

# #20

**COMPLETE**

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## Page 1: I. Program Overview and Update

### Q1 Department(s) Reviewed:

ANTH and POSC

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### Q2 Lead Author and Collaborators:

Josue Franco and Rachel Jacob-Almeida

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### Q3 Dean:

Alicia Munoz

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**Q4 Program Update (Required):** Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

POSC: Hire of Full-Time Faculty—As of Spring 2019, the Political Science program has a full-time, tenure-track faculty member. Dr. Josh Franco joins the Cuyamaca College faculty after earning his Ph.D. in political science from the University of California, Merced.

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## Page 2: IIB. Student and Program Learning Outcomes

**Q5** Do you have an assessment plan on file with 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](mailto:tania.jabour@gcccd.edu). **No**

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**Q6** Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

ANTHRO: Only data for ANTH-120 SLOs appear in the Trackdat report. Success rates are around 70% for all SLOs, with the exception of FA15 SLO 1 assessment, for which success rate was 52%.

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## Instructional Program Review Annual Update

**Q7** Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **No**

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**Q8** Are the PLOs mapped onto the course SLOs? **No**

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**Q9** Discuss your assessment plan for the PLOs.

ANTH: The chair of the H/SBS department will meet with the SLO Coordinator during Spring 2019 to receive assistance on this data for Anthropology

POSC: Review how PLOs connect to ILOs. Review how CSLOs connect to revised PLOs

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Page 3: IIB. Student Achievement

**Q10** How has the program's success rate changed over the past year?

ANTH: Success rates have varied between 60% to mid-70%. The highest success rates were in FA15 (72%) and SP17 (74%), and the lowest were in FA13 (62%), SP16 (52%) and FA17 (64%). In SP18, the success rate was 71%. Success rates have thus varied somewhat widely over the last five years.

POSC: According to data available at <https://www.cuyamaca.edu/college-info/planning/arts-humanities-social-sciences-iese-pr-current.aspx>, it appears that success rates have steadily increased over the last five years.

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**Q11** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

ANTH: The success rates for Anthropology have varied between 52% and 74% just over the last two years, and between 64% and 71% just in the last year. Based on this wide fluctuation, a realistic and good goal would be to keep the success rate steady and in the high 60 to low 70% over the next two semesters.

POSC: POSC Courses have a success rate at or above the college's 77% goal.

The goal for POSC course success rate for AY2019-2020 is 85% or higher. This rate is above the college's state goal, and at or near prior year success rates for all POSC courses.

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## Instructional Program Review Annual Update

### **Q12** Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

ANTH: The success rates of African American students has fluctuated a bit over the last five years, ranging from a success rate low of 0% in FA17 to 40% in FA13 to a high of 100% in FA15. The fact that 0% of 5 enrolled African Americans succeeded in FA17 is worrisome; the success rate increased to 67% of 6 enrolled African American students in SP18 (compared to the program's 71%). The success rates of Hispanic/Latinx students have tended to stay at success rates similar to those of the program overall, however in the last two years their success rates have dipped below the program overall. In FA16, for example, the success rate was at a low of 42% (compared to the program's 52%), and in FA17 it was at 57% (compared to the program's 64%). White students have tended to perform above the program overall. In SP18, for example, white students had a success rate of 80% (compared to the program's 71%) and in FA17, white students had a success rate of 83% (compared to the program's 64%). These are equity gaps that must be addressed.

POSC: It appears that women have a slightly higher success rate than men (86 versus 83 during Spring 2018). Between racial/ethnic groups, African-Americans have a slight lower success rate than other groups. For example, during Fall 2017, the group's rate was 74% compared to 80% or higher for Latinos.

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### **Q13** What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

ANTH: The biggest factor is likely the fact that there is no full-time anthropology instructor. There is only one part-time instructor who teaches all anthropology courses, and he likely has to teach at other institutions as well in order to pay his bills.

POSC: Program factors can range from a lack of full-time faculty, consistency of course offerings, timing of course offerings in given semester, modality of courses (face-to-face or distance education), or lack of early identification and outreach to students who appear to be struggling in courses.

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### **Q14** What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

ANTH: I (Rachel Jacob-Almeida) will meet with the adjunct instructor to discuss the equity gaps and identify strategies to close them. The fact that part-time faculty are going to be paid for office hours for the first time this semester is a step in the right direction to help students and thereby improve student success rates.

POSC: The new full-time POSC faculty member will take four steps to address equity gaps. First, I have adopted the motto "With you every step of the way" to send a clear signal to each student that my goal is their success in any POSC course. Second, establish rapport with each student by learning their name, major, college goal (i.e. AA, AA-T, certificate, etc.) Third, implement an early identification and outreach to students through email, phone, and text message. And finally, utilize Canvas for face-to-face courses to identify and conduct targeted outreach to students who are waiting until due date to complete assignments, complete assignments late, or are missing assignments.

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### **Q15** How do these activities align with the goals set forth in your last comprehensive program review?

ANTH: There has not been a comprehensive program review for Anthropology in the last four years.

POSC: Comprehensive Program Review was conducted prior to arrival of full-time faculty and will be re-evaluated

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## Instructional Program Review Annual Update

**Q16** 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. You can upload PDF, Word, and image files. **Respondent skipped this question**

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### Page 4: Distance Education

**Q17** Does your program offer any courses via distance education (online)? **Yes**

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### Page 5: Distance Education Course Success

**Q18** Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

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**Q19** If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

POSC: Success rate differences are significant ranging from 20-30% differences.

New full-time POSC faculty member has already completed @ONE training and will complete Cuyamaca College Teaching With Canvas during spring 2019.

Implement student outreach plan that consists of weekly faculty-initiated outreach (via email, phone, or text) to each student, with the goal of directly communicating with each student (in addition to normal face-to-face interactions during class or online interactions) by the end of the 4th week of the semester.

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### Page 6: IV. Previous Goals: Update (If Applicable)

**Q20** Would you like to provide an update for your previous program review goal(s)? **Yes**

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### Page 7: Previous Goal 1

**Q21** Previous Goal 1:

POSC: The previous goal from 2017-2018 Annual Update was the hiring of a full-time, tenure-track faculty in the discipline. This has been accomplished through the hard work of the Search Committee during fall 2018.

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**Q22** Link to College Strategic Goal(s): **Organizational Health**

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**Q23** Goal Status **Completed**

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## Instructional Program Review Annual Update

**Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Completed. Dr. Josh Franco was hired and started spring 2019

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**Q25** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q26** Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

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**Q27** Do you have another goal to update? **Yes**

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Page 8: Previous Goal 2

**Q28** Previous Goal 2: **Respondent skipped this question**

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**Q29** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q30** Goal Status **Respondent skipped this question**

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**Q31** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

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**Q32** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q33** Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

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**Q34** Do you have another goal to update? **No**

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Page 9: Previous Goal 3

**Q35** Previous Goal 3: **Respondent skipped this question**

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**Q36** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q37** Goal Status **Respondent skipped this question**

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## Instructional Program Review Annual Update

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**Q38** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

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**Q39** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q40** Please provide the goal action steps for the year (previously "Activities"):  
**Respondent skipped this question**

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**Q41** Do you have another goal to update? **Respondent skipped this question**

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Page 10: Previous Goal 4

**Q42** Previous Goal 4: **Respondent skipped this question**

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**Q43** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q44** Goal Status **Respondent skipped this question**

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**Q45** How was the goal evaluated? If the goal is "in progress," how will it be evaluated? **Respondent skipped this question**

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**Q46** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q47** Please provide the goal action steps for the year (previously "Activities"):  
**Respondent skipped this question**

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Page 11: V. New Goals (If Applicable)

**Q48** Would you like to propose any new goal(s)? **Yes**

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Page 12: New Goal 1

**Q49** New Goal 1:

POSC: Update Program Learning Outcomes to better align with Institutional Learning Outcomes

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**Q50** Link to College Strategic Goal(s): **Guided Student Pathways**

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## Instructional Program Review Annual Update

**Q51** Please provide the rationale for this goal:

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

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**Q52** Please provide the goal action steps for the year (previously "Activities"):

Create a table of current ILOs and current PLOs

Update PLOs so they informed by the current state of the political science discipline and professional opportunities for degree holders

Submission of updated PLOs to Curriculum Committee for adoption by Fall 2019 or Spring 2020

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**Q53** How will the goal be evaluated?

Completion of goal by next AU submission

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**Q54** Do you have another new goal?

Yes

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Page 13: New Goal 2

**Q55** New Goal 2:

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

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**Q56** Link to College Strategic Goal(s):

**Guided Student Pathways** ,  
**Student Validation and Engagement**

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**Q57** Please provide the rationale for this goal:

With the arrival of a new full-time POSC faculty, the current CSLOs will be reevaluated. The goal is to align CSLOs with PLOs but that CSLOs are rooted in Bloom's Taxonomy, achievement of CSLOs can be measured subjectively and objectively, and CSLOs are informed by the current state of the political science discipline and professional opportunities for degree holders

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**Q58** Please provide the goal action steps for the year (previously "Activities"):

Create a table of CSLOs for each POSC course

Use Bloom's Taxonomy's to create Cognitive Process oriented CSLOs

Submission of updated CSLOs to Curriculum Committee for adoption by Fall 2019 or Spring 2020

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**Q59** How will the goal be evaluated?

Completion of goal by next AU submission

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## Instructional Program Review Annual Update

**Q60** Do you have another new goal?

**Yes**

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Page 14: New Goal 3

**Q61** New Goal 3:

POSC: Create an Introduction to Political Science Research Methods course

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**Q62** Link to College Strategic Goal(s):

**Guided Student  
Pathways**

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**Q63** Please provide the rationale for this goal:

The discipline of political science is rapidly evolving. Political science prides itself on being a "borrowing" discipline in that we are informed by a variety of fields, from biology (biopolitics), cognitive science, psychology, sociology, history (ex. American Political Development), mathematics (formal modeling), statistics/econometrics, and network science (political networks). Currently, 16 California community colleges have an Introduction to Political Science Research Methods. But none of these are in San Diego county. Given the college's proximity to SDSU and UCSD and UCR, this course can meaningful prepare students for undergraduate research with faculty at their transfer institution.

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**Q64** Please provide the goal action steps for the year (previously "Activities"):

Collaborate with full-time POSC faculty at Grossmont College  
Collect Course Outlines of Record of the 16 other CCCs that have a similar course  
Develop a Course Outline of Record draft  
Submission of new Course to Curriculum Committee for adoption by Fall 2019 or Spring 2020

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**Q65** How will the goal be evaluated?

Completion of goal by next AU submission

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**Q66** Do you have another new goal?

**Yes**

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Page 15: New Goal 4

**Q67** New Goal 4:

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

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## Instructional Program Review Annual Update

**Q68** Link to College Strategic Goal(s):

**Guided Student Pathways**,  
**Student Validation and Engagement**

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**Q69** Please provide the rationale for this goal:

Active and project-based learning have been shown to engage all student populations, so these formats will address equity gaps and increase student engagement. Updating course curriculum content is an essential part of active learning and project-based learning. Active learning and project based format can increase student engagement, retention and success.

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**Q70** Please provide the goal action steps for the year (previously "Activities"):

1. Complete Hacking Project-Based Learning professional development course, provided by SDSU extension class and taught by Donna Hajj.
  2. In SU19, use student feedback from SP19 to plan active and project-based learning
  3. Develop pre-test and post-test student surveys to assess student growth
  4. Install R and R Studio on computer lab computers (see Technology Request Form)
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**Q71** How will the goal be evaluated?

Active and Project-Based Learning will be part of POSC courses in FA19. This will include installation of R and R Studio on computer lab computers (see Technology Request Form)

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Page 16: VI. Resources Needed to Fully Achieve Goal(s)

**Q72** Is the program requesting resources this year to achieve this goal? **Yes**

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Page 17: V. Faculty Resource Needs

**Q73** Are you requesting one or more faculty positions to achieve this goal? **No**

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Page 18: Faculty Position Request(s)

**Q74** Please remember to complete the Faculty Position Request Form (accessible [here](#), under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located [here](#) (under Staffing Request Information). Brief Description of the Position Requested:

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**Respondent skipped this question**

## Instructional Program Review Annual Update

**Q75** Faculty Position Request 1 - Related Program Goal(s):

Respondent skipped this question

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**Q76** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

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**Q77** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

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**Q78** Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

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**Q79** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

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### Page 19: VI. Classified Staff Resource Needs

**Q80** Are you requesting one or more classified positions to achieve this goal?

No

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### Page 20: Classified Staff Position Request(s)

**Q81** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

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**Q82** Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

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**Q83** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

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## Instructional Program Review Annual Update

**Q84** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

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**Q85** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

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**Q86** Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

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**Q87** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

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**Q88** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

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### Page 21: VII. Technology Resource Needs

**Q89** Are you requesting technology resources to achieve this goal? **Yes**

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### Page 22: Technology Request(s)

**Q90** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: [Technology Request Form](#)

Description:

**POSC: Installation of R and R Studio on computer lab computers**

One time or On-going

**On-time installation, then automatic updates**

Amount Requested \$

**\$0 request since softwares are open-source and free**

Related Program Review Goal(s):

**New Goal 4**

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**Q91** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: [Technology Request Form](#)

Respondent skipped this question

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Page 23: VIII. Perkins and Strong Workforce Resource Needs

**Q92** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **No**

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Page 24: Perkins Request and Strong Workforce

**Q93** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

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**Q94** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle. **Respondent skipped this question**

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Page 25: IX. Supplies/Equipment Resource Needs

**Q95** Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

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Page 26: Supplies/Equipment Request(s)

**Q96** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

|                                 |  |
|---------------------------------|--|
| Description:                    | <b>POSC: Round Tables that can seat 4-8 people. Enough round table to seat up to 50 students.</b>    |
| Amount Requested \$:            | <b>\$2700 = 9 round tables that seat 6 people at \$300 each<br/>\$5000 - 50 chairs at \$100 each</b> |
| Related Program Review Goal(s): | <b>New Goal 4</b>  |

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**Q97** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request. **Respondent skipped this question**

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**Q98** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis. **Respondent skipped this question**

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## Instructional Program Review Annual Update

**Q99** Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

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### Page 27: X. Facilities Resource Needs

**Q100** Are you requesting facilities resources to achieve this goal?

Yes

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### Page 28: Facilities Request

**Q101** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: Facilities Request Form

Description:

**I need a 20x40 foot classroom space to house the supplies/equipment request from above**

Amount Requested \$:

**Unknown or \$0**

Related Program Review Goal(s):

**New Goal 4**

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**Q102** Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here:Facilities Request Form

Respondent skipped this question

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### Page 29: XI. Professional Development Resource Needs

**Q103** Are you requesting professional development resources to achieve this goal?

Yes

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### Page 30: Professional Development Request

**Q104** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Description:

**POSC: Discipline specific national and regional conferences (i.e. American Political Science Association or Western Political Science Association) offer professional development opportunities for attending faculty.**

Amount Requested \$:

**\$1000 for conference registration, professional development workshop fees**

Related Program Review Goal(s):

**This is important for faculty to stay on top of new developments in the field, which is beneficial to the program overall**

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## Instructional Program Review Annual Update

**Q105** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

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Page 31: XII. Other Resource Needs

**Q106** Are you requesting any other resources to achieve this goal? **Yes**

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Page 32: Other Resource Requests

**Q107** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Description:

**POSC: Open Education Resources for Political Science. The Academic Senate for California Community Colleges are supporting discipline-specific OER efforts. The goal of the funding request is to develop five learning units (1 for each POSC course) that is solely based on OER as a pilot.**

Amount Requested \$:

**One-Time-Only of \$1250 (\$250 for each POSC course)**

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**Q108** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

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Page 33

**Q109** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

**Yes**

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