

# #17

**COMPLETE**

**Collector:** Email Invitation 1 (Email)  
**Started:** Thursday, December 23, 2021 8:22:40 PM  
**Last Modified:** Thursday, December 23, 2021 8:28:42 PM  
**Time Spent:** 00:06:02  
**Email:** josue.franco@gcccd.edu  
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Page 1: I. Program Overview and Update

## Q1

I.1. Department(s) Reviewed:

Political Science

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## Q2

I.2. Lead Author:

Josh Franco, PhD

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## Q3

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

Kate Cabral, MA; Lauren Halsted, EdD

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## Q4

I.4. Dean/Manager(s):

Lauren Halsted, EdD

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## Q5

Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **11/19/2021**  
with your dean to discuss  
your program review using  
this format: MM/DD/YYYY

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**Q6**

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

The Political Science Program at Cuyamaca College has endured during the pandemic. While assessments need to be completed for this fall 2021, student retention and success rates have improved from spring 2020 to spring 2021, but there is room for improvement given the data provided for Program Review and the confidential report on instructor-level analysis of student success that I requested.

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Page 2: II. Assessment and Student Achievement

**Q7**

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

Assessment Plan was articulated last year for my Comprehensive Program Review. The Fall 2020 was to assess POSC 120, POSC 121, and POSC 130. The Spring 2021 was to assess POSC 124, and POSC 140. And the Fall 2021 is to assess POSC 120, POSC 121, and POSC 130. The Fall 2021 SLO assessment will be completed by end of January 2022.

The following changes were made given SLO performance: 1) add short video summaries of lecture materials for POSC 121 and POSC 130. 2) add "Overview" pages for the Simulation (SIM), Public Policy Project (PPP), and Journal Article Analysis (JAA) and include the Overview pages with each weekly instance of assignments related to the SIM, PPP, or JAA. 3) Update Lecture Materials throughout to improve clarity.

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**Q8**

**Respondent skipped this question**

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

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Page 3: II. Assessment and Student Achievement

**Q9**

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

I completed a Comprehensive Program Review in fall 2020/spring 2021. I will review the data from Spring 2021 and focus on where I have a difference of at least 3% with college-wide data. Student Characteristics: I had 41% Hispanic/Latinos enrolled, compared to 33% collegewide. I had 32% <20 years, 40% 20-24 years, 25% 25-39 years, and 4% 40+ years, there compares with 20%, 36%, 30%, and 15% collegewide. This means that I had more younger students than older students. I had 61% Transfer with Degree and 20% Transfer without Degree, compared to 52% and 13% collegewide. This means I have students fewer students who are Degree Only. I had 49% Less than Full-Time and 51% Full-Time, compared to 55% and 45% collegewide. This means I had evenly split, compared to college which skews part-time.

Retention and Success Rates by Demographics. Comparing data from Spring 2020 to Spring 2021, the following Equity Gaps remain: Retention of African-American/Black Non-Hispanic. The following Equity Gaps did not continue: Success Rate of African-American/Black Non-Hispanic, Retention Rate and Success Rate of Asian, Success Rate of Hispanic/Latino, Retention Rate and Success Rate of Middle Eastern or North African, Retention Rate and Success Rate of Multiple Races/Ethnicities.

**Q10**

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

I submitted a Research Request that was reviewed by Institutional Effectiveness, Success, and Equity office (IESE) and/or the Institutional Effectiveness Council (IEC) on Friday, October 8, 2021. The confidential instructor-level report was received on Friday, November 12, 2021. I met with Katie Cabral on Friday, November 19, 2021 and we had a robust discussion of the findings of the report. With cross-tabulated data, I am more equipped to set meaningful goals for improved student outcomes by specific student demographic populations. Three key themes emerged from the report. First, I have a higher percentage of students who identify as Hispanic/Latinx enrolled in my courses. Second, my overall retention rate is 85%, with Native American and 30-49 year olds retained at 80% or less. Additionally, my retention of students who identify as Female (87%) is higher than Males (83%). Third, my overall success rate is 71%, which is near or below the collegewide rate. I have a larger number of students who identify as Female (15%) not successfully completing my courses compared to men (13%).

Given the data, I have the following plans to improve equitable student outcomes: 1) Add Student "Stories" throughout my Canvas Course Shell. These "Stories" will be pages that feature a former POSC student who represent demographics that I am underperforming with, description of what they struggled with, and how the knowledge/skills/abilities they acquired have helped them in personal, academic, or professional life. 2) Review course materials for implicit bias or reinforcement of existing biases and replace any course materials to reduce/eliminate such bias.

**Q11**

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

My courses are based on the Course Design Academy rubric. The program learned that students seek opportunities for engagement, require greater flexibility, and video explanations of assignments. I have adopted iPoliSci real-time Zoom workshops which are optional for students. Next, I maintain 7-day windows from open date to due date for assignments, with a 30 day window between due date and close date, to provide maximum flexibility. Lastly, I am adding additional videos, such as 5-minute lecture summaries, and video walkthroughs of assignments. Furthermore, I am building a repository of iPoliSci Zoom Workshop recordings. For example, I have three series published on the program's website: Global Conflict and Cooperation (<https://ipolisci.com/conflict-and-cooperation>), Poliventure (<https://ipolisci.com/poliventure>), and May It Please the Court (<https://ipolisci.com/may-it-please-the-court>). These resources can be used in the future.

**Q12**

**No**

II.B.4. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

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Page 4: II. Assessment and Student Achievement continued

**Q13**

**Respondent skipped this question**

II.B.5. Please share your observations about the employment rate for your program over the past several years.

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**Q14**

**Respondent skipped this question**

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

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**Q15**

**Respondent skipped this question**

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

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Page 5: II. Assessment and Student Achievement continued

**Q16**

**Yes**

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

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Page 6: II. Assessment and Student Achievement

**Q17**

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

All POSC courses for summer 2020, fall 2020, spring 2021, and fall 2021 have been taught online, so there is no difference between modalities.

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Page 7: III. Previous Goals: Update

**Q18**

1. Previous Goal 1:

Expand Undergraduate Research Opportunities

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**Q19**

**Student Validation and Engagement**

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

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**Q20**

**In Progress - will carry this goal forward into next year**

3. Goal Status

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Page 8: III. Previous Goals: Update continued

**Q21**

**Respondent skipped this question**

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

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**Q22**

**Respondent skipped this question**

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q23**

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 specify the type of request (e.g., submit technology request for new laptop computers).

- I am consistently offering POSC 170 Introduction to Political Science Research Methods every spring semester.
  - I have founded the Civil Grand Jury Lab at Cuyamaca College (<https://cgjlab.com/>). The Civil Grand Jury Lab at Cuyamaca College is an undergraduate student research lab focused on fostering the next generation of leaders and scholars by researching California's 58 county civil grand juries utilizing formal modeling, qualitative analysis, and quantitative analysis.
  - I submitted a grant proposal to the National Science Foundation in August 2021 and expect to receive feedback and a decision in early spring 2022.
  - The Lab has partnered with the statewide California Grand Jurors' Association to collaborate on community-engaged research. I presented to the Association in October 2021, they established a committee focused to supporting the Lab's research efforts, and I am meeting with representatives from different County-level Association chapters.
  - I hope to establish a research internship for students with the California Special Districts Association to conduct research on county civil grand juries and their interaction with special districts throughout California. A meeting is schedule for January 2022 to discuss such a research internship.
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**Q24**

**Yes**

Do you have another goal to update?

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Page 10: III. Previous Goals: Update continued

**Q25**

1. Previous Goal 2:

Expand Support the Political Science Club

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**Q26**

**Student Validation and Engagement**

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

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**Q27**

**In Progress-will carry this goal forward into next year**

3. Goal Status

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Page 11: III. Previous Goals: Update continued

**Q28**

**Respondent skipped this question**

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

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**Q29**

**Respondent skipped this question**

Do you have another goal to update?

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

**Q30**

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 specify the type of request (e.g., submit technology request for new laptop computers).

- 1) Weekly Zoom meetings are held.
  - 2) Student leadership needs to be funded, so I am working with Student Affairs about how we can facilitate this.
  - 3) Participate in the campus' Civic Engagement Workshop led by Dr. Lauren Vaknin, Dean of Student Affairs.
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**Q31**

**Yes**

Do you have another goal to update?

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Page 13: III. Previous Goals: Update continued

**Q32**

1. Previous Goal 3:

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

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**Q33**

**Organizational Health**

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

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**Q34**

**In Progress-will carry this goal forward into next year**

3. Goal Status

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Page 14: III. Previous Goals: Update continued

**Q35**

**Respondent skipped this question**

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

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**Q36**

**Respondent skipped this question**

Do you have another goal to update?

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Page 15: III. Previous Goals: Update continued

**Q37**

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 specify the type of request (e.g., submit technology request for new laptop computers).

I have 9 POSC courses in the Catalog. I will be converting my POSC 120 course to OER in summer 2022. POSC 121 already uses an OER. I will be creating an OER compilation for POSC 140 during spring 2022 and summer 2022 for use starting fall 2022. I am co-authoring a OER textbook for POSC 124 Introduction to Comparative Politics. This will be completed by mid-January 2022 and I will immediately adopt in for use in my spring 2022 course offering. I already co-authored an OER compilation for POSC 130 and POSC 170, as well as a solo-authored workbook for POSC 170. Additionally, I am authoring an OER compilation for POSC 180 Introduction to Public Policy that will be used in the spring 2022 offering of the course. After this, I will have two courses that need OER: POSC 165 and 166, and anticipate having those completed by spring 2024.

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**Q38**

**Yes**

Do you have another goal to update?

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Page 16: III. Previous Goals: Update continued

**Q39**

1. Previous Goal 4:

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

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**Q40**

**Student Validation and Engagement**

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

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**Q41**

**Deleted**

3. Goal Status

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Page 17: III. Previous Goals: Update continued

**Q42**

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

- I am deleting this Goal because I have sufficient experience in engaging my faculty peers and teaching assistants.
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Page 18: III. Previous Goals: Update continued

**Q43**

**Respondent skipped this question**

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 specify the type of request (e.g., submit technology request for new laptop computers).

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Page 19: IV. New Goals

**Q44**

**Yes**

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

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Page 20: IV. New Goals continued

**Q45**

1. New Goal 1:

Professionalization Opportunities for Students

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**Q46**

**Guided Student Pathways**

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

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**Q47**

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

Professionalization Opportunities for students advances the college's strategic goals of Guided Student Pathways, Student Validation and Engagement, and Organizational Health because it sees the College as a long-term mechanism that students can rely on as their move throughout the academic and professional career.

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**Q48**

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

The pandemic, and the state and federal policies that are being enacted and implemented, are fundamentally restructuring the landscape for students, the college, and higher education. We should not underestimate what it means for a person to earn \$15+ dollars per hour or receive \$200-300/child per month when they decide whether or not to attend college/university. As I near the completion of some long-term goals (i.e. establishing POSC as Zero Textbook Costs), I am pivoting to focus on undergraduate research and professionalization opportunities. Students need to see the careers that they can pursue with a degree in political science, or closely related field.

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**Q49**

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

- 1) I will be offering POSC 180 Introduction to Public Policy for the first time in spring 2022. This course is a combination of theory and application.
  - 2) I have partnered with the Career Center to provide specific trainings and workshops for POSC students.
  - 3) I am partnering with the new San Diego Regional Policy and Innovation Center (<https://www.sdrpic.org/>) to create professionalization experiences for students and feed into the Center's developing Internship Program. I hope to secure paid internship slots for Cuyamaca College students.
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**Q50**

6. How will this goal be evaluated?

- 1) # students enrolled in POSC 180.
  - 2) # students attending workshops/training co-hosted with the Career Center.
  - 3) # students who interact in the San Diego Regional Policy and Innovation Center.
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**Q51**

**No**

Do you have another New Goal?

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Page 21: IV. New Goals continued

**Q52** Respondent skipped this question

1. New Goal 2:

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**Q53** Respondent skipped this question

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

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**Q54** Respondent skipped this question

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

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**Q55** Respondent skipped this question

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

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**Q56** Respondent skipped this question

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

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**Q57** Respondent skipped this question

6. How will this goal be evaluated?

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**Q58** Respondent skipped this question

Do you have another New Goal?

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Page 22: IV. New Goals continued

**Q59** Respondent skipped this question

1. New Goal 3:

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**Q60** Respondent skipped this question

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

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**Q61** Respondent skipped this question

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

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**Q62** Respondent skipped this question

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

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**Q63** Respondent skipped this question

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

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**Q64** Respondent skipped this question

6. How will this goal be evaluated?

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**Q65** Respondent skipped this question

Do you have another New Goal?

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Page 23: IV. New Goals continued

**Q66** Respondent skipped this question

1. New Goal 4:

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**Q67** Respondent skipped this question

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

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**Q68** Respondent skipped this question

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

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**Q69**

**Respondent skipped this question**

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

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**Q70**

**Respondent skipped this question**

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

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**Q71**

**Respondent skipped this question**

6. How will this goal be evaluated?

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Page 24: Resources Needed to Achieve Program Goal(s)

**Q72**

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

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

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Page 26: Final Check

**Q73**

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

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."

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