

PROGRAM REVIEW Fall 2021

Program: Political Science

Division: BSSL

Date: 10/26/21

Writer(s): Paul Torres and Joanna Tice Jen

SLO/SAO Point-Person: Joanna Tice 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 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Political science is THE program to develop civic leadership and participation for all political identity groups	X	X	X
2 Our students scored high in CSLO categories related to the College's Mission, Master Plan, and the Presidential Task Force	X	X	X
3 Poli 7, Poli 25, and Poli 26 all cover a number of texts and assignments on political identity categories that support	X	X	X
4 The newly designed Poli 26, in it's first semester of instruction at the time of writing, has been designed to support the College's Mission, Master Plan, and the Presidential Task Force	X	X	X

Tab to add more lines as needed

B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 All of the accomplishments above were slowed down by the shift to remote instruction and by the fact that half of our full-time instructors went on maternity leave in Fall 2020.	X	X	X
2 All of the accomplishments above were slowed down by the fact that half of our full-time instructors went on maternity leave in Fall 2020.	X	X	X
3 Our enrollment numbers were negatively affected by the shift to remote instruction, so that we were able to deliver the accomplishments above to fewer students.	X	X	X
4			

5			
6			

Tab to add more lines as needed

C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
1) Future SLO data will seek out equity gaps to support the College's Mission, Master Plan, and the Presidential Task Force	X			
2) Future courses to be designed—including Politics of Race, Constitutional Law, Global Environmental Politics; and American Political Thought (which would allow for a much greater focus on the rich tradition of African American political thought) would support the College's Mission, Master Plan, and the Presidential Task Force	X			
3) Ongoing strategies for improving enrollment are being discussed and implemented.		X		

Tab to add more lines as needed

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
Faculty Hiring Prioritization Committee	Providing needed counselors and faculty to enrich the experience of all LPC students.
Scholarship Committee	Providing needed scholarships for students in our program and others to ensure their ongoing success at LPC and upon transfer
UnDocuAlly	Providing needed support for and protection of our undocumented students.
LGBTQ+ Club	Providing needed support and community for our LGBTQ+ students

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Required anonymous surveys and evaluations of Poli 7, Poli 25 and Poli 26 (forthcoming in Fall 2021) courses.
What did you learn?	Generally, my knowledge about the gaps in the DE versions of my courses were confirmed. Students wanted more video lectures.
How will you use the feedback?	I am slowly adding more video lectures to the courses, as time permits. I will continue to teach some courses online after face-to-face courses resume and I will continue to add more video lectures.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

No IR data available.

Course Success Rates Significant Trends:

Dr. Jen's course success rates for Poli 25 improved markedly over the course of her 4 years at the institution. During her first semester, Poli 25 had a success rate of only 67% and a withdrawal rate of 31%. During Spring 2021, Poli 25 had a success rate of 82% and a withdrawal rate of only 13%.

B. 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:](#)

- *Did your program meet its program-set standard for successful course completion?*
Xyes ____no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments: Please see C2: Instructional Programs without PSLOs or with Special Circumstances below for our answers

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

Spring 2021:

1. analyze and assess various types of sources in the discipline.
2. demonstrate an understanding of socioeconomic and/or political power disparities existing along the lines of identities such as race, class, gender, sexuality, legal status, and religion.

Special Circumstances:

1. Fall 2020: SLO Coordinator, Joanna Tice Jen, was on maternity leave and no SLO's were assessed.
2. The SLO Coordinator, Joanna Tice Jen, is still in the learning phase of eLumen management, and so is still sorting out some technical issues with the data collection.

In **spring 2022**, we will disaggregate the assessment data to identify potential gaps in student performance and develop strategies to close gaps.

In the **2022-2023 school year** we will implement strategies, as needed, and collect data for all 4 PSLO criterion again.

1. analyze and assess various types of sources in the discipline.
2. demonstrate an understanding of socioeconomic and/or political power disparities existing along the lines of identities such as race, class, gender, sexuality, legal status, and religion.

3. demonstrate understanding and application of theories and concepts in political science to contemporary political phenomenon.
4. research, synthesize, and argue a political thesis.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 21%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

In terms of our student's ability to analyze and assess various types of sources in the discipline, 80% of the Poli 7 students were assessed at average or above, 91% of the Poli 25 students were assessed at average or above. This data seems to indicate that the vast majority of students are indeed developing proficiency in analyzing and assessing sources.

In terms of our student's demonstrated understanding of socioeconomic and/or political power disparities existing along the lines of identities such as race, class, gender, sexuality, legal status, and religion, 82% of the Poli 20 students were assessed at average or above (with the vast majority of those, 77%) being assessed at the mastery or above average levels. Similarly, 88% of Poli 25 students were assessed at an average or above (with the vast majority, 82%) being assessed at the mastery or above average levels. This data seems to indicate that the vast majority of students are indeed developing notably high proficiency in understanding of socioeconomic and/or political power disparities existing along the lines of political identities.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

No equity issues emerged.

(5) List changes that you plan on making to improve student learning.

The data does not indicate any needed changes for student learning. The biggest goal at this juncture is to get a full year of assessments under our belt and to make modifications to capture data that was meant to be captured, but was not. At time of writing, I do not understand why only 21% of the planned assessments were completed, as both myself and my colleague faithfully filled out everything, so the error must have been in the planning, which I am still learning how to do and manage.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

See question 5 above.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

No challenges, other than non-voluntary DE mode of instruction, noted at this time.

(3) Are you planning on revising your 3-year planning template? If so, describe.

☒ YES ☐ No

Changes need to be made to ensure that all of the data we are attempting to capture is captured each semester.

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

It was unclear to me, as the SLO coordinator, why not all of our planned assessments were captured in the data. All faculty, including myself, filled out all assessments that appeared in eLumen, and yet there were many missing when I ran the reports.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

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**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

☒ YES ☐ No

Course Name & Number
The following are all due for updates in Fall 2022:
POLI 12 Introduction to California State and Local Government
POLI 20 Comparative Government
POLI 25 Introduction to Political Theory
POLI 29 Independent Study, Political Science
POLI 30 International Relations
POLI 7 Introduction to American Government

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☐ No

Certificate or Degree
Not applicable

C. Are there any courses or programs for which a non-mandatory update is planned?

☐ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful

Not applicable

D. Does your program plan to create any new courses or programs this year?

☒ YES ☐ No

If yes, please provide details and the rationale

Faculty need to discuss the possibility of creating one of the following new courses: Politics of Race, Constitutional Law, Global Environmental Politics; and American Political Thought (which would allow for a much greater focus on the rich tradition of African American political thought).

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

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

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

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?**

____YES ____No

If not, what program improvements may be made to increase this metric?