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COMPLETE

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Page 1: I. Program Overview and Update

**Q1**

I.1. Department(s) Reviewed:

POSC

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**Q2**

I.2. Lead Author:

Josh Franco, Ph.D.

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**Q3**

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Tania Jabour, Brianna Hayes, Ross Takasugi

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**Q4**

1.4. Dean/Manager:

Alicia Munoz

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Page 2: II. Program Reflection and Description

**Q5**

II.1. Provide your program's mission statement:

Our mission is to provide the highest quality instructional experience for all students in face-to-face, online, and hybrid settings; and serve as effective academic, co-curricular, extracurricular, and career mentors to students who are declared political science majors.

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**Q6**

II.2. How is this program advancing the college mission, vision and values?

The program is advancing college's vision "Learning for the Future" by establishing the following program vision: Our vision is to inspire publicly spirited and scholarly minded students, ensure every student enrolled at Cuyamaca College has the opportunity to successfully complete an introductory course in political science, U.S. politics, California politics, international politics, comparative politics, and political science research methods, and support every declared political science major to successfully earn their Associate of Arts-Transfer (AA-T) degree. The program is advancing the college's mission by implementing updated Program Learning Outcomes that serve the college's "diverse community of students" and meets students' "needs for transfer education". The program is advancing the college's values, particular equitable access, individual student success, academic excellence, innovation and creativity, and diversity and harmony by having operational Course Student Learning Outcomes, clearly mapped assessments to each CSLO, establishing two new POSC courses in Research Methods and Public Policy, and infusing diversity, equity, and inclusion in course content and materials.

**Q7**

II.3. How does your program support the college's strategic goal of implementing guided pathways?

The program supports the college's strategic goal of implementing guided pathways in seven ways.

1. The program has a holistic website, iPoliSci.com, that serve as a central repository of information about the program.
2. The program has two degree maps, formed in close collaboration with Counseling. The degree maps are for IGETC and CSU Breadth requirements.
3. The program has established an "Advising" process that is targeted at declare POSC majors to further explore the discipline, opportunities for transferring and careers, and linking with Counseling to promote education planning.
4. The program has established a "Transfer" process and partnered with the Transfer Center to ensure students receive help with the admissions process (choose transfer institutions to apply to, completing transfer applications, writing personal statements, and visiting campuses).
5. The program has established a "Careers" process and is collaborating with the Career Services team to create opportunities for professional speakers to share with students their experiences in the workforce across a variety of fields. Additionally, Professional Development training is being sought on the new Work-based Learning reporting requirement. I currently have a "Career Opportunities" discussion in my POSC 121, Introduction to US Government and Politics, courses that fulfills this requirement, but I would like to make more robust.
6. The program, along with the student-led Political Science Club, will help the college implement the Student Civic and Voter Empowerment Act Action Plan.( <https://cuyamaca.edu/scvea/>)
7. The program has launched its iPoliSci.com Podcast (<https://ipolisci.com/podcast>). The Podcast's inaugural series focused on the 2020 presidential election. The current series focuses on Civic Entrepreneurship. Future series will be a collaboration between other faculty, students, and leaders to discuss topics like transferring, applying for scholarships, and so forth.

**Q8**

Yes

II.4. Is the program description in the current college catalog up to date and accurate?

Page 3: II. Program Reflection and Description continued

**Q9**

Respondent skipped this question

II.4a. What steps will you take to revise the college catalog description?

Page 4: III. Course Curriculum, Assessment and Student Success

**Q10**

Yes

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

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**Q11**

III.2. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)?

- The program has a website, iPoliSci.com, that includes pages on the AA-T Degree, Advising, Transfer, and Careers. The program has partnered with Counseling, Transfer Center, and Career Center team members to streamline the experience for declared POSC majors.
  - Additionally, I host iPoliSci Workshops. These are 30-minute workshops at least 3 times a week that give students and I the opportunity to interact and discuss topics like transferring and career readiness. Since I have 5-years of experience working in the State Capitol and US House of Representatives, I am readily able to share my experiences with students and help them prepare for careers in these arenas.
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**Q12**

III.3. Please list any planned changes for curriculum and the rationale for those changes:

- I have two planned changes for curriculum. I have submitted forms to my Department Chair and Dean to create a new POSC course: Politics of Race and Gender. The rationale for this new course is to demonstrate that political science examines concepts of race and gender, that there is a growing body of research with meaningful policy implications, that topics of interest to the next generation are discussed in the discipline, and that there is a need for more, diverse array, of scholars in the field.
  - If the course is approved, I will submit an update to the AA-T to place this new course in List B, which constitutes the second planned curriculum change.
  - This fall 2020, POSC 165, Introduction to the Politics of Race and Gender, was approved and later revamped to align with the new Ethnic Studies (ETHN) 165, Introduction to the Politics of Race and Gender. The course is pending final Board of Trustees approval. Both POSC/ETHN 165 will be submitted to the California State University for approval as a transfer credit course. It will be submitted to the University of California for approval in summer 2021.
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Page 5: III. Course Curriculum, Assessment and Student Success continued

**Q13**

III.4. Please upload the most recent version of your program's course SLO assessment plan. [Click here for an Assessment Plan Template](#)

**POSC Assessment Plan v03.docx (64KB)**

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### Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and what changes, if any, were made as a result:

- The college hired a new full-time faculty in SP19. A new POSC course was created in SP19, adopted for FA19, and first taught in SP20. The POSC AA-T, PLOs, and all CSLOs were updated in FA19 and SP20, with adoption by the Board of Trustees May 19, 2020. The new CSLOs will be assessed starting FA20.
  - Upon arriving in spring 2019, I reviewed all POSC Course SLOs and the POSC PLOs. I believed all POSC CLOs for each course were inadequate, since they did not seem to tap into Bloom's taxonomy, had little relation to the POSC PLOs, and didn't include technical elements that would be useful in a future workplace setting. Also, I believed the POSC PLOs were too generic, did not require application, evaluation, or creation opportunities for students, and again included no technical elements.
  - Simply put, I sought to reform the program immediately upon reviewing its current organization, structure, and elements.
  - See Old to New POSC.pptx PowerPoint showing how POSC went from Old PLOS and CSLOs to New ones.
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### Q15

III.6. What student learning-related successes and challenges have SLOs results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

- During SU20, ILOs were mapped to PLOs. PLOs were mapped to CSLOs. And specific assessments were mapped to CSLOs. Additionally, the Outcomes function of Canvas LMS was explored to determine the feasibility of using the function to assess student learning .
  - Please see attached detailed Assessment Plan
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Page 6: III. Course Curriculum, Assessment and Student Success continued

### Q16

III.7. How was the department of discipline's success rate across all courses changed within the past 4 years (the time frame covered in this comprehensive program review)?

- The success rate has increased from 58% in fall 2014 to 80% by fall 2018. Please note that these data are PRIOR to the hiring of a new full-time POSC instructor in SP19.
  - Spring success rates changed from 81% in Spring 2016, to 92% in Spring 2020
  - Fall success rates changed from 76% in Fall 2015 to 72% in Fall 2019.
- 

### Q17

III.8. 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. What is your department or discipline's four-year (2024-25) goal for success rate across all courses in the department or discipline?

- The program's goal for student success rates for each POSC course is 80% or higher.
-

### Q18

III.9. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program?

- I reviewed the "Success Rates by Demographics" tab for both Fall 2019 and Spring 2020. Below are the groups experiencing equity gaps in the POSC program:
    - Fall 2019
      - o Hispanic/Latino (On Campus and Online courses)
    - Spring 2020
      - o Hispanic/Latino (Less than 50% online courses)
      - o African-American/Black Non-Hispanic
      - o Asian (Online)
      - o Middle Eastern or North African
      - o Multiple Races/Ethnicities
- 

### Q19

III.10. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

- Discipline Factors: Lack of full-time POSC faculty member (pre-Spring 2019), newness of full-time faculty member, insufficient culturally relevant content in courses, insufficient personal outreach, in the form of a phone call, from faculty to student at the beginning of a course
  - Department Factors: Splitting of department from History starting fall 2019, minimal intra-department collaboration during fall 2019
  - Institutional Factors: Lack of support for students who identify as Woman, American Indian, Pacific Islander, White, and Multiple Races/Ethnicities, lack of connection these students populations have with a critical mass of peers, staff, faculty, and administrators
  - Macro Factors: COVID-19 has disrupted the normal ebb and flow of college life and interaction. Therefore, the sense of community and sense of belonging that comes with being physically together has eroded the bonds that form organically on campus.
- 

### Q20

III.11. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)?

- Reach out by phone or video conference individually to each student within first 2 weeks of the term.
  - Maintain schedule of instructor-initiated contact
  - Utilize Canvas Gradebook to reach out to students who are missing assignments
  - Offer a weekend evening Office Hour, maybe Sunday night, to allow students who are working during weekdays, have parental responsibilities, or prefer to complete their coursework during weekends, to have an opportunity to interact with me via Zoom.
-

**Q21**

III.12. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review?

- In every POSC course taught by the full-time faculty member, students can complete at least 1 anonymous mid-course survey, and up to 2 surveys for semester length courses, and an end-of-course evaluation. The data from these surveys are reviewed line-by-line by the faculty, notes are taken for areas of improvement and clarity, and updates are made in the summer of each year. Additionally, students' oral and written recommendations for program or course improvements are noted and address on an annual basis.
  - Currently, this data is in the form of spreadsheets for each course I teach in a term. This means, there are at least 10 spreadsheets with anywhere from 5-40 lines of responses each that are reviewed on a semester basis.
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**Q22**

Respondent skipped this question

OPTIONAL: Please use the upload button to attach any supporting documentation you would like to include.

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Page 7: III. Course Curriculum, Assessment and Student Success continued

**Q23**

Yes

III.14. Does your program offer courses via distance education (excluding emergency remote teaching in 2020)?

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Page 8: III. Course Curriculum, Assessment and Student Success continued

**Q24**

Yes

III.15. Are there differences in success rates for distance education (online) versus in-person sections?

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**Q25**

III.16. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

- Yes, there are differences in success rates. In fall 2019, the on-campus success rate was 76% while it was 69% for online students. In spring 2020, the on-campus success rate was 94% while it was 91% for online students, and 89% for less than 50% online.
  - Program will implement an early outreach, support, and service model to meet students where they are at and help them reach course success
  - Program has <https://ipolisci.com/> website that provides clear and concise information regarding the Political Science Program
  - Program is supporting the Political Science Club and facilitating a series of student-led workshops starting fall 2020. Visit <https://ipolisci.com/club> to see program schedule
- 

Page 9: III. Course Curriculum, Assessment and Student Success continued

**Q26**

III.17. What mechanisms are in place to ensure regular and effective contact (see the Guide to Best Practices in Online) within online courses across the discipline or department?

- At least 2 weekly assessments, 1 of which is evaluated by the professor and feedback is provided.
  - Regularly scheduled discussions between students
  - Weekly iPoliSci workshops that are conducted synchronously at least 1 evening a week via Zoom
- 

**Q27**

III.18. What innovative tools and strategies are you using in your online courses to engage students and support student success?

- Piloted synchronous iPoliSci workshops in SP20 2nd 8-week session.
  - Full scale implementation began SU20 and will continue for next 4 academic years
- 

Page 10: IV. Degree and Certificate Programs

**Q28**

Yes

IV.1. Does your program offer any degree/certificate programs?

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Page 11: IV. Degree and Certificate Programs continued

**Q29**

IV.2. Please upload for each degree and certificate indicating how many awards were conferred in the past five years

**Part IV 2.pdf (75.3KB)**

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**Q30**

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

- Spring 2020
- 

**Q31**

IV.4. How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

- AA-T meets the Transfer Model Curriculum between CCCs and CSUs. The AA-T fulfills the parameters of the UCTP for Political Science.
  - AA-T is updated to strongly encourage students complete an Introduction to Political Science Research Methods, which contains essential knowledge and skills necessary for students to be successfully, particularly at 4-year universities with mostly research faculty
-

**Q32**

IV.5. Are there any changes planned if the degree/certificates are not meeting these needs?

- Yes, the AA-T's List B will be updated to specifically include the new POSC 165, Introduction to the Politics of Race and Gender, to provide students another UC/CSU transferrable course that meets students' substantive interests in race and gender. The Program Modification Form will be submitted to the Curriculum Committee in spring 2021.
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**Q33**

**Yes**

IV.6. Can students complete the degree/certificate requirements within a two-year period? \*\*requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

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Page 12: IV. Degree and Certificate Programs continued

**Q34**

IV.7. How are you currently assessing your PLOs?

- Please see attached detailed Assessment Plan
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**Q35**

**Yes**

IV.8. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

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**Q36**

**Yes**

IV.9. Are the PLOs mapped to the course SLOs?

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Page 13: IV. Degree and Certificate Programs continued

**Q37**

IV.10. How is your program helping students explore careers in your program area?

- The Program has a "Careers" page on its iPoliSci.com website
  - Students can schedule Advising session with full-time faculty member to discuss career interested and opportunities
  - The Program has partnered with Career Center staff to share the Center's services with students, and host at least 1 POSC specific workshops each semester
  - The Program will explore the creation of a Work-Based Learning course specific to declared POSC majors
  - o Professional Development training is being sought during Spring 2021 on Work-Based Learning
-



**Q38**

IV.11. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Labor market data may be sourced from the Program Review Data webpage and California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

- POSC is a unique discipline in that it broadly prepares students for a range of careers. Mostly associated with preparing students to enter law school, political science is a dynamic discipline that can prepare students for careers in local, state, federal, and international government and non-governmental organizations. Additionally, undergraduate course work prepares students to consider graduate degrees in political science and related fields.
- According to the Cuyamaca Academic Program Employment Data, it provides regional specific information for "Political Scientists" which as "Light Job Posting Demand Over a Thin Supply of Regional Jobs." However, political scientists are typically Masters and PhD holders.
- A key purpose of AA- granting institution is to increase the pipeline of students who are prepared to take better advantage of their BA-granting institutions' resources so as to competently and confidently consider an MA or PhD in the field of political science.

**Q39**

IV.12. What are the labor market implications for the program's curriculum (degrees, certificates, courses)?

- The labor market is a dynamic space and the POSC program, with updated AA-T, PLOs, and CSLOs directly incorporates the professional and academic experience of the full-time faculty member to ensure students exposure to the wide range of career opportunities a POSC can afford.

**Q40**

Respondent skipped this question

If your program has labor market data to include in your program review, please use the upload button below to attach the file.

Page 14: IV. Degree and Certificate Programs continued

**Q41**

IV.13. Please describe your program's strengths:

- I think my program has two core strengths: 1) clear alignment of the AA-T with academic and career opportunities and 2) bridging students with transfer-level POSC programs. As the only full-time faculty member for POSC, I have been able to leverage my professional experience and academic training to create in-course, course, and program learning experiences for students. Secondly, I have made an effort to reach out to POSC programs at CSU San Marcos, San Diego State University, and UC San Diego to strengthen the pipeline for Cuyamaca College transfer students into POSC programs.
- To strengthen the pipeline between 2-year and 4-year colleges, I was awarded a \$40,000 from the American Political Science Association for the Peer-to-Peer Pedagogical Partnerships fund. Given COVID-19, we had cost-savings, so the grant was originally for January 2020 to December 2020, but will be extended another year to December 2021. To learn more, please visit Political Science P4 San Diego-Imperial County (p4sdi.com).

**Q42**

IV.14. Please describe your program's challenges:

- There are two challenges our program faces. First, COVID-19 upended the strategy of training a cohort of part-time POSC faculty to help diversify the program. I had 3 part-time faculty teaching POSC courses in spring 2020, with the hopes of having 4 part-time faculty teach a variety of POSC courses from their unique experiences and academic training. Without the resources for part-time faculty, helping create a well-rounded learning experience for students. The second challenge is growing the number of students who major in POSC and earn their AA-T. The key is to demonstrate that there are meaningful academic and career pathways so students choose POSC as their major, in the context of other growing academic disciplines and career opportunities.
  - However, these challenges has forced a rethinking and adaptation of the program.
- 

**Q43**

IV.15. Please describe external influences that affect your program (both positively and negatively):

- There are three external influences that affect the POSC program: 1) slow growth in number of awarded POSC majors statewide and nationwide; 2) opportunities to create and provide culturally responsive and inclusive curriculum; and 3) opportunities for improved online teaching and learning experiences.
  - Additional external influences on the program are Presidential and statewide elections. Elections generate awareness, and greater interest, in politics and policy. Using this increased interest, I was responsive to the interests of students by hosting a 16-week "2020 Presidential Election" iPoliSci Workshop every Thursday from 8:00pm to 8:30pm.
- 

**Q44**

IV.16. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

- There are three opportunities to advance student success and equity.
  - 1) Hire Teaching Assistant(s) who graduated from Cuyamaca College
  - 2) Offer courses to Part-Time Faculty Members who represent the disciplinary depth of political science, along with the racial and ethnic makeup of the student population
  - 3) Enact curriculum changes at the Course Outline of Record level and within existing courses to address gender, race, ethnicity, and class as a deliberate lens from which to explore and analyze politics and political systems.
  - 4) Strengthen the transfer pipeline through the Political Science P4 San Diego-Imperial County (p4sdi.com) grant I was awarded.
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Page 15: V. Previous Goals

**Q45**

Previous Goal 1:

Expand Undergraduate Research Opportunities

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**Q46**

Goal Status

**In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)**

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Page 16: V. Previous Goals continued

**Q47**

Respondent skipped this question

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

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Page 17: V. Previous Goals continued

**Q48**

Yes

Would you like to submit another previous goal?

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Page 18: V. Previous Goals continued

**Q49**

Previous Goal 2:

Support the Political Science Club

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**Q50**

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)

Goal Status

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Page 19: V. Previous Goals continued

**Q51**

Respondent skipped this question

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

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Page 20: V. Previous Goals continued

**Q52**

Yes

Would you like to submit another previous goal?

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Page 21: V. Previous Goals continued

**Q53**

Previous Goal 3:

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

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**Q54**

In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)

Goal Status

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Page 22: V. Previous Goals continued

**Q55**

**Respondent skipped this question**

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

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Page 23: V. Previous Goals continued

**Q56**

**Yes**

Would you like to submit another previous goal?

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Page 24: V. Previous Goals continued

**Q57**

Previous Goal 4:

Support New and Continuing Part-Time POSC Faculty and Teaching Assistants

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**Q58**

**In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)**

Goal Status

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Page 25: V. Previous Goals continued

**Q59**

**Respondent skipped this question**

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

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Page 26: VI. 4-Year Goals

**Q60**

Goal 1:

Expand Undergraduate Research Opportunities

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**Q61**

**Student Validation & Engagement**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q62**

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

This goal advances Student Validation and Engagement by creating and expanding opportunities to increase their knowledge, skills, and abilities related to research in political science. It is important for our students to know that there are undergraduate research opportunities waiting for them at the 4-year level. Therefore, adequately exposing and introducing them to research during their 1st two years will better prepare them to discover, apply for, and secure such research assistant positions later on.

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**Q63**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by my personal experience as a POSC major in community college who had the opportunity to assist a professor with their research. Additionally, my struggles as a transfer student with research material, both at the 4-year, and later as a graduate student, has seared my desire to make sure my students are clearly aware of these demands and the opportunities they can afford.

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**Q64**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

- 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 POSC directed studies course that allows for students to earn units for working with a POSC professor on a research project.
  - 4) Create a POSC work-based learning course that allows for students to earn units for working or interning in a local, state, or federal government office, or a political campaign or consultancy
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**Q65**

How will this goal be evaluated?

- 1) Number of students successfully completing the Research Opportunity module
  - 2) Number of students successfully completing POSC 170 course
  - 3) Number of students successfully completing POSC directed studies course
  - 4) Number of students successfully completing POSC work-based learning course
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**Q66**

**Yes**

Would you like to propose a new, 4-year goal?

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**Q67**

Goal 2:

Expand Support the Political Science Club

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**Q68**

**Student Validation & Engagement**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q69**

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 support the student club members by provide advice, feedback, and guidance so they can grow the club and its participation in campus events, activities, and governance.

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**Q70**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Since arriving at Cuyamaca College in spring 2019, students demonstrated an interest in a Political Science Club. Given this interest, I respond to the demand by working with founding club leaders in fall 2019 to form the club.

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**Q71**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

- 1) Create a Political Science Club webpage: <https://ipolisci.com/club>
  - 2) Empower Club Officers and Members to host student-led workshops
  - 3) Obtain an official Club email address: [Cuyamaca.politicalscienceclub@gcccd.edu](mailto:Cuyamaca.politicalscienceclub@gcccd.edu)
  - 4) Create an official Club Zoom account: created in fall 2020
  - 5) Initiate a Club Student Leadership Challenge Program in spring 2021
- 

**Q72**

How will this goal be evaluated?

- 1) Is the club active through spring 2020 and fall 2020?
  - 2) Does the club have a growing repository of student-led workshop video recordings?
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**Q73**

**Yes**

Would you like to propose a new, 4-year goal?

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Page 28: VI. 4-Year Goals continued

**Q74**

Goal 3:

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

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**Q75**

**Guided Student Pathways**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q76**

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

A Zero Textbook Cost (ZTC) degree program will ensure students can “stay on the path” by eliminate costly barriers to course content and knowledge. Publisher textbooks and course materials are essentially paywalls that many students cannot overcome due to personal and family financial constraints. A ZTC degree utilizes Open Education Resources (OER) which are freely available for the faculty to adopt and the student to use.

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**Q77**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Since arriving at Cuyamaca College in spring 2019, students have clearly told me the cost of textbooks and course materials is a barrier to success. I remember having to shell out hundreds of dollars for books, but the difference between when I was a community college student in 2003-2005, and today, is that more students, and their families, are financially strained.

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**Q78**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

- 1) Create Open Political Science website: [www.opolisci.com](http://www.opolisci.com)
  - 2) Populate website with OER materials for each of my 7 POSC courses: 120, 121, 124, 130, 140, 165 (pending final Board Approval), and 170.
    - a. 3 of the 7 courses (121, 130, and 170) have OER materials ready and utilized: 121 OER textbook from OpenStax, 130 OER Reader and Slides, and 170 OER textbook I co-authored with grant from ASCCC.
    - b. I am currently working with colleagues across the state to create OER Reader for 120 for use in fall 2021.
    - c. I will develop OER Reader with interested colleagues for 124 and 140 during fall and winter 2020, for use in spring 2021.
    - d. I will develop OER Reader with interested colleagues for 165 during summer 2021 for use in fall 2021.
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**Q79**

How will this goal be evaluated?

- 1) Does every POSC Course Outline of Record have OER resources listed under its content?
  - 2) Is every POSC course offered on a 2-year cycle taught at least once by a faculty member who had adopted all OER content?
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**Q80**

**Yes**

Would you like to propose a new, 4-year goal?

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Page 29: VI. 4-Year Goals continued

**Q81**

Goal 4:

Support New and Continuing Part-Time POSC Faculty and Teaching Assistants

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**Q82**

**Organizational Health**

Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q83**

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

Part-time faculty and teaching assistants are crucial members of the campus community. Part-time faculty contribute to the Organizational Health of the college by ensuring a dynamic and responsive learning experience for students. Teaching Assistants are current undergraduate or graduate students who are exploring career options in higher education.

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**Q84**

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

While I can teach every POSC course in the catalog given my broad PhD-level training, I realized after having students return to me for a 2nd and 3rd POSC course, that it was important for them to experience other faculty who have different racial, ethnic, socioeconomic, professional, and academic backgrounds. Additionally, Teaching Assistants are functionally peer mentors who can not only evaluate submitted course work, but provided tangible and intangible feedback and advice to current college students.

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**Q85**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

- 1) In fall 2019, myself and the department chair interviewed 6 candidates for part-time positions in spring 2020.
  - 2) Continue to offer part-time faculty courses to teach by not taking on overload during the fall and spring semesters
  - 3) Continue to optimize course offers to ensure minimum enrollment to secure Teaching Assistantships.
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**Q86**

How will this goal be evaluated?

- 1) Is there at least 1 POSC course taught by a part-time faculty every fall and spring semester?
  - 2) Is there at least 1 POSC course that has sufficient enrollment to secure a Teaching Assistant?
- 

Page 30: VII. Resources Needed to Fully Achieve Goal(s)

**Q87**

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

**My program is currently not requesting any resources at this time**

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Page 32: Final Check

**Q88**

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

**I am ready to submit my program review**

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