

DEPARTMENT OF POLITICAL ECONOMY

PROGRAM REVIEW REPORT

2013-2018

Dr. Joseph Braunwarth, Chair

This Academic Program Review Document for the review period of 2013-2018 is respectfully submitted by the full-time faculty of the Department of Political Economy at Grossmont College:

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SECTION 1: OVERVIEW, DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 1.1: To help the committee understand the history of the department, what your department does, what population you serve, and your overall place in the college. Include any information that helps the reader understand your department, such as which courses are primarily GE, programs added, new degrees, certifications, where your students come from, where they go, and a description of your faculty (the role of FT, PT and staff). Student population specifics (transfer, basic skills, CTE, etc.) are useful as well.

1. Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

Political Science

Political Science comprises one of the oldest formal disciplines found on any collegiate campus and traces its roots directly back to the first Department of Political (Polis) Science in Athens (Plato's Academy). Likewise, political science was established when Grossmont began, and its first tenured professor was Jacqueline Hall (retired 1985). In 1969, Dr. Lee Brown was hired and shortly thereafter Sid Herzig joined the faculty (1971). In the mid 1980s, Brown became an academic dean, and Hall retired. This left Herzig as the only full-time faculty member. His job was made easier by the fact that the department had many capable long-term adjunct faculty. In 1988, Dr. Brown resigned his post and returned to the faculty thus bolstering the department back to two-thirds its former strength. Dr. Brown then retired in 1996. Throughout the 90s, the program maintained enrollment while other departments were contracting (e.g., Economics). In fall 1997, the department hired Dr. Mary M. McKenzie as a new full-time faculty member. Sid Herzig retired in 1998, leaving McKenzie as the only full-time faculty member. In 1999, the department hired Dr. Joseph Braunwarth to replace Sid Herzig. In 2003 Mary McKenzie left the department leaving Joseph Braunwarth as the only full-time faculty member. In fall 2005 the department hired Brian Jennings as a full-time faculty member and then hired Dr. Todd Myers as a 50% political science and 50% economics full-time faculty member. During the Spring 2018 semester Brian Jennings was tragically killed and his classes were completed by Joseph Braunwarth and adjunct faculty. It is currently a high priority to replace Jennings. The program has always been

a healthy one with strong student interest and demand, full classes, and dedicated faculty. Political Science faculty members are committed to offering a solid program that provides students with opportunities to learn not only in the classroom but also by offering other educational opportunities such as the Brian Jennings Political Economy Week.

Political science primarily serves to satisfy GE breadth requirements, particularly for those seeking to satisfy their CSU American Institutions requirements. As a result, our most popular offering is POSC 121, Introduction to U.S. Government and Politics. This class generally makes up about half of our course offerings to the benefit of our WSCH/FTES numbers as described below. Also popular is POSC 120, Introduction to Politics and Political Analysis. Other classes are primarily attractive to political science majors and other students with particular interests in those subjects and include POSC 124 Introduction to Comparative Government and Politics, POSC 130, Introduction to International Relations, POSC 140, Introduction to California Governments, and POSC 150, Introduction to Political Theory.

The Associate in Arts in Political Science for Transfer (A.A.-T) degree is designed to facilitate transfer to a California State University in keeping with SB 1440. This degree reflects the Transfer Model Curriculum (TMC) supported by the Statewide Academic Senate. A total of 18-19 units are required to fulfill the major portion of this degree. Students must also complete the California State University (CSU) General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC) for CSU requirements.

Economics

The basic economics courses, Principles of Macroeconomics (ECON 120) and Principles of Microeconomics (ECON 121), have been in place since Grossmont College's founding in 1961. Dr. Will Cummings was hired in 1964, Larry Smith in 1966, Bruce Barnett in 1971, and Eduardo Alavarez in 1990. Bruce Barnett left the department in June 1999 and was replaced by Shahrokh Shahrokhi in September 2000. Larry Smith left the department in June of 2002. The department filled these vacancies hiring Dr. Todd Myers in the fall of 2005 on a 50% basis, with the other 50% in political science, and Scott McGann in spring 2008. Enrollments were very high during the Vietnam war years, lull a bit after, and began to boom in the 1980's. However, by the late 1980's and early 1990's, enrollment began to decline (a national trend in economics departments) and Grossmont's class offerings went from about 30 to about 20 per semester. Enrollment stabilized in 1993 and has grown about 4% per year since then. The core of the economics program remains the high WSCH/FTES transfer classes of Economics 120 and 121 as these classes satisfy CSU GE requirements and are widely

enrolled across the Grossmont College student body. Since our last program review, economics has begun offering ECON 110, Economic Issues and Policies. This class is designed to be an introduction to fundamental economic concepts as applied to real-world issues. Topics may include environmental protection, disaster relief, national debt, health care, crime, income inequality, poverty, and financial bubbles. Analysis of government policy and contrasting economic perspectives will also be addressed. The UC system will not award credit for ECON 110 if taken after ECON 120 or 121. Also since our last program review, Dr. Todd Myers spearheaded the offering of ECON 261, Economic Relations of the Asia Pacific. Unfortunately, this class is not offered frequently as a result of low enrollment numbers, presumably as a result of the specialized nature and interest in the class.

Economics offers an associate degree program with a major in economics to prepare students to transfer to four-year institutions for baccalaureate degrees in economics, business, and other disciplines. The Associate in Arts in Economics for Transfer (A.A.-T) degree is designed to facilitate transfer to a California State University in keeping with SB1440. A total of 19-21 units are required to fulfill the major portion of this degree. This degree reflects the Transfer Model Curriculum (TMC) supported by the statewide Academic Senate. Students must also complete the California State University (CSU) General Education Breadth requirements or the Intersegmental General Education Transfer Curriculum (IGETC) for CSU requirements. A student may apply for this degree in conjunction with an Associate in Arts in Economics degree provided the courses taken meet the requirements of both degrees.

In past years economics offered internships for students however this program was ended due to campus-wide changes in the administration of internship programs. Economics (with Political Science) continues to run a highly successful Political Economy Week program every semester.

PURPOSE OF SECTION 1.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

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

1. *Implement the Classroom Performance System as an interactive learning aid to improve student performance.*

The classroom performance system was a classroom clicker response technology. It was used by Will Cummings, who no longer teaches at Grossmont College and has not been widely used otherwise. However, other instructors use survey monkey or small group discussions to get similar engagement outcomes.

2. *Replace one full-time faculty position in Political Science as soon as possible.*

This position was filled by Brian Jennings who died spring 2018. We are currently in the process of hiring a new full-time political science instructor.

3. *Pursue larger venues for Political Economy Week events to provide greater access to high school and college students as well as the community at large. Explore recording of presentations.*

1. We regularly request large venue rooms from Instructional Operations for the Brian Jennings Political Economy Week however those rooms are usually in use and not available during regular classroom hours at that point in the semester.
2. Perhaps we could initiate a long term planning process by which we would reserve large venue rooms a semester or a year in advance.
3. We have discussed, at some length, the desirability of recording Brian Jennings Political Economy Week events and posting them to the web. On the one hand, as we usually suspend classes during political economy week and require students to attend BJPE week events in lieu of regular class time, we have an interest in making sure that students attend the actual events in order to satisfy minimum class hours transfer requirements, as opposed to completing their assignments by viewing events online. There is also the issue of the work that would be required by audio-visual technology to record the talks. On the other hand, we can imagine the advantage of having events available online for extra credit assignments and for all of us to see what kind of talks our colleagues are offering. We also value the opportunity to offer events on provocative and contemporary issues that we would not necessarily offer in a regular classroom setting and which we do not necessarily want recorded. Finally, while there is an obvious advantage in making these events available to the wider community, we in the department are proud to have created the Brian Jennings Political Economy Week and to offer it as part of our in-house department pedagogy, and we do not want to lose control of this event. We have decided to begin recording and posting more prominent events such as those in which we are hosting guest speakers.

4. Finalize prerequisites and/or recommended preparation for economics courses in collaboration with Cuyamaca College.

1. This needs to be completed, but hopefully progress will be made with the addition of a new full-time economics instructor at Cuyamaca.

5. Establish a wish list of materials to add to the LRC collection should funds become available.

This has not been completed as no one in the department has identified any needs they have for LRC materials.

6. Develop and advance a proposal for tutoring and laboratory program for economics students.

An economics tutor has recently been approved for deployment in ECON 120 and the economics faculty are actively seeking a tutor for ECON 121.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

Political Science

Per the Catalog, Political Science currently offers:

POSC 120, Introduction to Politics and Political Analysis
POSC 121, Introduction to U.S. Government and Politics
POSC 124, Introduction to Comparative Government and Politics
POSC 130, Introduction to International Relations
POSC 135, Model United Nations
POSC 140, Introduction to California Governments and Politics
POSC 150, Introduction to Political Theory
POSC 155, State and Society in the Asia Pacific
POSC 160, Politics in Film
POSC 195, Internship in Political Science (1 Unit)
POSC 197, Internship in Political Science (2 Unit)

Since our last program review, we have begun offering dual enrollment classes taught at Helix Charter High School. In the Fall of 2018, political science offered three sections of POSC 121, Introduction to U.S. Government and Politics and this semester, Spring, 2019 we are offering three sections of POSC 124, Introduction to Comparative Politics as dual enrollment classes at Helix Charter High School.

Since our last program review we have discontinued offering POSC 199, Special Studies or Projects in Political Science and 298, 299A, and 299B Selected Topics in Political Science. These were used in the past as independent or directed study for individuals or small groups of students however this practice has been discontinued.

POSC 135, Model United Nations was originally championed by Dr. Mary McKenzie and was offered after she left Grossmont College but has not been offered in recent years. We are hoping that a new political science hire will resurrect this offering.

POSC 155 and POSC 160 have not been offered in recent years as a result of low enrollment numbers, presumably because of specialized nature of the classes and they do not fulfill any major transfer requirements. We are hoping these classes can be offered again as enrollment becomes more robust.

POSC 195 and POSC 197 have also not been offered in recent years.

In conjunction with Josue Franco, a recent full-time political science hire at Cuyamaca College, POSC 170, Introduction to Political Science Research Methods, has been proposed to the curriculum committees on both campuses. The goal of the course is to prepare students to utilize the scientific method to investigate and explain political behavior and institutions so that when students transfer, they can be better prepared to seek undergraduate research opportunities. These have remained in the catalog as we hope the internship program will be resurrected in the future.

Economics

Per the catalog, economics currently offers:

ECON 110, Economic Issues and Policies
ECON 120, Principles of Macroeconomics
ECON 121, Principles of Microeconomics
ECON 195, Internship in Economics (1 unit)
ECON 197, Internship in Economics (2 unit)
ECON 215, Statistics for Business and Economics
ECON 261, Economic Relations of the Asia Pacific

ECON 215, Statistics for Business and Economics, has been added to our course offerings since our last program review however it has not been offered in recent semesters. However we do not want this course to be dropped from the catalog and we have plans to change the pre-requisite requirements to reflect the changes made for Math 160. We are planning on offering this class Spring 2020.

In the Fall of 2018, economics offered two sections of ECON 121, Introduction to Microeconomics and this semester, Spring 2019, economics is offering two sections of ECON 120, Introduction to Macroeconomics as dual enrollment classes at Helix Charter High School.

Since our last program review, economics has discontinued offering
ECON 122, Principles of Macroeconomics Laboratory
ECON 123, Principles of Microeconomics Laboratory

Since our last program review we have discontinued offering ECON 199, Special Studies or Projects in Economics and ECON 298, 299A, and 299B Selected Topics in Economics. These were used in the past as independent or directed study for individuals or small groups of students however this practice has been discontinued.

ECON 261 has not been offered in recent years as a result of low enrollment numbers, presumably because of specialized nature of the class and because it does not fulfill any major transfer requirements.

POSC 195 and POSC 197 have also not been offered in recent years. Currently we do not have any plans to revive these internships due to low enrollment and a lack of administrative support for internships resulting in high maintenance

PURPOSE OF SECTION 2.2: To understand your practice for reviewing outlines. For example: under what circumstances you submit a new course, a modified course, or a course update to the curriculum committee.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

In general, official course outlines are updated as required. For instance, in May 2016, Ticey Hosley, our Articulation Officer at the time, contacted our department chair at that time, Todd Myers to alert him that the C-ID conditional approval for POSC 124 had expired in November 2015. Soon after, Scott McGann became chair and was updated by Ticey Hosley regarding the issue just before he left the chair position. The need for an update to the POSC 124 official course outline was brought to my attention in 2018 after I assumed the chair position at which point I submitted a Course Modification Form to update the official course outline and completed and submitted an alignment form for Cuyamaca to inform them of the change in the outline. It was important that this be done as POSC 124 is part of Geography's Global Studies ADT (Associate in Arts for Transfer degree). The State Chancellor's Office requires that all courses that belong to a C-ID descriptor must have current C-ID approval before a transfer degree can be submitted for review.

In recent history, course modifications have been primarily motivated by the desire or need to offer a traditional face-to-face course either as a hybrid or online class.

Please see Appendix 4.2

It has recently been brought to my attention by Marsha Raybourn, our strong and fearless leader of Instructional Operations, that all course outlines are to be updated every six years. This is particularly important for our department as we have C-ID approvals and articulation agreements. Out of date course outlines are not acceptable

when they need C-ID review and, apparently, other colleges are not often receptive to out of date outlines if they are looking for articulation agreements with us. Thus, according to the table below of all political science and economics official course outlines with their board approval dates, all of our department's official course outlines are currently out of date save for POSC 124 as mentioned above. Joe Braunwarth has been in contact with Marsha Raybourn to update POSC course outlines. He anticipates having them all updated by the end of the Fall 2019 Semester. It is hoped that process will be facilitated with the hiring of a new full-time political science instructor.

New courses are created based on the interests of the faculty in teaching a particular course and the perceived needs of the department and the students we hope to serve.

Such additions to our core classes would included such classes as:

POSC 135, Model United Nations

POSC 155, State and Society in the Asia Pacific

POSC 160, Politics in Film

ECON 215, Statistics for Business and Economics

ECON 261, Economic Relations of the Asia Pacific

In addition, Dr. Shahrokhi is working toward introducing a course on environmental economics.

PURPOSE OF SECTION 2.3: Explain how you incorporate new material in your courses on a semester-to-semester basis to maintain relevance and address current issues related to your discipline within the existing course outline.

2.3 *How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.*

In the Political Economy Department, as part of our pre-semester meetings, we take time to actively share student engagement strategies that have worked well for us in the classroom. As mentioned below, technology offers opportunities to present material beyond traditional lecture, whiteboard, or text. Most instructors utilize some combination of Power Point, video clips, and other online resources. Some instructors use in-class technology such as clickers or SurveyMonkey. We also feel that is very important to create a culture of learning at the beginning of each class and encourage the taking of attendance to give students that extra little push to get them to class. Writing can also be an effective student engagement technique. On the first day of class Joe Braunwarth

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

We also try to promote student engagement by promoting involvement in college activities outside of the classroom. As mentioned elsewhere in this document, we suspend classes for one week each semester and require that students attend two events such as guest speakers, or debates as part of our Brian Jennings Political Economy Week. We also not only include information about and contact information for various services on campus, we will explain the importance of various services such as the Transfer Center, the Food Pantry, GradCoach, and take a look at some of the clubs available on campus while stressing that even though many students attend community college as simply one component of their day alongside work and family commitments, they can get a more fulfilling college experience with just a little effort on their own. Finally, and in part as a result of the college's recent emphasis on student success and retention, we have discussed in our department meeting the importance of meeting with students one-on-one to help them overcome any difficulties they might be having in class or direct them to the various services that might help them deal with other difficulties in their life. Faculty meet with students before and after classes and via email. Students are encouraged to utilize faculty office hours but a relatively few number of students take advantage of these opportunities.

Fortuitously, the disciplines of political science and economics naturally lend themselves to the inclusion current issues in the classroom. Economics faculty are encouraged to integrate current information pertaining to the theory studied in the class. Instructors are also encouraged to incorporate media bulletins from the CBO, OMB, etc. Also, given our interests in politics and economics we are naturally interested in remaining current with current events. To put it another way, as Joe Braunwarth puts it, remaining current in my field means that I get to read that I would want to read anyway and teach about contemporary issues that I think are important for the students to know.

Personally, I begin my POSC 120 and POSC 121 classes with the following quote which is also displayed prominently on the course syllabi and Canvas pages:

"...why am I so interested in politics? If I were to answer you very simply I would say this: why shouldn't I be interested? That is to say, what blindness, what deafness, what density of ideology would have to weigh me down to prevent me from being interested in what is probably the most crucial subject of our existence, that is to say, the society in which we live, the economic relations in which it functions, and the system of power which defines the regular forms and regular permissions and prohibitions of our conduct? The essence of our life consists, after all, of the political functioning of the society in which we find ourselves." (Michel Foucault)

We feel it is important to introduce students to both theoretical and empirical research on political and economic topics. As such, we emphasize learning based on relevant contemporary that stimulates critical thinking and analysis of relevant current events. For example, a common prompt in our classes is to apply the material from the class or the text to a contemporary political or economic example. These examples can be of the students' choice or they can be directed to certain online resources, TED talks, etc. The use of technology in the classroom makes it all the easier to introduce contemporary issues and current events into the classroom. For instance, it is common when teaching political science classes to display a news site on the overhead projector as students come into the classroom before class begins. The instructor can then point out various topics or issues in that days news feed of relevance to the material currently being covered in the class.

Many instructors also attend conferences, such as the American Political Science Conference (APSA) or the Western Political Science Conference (WPSA). Our instructors also remain current by regularly attending professional development workshops on a variety of topics including workshops on incorporating distance education best practices.

In addition, the political economy faculty, and Todd Myers in particular, have been very active in the SDICCA Intern program that matches economics MA students with faculty

mentors. The program is instrumental in training new faculty, as interns shadow their mentors, attend meetings, attend classes, present events at our Brian Jennings Political Economy Week, and eventually are allowed to lecture while being assessed by their mentor. Todd Myers has had six SDICCA interns and each has approached his or her role in unique and positive ways. Interns have helped with student research projects, political economy week presentations, lectures, and student small group activities. Having more teachers in the classroom is advantageous for students. Student learning has been enhanced by having teachers who are motivated and prepared to enter the classroom. Our sample size is too small to come up with statistically relevant measures of contribution to student success, but I imagine if a well-designed experiment were funded the presence of interns in the classroom would contribute to student success. The SDICCA program has produced some great success stories. For example, Robert Montano, a former Grossmont College student and SDICCA intern under the tutelage of Dr. Myers, now teaches as an adjunct political science instructor at Cuyamaca College. Another former SDICCA intern, Ekhlas Fajardo is pursuing a doctorate at UCSD. Currently Dr. Myers is mentoring Elizabeth Nash who is currently entering the job market.

PURPOSE OF SECTION 2.4: To describe what the department does to maintain consistently high academic standards amongst its faculty.

2.4. What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

We have not added many new faculty lately but the general practice is for the department chair to give them an initial orientation and introduce them to other faculty who may be of assistance. New hires are, of course, given the official course outline of the course(s) they will be teaching as well syllabus requirements such as SLOs, ARC requirements, etc. Regular interaction is encouraged both casually, through electronic communications, and by regularly scheduled department meetings.

The political economy faculty also regularly engage in discussions, both as part of our scheduled department meetings and in casual conversation, regarding the maintenance of our department and discipline academic standards and curricular expectations.

These conversations are bolstered by regular peer evaluations. We work together to create appropriate Student Learning Outcomes (SLOs) which appear on all of our syllabi. We also get together to design criteria for assessing these SLOs which necessarily includes analyses of our class evaluation tools, i.e. tests, etc. While we feel it is important that instructors retain individual control over the design and delivery of student assignments and assessments, we do share a commitment to the importance of our shared need to cover the material from our official course outlines. And, again, while the design of assignments and assessments is up to the individual instructor, we do share certain standards such as the requirement, mentioned elsewhere in this document, that all classes include some type of writing requirement, this is particularly important for economics classes as many college economics classes at other institutions require no writing at all.

Currently our SLO assessment is given with the final exam in a multiple choice format. Our analyses of these data in political science has led to the realization that the assessments do not adequately address course SLOs and a further realization that the problem is not with the SLO assessment tools but with the SLOs themselves. We are embarking on a redesign of these SLOs and it is hoped that process will be facilitated with the hiring of a new full-time political science instructor.

PURPOSE OF SECTION 2.5: To gauge the overall patterns of student success, retention, and grade distributions across the course offerings in your department. Here the committee is looking for explanation on unusually generous or rigorous grading patterns.

2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

Grade distribution is at the discretion of the instructor but the department recommends a target grade distribution of 10% As, 20% Bs, 30% Cs, with the remainder being Ds, Fs, and NC. These distributions were suggested many years ago when Will Cummings was department chair and were chosen because he, and we, felt we should hold the line against grade inflation. The topic of grade distributions remains a frequent topic at

semester department meetings. As the quality of students seems to differ by semester and mode of course delivery, instructors are unwilling to implement a strict grade distribution curve.

Economics

As you will note in Appendix 1. Grade Distribution Summaries the grade distribution by term are very consistent over time. However, we are a relatively small department and, to the degree grade distributions vary between spring and fall, this may be attributable to small sample size. The economics grade distributions are slightly lower than the overall distributions for the Division, College, and the State. This is to be expected as economics classes necessarily cover a variety of mathematic concepts and graphs. For many students taking introductory courses at the community college level, these economics classes are often their first exposure to this type of material and, as a result, many students tend to find these class to be more rigorous than others. Regarding the outcome by course, the economics grade distributions are very consistent except for ECON 215, Statistics for Economics and Business. However this class was only offered for one semester therefore, statistically, such a small sample size renders any analysis basically useless. That said, to the extent we would like to hazard any inferences for why the ECON 215 outcomes are slightly lower than other economics courses, this can surely be attributed to the intention of the faculty to offer a more advanced and, consequently, slightly more difficult offering to students but, again, these data are statistically suspect. We have also noticed that, in general, student success in ECON courses is well below the college average. Be believe this to be a functions of the fact that economics courses tend to be relatively technical and unfamiliar courses to our students. Anecdotal evidence suggests this is common at other colleges.

Political Science

As you will observe in Appendix 1, the political science grade distributions by term are very consistent over time and are very similar to the outcomes in the Division, College, and State. However, it should again be noted that, to the degree grade distributions vary between spring and fall, this may be attributable to small sample size.

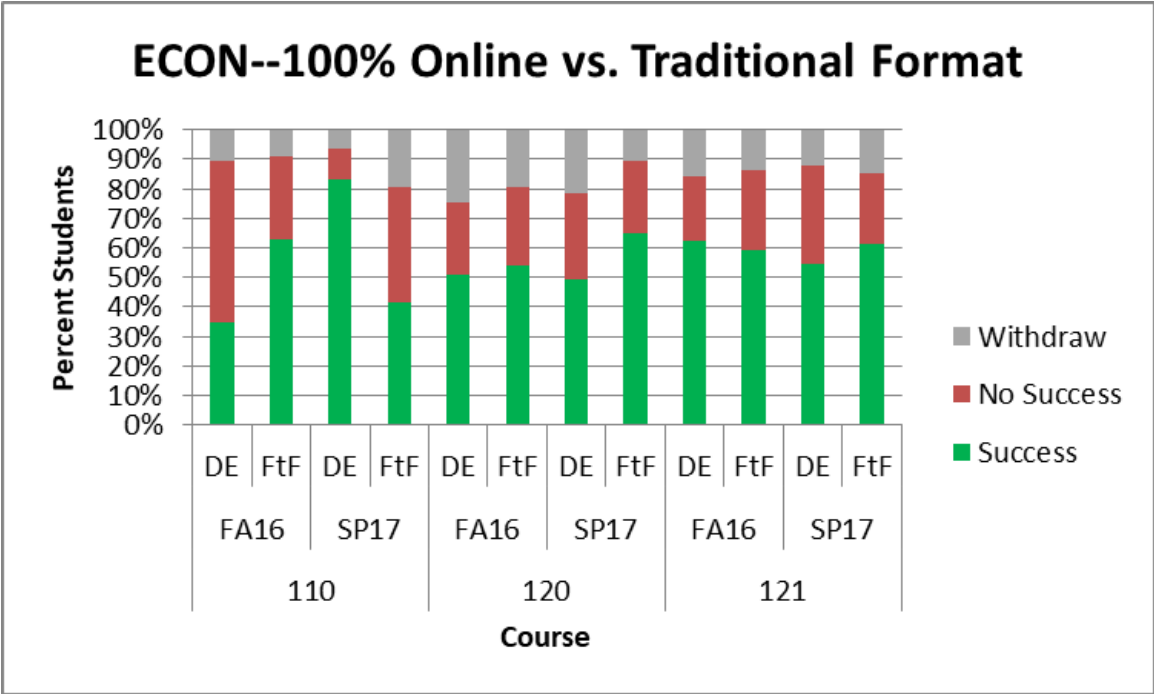
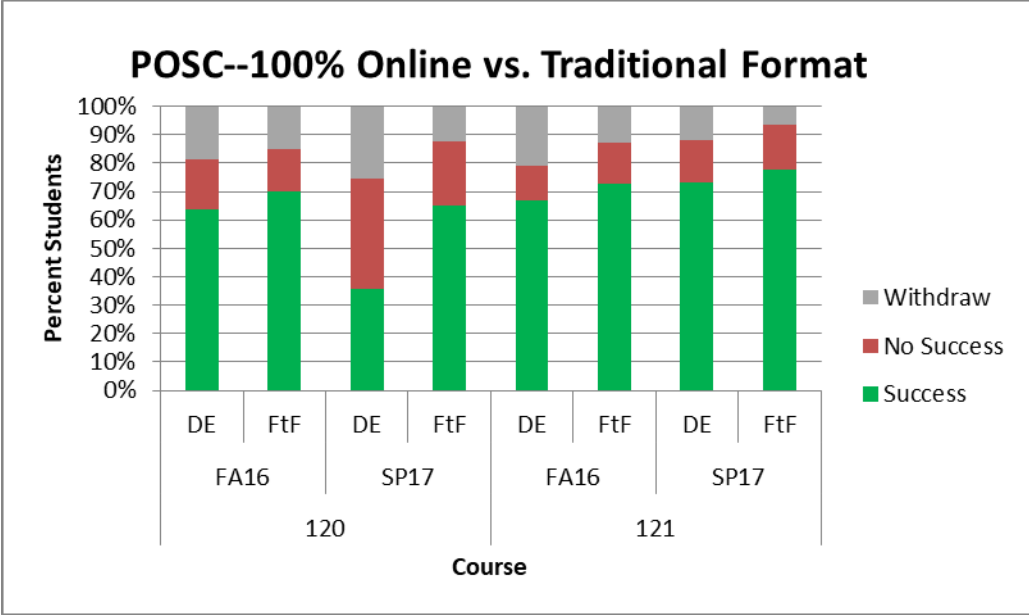
Political science grade distribution outlines by course are fairly consistent in terms of class success although some variability can be observed in the assignment of As, Bs, and Cs. As noted above, these classes are offered much less frequently relative to other departments and for some classes, such as POSC 140, Introduction to California Governments and Politics and POSC 150, Introduction to Political Theory, only one section is offered each year rendering any comparison between faculty and over time

largely moot. For other classes, one can notice a slightly lower grade distribution for POSC 120, Introduction to Politics and Political Analysis. While I again hesitate to offer any statistically-significant conclusions, this class introduces students to relatively novel material such as analysis of social science phenomena and, necessarily, examines political science topics from a more theoretical perspective than classes such as POSC 121, Introduction to U.S. Government and Politics, that focus on less esoteric subject matter. That being the case, even within the same course, no two instructors use the same textbook, other readings, or emphasize the same political examples. However, even though no two courses are exactly the same, judging by the data, the grade distribution within the discipline is well within acceptable boundaries.

While all of our classes teach to the official course outline, ironically, one of the strengths of political science classes is the variation between classes and instructors. Each instructor comes from different academic emphases and, as a result, emphasizes different aspects of the subject matter, uses different textbooks and other assigned material, and offers their own unique lectures and focus. As a result, there is little possibility of calibrating our grading data to external standards.

PURPOSE OF SECTION 2.6: To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

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



As mentioned above, given the relatively small size of both the economics and political science disciplines, we should be reluctant to draw any firm conclusions based on the tables below.

In political science we see very similar outcomes in both distance education and face-to-face classes. One notable exception is the relatively low outcomes for distance

education classes for POSC 120 in the Spring of 2017. At this time and based on the resources at our disposal, we have no explanation for this aberration and we suspect the difference for that one semester may simply be a result of the small sample size as mentioned above. Like political science, the economics course delivery data shows very comparable success rates for both distance education and face-to-face classes. Again we do see some aberrations such as the lower success rates for distance education offerings in the fall of 2016 followed by a markedly higher success rate for distance education classes for the fall of 2017. Clearly we should be very reluctant to draw any conclusions based on this data.

Instructors regularly attend workshops in order to remain current with online course delivery methods. Since our last program review, some instructors in both economics and political science experimented with offering hybrid courses however these have been discontinued as it seems that students are either more interested in enrolling in a full online or a full face-to-face class. Many of our face-to-face classes could be considered hybrid classes to the extent that while we maintain full-semester lecture hours, much of the access to materials and submission of assignments is done online.

Joe Braunwarth has been a member of the Distance Education Committee and was thus involved in the introduction of Canvas to the entire campus and, of course, the department. His membership on this committee allows him to remain abreast of changes in distance education which he then shares with his departmental colleagues.

2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

Since our last program review, we have begun offering dual enrollment classes taught at Helix Charter High School. In the Fall of 2018, political science offered three sections of POSC 121, Introduction to U.S. Government and Politics and this semester, Spring, 2019 we are offering three sections of POSC 124, Introduction to Comparative Politics as dual enrollment classes at Helix Charter High School.

In the Fall of 2018, economics offered two sections of ECON 121, Introduction to Microeconomics and this semester, Spring 2019, economics is offering two sections of ECON 120, Introduction to Macroeconomics as dual enrollment classes at Helix Charter High School.

PURPOSE OF SECTION 2.8: The committee wants to gauge if students are able to transfer successfully to four-year universities via your articulation agreements.

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

Even though we need to update our official course outlines, as mentioned above in section 2.2, we have no concerns regarding the articulation to four-year institutions. The classes offered in our discipline are primarily taken by students in order to satisfy their requirements for transfer to four-year institutions. Consequently, we take pains to design and update our classes to ensure that all of the classes we offer meet meet articulation standards and are in compliance for transfer.

Please see Appendix 4.3

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

PURPOSE OF SECTION 3: To show how SLO assessments are used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning.

3.1 Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. **NOTE: Changes should include reassessment of SLOs requiring further attention.**

Please see Appendix 4.1

As you can see, neither the disciplines of economics and political science are current with our SLO assessment cycle. This is something of which we have become aware as a part of this program review self-report and we now know that it is an issue with which we should deal promptly. One of the issues here, as noted in the program recommendations of our last program review, is that many of the economics faculty feel we should reduce emphasis on SLOs as they believe that the best outcomes occur through the assessment of students by each individual faculty member. In political science we hope to revamp our course SLOs, as mentioned above, so that we might benefit from whatever we might learn from the SLO process. Again, it is hoped that process will be facilitated with the hiring of a new full-time political science instructor.

3.2 Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course.

Not applicable at this time. As mentioned above, we have discovered our SLOs to be inadequate at this time to be of much use to improve a course, course sequence, or program.

3.3 What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

Not applicable at this time.

3.4 What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

We would design testing criteria that would evaluate students' command of each of our SLOs.

3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

Obviously we will have to make more of an effort to remain on top of the SLO cycle. In conversations with other faculty members, in particular the other chairs in the ESBS Division, it is clear that the SLO cycle is like many other aspects of life; one gets out of it what one puts into it. Those departments that have kept on top of their SLO cycle have benefitted by having the data necessary to improve both individual courses and programs. As a result of our inability to stay current with our SLO cycle, the Political Economy Department lacks the data that would enable us to realize those advantages. It is hoped that this situation will be remedied soon.

SECTION 4 - FACILITIES AND SCHEDULING

PURPOSE OF SECTION 4.1 – 4.4: To determine how departments utilize various campus services and the impact on student access (consider facilities, scheduling, campus resources and technology).

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

We offer classes both on-campus and online.

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

Yes X No ___

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

Online support, including the implementation of new technologies such as Canvas and proposed online evaluation software, as well as the support of individuals such as Dawn Heuft, our current Instructional Design Technology Specialist, meet our distance education requirements excellently.

As mentioned above, in our response to earlier program review recommendations, we noted that we would like to have more access to large classroom spaces for our Brian Jennings Political Economy Week and are taking steps to ensure access to those facility requirements.

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

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

None. Not applicable.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in these spaces.

None. Not applicable.

PURPOSE OF SECTION 4.5: To have departments determine, based on their review of waitlist data and student feedback, if their program could serve more students if it had more facility resources available and/or used them differently.

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

Yes___ No X

- If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.
- If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

As noted above, we currently have adequate classroom space and distance education support to meet our educational objectives and provide student access.

However, one important issue for the discipline of political science, related to our ability to serve students, is access to "our" classroom 51-577. There are many advantages to having a primary classroom for our use as we can post political science materials that might be of interest students, etc. However, as a result of trying to enhance our ability to serve students by implementing hybrid classes, an effort which later proved unsuccessful, and having to cut sections during "prime time" in 51-577, as a result of what was deemed as inadequate enrollment, other departments have begun offering classes in this classroom. However political science would like to return to offering as many of our classes as possible in that room as possible,

4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, open workspaces for students/tutoring, etc.

Not applicable.

SECTION 5 – STUDENT EQUITY AND SUCCESS

PURPOSE OF SECTION 5:

- ***To determine if student enrollment in your program is robust and if students are enrolling in your program in equal representation to the general Grossmont student population.***
- ***To have the department examine student success and retention overall for your department and disaggregated by ethnicity, age, gender.***
- ***To have departments explain what they have done to improve success for all students while maintaining academic rigor.***

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

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

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns [Data and a summary of notable patterns will be provided by the Program Review Data Liaison].

Enrollment trends have remained fairly consistent in the Political Economy Department over the time frame covered by the data in appendix 2 with something of a dip for both economics and political science in the fall of 2014 and 2015 and continuing in the fall of 2016 for political science. Although, again, we are dealing with limited numbers, one suspects these are simply the unfortunate result of having to cut the number of sections offered as enrollment has declined at the college campuswide.

Economics

Economics has traditionally been a male-dominated field and this is replicated in the enrollment by gender data. This is particularly striking given that the females now make up a clear majority of students campus wide. Enrollment by age essentially mirrors that of the college overall. Economics has traditionally attracted a slightly higher ratio of students of asian descent and this is reflected in the data here.

Political Science

Like economics, political science attracts a higher ratio of males to females although not one as marked as that of economics. Enrollment by age is, again, very similar to the ratio of the college overall. Enrollment by ethnicity shows an interesting increase in Hispanic enrollment as well as a slightly higher rate of enrollment of African-American students relative to the college overall although given the relatively small sample numbers and ratios, one hesitates to draw any statistically significant conclusions.

Political Economy Department

Although economics, and to a lesser degree political science, has traditionally attracted a much higher ratio of males to females, it is hard not to examine these data relative to the gender and ethnicity of the Political Economy Department which is currently all white and all male. To the extent this makes a difference in our enrollment numbers is anybody's guess. We have found the Brian Jennings Political Economy Week to be a useful recruiting tool. We hope to reinvigorate a political science club and it is hoped that process will be facilitated with the hiring of a new full-time political science instructor.

5.2 *Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.*

Economics

Student success and retention rates for economics have remained relatively consistent over the period covered in the data above although below college averages overall, perhaps reflecting the relatively novel nature of the material to most community college students as mentioned elsewhere in this report. There has been an uptick in both success and retention in the 2016-2017 data bringing their numbers inline with the college overall.

Political Science

Student success and retention rates in political science are also relatively consistent although they are higher than those in economics, mirroring or exceeding the success and retention rates and goals for the college overall. Again, we suspect the differences between economics and political science to be a function of the relatively technical nature of the economics curricula. Like economics, political science experiences slightly higher rates of success and retention during summer semesters which we assume is a function of the relative attractiveness of community college classes to students from four-year schools who are on their summer break.

5.3 *Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.*

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

move through the semester; for example by presenting the weekly theory or ideology in POSC 150, Introduction to Political Theory. Finally, all instructors report using the Socratic Method in their classes.

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

Each semester the Political Economy Department suspends regular classes and, in lieu of classes, students are required to attend political economy events that are, in some way, relevant to politics and/or economics. These events are presented by faculty members and may include issues relating to personal research issues, current events or other provocative issues that don't necessarily fit neatly into the official course outline, guest speakers, presentations by faculty from other departments including Carlos Contreras from History and Bill Hoaglin from Humanities, panel debates, etc. These events are open to all students, faculty, and the larger community.

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

Not applicable.

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

Section 5.6: Degrees and Certificates

Degrees	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Total
Economics	6	3	3	3	7	8	4	4	38
Economics for Transfer	--	--	--	--	--	--	74	163	237
Degrees	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Total
Political Science	8	3	4	11	2	9	5	3	45
Political Science for Transfer	--	--	--	--	9	18	23	19	69

Reflecting nationwide trends away from liberal arts educations toward degrees with more "marketable" potential, economics degrees have remained steady and even rising slightly while political science degrees have been in decline. While political science is pleased to have students transferring as political science majors, economics has

enjoyed a marked and dramatic increase in students transferring with economics declared as their Program for Transfer. As you can see in the above chart, students transferring as economics majors has gone from 0 in the 2014-2015 year to 74 in 2015-2016 and then more than doubling to 163 in 2016-2017.

5.7 *If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field?*

Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

As opposed to other programs with more specialized emphases, we have very little information, other than anecdotal evidence, on where our majors go after leaving Grossmont College and what they achieve after that. In political science, Joe Braunwarth has remained in contact with students who have gone on to start their own businesses, practice law, and even one individual who served as the communication director for the U.S. Supreme Court and then went on to a similar position, with much higher remuneration, at Walmart corporate headquarters. Economics students have gone on to enjoy success in a variety of careers. CNBC, in a recent report, lists economics as 7th among the 10 highest paying college majors. While we no hard data tracking students after they have left our programs, we would like to note that we run into many members of the community who have attended Grossmont College at some point during their academic career, recall their time at Grossmont fondly, and are now gainfully-employed productive members of the community.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

PURPOSE OF SECTION 6: To determine how departments utilize various campus services.

6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

Yes. All syllabi in the Political Economy Department include contact information for the services listed above and instructors make the time to explain the importance of these services and direct students to these services as needed. We have been impressed with the college's student success efforts including those students with relatively limited educational backgrounds and/or food and shelter insecurities. As a result, in addition to the support services listed above, our instructors have also successfully directed to students to other services including the food pantry and GradTutor office.

6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

Our students utilize a variety of student support and campus resources. One of the most noticeable resources utilized by our students is the Tutor Center. We make it a priority to recruit tutors to serve our students and often direct students to the Tutor Center. In political science, instructors direct students to the English Writing and Reading Centers although we are doubtful that many students follow up on this recommendation. However, students in economics use the math center frequently. Many of our students utilize the computing facilities available in the Technology Mall and we make all of our hard copy textbooks available on reserve in the library. The recent implementation of online and Canvas LMS support services have been widely beneficial to our students.

We have not tried to quantify the success of tutoring services. Any such quantification would be hampered as the economics faculty feel the tutoring center has not done a good job of hiring economics tutors and maintaining a steady program. Upon further research, Braunwarth has learned that the tutoring center, along with Distance Education, and OER, have been unsuccessful in obtaining an ongoing budget from Interim Dean Calfin or Interim Vice President of Administrative Services McGreevy. Braunwarth is following up on this as part of the Distance Education Committee but this is an important issue that needs to be addressed further.

6.3 *Are college support services adequately supporting your faculty and staff?
Consider the following support services: IT, Instructional Operations, Business
Services, Printing, Bookstore, Maintenance, CAPS, and any other support services
important to your faculty and staff.*

Yes, very much so; actually far more than adequate.

SECTION 7 – ON/OFF CAMPUS INVOLVEMENT

Faculty	Activity and Year(s)	Value
Discipline Specific Activities		
Myers	Fellow with the Educational Advisory Group of the Federal Reserve Bank of San Francisco (ongoing)	Currency in field. Provide students with unique and current information thus promoting student success, engagement, and retention.
Myers	Regularly publishes in a variety of academic outlets including Voegelinview, <i>The Himalayas: An Encyclopedia of Geography, History, and Culture</i> , <i>The Encyclopedia of World Poverty</i> , and others. (ongoing)	Maintain currency in the field and contribute to research in the discipline.
Myers	Sabbatical 2017: Historical research and reflection enabled him to identify 15 modules to incorporate Brazilian studies into his international relations, political theory, and economics courses. The contacts he made within the Brazilianist community offer him greater support for strengthening himself as a scholar and a teacher.	Currency in field. Provide students with unique and current information thus promoting student success, engagement, and retention.
Braunwarth	Sabbatical 2015: Created an online interactive “Undergraduate Political Science Resource” that includes the most important works of political science, organized by subfield, each with a brief overview addressing the importance of each of these works as well as an American Politics	Currency in field. Provide students with information that promotes student success, engagement, and retention.

	<p>section which is organized by topic in the manner standard to the organization of Introduction to U.S. Government courses in order to maximize the usefulness of this resource to students and faculty in this course. This is available to students, faculty, and the larger community from the Grossmont College Political Economy Department webpage.</p>	
Braunwarth	<p>Author of the college e-text “Open to Debate: An Interactive Approach to United States Government and Politics” published by the National Social Science Press and is used at a number of colleges nationwide. (Ongoing)</p>	<p>Currency in field, lowering textbook costs thus promoting student engagement, success, and retention. Currency in research and development of e-texts for face-to-face and online learning.</p>
Braunwarth	<p>Editor of “American Government Examined: A Reader” e-text for which he solicits contributions from prominent political scientists such as Noam Chomsky, Michael Parenti, Chalmers Johnson, and Tony Judt; as well as prominent up and coming “stars” in political science including Barbara Walters, Zoltan Hajnal, Jonathan Haidt, and others. (Ongoing)</p>	<p>Currency in field, lowering textbook costs thus promoting student engagement, success, and retention. Currency in research and development of e-texts for face-to-face and online learning.</p>
Braunwarth	<p>Wrote the instructor’s manual, power points, and test bank for Van Belle, <i>A Novel Approach to Politics</i>, 1st - 5th editions. Sage/CQ Press. (Ongoing)</p>	<p>Currency in field. Research and promotion pedagogical techniques and materials to promote student engagement, success, and retention.</p>

Professional Development		
All political economy faculty	Political Economy Reading Group. Meets every semester to share items of academic and pedagogical interest. (Ongoing)	Currency in field. Student engagement, success, and retention
All political economy faculty	Canvas LMS training course (2017)	Currency in Teaching. Promotes student engagement, success and retention.
Braunwarth	@ONE Introduction to Online learning certification course (2016)	Currency in Teaching. Promotes student success and retention.
Braunwarth	Zoom Video Conference Training (2018)	Currency in Teaching and the development of more effective online office hours. Promotes student success and retention.
Braunwarth	Western Political Science Association (WPSA) Community College Mini-Conference on Teaching, Assessment, and Research. (San Diego, 2018)	Currency in Teaching. Promotes student success and retention.
Braunwarth	Webinar on Achieving Academic Success through Universal Design for Learning (2019)	Currency in Teaching. Promotes student success and retention for all students.
College Service		
All full-time faculty on rotating two-year terms	Department Chair ESBS Division Council Chairs and Coordinators Council Academic Senate (Ongoing)	Represent faculty in student success planning and implementation. Shared governance structures.
Braunwarth	Developed and updates political science SLOs and Official Course Outlines. (Ongoing)	Promotes student success and retention.

Braunwarth	Helps organize Constitution Day activities on campus and delivers Constitution Day lecture. (Ongoing)	Outreach to entire college community. Currency in field. Promotes student interest in the discipline.
Braunwarth	Distance Education Committee. Assists with the maintaining campus-wide currency with electronic pedagogy including the integration of Canvas LMS, NetTutor, online plagiarism software, online evaluations, effective office hours, OER, ZTC, etc. (Ongoing)	Represent faculty in development of online pedagogical tools. Disseminate information to campus community of same. Promotes student engagement, success, and retention. College service.
Braunwarth	Financial donor for: Grossmont Theater (Ongoing) Brian Jennings scholarship fund (2018) Peter White Scholarship fund (2019) Gizmo's Kitchen (2018-Ongoing) Dreamers Movement (2018-Ongoing)	Supports student engagement, success, and retention.
Braunwarth	Distinguished Faculty Committee (Ongoing)	Promotes and recognizes faculty contributions to the Grossmont College Community. College Service.
Braunwarth	Recipient of the "Outstanding Faculty of the Year" in the Humanities Division, (2003-2004)	Recognition of commitment to college, departmental, and student service.
Braunwarth	Project Success Linked Class with Library Information Resources/LIR 110 (2016-2017)	Promotes student engagement, success, and retention.
Braunwarth	Frequently attend and contribute to Earth Sciences Faculty Field Trips. (Ongoing)	Promotes interaction among colleagues and the sharing of information that can be used in our classes to promote student engagement.

Braunwarth	Member of the Grossmont College Football Chain Gang. (2016-Ongoing)	Promotes interaction among colleagues and demonstrates college service to fans and players.
Braunwarth	Assist Grossmont College Student Ambassadors by giving prospective students the opportunity to ask questions and get the perspective of a faculty member. (Ongoing on a as-needed and availability basis)	College Outreach and recruitment.
Braunwarth	Previous committee membership: Instructional Computing, Professional Development/Flex Week, World Arts and Cultural Organization, founder of the Grossmont Education And Teaching (GREAT) Book Club, etc.	College service.
Braunwarth	Advisor to "Dems Club" (2018)	College service. Promotion of student engagement in the discipline and the college overall.
Branwarth	Co-Chair Political Science Hiring Committee (2019)	College service with obvious promotion of college, department, and student goals of success.
Community Involvement and Outreach		
All full-time and part-time faculty members	Brian Jennings Political Economy Week. Offer and promote events - of their own creation or by guests from both on and off campus - including lectures, films, debates, etc. (ongoing)	Promotes our department's faculty and classes and provides outreach to the entire campus and larger community. Promotes student engagement and retention as well as stimulate interest in both their current classes and the academic fields generally.

Braunwarth and McGann	Maintains Department website. Provides accurate information to students and the larger community including classes offered, possible careers, information about faculty, degree requirements, Brian Jennings Political Economy Week schedule, and links to Major Readings in Political Science from Braunwarth 2015 Sabbatical. (ongoing)	Promotes outreach and Student engagement and retention. Publicize the Political Economy Department and our offerings on and off campus.
Braunwarth	Dual Enrollment at Helix Charter High School. (ongoing)	K-12 outreach: supporting the next generation of College students through exposing them to College classes early in their education.
McGann	Advisory board member for the San Diego Center for Economic Education (ongoing)	Outreach promoting the Grossmont College in general and the economics discipline in particular.
Myers	Advisory board member for the San Diego Center for Economic Education (ongoing)	Outreach promoting the Grossmont College in general and the economics discipline in particular.
McGann	Serves annually as a judge for the History Day event at the San Diego County Board of Education	Outreach promoting the Grossmont College in general and the economics discipline in particular.
McGann	Regularly appears on local radio and television as an expert guest on issues of economic importance, has been quoted in publications such as <i>USA Today</i> , <i>The Los Angeles Times</i> , <i>The Reality Times</i> , and even our world-famous, locally-known <i>Grossmont Summit</i> .	Outreach promoting the Grossmont College in general and the economics discipline in particular.
Myers	Regularly appears on local news media as a guest expert. He also	Outreach promoting the Grossmont College in general and the economics

	regularly gives presentations at a number of academic conferences, colleges, and Institutes around the country including: The Institute for Humane Studies, the Liberty Fund Seminar, the American Political Science Association, the Institute for Social, Political, and Economic Research, the Strata Colloquium, the College of English Language, San Diego State University, and the East County Democratic Club. (Ongoing)	discipline in particular. Currency in Field
Braunwarth	Part of pet therapy team, with Princess Buttercup Braunwarth, visiting patients at Scripps Mercy Hospital, retirement facilities, San Diego County Library System, and at Grossmont College. (2012-Ongoing)	Outreach as unofficial Grossmont College “ambassador” to these populations.
Braunwarth	Off-campus naming opportunity donor to: Mercy Hospital (2008), Scripps Cardiovascular Institute (2012), Scripps Encinitas Hospital (2018), Tourmaline Surfing Park (2016), Helix Charter High School (2018), etc.	Outreach as unofficial Grossmont College “ambassador” to San Diego political and business leaders
Braunwarth	Off-campus non-naming opportunity level donor to: Helix Aquatics Association (2015), AYSO VIP (special needs) league (Ongoing), Helix Academic League (2018), Without Walls (WOW) Theater Group (Ongoing), etc.	Outreach and community development
Braunwarth	Unofficial and unelected “Mayor of Boulder Heights,” La Mesa. Actively involved in local politics	Outreach and promotion of Grossmont College in the community.

	and have hosted a number of local dignitaries to speak on campus including La Mesa City Council Member Bill Baber, La Mesa Mayors Art Madrid and Dr. Arapostathis, Chief of Police Walt Vasquez, former San Diego District Attorney Bonnie Dumanis, former White House Assistant to the President Midge Costanza, Superior Court judges, Lemon Grove City Council members, etc.	Promotes student engagement.
Braunwarth	Lived with my two children for three months in Cusco, Peru (2006) and Chiang Mai, Thailand (2009)	Immersion in the educational, cultural, and political systems of a number of countries provided many experiences that could be used to promote student engagement in my classes.

7.1 Referring to the above table, what activities contributed most to student success?

Serving as department chair involves a variety of activities including developing SLOs, scheduling the Brian Jennings Political Economy Week, etc. However, we feel that our most valuable contribution to student success is presenting events that are available to all students, faculty, and the community. These events get students used to the idea of attending scholarly presentations, exposes them to new and interesting information as well as prominent members of the local community. The Dual Enrollment program at Helix High School has been instrumental in facilitating student success by providing local High School student with the skills necessary to successfully transition to College, while also providing the Political Economy Department with an important tool for enrollment strategies.

7.2 Please provide an overall reflection on your department's activity displayed in your table.

We are very proud of our faculty's contributions both on and off campus such as the degree to which our faculty remain current by participating on community and academic boards, contributions to news media, conference presentations, and academic publishing.

7.3 Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes X No _____

If no, please describe what faculty professional development needs are not being met.

SECTION 8 – FISCAL & HUMAN RESOURCES

PURPOSE OF SECTION 8: To assess if the college is meeting the resource needs of your department and if your department is using those resources efficiently.

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

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

POLITICAL ECONOMY					
	<i>FA12</i>	<i>FA13</i>	<i>FA14</i>	<i>FA15</i>	<i>FA16</i>
Earned Enroll	1,601	1,556	1,327	1,390	1,454
Max Enroll	1,645	1,744	1,584	1,736	1,743
% Fill	97.3	89.2	83.8	80.1	83.4
Earned WSCH	4782.0	4649.0	4028.2	4158.0	4362.0
Total FTEF	6.04	6.44	6.21	7.05	7.20
Earned WSCH/FTEF	791.3	721.5	648.6	589.4	605.8
	<i>SP13</i>	<i>SP14</i>	<i>SP15</i>	<i>SP16</i>	<i>SP17</i>
Earned Enroll	1,534	1,502	1,465	1,525	1,538
Max Enroll	1,750	1,955	1,975	1,787	1,792
% Fill	87.7	76.8	74.2	85.3	85.8
Earned WSCH	4580.0	4274.2	4293.2	4427.8	4614.0
Total FTEF	6.82	7.81	8.21	7.01	7.20
Earned WSCH/FTEF	671.4	547.2	522.9	631.6	640.8
	<i>SU12</i>	<i>SU13</i>	<i>SU14</i>	<i>SU15</i>	<i>SU16</i>
Earned Enroll	0	243	229	235	280
Max Enroll	0	250	350	300	330
% Fill	N/A	97.2	65.4	78.3	84.8
Earned WSCH	0.00	706.4	669.7	686.7	840.0
Total FTEF	0.00	1.00	1.20	1.20	1.20
Earned WSCH/FTEF	N/A	706.4	558.1	572.3	700.0

POLITICAL SCIENCE					
	<i>FA12</i>	<i>FA13</i>	<i>FA14</i>	<i>FA15</i>	<i>FA16</i>
Earned Enroll	765	839	676	701	653
Max Enroll	770	870	820	873	850
% Fill	99.4	96.4	82.4	80.3	76.8
Earned WSCH	2280.0	2508.0	2065.2	2093.0	1959.0
Total FTEF	3.02	3.40	3.20	3.60	3.40
Earned WSCH/FTEF	754.5	737.6	645.4	581.4	576.2
	<i>SP13</i>	<i>SP14</i>	<i>SP15</i>	<i>SP16</i>	<i>SP17</i>
Earned Enroll	770	706	654	666	738
Max Enroll	832	922	922	797	832
% Fill	92.5	76.6	70.9	83.6	88.7
Earned WSCH	2310.0	2005.2	1955.2	1991.8	2214.0
Total FTEF	3.40	4.00	4.20	3.20	3.40
Earned WSCH/FTEF	679.4	501.3	465.5	622.4	651.2
	<i>SU12</i>	<i>SU13</i>	<i>SU14</i>	<i>SU15</i>	<i>SU16</i>
Earned Enroll	0	111	91	137	160
Max Enroll	0	100	100	150	160
% Fill	N/A	111.0	91.0	91.3	100.0
Earned WSCH	0.00	321.52	265.03	400.69	480.00
Total FTEF	0.00	0.40	0.40	0.60	0.60
Earned WSCH/FTEF	N/A	803.8	662.6	667.8	800.0

ECONOMICS					
	FA12	FA13	FA14	FA15	FA16
Earned Enroll	836	717	651	689	801
Max Enroll	875	874	764	863	893
% Fill	95.5	82.0	85.2	79.8	89.7
Earned WSCH	2502.0	2141.0	1963.0	2065.0	2403.0
Total FTEF	3.02	3.04	3.01	3.45	3.80
Earned WSCH/FTEF	828.0	703.4	652.0	597.8	632.4
	SP13	SP14	SP15	SP16	SP17
Earned Enroll	764	796	811	859	800
Max Enroll	918	1,033	1,053	990	960
% Fill	83.2	77.1	77.0	86.8	83.3
Earned WSCH	2270.0	2269.0	2338.0	2436.0	2400.0
Total FTEF	3.42	3.81	4.01	3.81	3.80
Earned WSCH/FTEF	663.4	595.4	582.9	639.2	631.6
	SU12	SU13	SU14	SU15	SU16
Earned Enroll	0	132	138	98	120
Max Enroll	0	150	250	150	170
% Fill	N/A	88.0	55.2	65.3	70.6
Earned WSCH	0.00	384.9	404.6	286.0	360.0
Total FTEF	0.00	0.60	0.80	0.60	0.60
Earned WSCH/FTEF	N/A	641.5	505.8	476.7	600.0

In response to campus-wide enrollment declines over recent semesters, the number of sections we offer has declined as the administration, including the President, the Vice President of Academic Affairs, and the Dean have cut lower-enrolling sections which resulted in cutting most of our Friday, weekend, afternoon, and evening sections. However, in recent years the administration has allowed us to offer relatively low-enrolling sections of ECON 120 and ECON 121 in the MW and TTh 5:30-6:45 timeslot in order to maintain and promote a “culture of evening classes” at Grossmont College. For many semesters these sections enjoyed something of a “protected status” in exchange for our agreement to offer higher course caps for higher enrolling sections. However, as enrollment in these sections has continued to dwindle, one of these sections was cut this last semester and, as a department, we have reduced all course caps to 50 in an effort to direct students to lower-enrolling sections. Our class maxes

are 50 per our contract. We are not aware of the degree to which this is determined by pedagogical factors however we do feel a max of 50 is too much for online classes.

Political Science

The efficiency of political science classes, based on the % Fill row in the table above has fluctuated somewhat over the semesters with an overall decreased from a high of 99.4% in Fall 2012 to a still respectable 88.7% in the Spring of 2017. Which compares very favorably with the college overall. We experienced a low of 70.9% in the Spring of 2015 which may, perhaps, be explained in part as a function of Professor Joe Braunwarth taking a sabbatical that semester however this is something of a conjecture because, if in fact that did explain the low efficiency that semester, this only serves to reinforce the small size of our department which means we are dealing with relatively small data pools which calls all of these statistics into question as mentioned above. In political science two classes are offered only once a year: Comparative and Political Theory. Our offerings, whether online or face-to-face, are chosen based on trial and error with the goal of maximizing enrollment.

Economics

The discipline of economics has experienced a similar pattern of efficiency moving from a high of 97.3% in the Fall of 2012 to a still favorable 85.8% in the Spring of 2017 and also experienced a low of 74.2% in the Spring of 2015. Currently, all economics courses are offered every semester.

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

Political Science

There has been a fairly consistent trend in Earned WSCH, FTEF, and Earned WSCH/FTEF in political science through the period covered in the table above although the total Earned WSCH/FTEF has declined somewhat overall from a high of 754.5 in the Fall of 2012 to 651.2 in the Spring of 2017 although the data available is not adequate to explain this trend.

Economics

Economics has experienced a very similar trend with fairly consistent WSCH and FTEF, although the data suggests a slightly larger decrease in Earned WSCH/FTEF from a high of 828 in the Fall of 2012 to a current level of 631.6. Again the data available is not sufficient to explain this trend.

Political Economy Department Overall

More importantly, the Political Economy Department consistently contributes a much higher rate of earned WSCH/FTEF than the college overall. Most semesters our earned WSCH/FTEF is above the target level for the college.

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

Not applicable.

PURPOSE OF SECTION 8.4: The committee is looking to recognize program/department efforts for outside funding.

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

Not applicable.

Human Resources

POLITICAL ECONOMY	FA12	FA13	FA14	FA15	FA16
FT Faculty Count	6	5	6	6	6
PT Faculty Count	3	9	2	3	4
Full-Time FTEF	4.8	3.8	4.8	5.0	5.0
X-Pay FTEF	1.0	0.4	1.4	1.6	1.2
Part-Time FTEF	0.2	2.2	0.0	0.5	1.0
Total FTEF	6.0	6.4	6.2	7.1	7.2
FT Percent	96.0%	65.2%	99.8%	93.6%	86.1%
Permanent RT	0.33	0.33	0.33	0.40	0.40
Temporary RT					

POLITICAL SCIENCE	FA12	FA13	FA14	FA15	FA16
FT Faculty Count	3	2	3	3	3
PT Faculty Count	2	7	1	2	2
Full-Time FTEF	2.6	1.6	2.6	2.8	2.8
X-Pay FTEF	0.2	0.0	0.6	0.6	0.2
Part-Time FTEF	0.2	1.8	0.0	0.2	0.4
Total FTEF	3.0	3.4	3.2	3.6	3.4
FT Percent	92.66%	47.06%	100.00%	94.44%	88.24%

ECONOMICS	FA12	FA13	FA14	FA15	FA16
FT Faculty Count	3	3	3	3	3
PT Faculty Count	1	2	1	1	2
Full-Time FTEF	2.20	2.20	2.20	2.20	2.20
X-Pay FTEF	0.80	0.40	0.80	1.00	1.00
Part-Time FTEF	0.02	0.44	0.01	0.25	0.60
Total FTEF	3.02	3.04	3.01	3.45	3.80
FT Percent	99.3%	85.4%	99.6%	92.6%	84.2%

PURPOSE OF SECTION 8.5 & 8.6: The committee is interested in knowing about the people in your department and what they do. The committee also wants to understand your department/programs staffing needs.

8.5 *Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.*

In the Political Economy Department, both in the disciplines of political science and economics, the full-time faculty are primarily responsible for the administration of the department while part-time faculty primarily take on the responsibility of teaching sections not picked up by the full-time faculty. This is not to say that our adjunct faculty are not able or willing to take on more responsibilities. For example, part-time or adjunct faculty are strongly encouraged to participate in our Brian Jennings Political Economy (PE) Week by suspending their regular classes and offering events during the week for all students and the larger community. In general, our adjunct faculty have been willing to participate in PE Week activities despite the increased time and effort required. This has been a very consistent division of responsibilities between full-time and part-time faculty for decades. Part-time faculty regularly attend department meetings whether they need the professional development hours or not and have been willing to assist when asked. For instance, one of our adjunct political science faculty, Ron Bee, has generously agreed to offer his time and expertise as a member of our 2019 Spring hiring committee for a new full-time political science instructor. Ron also recruits students for an Oxford study abroad program in conjunction with SDSU.

The Oxford Study Abroad Programme (OSAP) in international relations (osapabroad.com/ir) has had 35 Grossmont students attend since Ron Bee introduced the opportunity in 2015. Our students have a choice of attending during either the summer or the winter intercession period. It involves a three-week introduction to international relations from Oxford Dons and American professors from California, namely Professor Bee and Professor Corey Gustafson from Cal State University San Bernadino. The students can receive 3 units of credit for this lecture course, with the option of an additional 3 units of credit for a tutorial with an Oxford Don on a subject of their choice in the summer session when they have more time.

Besides building resume capital, self-discovery, and the self-development that comes from study abroad, most 4-year Universities require a study abroad experience, and students can request and have received credit from OSAP as they have worked with over 60 universities in the U.S. in the past to make this happen. Moreover, we have a link on the Grossmont Website to an empty space that says "Study Abroad" but no official study abroad program exists along with no administrative support exists. So Mr. Bee has, with the cooperation of the political science department, made this a volunteer effort to create an opportunity for our students. Our Instructional Dean supports the program as he understands the value of such programs. Only 2% of Americans study

abroad, and only 2% of those come from Community Colleges. By offering this opportunity to our students, from one of the most esteemed centers of learning in the world, we are helping them stand out from the crowd. As Brian Jennings once said, "Students who went on your program come back glowing with a new enthusiasm for learning."

8.6 Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

Given the recent tragic loss of one of our two full-time political science faculty, Brian Jennings, our part-time faculty pool has become stretched very thin. In addition to Todd Myers who teaches economics and political science at a rate similar to an adjunct instructor, we have a cohort of three part-time faculty who have been teaching with us for many years, two of the three are near retirement age and the third is actively searching for a full-time position. We were also able to recruit a fourth part-time instructor in the immediate wake of Professor Jennings' death, however this faculty member is relatively young and is also actively searching for a full-time position. I am working to find other qualified political science adjunct faculty, although the pool of possible candidates is quite shallow. A lack of experience with Canvas is another issue with potential adjunct faculty. One of our four adjuncts does not teach online and has not learned Canvas. I have asked the other three to take Canvas training and they either already have or are in the process of doing so.

8.7 If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

Political science has traditionally been and would like to return to being a more active contributor to the college goals of outreach, engagement, and retention. That said, we remain proud of our continued contribution to these college goals. As mentioned above, every semester we offer the recently re-named Brian Jennings Political Economy Week. While the economics faculty also contribute greatly to this event, we now have only one full-time political science faculty organizing, overseeing, and contributing to this event. Similarly, there is now also only one full-time political science faculty available for recruiting, preparing recruitment materials, staffing recruitment events, etc. Promoting goals including retention and engagement, in the past we have held periodic events for political science majors and we would like to do so again although we currently lack the

faculty resources to do so. The same is true for creating, organizing, and acting as advisors for a political science club, formerly known as *The Agoura*, although, to be fair, Todd Myers, who teaches economics and political science has, in the past, acted as advisor to a *Political Issues Club* and he may do so again in the future. Perhaps more important than these organizational efforts are the greatly diminished faculty resources available for advising political science majors and students, with potential negative impact on outreach, engagement, and retention. Along this same vein, we also offer a number of dual-enrollment classes at Helix Charter High School, the faculty overview of which now falls exclusively to Joe Braunwarth. Not only do these dual enrollment students contribute directly to Grossmont College FTES, it is hoped that after completing some college credits with Grossmont College, these students will elect to further their education goals by taking even more classes at Grossmont College.

Given the potential benefits to students, the department, and the college, the faculty staffing committee has given us the go-ahead to hire a new full-time political science instructor and we are currently in the process of recruiting and hiring a new full-time political science instructor.

8.8 In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.

The following questions are not applicable, as our department does not hire any non-faculty positions.

8.8 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

Not applicable.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

PURPOSE OF SECTION 9: The purpose of this section is to demonstrate how your department/programs ties in to the college's 2017 – 2022 Strategic Plan targeted goals of Outreach, Engagement and Retention.

9.1 *Summarize program strengths in terms of:*

- *Outreach*
- *Engagement*
- *Retention*

The Political Economy Department is very proud of our class offerings and the degree to which are widely enrolled core courses - ECON 120 and ECON 121 and POSC 120 and POSC 121 - are efficient and fiscally beneficial to the college. We are also very proud of our Brian Jennings Political Economy Week and its direct impact on outreach and engagement. Our political science and economics dual enrollment offerings at Helix Charter High School directly enhance the college's strategic plan goals. In addition, students are encouraged to vote, volunteer as poll workers and for political campaigns, attend various events on campus and in the larger community, etc.

9.2 *Summarize program weaknesses in terms of:*

- *Outreach*
- *Engagement*
- *Retention*

We could improve in our outreach efforts by developing a new flier and/or pamphlet to market our department offerings to the wider community. As a department, we are working to increase student success and retention in our classes by increasing student contact and assistance and clearly communicating course objectives, expectations, and rigor. We would like to rekindle a political economy club for majors and other interested individuals.

9.3 *Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.*

There are issues raised in this program review that warrant further attention including maintaining currency with our official course outlines and SLOs as well as the design and implementation of outreach, engagement, and retention strategies. There are many reasons why these matters have fallen through the cracks but one is the process

and role of department leadership. Our practice of rotating department chair responsibilities between department members every two years began to equitably share both the responsibilities and benefits, in particular release time for instructors who have concerns about maintaining their desired LED when low-enrolling sections are being cut, of serving as chair. However, one unintended consequence of having an individual serve as chair for only two years is the limited time the chair has to both learn of what administrative responsibilities are required and to then complete those tasks. In other words, our department leadership lacks the institutional memory possessed by chairs serving longer terms as is more common in other departments. The college does not provide adequate training for new chairs, and this compounds the problem.

Also, rotating the position of chair means switching leadership between two distinct disciplines, political science and economics. As a result, the chair is required, as you have noted throughout this self-report, to essentially duplicate their efforts in order to satisfy the requirements for each discipline. It is commonly the case that someone in the discipline that is not serving as chair must take care of their own scheduling, peer evaluations, adjunct hiring, etc. without the benefit of serving as chair and often in ignorance of the information covered at the Chairs and Coordinators Council, Academic Senate, and Division Council meetings. The Political Economy Department currently consists of three instructors who primarily teach economics (Shahrokh Shahrokh, Scott McGann, and Todd Myers, who is also qualified to teach political science), but only one full-time political science instructor, Joe Braunwarth. This means 75% of the time the duties of the chair are the responsibility of economics faculty which can make it that much more difficult for the political science discipline to remain current with responsibilities such as maintaining currency with official course outlines and SLOs.

There is no obvious synergy or overlap between the two disciplines in terms of administrative responsibilities. The arrangement has not been one of fully cooperative efforts, and this needs to be addressed. As does the issue of communication between the disciplines so that everyone is kept abreast of what is happening in the college and what should be happening in the department. Another possible way to resolve the problems would be to split our department into separate political science and economics departments, as is the norm at other institutions of higher learning. Were we to separate into two distinct departments, it would make it much easier for each discipline to take responsibility and remain accountable for their own actions as well as be in control of their own destiny. Although we currently only have one full-time political science instructor, we are currently in the process of hiring a second full-time political science faculty member, and have several part-time faculty. Along with Dr. Braunwarth, a second full-time political science instructor could provide the basis for a new political science department.

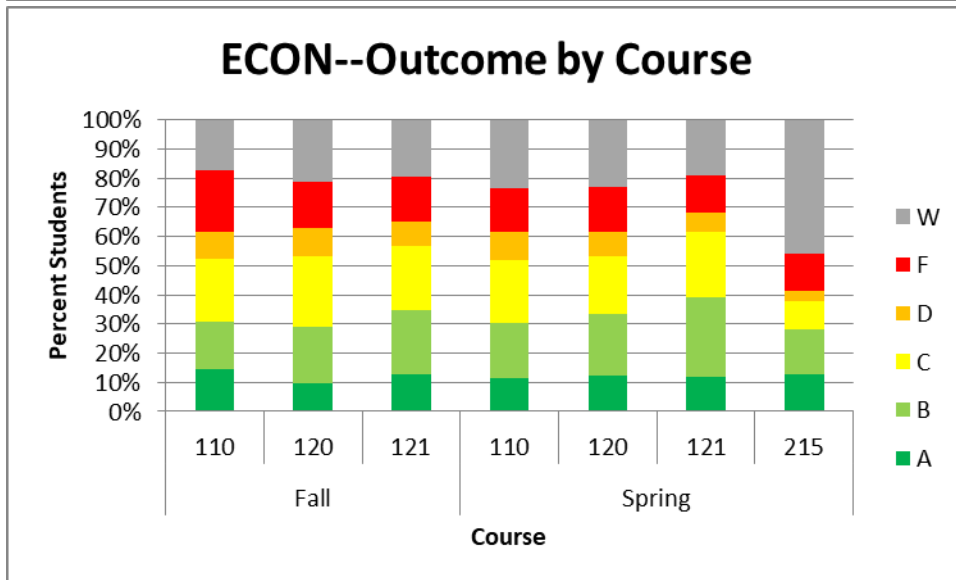
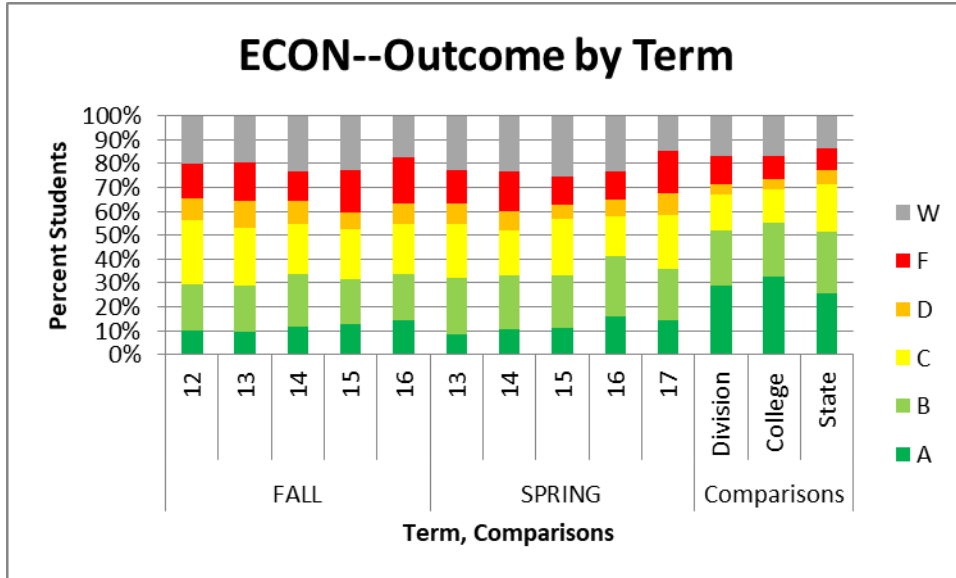
9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan, which includes outreach, engagement, and retention.

1. Secure a new full time political science faculty position.
2. No further cuts to our class offering and decrease minimum student enrollment below 20 for cancellation of class sections. This limits the availability of our classes that most need it and will negatively impact student engagement and retention.
3. Update Official Course Outlines
4. Update SLOs and evaluations. Use these evaluations to improve student engagement, retention and success.
5. Improve communication between the disciplines in the department and between the chair and the rest of the faculty.
6. Participate in workshops, discussions, and training to support efforts to improve student equity, retention, and success, particularly for those groups currently experiencing low retention and success.
7. Develop pamphlets, videos, and brochure materials to market our classes and the majors.
8. Larger classrooms to accommodate larger classes and larger Political Economy Week events.
9. Greater funding for conference attendance.

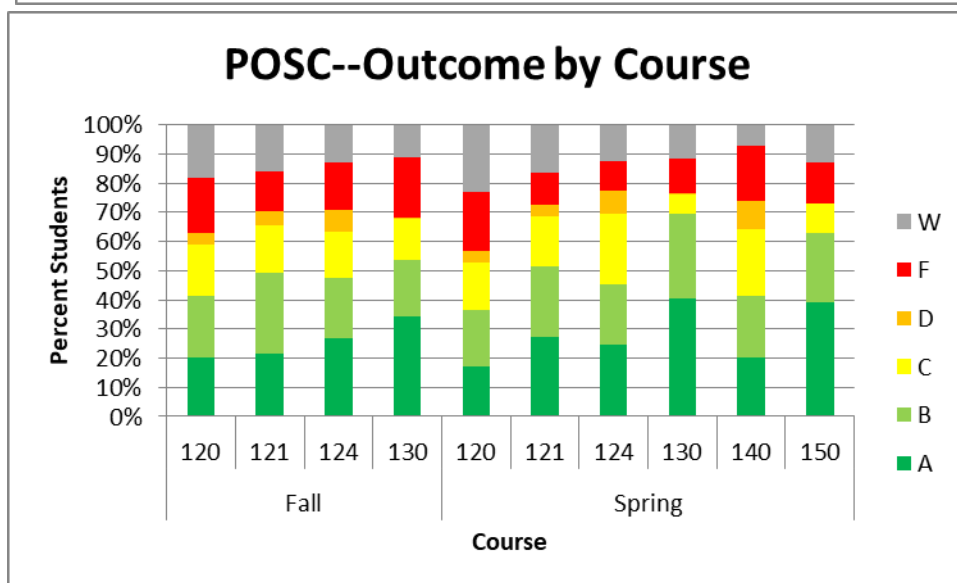
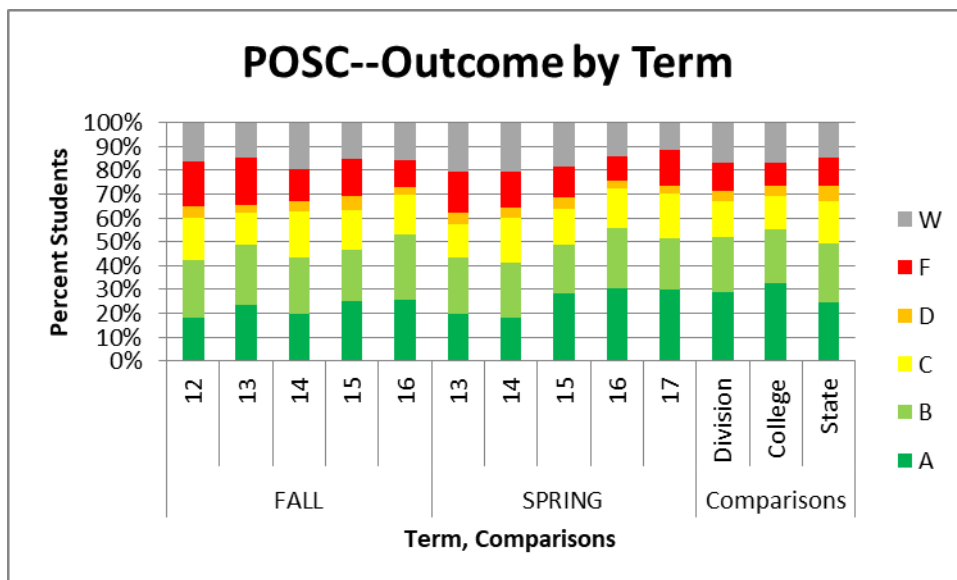
APPENDICES

Appendix 1. Grade Distribution Summaries

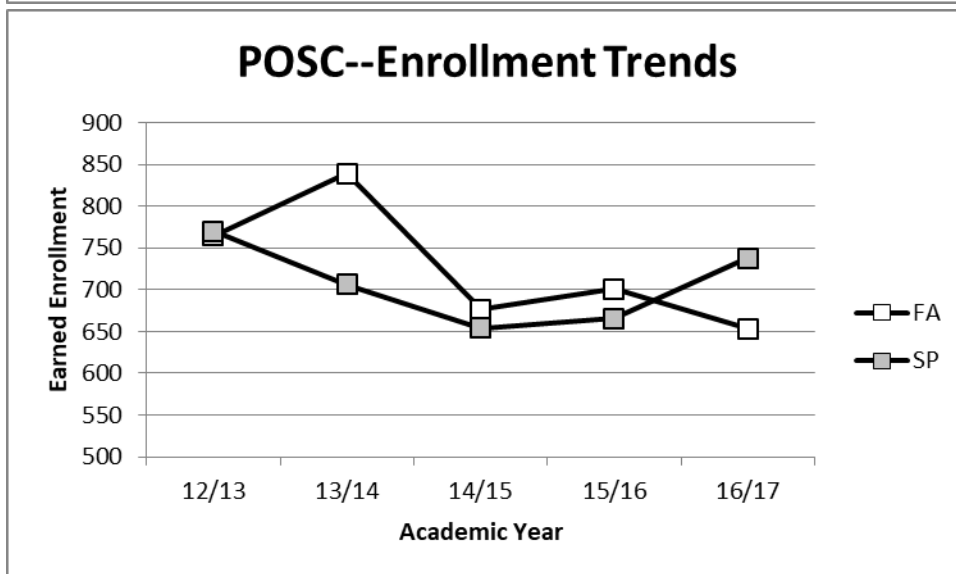
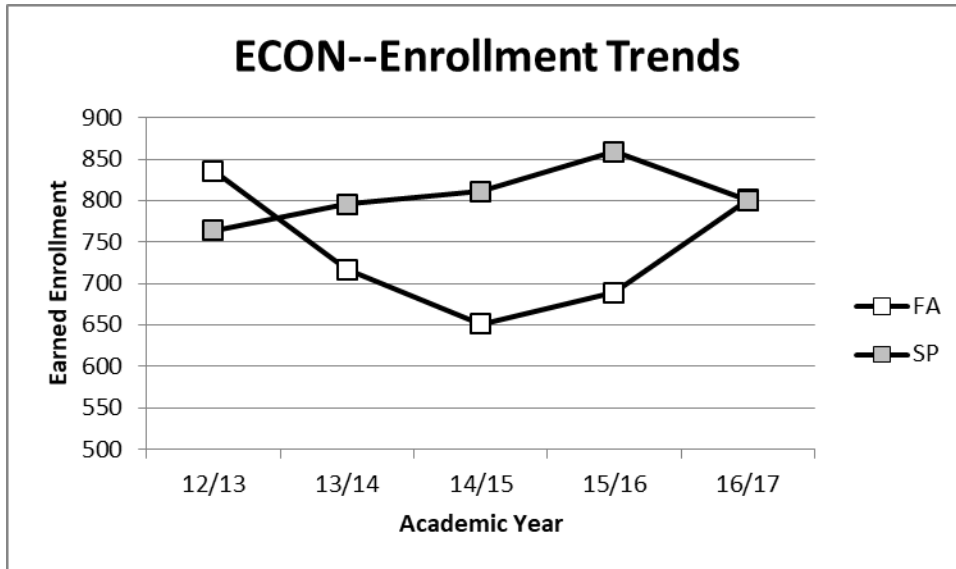
ECONOMICS



POLITICAL SCIENCE



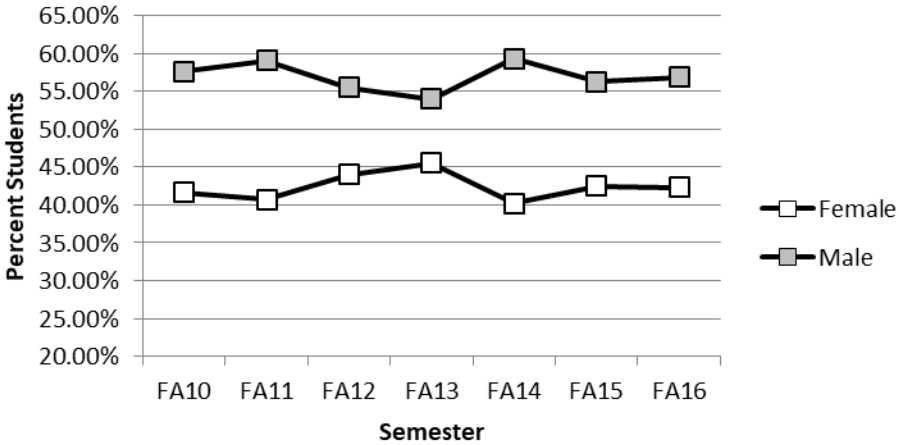
Appendix 2. Enrollment Data



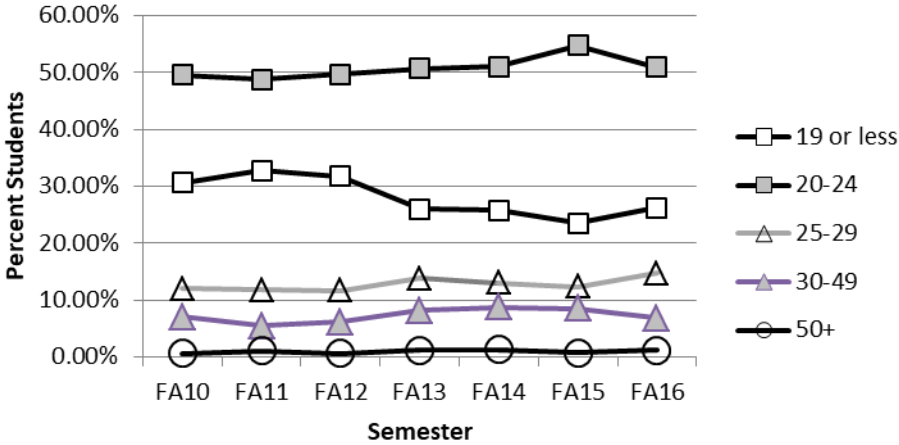
Disaggregated Enrollment Data

ECONOMICS

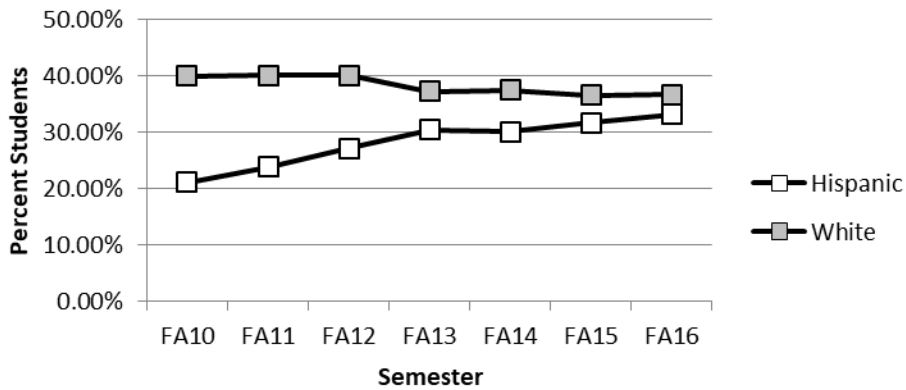
ECON--Enrollment by Gender



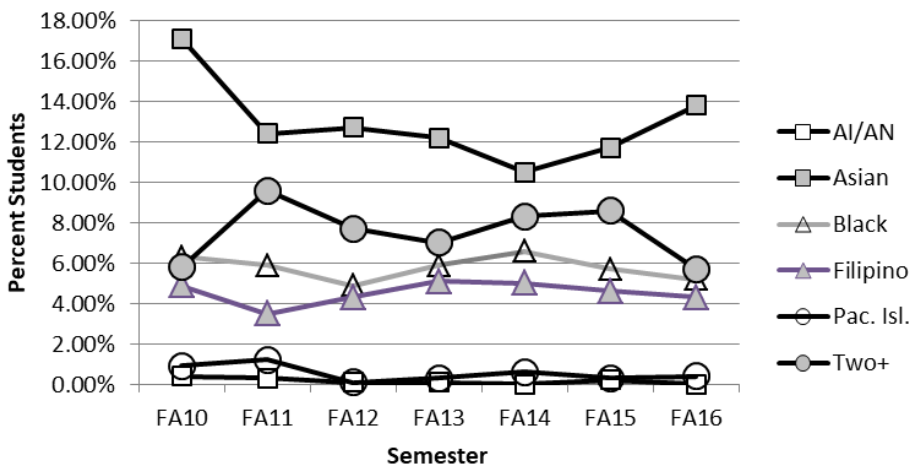
ECON--Enrollment by Age



ECON--Enrollment by Ethnicity, Hispanic & White

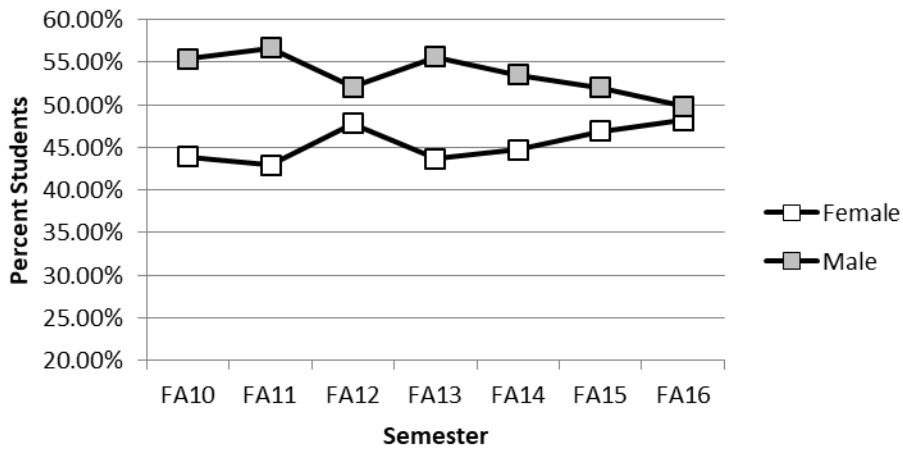


ECON--Enrollment by Ethnicity, Other

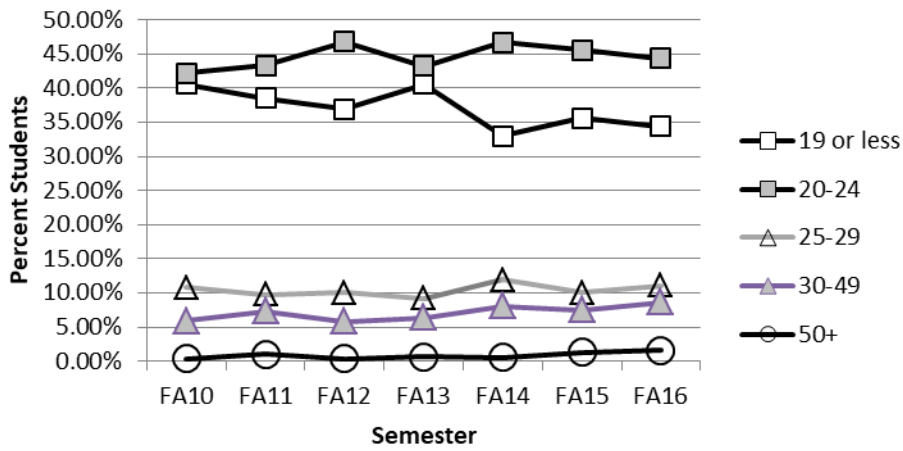


POLITICAL SCIENCE

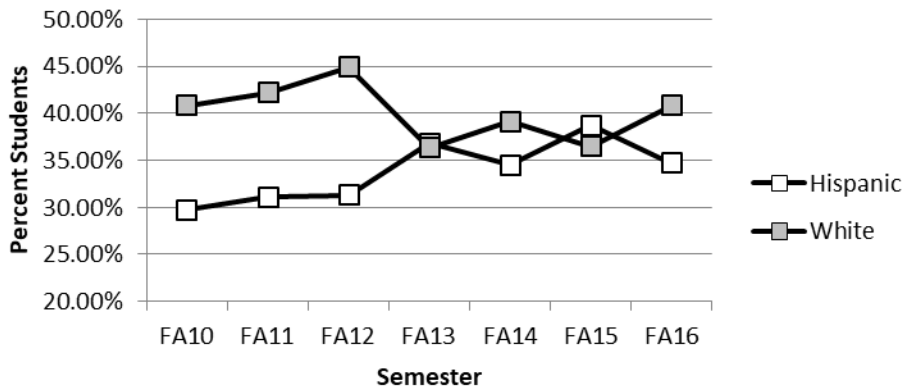
POSC--Enrollment by Gender



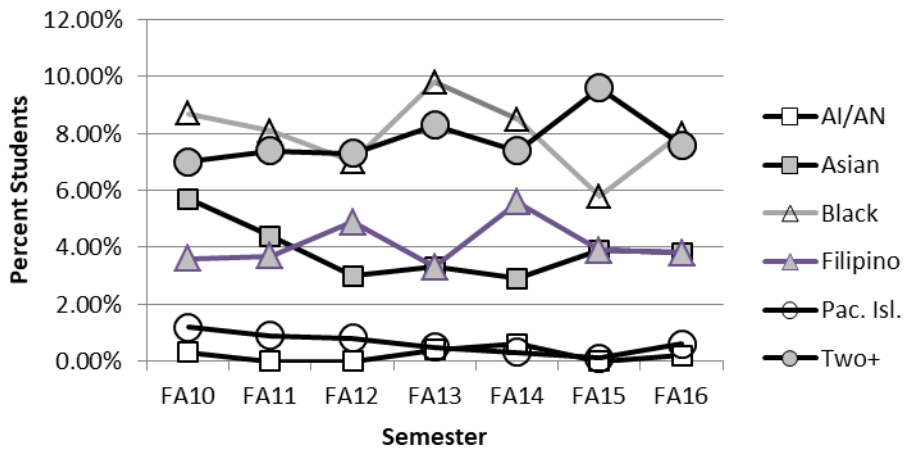
POSC--Enrollment by Age



POSC--Enrollment by Ethnicity, Hispanic & White



POSC--Enrollment by Ethnicity, Other



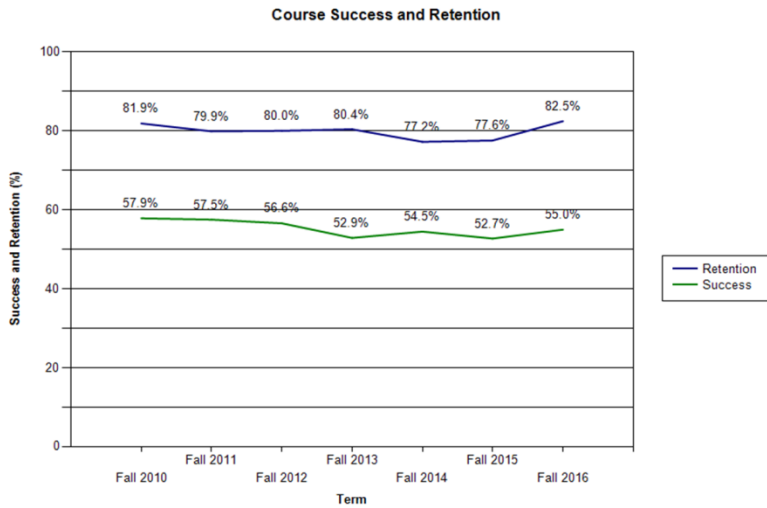
Appendix 3. Student Retention and Success Data

College 5-YR Averages: Success 69% and Retention 84%

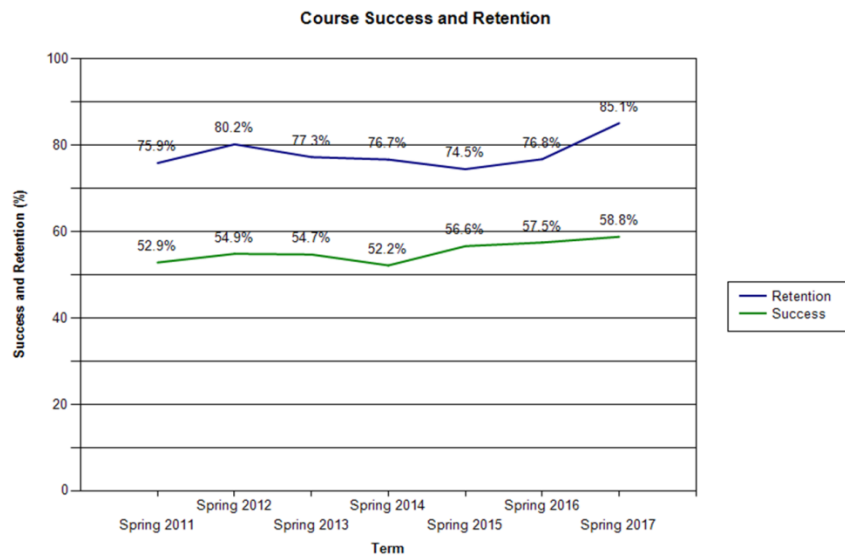
College Targets: Success 75% and Retention 85%

ECONOMICS

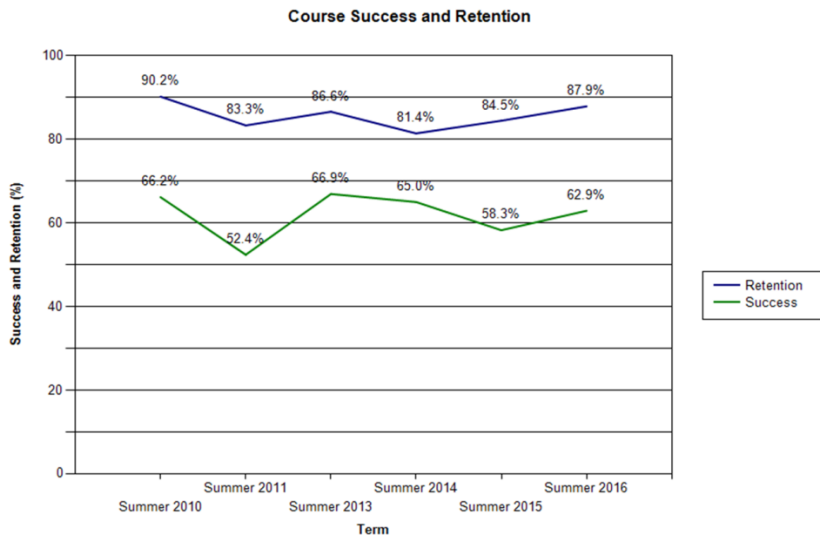
All Students: Fall



All Students: Spring

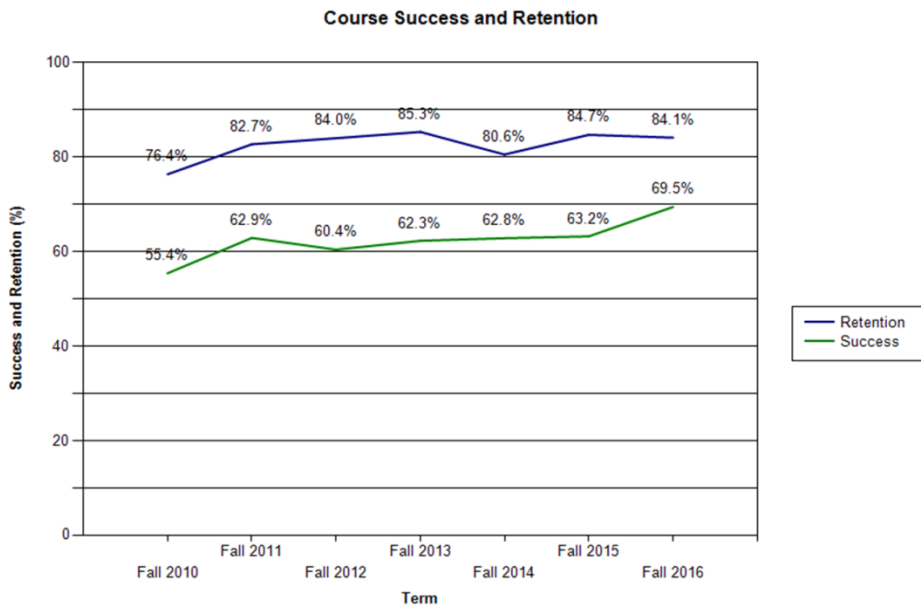


All Students: Summer

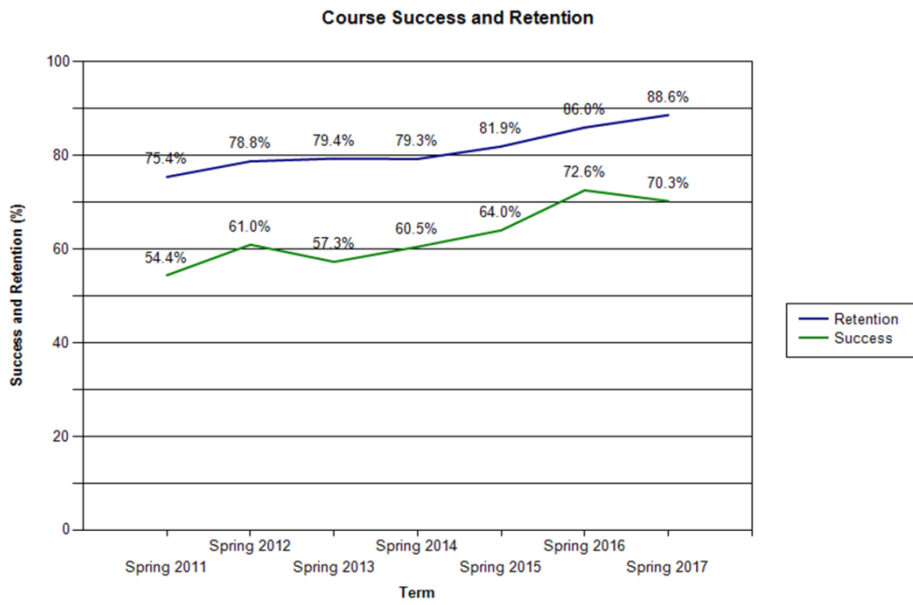


POLITICAL SCIENCE

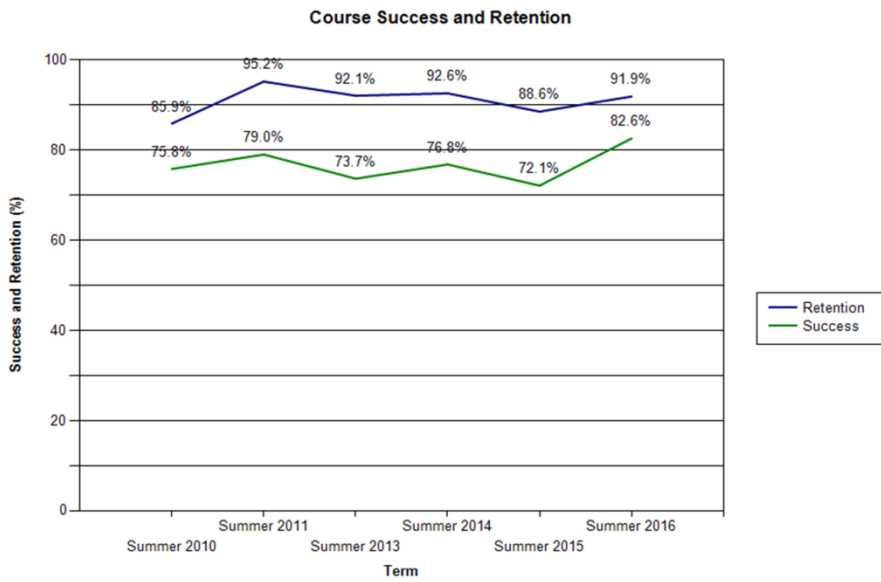
All Students: Fall



All Students: Spring

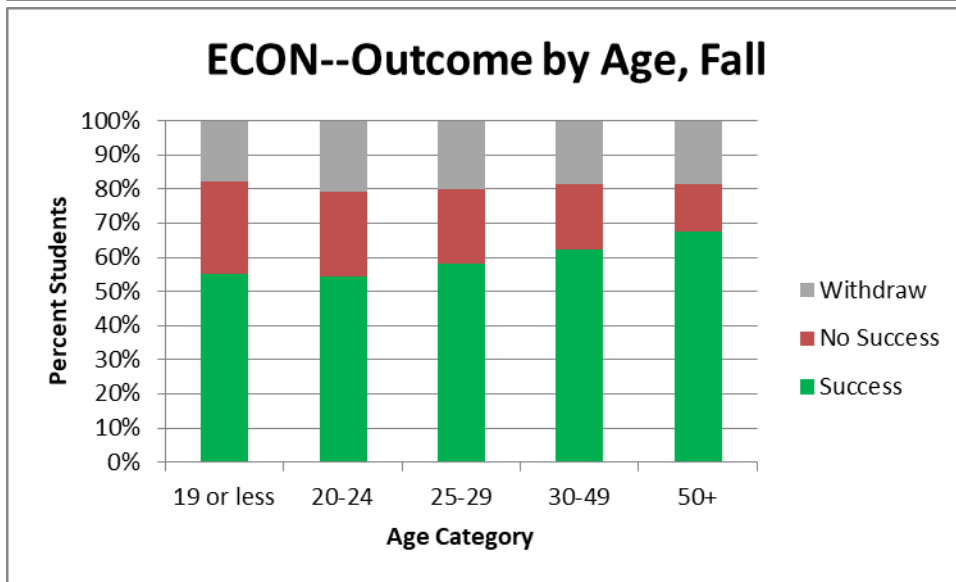
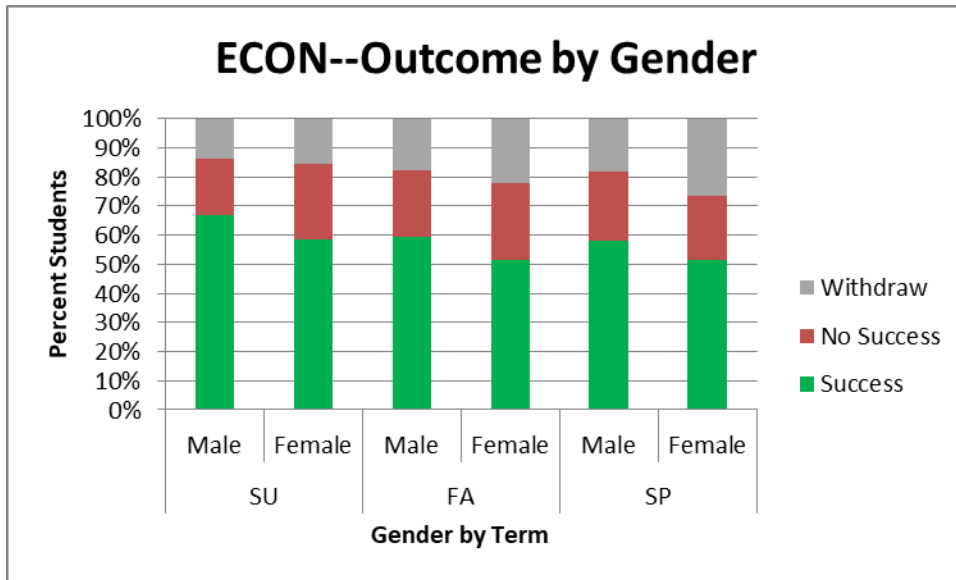


All Students: Summer

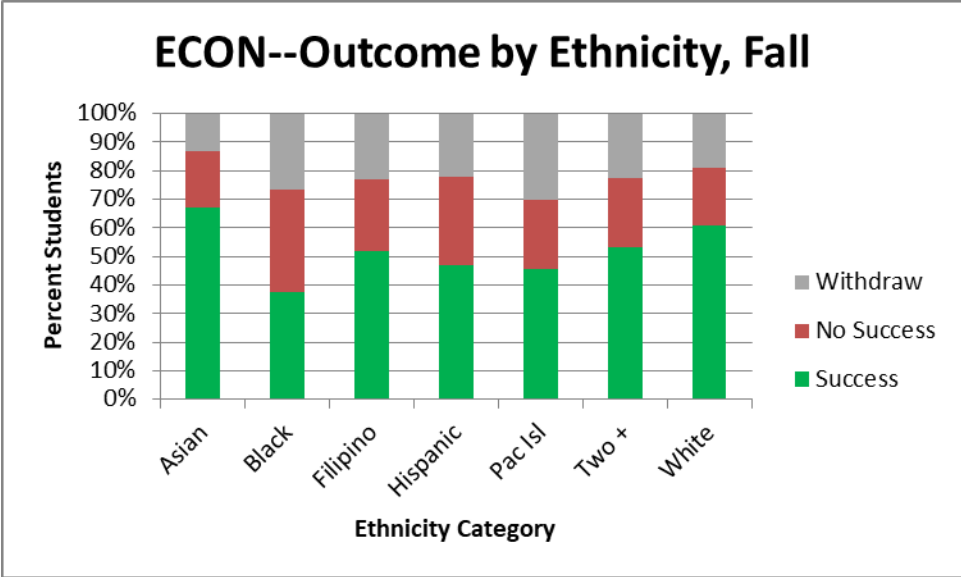


Student Success & Retention, Disaggregated

ECONOMICS

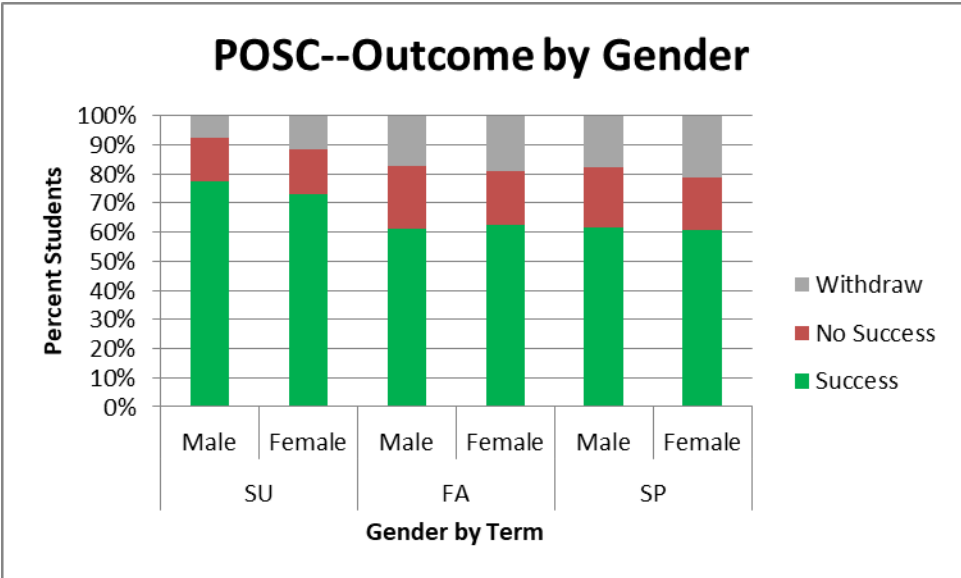


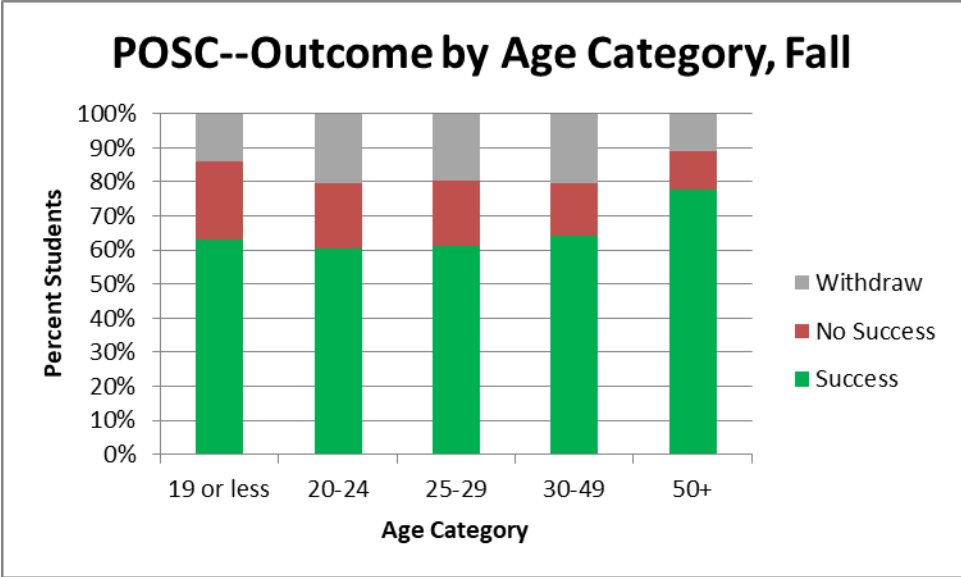
Data for spring show the same pattern, so are not included.



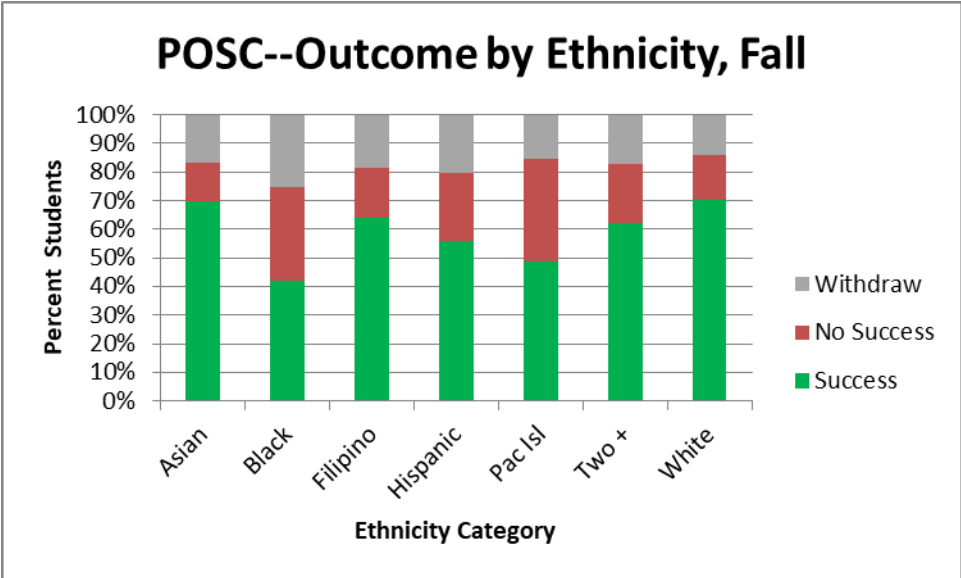
American Indian/Alaska Native is not shown since sample size is too small. Data for spring show the same pattern, so are not included.

POLITICAL SCIENCE





Data for spring show the same pattern, so are not included.



American Indian/Alaska Native is not shown since sample size is too small. Data for spring show the same pattern, so are not included.

Appendix 4. Checklist Documentation

Appendix 4.1 Student Learning Outcomes

**Review of SLO Assessment Reporting for Political Science
Fall 2018 Program Review
By Joan Ahrens, SLO Coordinator
10/8/18**

SLO Assessment Cycles to be Included in This Report:

§ Fall 2009 – Spring 2015 (Trac Dat will only have assessment results from 2012 on)*

§ Fall 2015 – Spring 2021 (All assessment results should be in Trac Dat up through at least Fall 2017)

§ I realize that 199 and 299 courses are offered infrequently, so there may not be assessments recorded if the courses are not offered.

TD = Trac Dat

POSC Information

For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*).

Course	SLO #	Comments
POSC 120	1, 2, 3, 4	No assessment results have been posted. The assessment was scheduled to occur during the Spring 2017 semester. Please assess asap and based on the information you learn from the assessment, create a strategy for how you plan to use the results to improve an assignment(s), course(s), course sequence, assessment method(s), teaching method(s), etc. This information needs to be recorded in Trac Dat. You will also need to include Please follow the SLO timeline outlined here: https://www.grossmont.edu/faculty-staff/slo/slo-liaisons.aspx

POSC 121	1, 2, 3	No assessment results have been posted. The assessment was scheduled to occur during the Fall 2016 semester. Please assess asap and based on the information you learn from the assessment, create a strategy for how you plan to use the results to improve an assignment(s), course(s), course sequence, assessment method(s), teaching method(s), etc. This information needs to be recorded in Trac Dat. You will also need to include Please follow the SLO timeline outlined here: https://www.grossmont.edu/faculty-staff/slo/slo-liaisons.aspx
POSC 124	1, 2, 3	No assessment results have been posted. The assessment was scheduled to occur during the Fall 2017 semester. Please assess asap and based on the information you learn from the assessment, create a strategy for how you plan to use the results to improve an assignment(s), course(s), course sequence, assessment method(s), teaching method(s), etc. This information needs to be recorded in Trac Dat. You will also need to include Please follow the SLO timeline outlined here: https://www.grossmont.edu/faculty-staff/slo/slo-liaisons.aspx

Appendix 4.2 Official Course Outlines

SUBJECT AND NUMBER	BOARD APPROVAL DATE
ECON 110	May 2014
ECON 120	April 2009
ECON 121	April 2009
ECON 195	May 2014
ECON 197	May 2013
ECON 215	May 2014
ECON 261	May 2008
POSC 120	May 2013
POSC 121	May 2013
POSC 124	May 2013
POSC 130	May 2013
POSC 135	May 2013
POSC 140	May 2013
POSC 150	May 2013

POSC 155	May 2008
POSC 160	May 2013
POSC 195	May 2014
POSC 197	June 1998

Appendix 4.3 Articulation

Date: October 11, 2018

To: Joe Braunwarth, Political Science Department Chair

From: M. Denise Aceves, Articulation Officer

Re: Political Science Department Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a “sending” campus that are comparable or acceptable in lieu of specific course requirements at a “receiving” campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, Political Science courses at Grossmont College are well-articulated. All formal articulation with our 4-year public education partners can be found at ASSIST.org, which is the public articulation repository available to current and potential college students. Please note that ASSIST.org currently reflects articulation information only through 2016-2017.

The large majority of courses in this discipline are transferrable to both CSU and UC Systems, with the exception of Political Science 135, 195 and 197 (CSU only). Furthermore, several courses in this discipline have been evaluated by the CSU and UC systems to meet requirements for general education. As a result, these Political Science courses assist students in meeting CSU General Education Breadth requirements in the area of Social Science. Similarly, several Political Science courses are approved in the IGETC area of Social and Behavioral Sciences. All courses that have received transferability and additional general education designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department with specific CSUs and UCs can be found on ASSIST.org.

Locally, our public 4-year educational partners include: San Diego State University (SDSU), California State University San Marcos (CSUSM) and the University of California, San Diego (UCSD). Articulation with the San Diego State Political Science Department is well established and Grossmont College’s Political Science courses have attained course to course articulations, click [here](#) for a detailed report from ASSIST.org. In addition, Grossmont College has complete course to course articulation for the SDSU major preparation in Political Science, click [here](#) for a detailed report from ASSIST.org.

The Political Science Department also has existing course to course articulation by department with [UC San Diego](#) and [CSU San Marcos](#). The Political Science major preparation at [UCSD](#) and [CSUSM](#) is solid as well. The Political Science department is encouraged to review their course to course articulations with the other CSUs and UCs on [ASSIST.org](#) and work with me, the Articulation Officer, to develop new articulations.

The Political Science Department has successfully offered the [Associate in Arts in Political Science for Transfer \(AA-T\)](#) at Grossmont College since the 2013-2014 academic year, in compliance with Senate Bill 1440. To this end, the Political Science Department has worked collaboratively with the Curriculum Committee, Instructional Operations and the Articulation Officer to establish the Political Science AA-T. Recently, the department has been responsive to Course Identification (C-ID) required for a course in the degree which is also utilized in other degrees (POSC 124). The department has worked on the Course Outline of Record (COR) for POSC 124, in response to C-ID and will be completing the Grossmont College Curriculum process which will allow for resubmission of the course outline.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in Political Science. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Appendix 4.4 Library Resources for Political Economy

Books

The library's Economics area, call numbers HB 1 – HB 130, has 238 books. The Political Science area, call numbers J 1 – JX 6650, has 2154 books, for a total of 2,392 books, in both print and electronic formats.

There are also two online reference book collections that contain thousands of entries about Political Science and Economics. These collections, or databases, are called "Gale Virtual Reference Library" and "Credo."

Books are purchased using a complex allocation formula to ensure that departments get their fair share of the \$27,000 annual library book budget. The allocation allows for a book budget of \$302.60 in Economics per year, and Political Science books receive \$163.20 per year. However, often the library is able to give more to our department book budget. For instance, for the year 2017-18, Patricia Morrison, our department liaison, actually spent \$751.43 for Economics books, and \$1,492.02 for Political Science books.

All electronic materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals

Most of the Political Science and Economics periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

The library subscribes to a database just for Political Science. It is called *Political Science Complete*, and provides full-text articles for more than 530 Political Science journals, and indexing and abstracts for an additional 2,900 titles, many of which are unique to this database.

The library also subscribes to a number of multidisciplinary databases, all of which contain tens of thousands of articles on Economics and Political Science - including Academic OneFile, Academic Search Complete, and Gale General OneFile.

DVDs, Media

There are a number of ways to access the library's large media collection. First, the library offers a list of DVDs by subject that are in their collection. They also have access to a much larger collection of county consortium DVDs. In addition, the library owns a

number of streaming video databases that cover all subject areas; for example, Films on Demand, Intelecom, and Swank. And finally, faculty and students have access to SDSU's media collection through interlibrary loan.

Political Economy Department Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make the questions clear and very specific to minimize the effort needed to answer them. Please have the answers to the questions below back to me by **email no later than Monday May 6th.**

Section/Page	Question	Response
1.2	Why has no progress been made toward goal #4?	This needs to be completed, but hopefully progress will be made with the addition of a new full-time economics instructor at Cuyamaca.
2.1 p.10-11	Why are courses that are no longer offered still listed in the catalogue?	We did drop Politics and Law after it had not been offered for some time but we are hoping that economic/enrollment circumstances will allow us to offer the classes listed sometime soon.
2.1	Why hasn't business stats ECON 215 been offered? Why are you thinking of changing the pre-requisites? What changes will you implement to help improve student success?	The course has not attracted the necessary enrollment to proceed. However, it has been recommended that we begin offering it in the Spring of 2019. Prerequisites may need to be changed to better align with Math 160 stats prerequisites.
2.1	What would it take for a robust Model UN course to succeed?	The model UN is a program similar to the Speech and Debate team in terms of its time commitment. Release time and money are two things that would be needed to create a viable club. Attaching the model UN program to the international relations class would be a way of providing a sufficient pool of candidates to build a robust club. The emotional skills, logistics, and travel make this program costly to the person running it, but it is a high impact learning experience. It is difficult to find students who are willing to make the time commitment to the program, but if a solid budget for travel and participation fees was established, energies could be focused on creating a successful Model UN program. A successful program may be able to

		conduct outreach to high school students by bringing them to campus for a Model UN event. Again, making this work requires release time and money – 10-30 thousand dollar estimate.
2.2	Other than creating new or up-to-date courses based on faculty interest, how could you offer courses today's students might be interested in?	Again, we have pulled back to our core transfer courses as current enrollment strategies have not allowed us to offer more “specialty” classes.
2.2	When do you plan to update course outlines?	Joe Braunwarth has been in contact with Marsha Raybourn to update POSC course outlines. He anticipates having them all updated by the end of the Fall 2019 Semester. It is hoped that process will be facilitated with the hiring of a new full-time political science instructor.
2.3	What technology (other than clickers and Survey Monkey) are you using to engage students?	Video clips, Power Point, Online resources, etc.
2.3	Can you provide specific examples of student engagement in ECON course?	Economics faculty are encouraged to integrate current information pertaining to the theory studied in the class. Instructors are also encouraged to incorporate media bulletins from the CBO, OMB, etc.
2.3	Do faculty meet with students one on one regarding difficulties? What support is offered to the students who are struggling?	Faculty meet with students before and after classes and via email. Students are encouraged to utilize faculty office hours but a relatively few number of students take advantage of these opportunities.
2.3 p. 14	How many SDICCA interns have you had or currently have? How has this impacted student success?	I have had six SDICCA interns and each has approached his or her role in unique and positive ways. Interns have helped with student research projects, political economy week presentations, lectures, and student small group activities. Having more teachers in the classroom is advantageous for students. Student learning has been enhanced by

		having teachers who are motivated and prepared to enter the classroom. My sample size is too small to come up with statistically relevant measures of contribution to student success, but I imagine if a well-designed experiment were funded the presence of interns in the classroom would contribute to student success.
2.4 p. 15	Where is the SLO data from the syllabi? What design criteria did you generate for assessing SLOs? What was the outcome of your analyses?	Currently our SLO assessment is given with the final exam in a multiple choice format. Our analyses of these data in political science has led to the realization that the assessments do not adequately address course SLOs and a further realization that the problem is not with the SLO assessment tools but with the SLOs themselves. We are embarking on a redesign of these SLOs and it is hoped that process will be facilitated with the hiring of a new full-time political science instructor.
2.5	In general student success in ECON courses is well below the college average. What are your plans to address this?	These are relatively technical and unfamiliar courses to our students. Anecdotal evidence suggests this is common at other colleges.
2.5 p. 16	Please explain why you recommend this grade distribution. How have you arrived at this particular distribution?	These distributions were suggested when Will Cummings was department chair and were chosen because he, and we, felt we should hold the line against grade inflation. However, as noted, we do not use a strict grade distribution curve.
2.5 p.17	What do you consider to be "acceptable boundaries" of grade distributions?	I don't think we have any particular numbers in mind. Obviously, not all As and not all Fs.
3.1	You have mentioned that ECON has reduced emphasis on SLOs, please	In political science we hope to revamp our course SLOs, as mentioned above, so that we might benefit from whatever we might learn from the SLO process. Again, it is hoped that process will be facilitated with the hiring of a new full-time political

	provide the POLI SCI data.	science instructor.
3.2-3.5	What is your rationale for this response to 3.1, "Not applicable at this time"?	As mentioned above, we have discovered our SLOs to be inadequate at this time to be of much use to improve a course, course sequence, or program.
5.1	What proactive steps have you taken to recruit students into Political Science courses? (Enrollment question)	We have found the Brian Jennings Political Economy Week to be a useful recruiting tool. We hope to reinvigorate a political science club and it is hoped that process will be facilitated with the hiring of a new full-time political science instructor.
5.3	How can you incorporate innovative student engagement strategies to improve student outcomes?	In the Political Economy Department, as part of our pre-semester meetings, we take time to actively share student engagement strategies that have worked well for us in the classroom. As mentioned below, technology offers opportunities to present material beyond traditional lecture, whiteboard, or text. Some instructors use in-class technology such as clickers or SurveyMonkey. We also feel that is very important to create a culture of learning at the beginning of each class and encourage the taking of attendance to give students that extra little push to get them to class. Writing can also be an effective student engagement technique. On the first day of class Joe Braunwarth has students write about what they think of when they think about the topic of the course, what they hope to get out of the course, how they would like to see the course organized, etc. This helps engage students with the course as well as let them know that we are planning on surpassing their expectations. In addition to a shared commitment among instructors to require some writing in all of their classes, some instructors also use writing for in-class exercises, such as having students list what they might do on a typical day after which we use their lists to demonstrate the importance of government in providing things we cannot provide for ourselves. Some instructors also will often start class by having students write for a period of time, without stopping and without lifting their

		<p>writing utensils from the paper about a recently covered topic. We have found that it is also useful to encourage movement in the classroom such as having students break into small groups and, after introducing themselves to each other, come up with responses or ideas about a particular prompt. This helps students remain engaged by being compelled to meet and interact with their colleagues as well as promote something of a competition between groups. If feasible, for instance if we are working on a topic that can be broken down into various steps or processes that lend themselves to a two-dimension visual depiction, each group may be asked to each come to the whiteboard and enter their ideas about what the steps may entail. Some instructors have even had different groups present a particular topic to the class as we move through the semester; for example by presenting the weekly theory or ideology in POSC 150, Introduction to Political Theory. Finally, all instructors report using the Socratic Method in their classes.</p>
5.4	<p>Have you considered expanding the student participation in PE week to all students on campus?</p>	<p>All students are welcome to attend but participation is a requirement for our students.</p>
5.4	<p>Are there events offered during PE week that should be offered to the campus?</p>	<p>All are offered to the entire campus and the larger community.</p>
6.2	<p>Can you quantify <i>how successful</i> tutoring services are? Are grades improved after utilization?</p>	<p>We have not tried to quantify the success of tutoring services.</p>
7.0	<p>Please elaborate on how the activities listed in your table benefit your students.</p>	<p>All of the administrative responsibilities all faculty take on are done to keep the College functioning well in order to promote student success and engagement.</p>

7.1	What professional development have you done on teaching and learning and student engagement?	We are a small department and we share successful strategies with each other during department and other informal meetings.
7.1	What was the sabbatical project for McGann in 2017? How did the results impact student learning?	That sabbatical was actually taken by Todd Myers. A good deal of historical research and reflection enabled him to identify 15 modules to incorporate Brazilian studies into his international relations, political theory, and economics courses. The contacts he made within the Brazilianist community offer him greater support for strengthening himself as a scholar and a teacher.
7.1	What was the sabbatical project for Braunwarth in 2015? How did the results impact student learning?	<p>On my sabbatical, I have created an online interactive resource for instructors and students in political science generally and in Introduction to U.S. Government and Politics courses specifically. As we move fully into the digital era, the opportunities for the dissemination of information outside of the confines of a traditional text are great. However, access to information is not enough, there is still a need for the “expert” to select and distill this information into a format that is accessible and useful to the student. This is what I have done in the creation of my Undergraduate Political Science Resource here: http://www.grossmont.edu/people/joe-braunwarth/undergraduate-political-science-resources/default.aspx. This resource can also be linked directly from the Political Economy Department home page: http://www.grossmont.edu/academics/programs-departments/polecon/default.aspx. This resource includes the most important works of political science, organized by subfield, each with a brief overview addressing the importance of each of these works as well as an American Politics section which is organized by topic in the manner standard to the organization of Introduction to U.S. Government courses in order to maximize the usefulness of this resource to students and faculty in this course.</p>

7.1	Tell us more about Political Economy Week? How does it contribute to student success? Please include some examples of the events you offer? What does the department hope that students learn by participating in PE week?	We hope that students will be exposed to provocative, topical, and other political and economic events that will stimulate their interest in both their current classes and in the fields in general.
8.1	What are class maxes in your courses? What pedagogical factors are used to determine them?	50 per our contract. We are not aware of the degree to which this is determined by pedagogical factors however we do feel a max of 50 is too much for online classes.
8.1	Are all courses offered every semester? What is the department process for deciding to decrease or increase sections and how do you decide on what days and times are offered?	All economics courses are offered every semester. In political science two classes are offered only once a year: Comparative and Political Theory. Our offerings, whether online or face-to-face, are chosen based on trial and error with the goal of maximizing enrollment.
8.4	There is a lot of overload for FT faculty in Economics. What effect does that have on the long-term sanity (work/life balance) of those faculty? What is the effect on teaching and student learning?	Unknown
8.5	Tell us more about the Oxford study program. How many students from Grossmont have gone? What was the outcome on those that have participated?	This is a program run independently of Grossmont College and we do not have that data at our disposal.

9.3	What other ideas do you have for student participation in out-of-class activities besides/in addition to a Political Economy Club?	Students are encouraged to vote, volunteer as poll workers and for political campaigns, attend various events on campus and in the larger community, etc.
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**PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

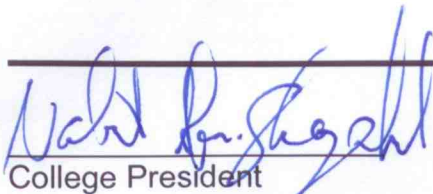
The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

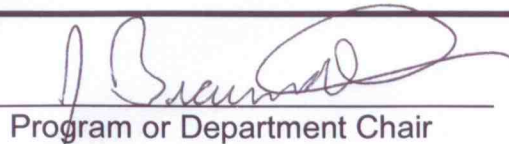
The Program Review Committee commends the department for:


1. Developing an ADT for Economics and Political Science as well as large increases in awards of ADT (20 times for Economics and 3 times for Political Science)
2. Brian Jennings Political Economy Week event to engage the campus and community
3. Department earned over 520 WSCH/FTEF every semester


The Committee recommends the following:

1. Create manageable and meaningful SLO processes then:
 - a. Analyze SLO data more deeply to make informed decisions on how to improve teaching and learning
 - b. Look at models of departments (History, ESL, Math) that are successful in SLO data utilization and adopt one that matches your program structure
 - c. Understand how the SLO process improves student equity and success
2. Improve student awareness of available support services. Consider inviting a guest to speak in your classes and post flyer on Canvas.
3. Obtain more training and professional development related to teaching and learning and incorporate into courses.
4. Develop and implement strategies to improve student success and close equity gaps in POSC 120 and all ECON courses.
5. Work with your Dean to evaluate the efficacy of dividing departments; Political Science and Economics
6. Target outreach efforts to recruit students to the Political Science and Economics programs and courses.


College President


Program or Department Chair



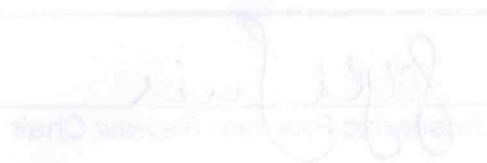

Academic Program Review Chair

POLITICAL ECONOMY

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2016-17	83.4	605.8	85.8	640.8
2015-16	80.1	589.4	85.3	631.6
2014-15	83.8	648.6	74.2	522.9
2013-14	89.2	721.5	76.8	547.2
2012-13	97.3	791.3	87.7	671.4

The Program Review Committee commends the department for:
 1. Developing an ADT for Economics and Political Science as well as large increases in awards of ADT (50 percent)
 2. Brian Jennings Political Economy Week event to engage the campus and community
 3. Department earned over 650 WSCH/FTEF every semester

The Committee recommends the following:
 1. Create manageable and meaningful SLO processes that:
 a. Analyze SLO data more deeply to make informed decisions on how to improve teaching and learning
 b. Look at models of departmental (Theory, ESL, Math) that are successful in SLO data utilization and adopt one that matches your program structure
 c. Understand how the SLO process improves student equity and success
 2. Improve student awareness of available support services. Consider inviting a guest to speak in your classes and post flyer on Canvas.
 3. Obtain more training and professional development related to teaching and learning and incorporate into courses
 4. Develop and implement strategies to improve student success and close equity gaps in POSC 120 and all ECON courses.
 5. Work with your Dean to evaluate the efficacy of existing departmental Political Science and Economics
 6. Target outreach efforts to recruit students to the Political Science and Economics programs and courses.


 Department Chair


 Program or Department Chair


 College President