#6

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

POSC

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Josh Franco, Ph.D.

Q3 Dean/Manager:

Alicia Munoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

New course created: POSC 170 Introduction to Political Science Research Methods (Goal #3 from 2019 Program Review). Additionally, an Open Education Resource textbook for POSC 170 has been authored by the full-time faculty member. This OER textbook was funded by a $20,000 grant from the Academic Senate for California Community College's secured by the full-time faculty member.

Updates to the POSC Program, Program Learning Outcomes (Goal #1 from 2019 Program Review), and all POSC Course Student Learning Outcomes (Goal #2 from 2019 Program Review) have been submitted to Curriculum Committee by January 31, 2020.

Grant awarded from Foundation for Grossmont Cuyamaca Colleges secured for STATA 16 software, which is similar to R Studio, to provide active and project based learning (Goal #4 from 2019 Program Review) in POSC courses.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

No

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

I have consulted with SLO Coordinator about updating all POSC Course SLOs in spring 2020 for implementation in fall 2020.

Q8 3. Does your department or discipline offer any degrees and/or certificates?

Yes

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

I have mapped CSLOs onto PLOs. However, I need to clarify the assessments used to measure the CSLOs.I would like to participate in any mapping projects that the college is supporting faculty to partake in.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

No

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

No

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Overall, the success rate has ranged from 70% to 85%. There was a decrease from 85% to 72% from spring 2018 to spring 2019. I attribute this decrease to my newness as a full-time faculty member.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

I believe we can achieve 77% course success rates by: 1) emphasizing early engagement and alert of students who are not completing all assessments on time; 2) encouraging students to seek tutoring from the Writing Center and Academic Resource Center; and 3) increasing clarity of assessment instructions and rubrics.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Using spring term data, the success rate for males (70%) is lower than females (73%). Success rate for African-American/Black was 81%, 33% for Asians, 40% for Filipino, 75% for Latino/Hispanic, 50% for Pacific Islander; 69% for White, and 90% for Multiple Race/Ethnicity.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

Newness of full-time faculty member.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

Five steps: 1) emphasizing early engagement and alert of students who are not completing all assessments on time; 2) encouraging students to seek tutoring from the Writing Center and Academic Resource Center; and 3) increasing clarity of assessment instructions and rubrics; 4) in consultation with Institutional Effectiveness, conduct a "Needs Assessment" survey in each of my courses; 5) hire part-time faculty who can energetically and dynamically engage the student body of our campus.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?   **Respondent skipped this question**

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

I am in the process of reforming the AA-T for Political Science. I am reaching out to my colleagues in our disciplines about creating specific emphases that span different disciplines. Additionally, I have reached out to Work-Based Learning Office to garner their feedback.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.   **Respondent skipped this question**

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?   **Yes**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?   **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?

Yes, there are differences in success rates between face-to-face and online courses. In spring 2019, the success rate for face-to-face was 74% and 67% for online.

I have completed @ONE Introduction to Online Teaching and Learning and @ONE Online Education Standards and Practices courses. Additionally, in fall 2019, I completed the @ONE Peer Online Course Reviewer course to make my courses meeting the Online Education Initiative Rubric. This should help in ensuring course design better meets the needs of students.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

For my online POSC courses, students complete at least 2 assessments per week that requires me to manually evaluate and provide feedback. Additionally, I have a schedule of announcements to remind students of upcoming due dates.

Additionally, I have purchased Dragon Dictation software which allows me to speak and have it converted into text. This allows me to more quickly provide detailed feedback to students.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Update Program Learning Outcomes to better align with Institutional Learning Outcomes

Q26 Which College Strategic Goal does this department goal most directly support?   **Guided Student Pathways**

Q27 Please describe how this goal advances the college strategic goal identified above.

PLOS are the nexus between ILOs and CSLOs. It is important that PLOS are aligned with ILOs and help inform CSLOs.

Q28 Goal Status   **Completed**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal:

POSC PLOs have been updated and will be submitted to the Curriculum Committee by February 14, 2020.

Q30 Do you have another goal to update?   **Yes**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated?   **Respondent skipped this question**

Q33 Do you have another goal to update?   **Respondent skipped this question**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

POSC: Update Course Student Learning Outcomes for the current five POSC courses listed in the catalog

Q35 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q36 Please describe how this goal advances the college strategic goal identified above.

Clear CSLOs important for guiding faculty and students in achieving measurable outcomes.

Q37 Goal Status   **Completed**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal:

Updated CSLOs for all POSC courses will be submitted to Curriculum Committee by February 14, 2020.

Q39 Do you have another goal to update?   **Yes**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated?   **Respondent skipped this question**

Q42 Do you have another goal to update?   **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:

POSC: Create an Introduction to Political Science Research Methods course

Q44 Which College Strategic Goal does this department goal most directly support?   **Guided Student Pathways**

Q45 Please describe how this goal advances the college strategic goal identified above.

Guided Student Pathways can benefit from a "capstone" like course that helps student crystalize their knowledge, skills, and abilities related to a discipline.

Q46 Goal Status   **Completed**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal:

POSC 170 was created in spring 2019 and updated in fall 2019. I will be teaching the course for the first time in spring 2020.

Additionally, I secured a grant from the Foundation for Grossmont and Cuyamaca Colleges to purchase STATA 16 software to help train students in POSC 170 course in quantitative data analysis interpretation.

Q48 Do you have another goal to update?   **Yes**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated?   **Respondent skipped this question**

Q51 Do you have another goal to update?   **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:

POSC: Integrate active learning and project based learning into POSC courses

Q53 Which College Strategic Goal does this department goal most directly support?   **Student Validation and Engagement**

Q54 Please describe how this goal advances the college strategic goal identified above.

Active learning and project based learning assessments offer students the opportunity to demonstrate their knowledge, skills, and abilities that moves beyond the traditional memorization that is required by traditional quizzes and examinations. In my courses, project based learning is embodied by the Public Policy Project. This 8 week projects carefully walks students through analyzing a public problem of their choosing. This validates them and their concerns and encourages them to develop practical KSAs that can be used at the 4-year university and in professional policy making settings.

Q55 Goal Status   **Completed**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal:

I completed Hacking Project-Based Learning professional development course, provided by SDSU extension class and taught by Donna Hajj in spring 2019.

I refined my Public Policy Project and Simulation learning modules with clear instructions, rubrics, and timelines.

I created Advanced Opportunities - Co-author Public Policy Blog Post or Co-author Open Education Resource for returning students.

I created SIM 2 - Status Quo and ABM - Agent Based Models modules for returning students.

Q57 Do you have another goal to update?   **No**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated?   **Respondent skipped this question**

Q60 Do you have another goal to update?   **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q63 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated?   **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?   **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Undergraduate Research Opportunities

Q70 Which College Strategic Goal does this department   **Student Validation and Engagement**
goal most directly support?

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

Undergraduate research opportunities for community college students offer an opportunity for students to expand knowledge, skills and abilities (KSAs) and prepare them for research opportunities at their 4-year transfer institution. An important part of validating and engaging students is working with them one-on-one and in smaller group settings to foster their interest in research and develop their KSAs.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q73 Action steps for this year:

1) Create a Research Opportunity module for returning students to complete in lieu of another assessment.
2) Offer POSC 170 course each semester to provide students a practicum to work one-on-one with the professor and in smaller group settings with their peers in conducting research of political phenomena of interest.
3) Create a POS directed studies course that allows for students to earn units for working with a POSC professor on a research project.

Q74 How will this goal be evaluated?

1) Number of students successfully completing the Research Opportunity module
2) Number of students successfully complete POSC 170 course
3) Number of students successfully completing POSC directed studies course

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Q75 Do you have another new goal?

Yes

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Support the Political Science Club

Q77 Which College Strategic Goal does this department goal most directly support?

Student Validation and Engagement

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

Clubs and organizations serve as important extracurricular opportunities for students to develop communication, organization, and leadership skills. The Political Science Club was established in fall 2019 and I am serving as its Faculty Advisor. My goal is to increase student engagement in the club by supporting the club members with timely advice, feedback, and guidance so they can grow the club and its participation in campus events, activities, and governance.

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q80 Action steps for this year:

1) Support current leaders of the club by attending meetings, advising them, and supporting their efforts
2) Foster student interest in the club by advertising to students enrolled in POSC courses

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Q81 How will this goal be evaluated?

1) Is the club active through spring 2020 and fall 2020?

Q82 Do you have another new goal?　　　　**Yes**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Establish POSC AA-T Degree as a Zero Textbook Cost Degree program

Q84 Which College Strategic Goal does this department goal most directly support?　　　**Organizational Health**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

The organizational health of the college relies, in part, on robust enrollment. To contribute to enrollment goals, I will work to establish POSC as a Zero Textbook Cost Degree program. In the California Governor's 2020-2021 Proposed State Budget, he proposed Zero-Textbook-Cost Degrees — An increase of $10 million one-time Proposition 98 General Fund to develop and implement zero-textbook-cost degrees using open educational resources.

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:　　**Respondent skipped this question**

Q87 Action steps for this year:

1) Identify zero textbook cost (ZTC) materials for all POSC courses offered
2) Coordinate with faculty in other disciplines whose courses are listed in the POSC AA-T Program about identifying ZTC materials
3) Apply for a ZTC grant from the CCCCO

Q88 How will this goal be evaluated?

1) # of courses listed in POSC AA-T program that are ZTC compliant

Q89 Do you have another new goal?　　　　**Yes**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:

Support New and Continuing Part-Time POSC Faculty

Q91 Which College Strategic Goal does this department goal most directly support?

Student Validation and Engagement

Q92 Please describe how this goal advances the college strategic goal(s) identified above.

Part-time faculty are critical partners in creating an educational experience and college community that encourage students to feel welcomed and engaged.

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q94 Action steps for this year:

1) Support my San Diego Imperial Counties Community College Association (SDICCCA) Fellow, Jereme Umali, and he teaches his first college course
2) Support our new part-time POSC faculty Homayra Yusufi and Elizabeth Nash by serving as a resource and provide timely responses to their questions
3) Work with our continuing part-time POSC faculty

Q95 How will this goal be evaluated?

1) How do the part-time faculty feel about being supported in and out of the classroom
2) How students view part-time faculty

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

No

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?

Respondent skipped this question

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?

Respondent skipped this question

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?

Respondent skipped this question

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?

Respondent skipped this question

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?

Respondent skipped this question

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review