2019) and 202 in (2020)

Political Science AA-T: 23 (2016), 19 (2017), 298 (2019), 23 (2019), 39 (2020).

Latin American Studies is too new of a program for any degrees to have been awarded having launched 2022-2023 academic year. We look forward to analyzing our degree completion rate in our newest program in 2029.

Degrees by Academic Year							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Economics	7	8	5	4	2	3	1
Economics for Transfer	0	0	74	163	228	219	202
Economics-SB1440 CSU	0	0	0	0	16	29	34
Economics-SB1440 IGETC CSU	0	0	0	0	3	0	0
Political Sci-Sb1440 Csu	9	12	5	3	13	6	15
Political Sci-Sb1440 Igetc	2	0	1	2	4	2	5
Political Science	2	9	5	3	8	2	1
Political Science for Transfer	9	18	23	19	28	23	39

### **5.9 If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-year institution? What careers do they pursue? What are starting salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?**

The Department of Political Economy information on what our individual students do after they transfer or graduate from Grossmont College is anecdotal based off of individual communication with students once they leave Grossmont, an analysis of letter of recommendation request, and overall information that our students share with individual faculty. In political science, Joe Braunwarth has remained in contact with students who have gone on to start their own

## Political Science

businesses, practice law, and even one individual who served as the communication director for the U.S. Supreme Court and then went on to a similar position, with much higher remuneration, at Walmart corporate headquarters. Economics students have gone on to enjoy success in a variety of careers. CNBC, in a recent report, lists economics as 7th among the 10 highest paying college majors. While we have no hard data tracking students after they have left our programs, we would like to note that students of the Economics and Political Science programs enjoy much success upon graduation or transferring to a four-year university. Student success includes:

1. Transferring to the University of California system, including UC San Diego, UC Los Angeles, UC Berkeley, UC Irvine, and UC Santa Barbara to name a few recent updates.
2. Students in both programs also pursue graduate. Recent updates include graduate programs at Brown University, acceptance into Harvard's graduate program in government and political science. Currently several former students have reached out about applying to graduate programs and requesting letters of recommendation.
3. Many of our students transfer to San Diego State University.
4. Students have also succeeded in careers including politics, by working on political campaigns, non-profit organizations like the San Diego International Rescue Committee, gone on to become officers in one of the branches of the armed forces of the United States.
5. Students share they aspire to be lawyers, nurses, economists, work in federal, state, and local government, become teachers, businesspeople, public services, and politics.

Our department thinks that this type of question should be explored at the college level more fully and in cooperation with specific programs to get a better picture of how successful our students are once they succeed and move on from Grossmont College.

## SECTION 6 - STUDENT SUPPORT SERVICES

---

### **6.1 In what ways does your program inform students about student support services?**

Department of Political Econom faulty inform students about student support services in the following ways:

1. Providing the available student services and their contact information on our course syllabus.
2. Directly informing our students in the classroom about the students services available, and in one-on-one conversations.
3. Inviting or having representativits from the different programs speak to our students in class.
4. Providing contact links on our Canvas shells (especially for online courses) with specific modules, whih are available for them (e.g., for counseling <https://www.grossmont.edu/student-support/counseling/>) and on our online course syllabus.
5. For in person courses, we introduce student support services by providing contact and access information to Gizmo's Kitchen, First Year Experience (FYE), the Accessibility Resource Center (ARC), the Counseling Center, Tutoring and Writing enter, Library Services, the Career Center and others. We have also invited guest speakers to come give presentations (e.g., FYE counselors) in our classrooms on their services and the opportunities they offer our students.

### **6.2 Which student support services do your faculty promote and why? How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?**

Our faculty promote counseling, library resources, the writing center and tutoring services, ARC, First Year Experience, and financial aid, which we have found are the students services which students inquire the most about. Our faculty includes links to these services, so that students can access them online and directly from Canvas. Our faculty also promote "wrap around services" which include mental health, basic needs, and

Political Science

Gizmo’s Kitchen. Some faculty have in the past worked with the library to provide students with knowledge on how to use library resources, including the organizing of a workshop tutorial on how to use the library to write research papers.

Our department would like to take this opportunity to especially thank Diana Ramirez and Abby Algarin for their excellent work they do for the First Year Experience program, and for their close cooperation with our department, especially in political science.

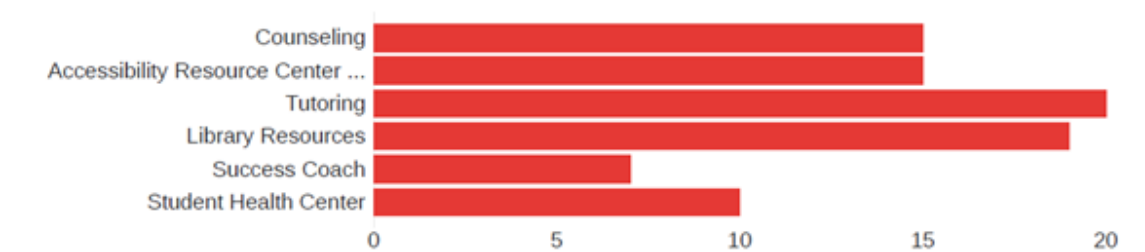
6.3 How are part-time faculty informed about student support services? Do they include student support services in their course syllabi and make students aware of the Canvas button?

Part-time faculty are informed about student services in several ways, including but not limited, at department meetings at the beginning of every semester, during the hiring and onboarding process, a discussion between the department chair and the part-time faculty about what should be included in a syllabus, which includes a list of student services. Part-time faculty are also informed about professional development opportunities when they arise. Part-time faculty, like their full-time colleagues will share information on their syllabus, in the classroom, on Canvas, or through referring specific questions to the department chair or colleagues in the department.

6.4 To determine which services students are informed about and accessed by the students in your program/department please employ the survey emailed to you by the APR chair(s) one semester prior to writing.

Based on our student responses to the student services survey, our students are mostly informed in the following order: Tutoring, followed by Library Resources, Counseling, and the Accessibility Resource Center, Student Health Center, and Success Coaches.

Q4 - Please select each of the student services you were made of aware of in this class. (select all that apply)



Field	Choice Count
Counseling	15
Accessibility Resource Center (ARC)	15
Tutoring	20
Library Resources	19
Success Coach	7
Student Health Center	10
Total	86

### **6.5 Analyze the results from your student surveys. What services are most and least utilized? In what ways can you promote more engagement in the support services offered? How might more use of student support services improve student success and engagement?**

In the Department of Political Economy, students used Library Resources followed by Counseling the most. 28.5% of students used the Library's Resources, followed by just over 25% of students using counseling services. About 17% used tutoring services, with the Student Health Center, Accessibility Resource Center (ARC) and Success Coaches generating the remainder 30% of access.

What this tells us is that our students are using the library and tutoring services in a meaningful way. We are also pleased to see the students are accessing counseling for either educational advice or to take care of their mental health.

Naturally, we want to continue to promote students' services across the world and to do a better job in informing students of the multiple resources available to them on campus. Specifically, we can do a stronger job at informing our students of the Student Health Center, the Accessibility Resource Center (ARC), and to make connections with success coaches to provide an environment where students can achieve their academic and career goals.

To paraphrase Theodore Roosevelt's fathers' observation to a young Teddy Roosevelt, a strong mind cannot go far without a strong body. What he meant is that our mental and physical well-being are mutually dependent on our success. To promote student services, our faculty will work more closely with student resources representatives, whether in ARC, counseling, the writing center, and others to our in-person class to share what their organizations do for students. In our online courses, we can develop a Canvas module shared by all faculty to get the word out to our students. Ultimately, our goal is for our students to succeed, and these services provide a vital role in student success by being mentally and physically healthy.

## **SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT**

**7.1 Please download the grid provided to the right, complete the form and upload here. Include faculty and staff involvement on and off-campus.**

[Faculty Accomplishments Table.docx](#)

**7.2 Please provide an overall reflection on your department's activity displayed in your table and highlight the activities your department thinks contribute most to our college's Strategic Plan.**

The Department of Political Economy's faculty is making real contributions to our college, the academic and public community. To generalize, the faculty of this department are active scholars, attending conferences to present ongoing original research, are published authors authoring books and textbooks, academic articles, and opinion pieces. Faculty also perform leadership roles on campus and off campus, appear on local news as experts on economics, politics, and foreign affairs, are actively working to create opportunities for students on this campus, and serving the broader academic community in leadership roles in scholarly organizations. In this section we will highlight the activities which we believe are contributing most to Grossmont College's Strategic plan.

First, the Brian Jennings Political Economy Week, held every semester, is unique not only to Grossmont College but to the community college system. Every week, faculty set aside one week, where ongoing research is shared with students and faculty, guest speakers are invited, and panels on current events are held by the faculty to discuss the pressing issues of the day, including the ongoing war in Ukraine, the environment, income inequality, race and politics. The Brian Jennings Political Economy Week advances our goal of achieving educational excellence. (See recent Brian Jennings Political Economy Week below).

## Political Science

Second, our department's efforts to create a new curriculum for our students are an important contribution not only to educational excellence, but also to making Grossmont College a more attractive institution of higher learning. The Department's recent courses focusing on Latin America, The Middle East, and US Foreign Policy, and our new major in Latin American Studies, provides courses which are growing diverse student community find interesting and speaks to their intellectual and career goals.

Third, our creation of a Student Research Symposium and *Journal of Politics*, and our Lunch with the Faculty program contribute to our goal of excellence in education but also of academic success. These opportunities were created for the purpose of creating opportunities for students to be mentored, to grow as scholars, and make them more competitive for transferring and their careers by helping build their confidence and their resumes. Our goal is that these efforts are but one step in helping increase our transfer rate to the University of California system, which is a goal this department is adopting as an important goal.

Fourth, until recently, Grossmont College had placed little to no attention on Study Abroad Opportunities. The Oxford Study Abroad Program has remedied this neglect. Our department has taken the lead in offering this opportunity to our students and advising students on opportunities to study abroad. Students who attend Oxford have a higher transfer rate, earn more throughout their careers, and are a crucial experience in their intellectual development. In the coming years, we plan to continue to take the lead in expanding our Study Abroad Programs

### Brian Jennings Political Economy Week

Fall 2023

#### **Monday October 30, 2023**

11:00 AM - 12:15 PM: Reevaluating the U.S. Health Care System with Scott McGann

**Location:** Building 31, Room 127

12:30 PM – 1:30 PM: Currency Warfare in Contemporary Wars in Ukraine and Gaza: A Historical Perspective with Ricardo Crespo

**Location:** Zoom, <https://us06web.zoom.us/j/87210835507>

[3:30 PM-4:15: Political Science Club: Meet and Greet with Club President Philip Hall.](#)

**Location:** [Second Floor Tech Mall \(Building 70\)](#)

#### **October 31 (Tuesday)**

11:00 AM – 12:15 PM: Economics of Factory Farming: Our Food System's Impact on Climate Change with Shahrokh Shahrokhi and Guest Speaker Rowdy Keelor from New Roots Institute.

Zoom: <https://gcccd-edu.zoom.us/j/87192948896>

11:00 AM – 12:15PM: The Right to Vote: Why It's Not Fully Protected by the Constitution, with Joe Braunwarth

**Location:** Zoom, <https://gcccd-edu.zoom.us/j/81529656542>

12:30 PM – 1:30 PM Why You Should Study Abroad? With Ron Bee

**Location:** Zoom, <https://us06web.zoom.us/j/83218199119>

#### **November 1 (Wednesday)**

11:00 AM to 12:15 PM: Lunch with the Faculty Panel on the U.S. Economy with Shahrokh Shahrokhi, Scott McGann, and Ricardo Crespo

**Location:** Building 51, Room 575

## Political Science

12:30 – 1:45 PM: Stocks, Bonds, Gold: The Fundamentals of Investing and Wealth Accumulation with Scott McGann

**Location:** Zoom, <https://gcccd-edu.zoom.us/j/88960054381>

### **November 2 (Thursday)**

11:00 AM – 12:15PM: Can Economic Growth Increase Income Inequality? with Shahrokh Shahrokhi

**Location:** Building 21, Room 235.

1:00PM to 1:30PM Opportunities in Political Science: Interning for Supervisor Joel Anderson, with Philip Hall

**Location:** Zoom, <https://us06web.zoom.us/j/88479083920?pwd=E87s8eVtxspD9ZL8aZPuUK42hVNIGr.1>

1:45PM – 2:15PM Opportunities in Political Science: Interning for Senator Brian Jones, with Philip Hall

**Location:** Zoom, <https://us06web.zoom.us/j/88479083920?pwd=E87s8eVtxspD9ZL8aZPuUK42hVNIGr.1>

## **Brian Jennings' Political Economy Week**

**Fall 2022**

### **Monday October 31st**

11:00 AM - 12:15 PM: Health Care Debate with Scott McGann and Gregg Robinson, 51-582.

12:30 PM- 1:45 PM: Time? Why Financial Sanctions Failed Against Russia in the Ukraine War with Ricardo Crespo, <https://us06web.zoom.us/j/89250248958>

2:00 PM – 3:15 PM: National Security and the Ukraine War with Ron Bee, Ricardo Crespo, and Todd Myers, <https://us06web.zoom.us/j/86258801791>

### **Tuesday November 1st**

9:30 AM – 10:45 AM: "Political Economics: An Economic Take on Government" with Naomi Probe, <https://SDSU.zoom.us/j/83119377584>.

11:00 AM - 12:15 PM: "The Racist Basis of Our Founding Documents" with Joe Braunwarth, 53-543.

12:30 PM – 1:45 PM: "Mindfulness for Mindful Times" with Joe Braunwarth, 51-577.

12:30 PM-1:45 PM: "The Brazilian Elections and Global Brazil" with Todd Myers 31-107 and <https://us06web.zoom.us/j/98393388712>.

2:00 PM- 3:15 PM: "Why Study Abroad?" with Ron Bee 31-107 and <https://us06web.zoom.us/j/98393388712>.

5:30 PM – 6:45 PM: "The Economics of Factory Farming: Our Food System's Impact on Climate Change" with Shahrokh Shahrokhi. <https://us06web.zoom.us/j/83969917700>

### **Wednesday November 2nd**

11:00 AM -12:15 PM: "Stocks? Bonds, Gold? The Macroeconomics of Investing and Wealth Accumulation" with Scott McGann CFP, room 51-582.

2:00 PM– 3:15 PM: *Human Flourishing, Gender Justice, and Universal Basic Income* with Hana Engelberg and June Yang, room 31-107.

### **Thursday November 3rd**

11:00 AM – 12:15 PM: *State of the National and Global Economy* with Scott McGann, Todd Myers, and Shahrokh Shahrokhi. <https://us06web.zoom.us/j/86847345209>



## Political Science

12:30 PM-1:45 PM: *Capitalism, Socialism, and Transferism* with James Harrigan. Room 31-107 and <https://us06web.zoom.us/j/98393388712>

### Friday November 4th

12:30 PM – 1:45 PM: *Caveat: The Beltway Career of the Honorable Alexander Meigs Haig, Jr.* with Todd Myers <https://us06web.zoom.us/j/88690718742>

## SECTION 8 – FISCAL & HUMAN RESOURCES

---

### Fiscal Resources

**8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?**

### Enrollment Patterns in ESBS Division

In the Fall 2022 enrollment and fill% for the ESBS Division was 10, 937 students and a fill% of 76.40%. In the Spring of 2023, ESBS had 11, 868 students and a fill% rate of 78.64%. At the time that this program review is being written, we do not have complete numbers for the Fall 2023 term, but all indications are that enrollment and fill% are dramatically increasing.

### Political Science

In the Fall 2022, Political Science had 428 students in 15 sections, and a fill% of 63%. The highest enrolled sections were POSC 121 Introduction to U.S. Government and Politics which is a GE requirement and the flagship of our Political Science Program with a 78% fill rate. The lowest was POSC 124 Introduction to Comparative Politics with only 17 students and a fill% rate of 34%. But this represents a significant outlier to its enrollment and reflects the importance of teaching modality to students. If we examine the same course, POSC 124 Introduction to Comparative Politics in the Spring 22 and the Spring of 2023, we will see that these courses filled over 100% in the Spring 2022, and to 94% in the Spring 2023. At the time of the completion of data for this program review, the Fall 2023 had not finished, and the same class was looking at an enrollment rate of 85%. The difference is that in the Fall 2022, POSC 124 was scheduled as an on campus, in person class. As our data shows, students are choosing online courses over in-person courses by roughly 80% to 20%. When the same course is scheduled as an online course, its enrollment skyrockets. This episode is a cautionary tale. If we want to meet our students' educational needs, the college must allow for faculty to teach more online courses if that is what students prefer, and not potentially cancel courses with low enrollment when student enrollment patterns indicate they want otherwise. Low enrolled in-person courses must be protected with the knowledge that they may not attract as many students as online courses.

In the Spring of 2023, we offered 15 sections with an enrollment fill% of almost 72%. In the Spring the highest enrolled course was POSC 124 with 94% followed by POSC 121 Introduction to U.S. Government with 84%. We eagerly await the final Fall 2023 enrollment numbers. However, from our current enrollment sheets, we have several political science courses over the 100% fill mark, and we are adding two new sections for the Spring to accommodate continued increased in enrollment, one POSC 121 U.S Government and Politics, and one POSC 120 Introduction to Politics and Political Analysis. In the department's newest courses, POSC 145, POSC 147, and POSC 148 enrollment was average compared to other POSC courses and the division as a whole during the



## Political Science

2022-2023 year, but as of the Fall 2023 POSC 145 and POSC 148 have fifty and thirty students enrolled, a significant increase from a year ago.

## Economics

In the Fall 2022 the Economics Program student enrollment stood at 599 in 14 sections and a fill% of 89%, which is 13% above the ESBS Division fill%. In the Spring 2023, student enrollment had jumped by 200 students to 799 total, in 17 sections, and with a fill% of 90.69%. The two flagship courses, Economics 120 and Economics 121 had in the Fall 2022 a fill% rate of 90.63% and 95.33% respectively. In the Spring of 2023, Economics 121 had a fill% of 98.17% and Economics 120 had a 92.99% fill rate. Again, numbers for the Fall 2023 are incomplete, but roughly 2/3 of our courses had their enrollment caps increased to 59 students each to meet capacity and an additional Economics 120 course was added online to meet demand.

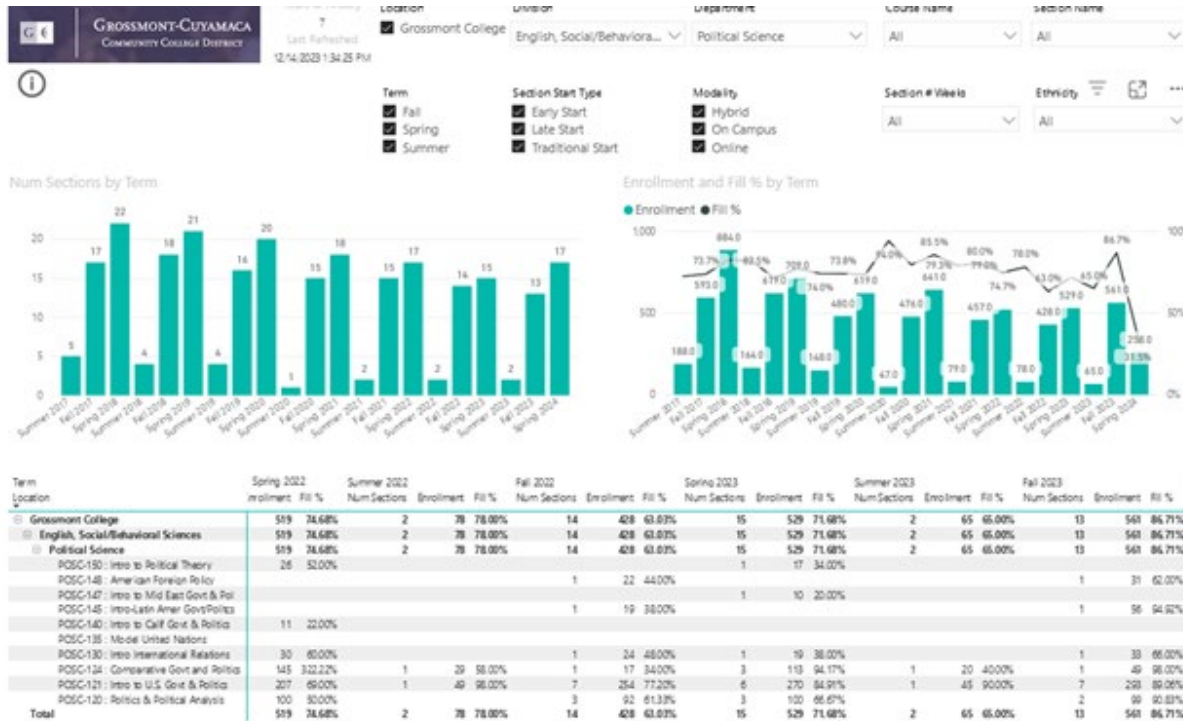
## Broad observations:

First, there is a greater need for courses to be offered online in Political Science. Political Science students overwhelmingly are selecting online courses as their preferred course modality. Until this changes, the college must allow faculty to teach more of their course load online, and protect lower enrolled in person courses.

Second, both programs are doing very well in meeting their enrollment fill% goals, but Economics is doing exceptionally well across the board. Both in-person and online courses are filling quickly, which will require additional sections and perhaps adjunct faculty to fill the void. Ultimately, both of these programs are serving the college and the division well, by providing above average enrollment numbers and helping fill classrooms.



## Political Science



**8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.**

FTE patterns in Economics have remained largely consistent in the past six years. For example, in the Fall 2017 FTE's in Economics was 567.20 and in the Spring of 2023 FTE's were 700.27. In the past six years, the Fall 2020 semester saw the highest FTE's in economics with 750.94. Economics is therefore close to approximating its highest FTE's semester in the past six years.

### FTEs Economics



FTE patterns in Political Science have also remained steady in the preceding six years through 2023. In the Fall of 2017, Political Science had an FTE of 514.60, reaching its highest point during the summer of 2020, with 705. The summer of 202 was an outlier year, as the range in the last six years has been from 514-637 in the Fall of 2023. The Fall and Spring of 2021 and 2022 respectively, were the lowest FTE points in the past six years with 466.23 in the Fall 2021 and 444.28 in the Spring 2022. However, by the Spring of 2023 FTE's in Political Science had climbed

## Political Science

to 519.60, and again, reaching 637.42 in the Fall 2023. We are very pleased with the increase in FTE in the political science program.

### FTEs Political Science

WSCH/FTEF by Term



### An Analysis of FTE and the Department of Political Economy and Course Offerings

In response to campus-wide enrollment declines over recent semesters, accelerated during the COVID-19 Pandemic, the number of sections we offer has declined as the administration, including the President, the Vice President of Academic Affairs, and the Dean have cut lower-enrolling sections which resulted in cutting most of our Friday, weekend, afternoon, and evening sections. However, in recent years the administration has allowed us to offer relatively low-enrollment sections of ECON 120 and ECON 121. We are even scheduling an ECON 120 TTH 5:30-6:50pm evening class to promote a “culture of evening classes” at Grossmont College. For many semesters these sections enjoyed something of a “protected status” in exchange for our agreement to offer higher course caps for higher enrolling sections. Between Fall 2020 and the Spring of 2023, because of the COVID-19 Pandemic, roughly three sections in Economics were cut, at times necessitating the increasing of student enrollment caps in remaining sections. However, in the Spring 2023, because of a significant increase in student enrollment, an additional ECON 120 course was added, and three new sections of Economics courses are being added for the Spring 2023 semester.

In Political Science, the new courses, POSC 145 Intro to Latin American Government and Politics, PSOC 147 Intro to Middle East Government and Politics and POSC 148 US Foreign Policy were rolled out in 2022 under less than favorable enrollment rates, again because of the pandemic. However, the department enjoyed much support from our Dean Agustin Albarran, now Vice President of Academic Affairs Albarran, in giving these new courses a chance at success. In the first try at enrollment, POSC 145 and POSC 148 had roughly twenty students enrolled. POSC 147 when introduced in the Spring 2023 had roughly ten students when offered as a Hyflex course. However, POSC 147 being taught as a Hyflex as opposed to online, was problematic as an overwhelming number of political science students are preferring online courses. In the Fall 2023, POSC 145 had over fifty students enrolled, and POSC 148 had thirty. As of enrollment now, POSC 147 for the Spring has fifteen. We are very appreciative that Dean Albarran allowed, but encourage us to experiment, and supported our efforts at creating new curriculum for our students and gave these new courses a fighting chance at success.

**8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.**

The Department of Political Economy has not received any Perkins funds as part of our budget. We have a department budget provided by the college of just over \$500 which is used for supplies (e.g., office printer

## Political Science

toner). We argue that the amount of money is not sufficient for our teaching needs as it only covers printing supplies.

**8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.**

The Department of Political Economy has not received any outside grants, awards, or donations. In the Spring of 2022, the Economics Program was awarded a RACE Mico Grant from the college in the amount of \$3000 to "support projects that would directly target, recruit, and retain students that have been disproportionately impacted during the pandemic." Dr. Crespo and Dr. Braunwarth took a political science cohort to Old Town San Diego to discuss the regions political history, institutions, and trajectory. Dr. Crespo took a cohort of students to the Cabrillo National Monument to talk about San Diego and American security.

## Human Resources

**8.5 How are you ensuring that part-time faculty are included in fulfilling the college's strategic plan and goals? How do they contribute to department level goals and objectives?**

Due to budget cuts and course reductions in the past six years, the Department of Political Economy has had minimul adjunct faculty. We are very pleased that in 2023-2024 we are able to recruit one new adunct in Economics are bringing two new faculty to Political Science. Our candidates are well-qualified, diverse, and are a welcomed addition to our department .

**8.6 How do you onboard new faculty (both full- and part-time)? For example, part-time faculty handbook sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources.**

Since the last program review the Department of Political Economy has hired one full-time faculty member (Ricardo Crespo in political science) and only one adjunct faculty in Economics (Naomi Probe). From 2019 through 2023 the hiring of adjunct faculty has been kept to a minimum because of lower enrollment due to the COVID-19 pandemic and subsequent course section reductions. For 2024 we will be hiring from our existing pool of adjunct faculty for economics and political science.

Our process for onboarding new faculty is collaborative. Because of the size of our department (five full-time faculty) our new hires benefit from one-on-one interactoins with questions related to syllabi information, navigating course outlines, available student services, studen learning outcomes, and institutional knowledge. Furthermore, our department engage in dialogue as to what is occuring in the classroom to identify what is working and areas to consider holistically especially in our teaching strategies for our culturally diverse students.

**8.7 What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?**

As of the Fall 2023 the Department of Political Economy does not anticipate any faculty retiring during the next review cycle.

**8.8 What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?**

As of 2023-2024 we have no plans to submit for a tenure track faculty position via the Staffing Committe or the Annual Unit Plan in either Economics or Political Science. Although circumstance including continued increase in student enrollment may result in the department reevaluating the need for an additional full-time faculty.

**8.9 Download the table to the right, fill it in, and upload here. Please list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers. Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed.**

[Question 8.9 Table.docx](#)

**8.10 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?**

As mentioned in question 8.9, the Department of Political Economy has no non-faculty staffers assigned to the department. Student teaching assistants, when hired assist in grading course work, particularly exams.

**8.11 How many of your faculty are receiving reassigned time? What projects are they involved in? In what ways does this impact your program?**

Currently, Dr. Ricardo Crespo is the only faculty receiving reassigned time. Dr. Crespo is currently serving as Department Chair with a course release of .40 (two courses). Dr. Crespo is also Grossmont College SDICCCA Internship Coordinator is to recruit and pair interns/mentees with mentors in their chosen fields to prepare them for a career at California Community Colleges. In addition to recruitment and placement, Grossmont College hosts a yearly workshop for all SDICCCA interns from over ten colleges. SDICCCA impacts our program in positive ways as it is one way that our department provides a service to the wider college by finding and placing interns across disciplines. In the last year we have placed interns in English, Counseling, History, Biology, and Library Sciences.

## SECTION 9 – SUMMARY AND RECOMMENDATIONS

---

**9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028).**

**9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028):**

The Department of Political Economy plays an important role in advancing Grossmont College's Strategic Goals. The following section outlines our department's contributions in supporting specific aspects of the Strategic Plan.

### **Educational Excellence**

The Economics and Political Science Programs advance educational excellence by having equity minded practices such as reducing the costs of course materials to students, providing one of the most successful transfer-oriented departments on campus, having consistently strong success and retention rates, providing new courses that speak to our students intellectual, academic, and career interests and goals. Our faculty are active in the college serving as faculty advisors and creating opportunities for students as is described in this program review. Our students attend the Oxford Study Abroad Program, we have created a Student Research Symposium and Journal of Politics, created a new major in Latin American Studies and created courses to meet the needs, curiosities, and intellectual vigor of our students.

### **Completion Culture**

Our department is one of the most successful departments in awarding transfer degrees. The Economics program routinely averages more than 200 transferable degrees, and Political Science, although a small program, awards 40 degrees per year. Our success and retention rates are near the top of the college. We are also beginning the process of establishing an Honors Program in our Department and ESBS Division to increase transfers to the University of California system. Our students are also drawn to our subject matter which, perhaps more than any other department on campus, speaks and addresses the challenges of war and peace, economic crisis, prosperity, inequality, democracy, and authoritarianism, and so much more. We also have created an Excellence in Political Science Award to help sustain morale, encourage our students with recognition of their achievements, and build their resumes. Some students have also worked with faculty on conference paper presentations and ongoing research.

### **Innovation & Effectiveness**

## Political Science

Our department is highly innovative. As mentioned throughout this program review our faculty are developing new courses, created a new major in Latin American Studies, participate in on campus events such as Latin American Heritage Month, Diversity and Teaching Showcases, work with our excellent FYE team to reach new students, reducing student costs to attend college, by lowering the costs of course materials and developing courses in which students will not have to pay for textbooks. Our Political Economy seminars not only address political and economic questions of academic interest but also expose students to new ideas, how to invest, questions about the environment, race and politics, foreign affairs, and the careers available to them so that they can succeed once they graduate from Grossmont College. We are also taking the lead in our much-neglected campus Study Abroad Program by introducing students to the Oxford Study Abroad Program and are in the process of developing an Honors Program for Economics, Political Science, and the ESBS Division.

### Operational Excellence

The Department of Political Economy are building relationships with other programs in communicating new course, student learning opportunities like documentaries and guest speakers, promoting clubs and organizations, and working with our partners to get the word out on any opportunities are working to share. Our faculty also contribute to sharing information on student services, like our Mental Health Services, our Counselors, ARC, Financial Aid, and attend Flex Week and other Professional development opportunities.

### Community Collaboration

Our faculty members are actively engaged in the college, academic, and broader public community. Dr. Ricardo Crespo was recently elected as the next Conference Program Chair and President of the International Studies Association-West (ISA-West) organization and has served on the ISA-West's Governing Board for several years. Dr. Crespo has also written opinion pieces for the San Diego Union Tribune and the Times of San Diego and appeared on local news to discuss current international events. However, it is Professor Ronald Bee who is a staple commentator on local news channels and radio. His decades of experience in foreign policy make him one of the most informed foreign affairs analysts in San Diego, and his commentary is a form of public services which is indispensable. Dr. Meyers was the SDICCCA Intern Coordinator for many years, a role now held by Dr. Crespo. Dr. Myers is currently associated with the Council on Foreign Relations. Furthermore, our faculty have a long history of volunteer work in our local communities, which you can see from our faculty contributions to table (found in question 7 of this review).

### 9.2 Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028).

#### Educational Excellence

Our department maintains that the following steps can be taken to advance our goal of educational excellence on campus. First, more financial assistance should be devoted to the intellectual development of faculty, either by supporting more travel to academic conference where the latest research and ideas are presented in our specific disciplines, or, that professional development funds be devoted for the purchase of the newest books to keep up to date with our course curriculum. Now, faculty can receive \$500 for conference travel per year, resulting in the faculty having to spend considerable sums of their money to attend conferences. More money should be devoted to the faculty who want to attend academic conferences as this is one of the strongest ways to remain relevant in our fields and support our students.

Second, as an institution we need to do more to support our extracurricular activist for students. For example, our Model United Nations course has never had the funds to travel to Model UN

## Political Science

competitions, which take place in New York City, or Washington D.C., or even, sometimes more local venues. Other Community Colleges support their Model United Nations, and their students get to experience the intellectual excitement of competitions, build their resumes, learn, and become more competitive in four-year universities and in their careers.

Third, our rules and procedures at times make it too strenuous to implement new educational opportunities for students. For example, introducing a new certificate, composed of existing courses should not take a year to be implemented.

Fourth, we need to build relationships with other four-year institutions. This cannot be a faculty driven effort alone, but rather a college wide effort to identify opportunities with other institutions so that they can complete their AA-T goals.

### **Completion Culture:**

Our department argues that to encourage a culture of completion we must be more flexible in meeting our students' educational needs, especially when it comes to their chosen method of modality of courses. Specifically, now students are largely choosing to enroll in online courses, but faculty are contractually limited to teaching only 70% of their total teaching load online. While this approach made sense in the pre-pandemic world, it is no longer valid. Departments, including our own, must have the flexibility in real time to establish the preferred modality that our students prefer so that they remain in college.

Second, while we all express hope that more and more students will return to campus to take in-person classes, departments face a dilemma. If a class is scheduled to be in-person, but has subsequent lower enrollment, the course may face cancellation. An approach that says we will have in-person courses regardless of broader enrollment and financial trends, will help foster a culture of completion by offering students the in-person courses students may want.

Third, we need to facilitate the implementation of ideas that help our students. It takes far too long to get a student who is selected to be a TA through the hiring process. We should be more flexible in finding student work positions for students, especially when our bureaucracy is overworked and understaffed.

Fourth, we also need to continue to protect our newer courses. New courses take time to be known to the broader student community. Offering a course once, but not offering it again because of lower enrollment, is no way to build the longevity of a course nor opportunities for students.

### **Innovation and Effectiveness:**

To advance the cause of innovation and effectiveness, our department recommends the following: First, decentralizing innovation and effectiveness by creating more informal gatherings where faculty can meet and discuss new teaching practices. While we recognize that there are formal venues where this happens, we suggest that departments be given some funds to invite faculty from other departments to a working lunch to simply discuss what they are doing in their classrooms.

Second, more collaboration across departments and disciplines on student events and opportunities can also foster innovation. We find that we learn much from our colleagues in other departments, and working on planning field trips, faculty panels, and other experiences will result in fostering a culture of innovation.

Third, the College could benefit from more emphasis on data collection, especially in attempting to figure out student behavior, on or off campus. Why are some students in East County not choosing Grossmont? What are they looking for? Is there a efforts to identify which high schools



## Political Science

would cooperate with Grossmont and would not? As a department, but also as a college we need to think more about how to reach out to communities which we can serve.

### Operational Excellence

To be more operationally effective our department believes that we should build our communication infrastructure to communicate with students more effectively. For example, it would be very helpful if we were to have an email list of all students who are Economic or Political Science majors. Having such a list would be helpful in communicating with all students, not just those on some courses but not others. As a department we also must contribute more to marketing ourselves and working with our colleagues in counseling and other departments to make our presence more well known on campus. We need to work more with our excellent First Year Experience team to reach out to students when enroll at Grossmont, and work with other campus leaders to reach out to students who may not know what can be done with an Economics or Political Science education. Ultimately, more communication and collaboration across disciplines and departments will go along way to increasing our operational excellence.

### Community Collaboration

Building relationships with other institutions of education in East County is important for growing our college and servicing our community. We must work further to build relationships with high schools, non-profit organizations, and local club organizations to build our presence in the region. Building relationships with high schools, to offer their students college courses while still in high school, does not only save students money, but will help in our enrollment. Their experience at Grossmont may even convince them to continue for two years and transfer as opposed to going directly to a four-year university.

Working with private organizations like the Rotary Club could help in gaining our students access to scholarships, or help promote our courses to the wider community, and maybe fundraise. We can also work with organizations like the San Diego World Affairs council to build bridges for our students and faculty. Reaching out to other organizations like local political offices, foreign consulates, and local museums to name some, could result in field trips and again, building relationships for our students.

We also should strive, not only as a department, but as a college to bring more guest speakers to campus, whether in-person or online. Not only can this increase the intellectual robustness of our campus by inviting other scholars and leaders with different ideas and perspectives; they might also open doors for our students.

### **9.3 Describe any concerns that may affect the program before the next review cycle such as addition of new programs, external changes, funding issues etc.**

The Department of Political Economy recognizes that in the coming years we will be faced with challenges facing higher education across the country. The increasing decline in attitudes supporting higher education and the perception of the politicization of the colleges, and education in general, may make it increasingly difficult to attract students. We also do not know how long the lingering effects of the COVID pandemic years will continue to influence higher education behavior. Is online education the inevitable norm, or will we return to a balance of on campus and online courses? Not surprisingly, our department is concerned about broader economic and political factors which may negatively impact funding at Grossmont College and our students' ability to learn. Finally, we are concerned about the growing impact of Artificial Intelligence (AI) on our students' coursework and the impact this may have on their development and education. While some in our academic community are more optimistic about the role in which AI can facilitate education, other are more suspect, and wonder if AI will take away some of that wonderful ability for creativity, to think, and reflect, and perhaps not develop sufficient qualitative skills of writing,



## Political Science

researching, and again, thinking. However, we also largely recognize that these concerns are out of our hands and will therefore continue to have dialogue about how to confront challenges as they emerge.

### **9.4 Make a rank ordered list of program goals for the next six-year cycle based on the current Strategic Plan (2022-2028).**

The following are goals which we have set for ourselves in the next two years. Furthermore, these are all important goals we have set for ourselves, and the order listed here does not reflect necessarily which is more important as the circumstances and timing will signal which goals need more attention than others at different times.

1. Work to expand the department's flexibility in offering online courses, and being able to teach those courses, even when it is above the 70% contractual limit.
2. Work to defend low enrolled new and in-person courses. If the college wishes to foster a return to campus, we must work to keep our initial new and in-person courses safe from cancellation even when not experiencing high enrollment. This limits the availability of our classes that most need it and will negatively impact student engagement and retention.
3. Build an Economics and Political Science Honors Program.
4. Continue to grow the Student Research Symposium and *Journal of Politics*.
5. Find more roles for department students, either as student tutors, Teaching Assistants, or department assistants.
6. Update SLOs and evaluations. Use these evaluations to improve student engagement, retention, and success.
7. Improve our department's marketing efforts on campus, and build further relationships with existing programs, offices, and leaders to integrate our department with the broader college community.
8. Participate in workshops, discussions, and training to support efforts to improve student equity, retention, and success, particularly for those groups currently experiencing low retention and success.
9. Work with the college on funding student centered programs like Model United Nations.
10. Collaborate with existing college leaders and organizations to reach out beyond our college to attract and recruit students.
11. Greater funding for conference attendance.
12. Revist the term length of the Department Chair, specifically, if the term should be longer than 2 years.

Name of Faculty	Activity and Year Brief Description	Teaching Development / Training	Professional Development	Campus Service	Community Service
V. Abundez-Guerra	Peer Online Course Review Training (POCR) Buy-In (2023) 6-week course. Learning how to make Canvas more accessible in order to guarantee students have access to high-quality online courses/content.	X			
V. Abundez-Guerra	Hy-flex Training (2023) 3 hour training. Learned how to use the technology associated with hybrid-flexible (Hy-flex) courses, which allows students more options in how they choose to take their classes.	X			
V. Abundez-Guerra	Webinar - <i>The Path Forward for Affirmative Action in Higher Education</i> (2023) 2-hour webinar. Attended a webinar hosted by the Boston Bar Association to discuss equity in light of the <i>Students for Fair Admission, Inc. v. President and Fellows of Harvard College</i> decision.	X	X		
V. Abundez-Guerra	ThRIVE Workshops (Thrive, Retain, Invest, Validate, Engage) (2023) 5, 1-hour Workshops (ongoing). Attending workshops which seek to raise equity and anti-racist mindsets.	X			
V. Abundez-Guerra	Mentor & Mentee Workshops (2023) 6, 1-hour Workshops (ongoing). Attending workshops in which established faculty provide me with resources and support to succeed as a new tenure-track faculty member.		X		
V. Abundez-Guerra	The Symposium (2023) 2-hour sessions (ongoing). Attending events of the local philosophy Club				
V. Abundez-Guerra	Judge at the Inaugural Philosophical Tournament amongst SDICCCA area schools Students invited to compete/ tournament was started and held at Grossmont in October 2023 Schools: Mesa, Miramar, Grossmont, MiraCosta			X	X
E. Burke	Co-Chair of Community Committee at her children's school (Warren Walker) ongoing				X
E. Burke	Co-hosted a field trip for faculty at local Buddhist temple (Van Hanh temple) 2023	X			

E. Burke	Hosted multiple trainings for instructors teaching in the Hyflex modality 2022-2023	X			
E. Burke	Helped organize all the Native American Heritage Month activities (library display, opening ceremony, 3 lecture-series on various topics) 2023			X	
E. Burke	Organized an inter-disciplinary conversation on the hijab protests in Iran with Prof Crespo from Pol Sci and Prof Bahrami from Music	X			
E. Burke	Completed the POQR training 2022		X		
E. Burke	Submitted RELG 130 for POQR badging - first course at our campus to be badged 2023		X		
E. Burke	Created ZTC curriculum for 3 courses (RELG 150, RELG 130, RELG 175) through the ZTC/OER program 2021-2023	X			
E. Burke	Organized two PD workshops for instructors on the religious diversity of El Cajon 2022	X			
E. Burke	Faculty Advisor Interfaith Dialogue Club (FA23 start)			X	
P. Grosse	Hyflex trained (is certified to teach in the Hyflex modality) 2023		X		
P. Grosse	The Symposium 2-hour sessions (ongoing). Attending events of the local philosophy Club		X		
P. Grosse	DE Certified		X		
<b>Name of Faculty</b>	<b>Activity and Year Brief Description</b>	<b>Teaching Development/ Training</b>	<b>Professional Development</b>	<b>Campus Service</b>	<b>Community Service</b>
B. Hoaglin	Hyflex trained (is certified to teach in the Hyflex modality) 2022		X		
B. Hoaglin	DE Certified		X		
J. Scholte	DE Certified		X		
J. Scholte	Reverend of Arcadia Community Church at Arcadia, CA				X
J. Scholte	Conducted a Discussion about Christianity and Islam at Grossmont 2020	X			
L. Parello	POQR Training in Progress started 9/2023	X			
L. Parello	Accessibility Workshop with Adelle Roe 2023	X			
L. Parello	Participation in ZTC Pathway Grant, PHIL was granted 20k to set up a pathway in collaboration with other community colleges		X	X	

	2023				
<b>L. Parello</b>	Member of Technology Committee 2023			X	
<b>L. Parello</b>	The Symposium 2-hour sessions (ongoing). Attending events of the local philosophy Club		X		
<b>T. Whaley</b>	DE Certified	X			
<b>T. Whaley</b>	The Symposium 2-hour sessions (ongoing). Attending events of the local philosophy Club		X		
<b>T. Whaley</b>	Judge at the Inaugural Philosophical Tournament amongst SDICCCA area schools Students invited to compete/ tournament was started and held at Grossmont in October 2023 Schools: Mesa, Miramar, Grossmont, MiraCosta			X	X
<b>Name of Faculty</b>	<b>Activity and Year Brief Description</b>	<b>Teaching Development/ Training</b>	<b>Professional Development</b>	<b>Campus Service</b>	<b>Community Service</b>
<b>J. Yang</b>	API Committee Served as co-chair since 2020 helped organized FAHM and AANHPI Heritage Month events for the past eight semesters. (highlights: Squid Games Day, BTS KBBQ Day, The Meaning of API presentation, and helped organize Grossmont College's very first API Graduation in SP23)			X	X
<b>J. Yang</b>	Academic Senate Officer at Large since FA 21 Assist Academic Senate President in running meetings, deciding committee and task force appointments, and interpreting 10+1 matters Co-wrote Resolution against Anti-AAPI Racism concerning the anti-Asian sentiment arising from Covid Wrote and passed "Students Thrive at 35!"			X	
<b>J. Yang</b>	Advisor Symposium (began in 2006) We meet every two to three weeks to discuss philosophical topics and eat pizza. Topics range from whether AI is conscious to causal determinism to justice.			X	
<b>J. Yang</b>	Co-Advisor: SOGI Club (LGBTQ+ Club) since FA23 Proctors SOGI Study Hall every Wed in 53-551A and always brings Mary's donuts. Last semester, we had Karaoke and Game Night. We also had a Friendsgiving in November and a Winter Potluck in December.			X	X

<b>J. Yang</b>	Assisted with our Gayla Graduation in SP23 at the Center in Hillcrest.			X	X
<b>J. Yang</b>	Co-Chair (2019) and then Chair of PHIL and RELG (since SP23) Advocacy for both disciplines, development of PHIL as a flourishing discipline in accord with national and statewide enrollments; participation in Chairs meetings; Run department meetings and encourages Hyflex and POQR training	X		X	
<b>J. Yang</b>	AFT 1931 Member since 2007? (When AFT was certified) Coordinator - "Reproductive Rights Advocacy and Gender Equity" Committee Co-wrote Resolution against Anti-AAPI Racism			X	X
<b>J. Yang</b>	Curriculum Committee since 2023			X	
<b>J. Yang</b>	POQR and Hyflex Trained and DE trained	X			
<b>J. Yang</b>	Participated in Equity Workshops run by Dean of Student Success and Equity (last time SP23)	X	X		
<b>Totals</b>	Please count and provide total for each of the 4 categories	19	15	15	9

# **Six Year Program Review Committee Questions**

Political Economy

## Questions

---

### Questions: Section 1 - Overview

**F2F:** Please upload the previous cycle commendations and recommendations to the document repository within Nuventive Section

**F2F** In addition to uploading the document (above), please address each individual recommendation from the previous cycle. Provide examples of work that has been done and what still needs to be done.

Curious about the name "Political Economy vs Political Science". Is there a reason for this rather than what's common in other institutions?

### Questions: Section 2 - Curriculum Development and Academic Standards

No Questions.

### Questions: Section 3 - Student Learning Outcomes (SLOs)

Congrats on high success rates.

3.1a is partially answered in 3.1b so I am looking at the section answers holistically.

Great job in revising your assessment schedule.

Is the department using only quizzes and exams for assessment? I read in section 3 that you would like to try different types of assessments, and I highly encourage implementing authentic assessments in high-impact classes. What are some ideas the department has discussed for different types of assessment activities? For example, discussions and debates, written submissions or oral presentations?

Another question I'd like to discuss, you mentioned not wanting to standardize assessments, and that is an understandable point. Has your department considered creating a shared rubric rather than sharing the assessments themselves? For example you might consider the ways to measure rather than sharing a standardized assignment per se.

### Questions: Section 4 - Faculty & Staff Support Services and Facilities

4.2 (yes): You mention that students are preferring to take courses online rather than on-campus. Could this be due to limited number of sections for a single course or because of the time of day a course is offered?

**F2F:** \*Addressing the response to question 4.2\* Can you give us more detail about your response to question 4.2 where you state, "We also would like to add that if our policy is to encourage more in-person courses, the college should protect low enrolled in-person courses/sections. Knowing that courses will be cancelled dampens the ability to experiment with different times, dates, and days to offer courses when scheduling. Scheduling in-person sections knowing they have little chance of remaining scheduled raises challenges for students and for faculty alike. Furthermore, the impetus cannot be placed solely on the individual faculty to promote and recruit students. It must be a partnership between the faculty, department, and the college."

4.3: Are the course increases for online classes taking place in lower level/GE requirement classes or is it across the board?

### Questions: Section 5 - Student Equity and Success

5.1: Very exciting to hear that enrollments have increased so much! You mention that the offerings are also lower than in recent years. I'd credit this enrollment increase to having fewer offerings in the political science program. This may be a simpler explanation since you argue that student enrollment overall is increasing. My question is in regards to increasing offerings from 13 to 15 courses. Where are you in this process? How much support or push back have you received? Thank you!

**F2F:** Can you explain more about the 70% online course load. What would you like to see happen?

5.1: Economics 215 will be offered 100% online? All sections? We trust that you know what is the best modality for a new course. This section discusses lots of DE changes made to accommodate the preference of students. How well/often will these online courses be reviewed to ensure your departments standards are being met? As a committee we focus on finding ways to commend programs for their evolving their craft. If your department has found a way to meet students needs, we'd like to write a commendation for this.

**F2F:** What is ECON 215? Why did you decide to add it?

5.4: I agree that there doesn't appear to be any significant difference in success rates among the groups you're evaluating, but what do you credit to having little to no difference? In this section you gave details that were evident

## Committee Questions

from the graphs you observed, I'd like to hear more about how this program has been successful in retaining students. You have been very successful in both programs, please detail what you credit for this.

### Questions: Section 6 - Student Support Services

6.0 It's clear that your department understands the importance of student services and its relationship to student success, and that you are doing a thorough job of getting the word out. I've noticed in several departments that the Success Coaches are less utilized (per the survey). Do you think students understand what a Success Coach is and how they might benefit from one? What is your experience, anecdotally?

### Questions: Section 7 - On-Campus & Off-Campus Activities

No questions for this section

### Questions: Section 8 - Fiscal & Human Resources

No questions in this section.

### Questions: Section 9 - Summary and Recommendations

Have you spoken to your Dean about finding other financial sources to support the PD of your faculty? Model UN competitions sound like they'd be an excellent opportunity for your students. Are there other ways to raise money for this? Or other funding sources you can look into? How do other CCs pay, do you know?

**F2F:** Do you have a student club that can do fundraising for attending Model UN events?



**PROGRAM REVIEW COMMITTEE  
SUMMARY EVALUATION**

*The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.*

**The Program Review Committee commends the department for:**

1. Creating a new certificate in Middle Eastern Studies
2. Establishing the "Study Abroad" program with Oxford Study Abroad Program & continuing to honor Brian Jennings with "Political Economy" week
3. Responding to student interests by creating the Latin American Studies major
4. Completing your SLO work and creating a schedule to stay on track

**The Committee recommends the following:**

1. Provide professional development for the Hyflex modality, and consider offering Hyflex courses based on students' needs
2. Faculty participation in "POCR Buy-in" program to improve Canvas course uniformity
3. Build an Economics and Political Science Honors Program
4. Continue to grow the Student Research Symposium and Journal of Politics

---

College President

---

Program or Department Chair

---

Academic Program Review Chair

**POLITICAL ECONOMY**

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2018-19	71.0	512.7	77.1	490.7
2019-20	73.8	446.1	73.5	466.1
2020-21	79.3	494.0	85.5	538.3
2021-22	80.0	466.2	75.7	444.3
2022-23	63.3	444.7	71.6	519.6