PROGRAM REVIEW Fall 2019

Program: POLITICAL SCIENCE
Division: STEPS
Date: OCT, 2019
Writer(s): PAUL S. TORRES
SLO/SAO Point-Person: DR. JOANNA JEN

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Meet with your dean to review this document before October 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:
Program Review Home Page: https://bit.ly/2Y0j7fW
Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM
Frequently Asked Questions: https://bit.ly/2DHLnfj

Section One: Program Snapshot

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No Significant Changes Option

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Contact person: _____ _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

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A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

> In Political Science, students study the public issues of the day, as well as the timeless issues of government, public policy, and the political process as preparation for a wide variety of careers. At LPC, courses cover the full spectrum of transfer courses in the political science discipline, from American Government, California State and Local Government, Comparative Government, Political Theory, and International Relations. The academically rigorous program provides opportunities for learning the political process, fulfilling general education requirements, preparation for transfer, while developing critical thinking skills and improving students' writing/reading skills. Further, the department continues the practical approach to learning, primarily by providing for field trips to events and political institutions.

B. **IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

   IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

(Data for AY18-19 will be available at the links above by the beginning of Fall 2019).

Did not need to look at data to know enrollment is down. Drop in enrollment in all classes began Fall 2018 continuing into Fall 2019. NOTE: This "drop" is not just in Pol Sci, but across the campus, and unfortunately, appears largely in the Social Sciences. Looking over data, nothing significant was observed in any specific area relating to why. Drop may be more related to external factors (high employment) but also hiring a new full-time faculty member, thus adding more sections of Pol Sci 7 (Am. Govt) than in the past; indeed, maybe too many sections. We continue to research our 4-unit class offerings, but note, the trend in declining enrollment may be national - studies show enrollment in Political Science classes declining at other colleges, notably, in California. Again, this may be due to economic factors, but even "political factors" out of our control, as some studies (presented at professional conferences) have shown a declining student interest in the subject. Will continue to experiment with scheduling class offerings between two faculty members and will continue to monitor overall aspects.

	Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items	X	Human Resources	Pedagogy		Student Equity
X	External Factors		Learning Support	Professional Development		Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- o **Data generated by your program**
- o **CEMC Data**
- o **Labor Market Data**

N/A

	Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
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	Course Offerings		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	Pedagogy		Student Equity
	External Factors		Learning Support	Professional Development		Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Upon hiring a new full-time faculty member, the department has achieved better work load balance relating to administrative responsibilities. However, we must find a balance relating to course offerings and enrollment.						
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
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G. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Department had hoped upon hiring an additional full-time faculty member, that it would be able to increase offerings, particularly more discipline courses. Although better in Fall, 2019, Political Science continues, as most Social Sciences, to deal with low enrollment numbers, and has resulted in an unexpected cancelling some sections.						
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
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E. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Low enrollment. Department faculty continue to meet and discuss ways to increase enrollment, (tried a few things) and now discussing "creating" certificate programs.						
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
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H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

First, an AAT was created for Pol Sci. and is now an option for students. While on sabbatical, new classes were created, including one titled, "Women in Politics". Dr. Jen (new hire) has modified curriculum, to create a "Gender, Sex, and Politics" class. It has been advanced through curriculum committee and should gain approval soon. We hope to offer this new class beginning Fall, 2020! Of course, we are hopeful it will help with enrollment.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
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I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

First, other new courses were created during the sabbatical, such as Environmental Politics, and we hope to begin moving those through the curriculum process soon.

Second, and importantly, the department is discussing two significant options, not only to help Political Science students, but students across the Social Sciences. One, creating a sort-of "Math Jam" for the Social Sciences. Second, creating some option for teaching/offering a "writing intensive" training program for faculty across the disciplines, enabling faculty to offer/teach writing intensive courses (along the lines of the English Department model). Models exist for both of these ideas, but both require faculty and Administrative support. Importantly, both proposals could not only help Social Science enrollment, more importantly, both would help student success. We are inviting a broader discussion on such ideas.

Last, as technology advances, approaches to teaching advance. One practical advancement the Department has discovered that would significantly help pedagogy would be Department access to an i-pad. It would help facilitate class discussions, in-class (immediate access) to student assignments, and real time opportunities to engage students in an age of rapidly changing events.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
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Section Two: Current Topics (Required for All Programs)

A. **Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.**

   Program-set standard data can be found on this page:
   http://www.laspositascollege.edu/research/outcomes.php

   (Data for AY 18-19 will be available by the beginning of Fall 2019).

   Did your program meet its program-set standard for successful course completion?
   ____YES_____

   If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

B. **SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).**

Course (SLOs only):
SLO Committee continues to assist in "construction" of SLO's with department's new hire, Dr. Jen. However, in the past Pol Sci has used some SLO data when deciding to hire tutors for classes.
SLO or SAO:
Describe the quantitative or qualitative results:
SLO Committee continues to assist in "construction" and implementation of SLO's with department's new hire, Dr. Jen.
Discuss any actions taken so far (and results, if known):
SLO Committee continues to assist in "construction" and implementation of SLO's with department's new hire, Dr. Jen.

> Discuss your action plan for the future: SLO Committee continues to assist in "construction" and implementation of SLO's with department's new hire, Dr. Jen.

C. **Program SLOs (Degree/Certificate granting programs only**): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO: SLO Committee continues to assist in "construction" and implementation of SLO's with department's new hire, Dr. Jen
Describe the quantitative or qualitative results: See Above
Discuss any actions taken so far (and results, if known): See Above
Discuss your action plan for the future: See Above

D. **DLO/SAO Progress Review: SLO and SAO results should be reported at least once every three years. To see if your program is up to date with the creation and assessment of SLOs, please consult the list available here: [this link will be added by the beginning of Fall 2019].**

D1. **List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be written as soon as possible; please work with your SLO/SAO coordinator for help submitting new SLOs/SAOs to the SLO Committee.**

> SLO's have now been written for Comparative Government (Pos Sci 20) but as of yet, not "officially" approved by Committee.

D2. List any courses or service areas that do have approved SLOs/SAOs but do not have any SLOs or SAOs that do not have recorded assessments during the past three years (Fall 2016-Spring 2019).

> **N/A**

D3. Describe your plans for assessing the SLOs or SAOs listed under Question D2 above.

> **N/A**

E. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Fix ELumen.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

Pol Sci has had an LPC financial aid representative and counselors occasionally speak to classes.
Pol Sci continues hire/use tutors for classes.
Faculty service as "informal" advisors for careers in field.
Faculty continue to assist students in how to conduct research, in addition to reading, writing, and critical thinking assignments as well as continue to do Honors Contracts.

Former students (transfer) have spoken to current classes.
Faculty continue to advocate for students to use all LPC resources, including, but not limited to, DSPS, Transfer Day, library orientation, and the Smart Workshops.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

N/A

G. **Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.***

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

Political Science promotes -- verbally and through syllabi -- campus services and programs accessible to students (student clubs/activities, tutorial center, DASP, etc…) In the past, the Department has asked Counselling Services and Financial Aid officers into classes to speak. Announcement of Smart workshops for all students.

Naturally within our discipline, the Department incorporate topics/issues (and research) into range of diverse topics facing our communities, state, nation, and world, including some of the most controversial topics being debated. The Department will be increasing its course offerings in the future, to include a "Gender, Sex, and Politics" class. Other new offerings are in the works (Minority in Politics class.)

In the past, department scholarships were offered to minority students (personally funded.)

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Some of the ways Political Science is addressing:

Access: Department has/is developing courses to address the issues of diversity/equality in Political Science. The first "Gender, Sex, and Politics" class will be offered soon with future offerings relating to diverse aspects of government/politics.

Readiness: encourage students to complete "recommended" prep work before enrolling in discipline courses, mostly English/writing. Department is discussing creative ways to address issues of readiness, including a 'writing intensive course" to serve students in writing across disciplines as well as a "math jam" for social sciences.

Retention: Ask, encourage, tell students to visit faculty, and faculty meet students outside of office hours and provide extended office hours at student convivence. Use and promote Department tutors, as well as use of tutorial center.

Completion: students made aware of transfer competition for major, including new Pol Sci transfer degree. Informally advise on course selection of classes.

Completion: assist students planning to transfer; from general advising/guidance on transfer options to transfer intuitions, as well as the expectations upon transfer (major and academic expectations.) Work with students on scholarships.

Faculty continue to seek out students for LPC Honors Program.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

N/A

Section Three: Curriculum Review

(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

All courses are up to date.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Completed, a Pol. Sci transfer degree as required.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Planning in near future to offer a new course, "Gender, Sex, and Politics" as well as planning to bring other new classes through curriculum soon.

Section Four: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact <u>Vicki Shipman</u> or the current CTE Project Manager for access to data).

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B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

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C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact <u>Vicki Shipman</u> or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

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C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

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C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?