Program: Political Science

Division: BSSL

Date: 11/1/2023

Writer(s): Joanna Tice Jen

With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

HELPFUL LINKS:

1) Program Review Committee Page for Writers
2) Fall 2023 Program Reviews
3) Frequently Asked Questions

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

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) Suggested: Communicate with your dean while completing this document.

4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**

    1. To check on the status of courses and programs to see if any updates are required

        a. Log in to CurricUNET

        b. Select "Course Outline Report" under "Reports/Interfaces"

        c. Select the report as an Excel file or as HTML)

    2. If updates are needed, submit these updates to the Curriculum Committee

    3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.

        a. If your map requires a non-Curricular change (i.e., course sequencing) consult your Pathway counseling faculty liaison to initiate any changes.

        b. If your map requires a Curricular Change (Program modifications) - these are initiated through the Curriculum Committee.

- ✓ **Review your programs to see if there are any modifications needed**

- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- ☐ **No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)

2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Updates and achievements: According to the set standard program level data, our program's success rate for the 2022-23 academic year was 74.6%, continuing a rapid increase from 61.1% in the 2017-2018 academic year, the last time when the program fell below the program set standard.

Additionally, we did well enough with Fall 2023 enrollment that we are able to add a course to the Spring 2023 schedule and employ a second part-time faculty member for the first time since Spring 2021.

Challenges and barriers: Like most other programs in BSSL, Political Science enjoyed a transition back to full enrollment this semester after the pandemic-based enrollment challenges of Fall 2020-Spring 2023. But with this welcome transition come growing pains, as both full and part time faculty experienced an overnight need to reacclimate to full classrooms and rosters. Shifting from a workload of 80 students per semester to 160 students per semester for full time faculty requires a major adjustment of pedagogy and grading strategies to keep up with the overnight doubling of students.

Hard decisions related to waitlists, assignments, grading, and feedback are being made, often to the detriment of student experience. Strategies adopted during low enrollment are now abruptly being abandoned. In the same way that we shifted overnight to emergency-online classes in March 2020—followed by trainings and re-creating pedagogy and work practices for fully non-emergency online and HyFlex and hybrid over the past three years—we are now undergoing a new emergency transition that is almost as challenging in the Fall of 2023. These multiple and rapid transitions are not without consequences for Political Science faculty (both full and part-time), as must also be the case for faculty across the campus, but especially in the BSSL division, where faculty student loads are sometimes four-fold or more what their colleagues in other divisions carry.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

Student learning: From an observational standpoint, student learning is holding strong, with Las Positas students as hard-working and bright as ever. I continue to be impressed by their devotion to learning and self-improvement, not even considering all the challenges they face in balancing school work with family, employment, and other responsibilities they have outside of LPC.

Student success: According to the set standard program level data, our program's success rate for the 2022-23 academic year was 74.6%, continuing a rapid increase from 61.1% in the 2017-2018 academic year, the last time when the program fell below the program set standard.

Equity: According to the set standard program level data:

- student success rates are consistent across all groups in terms of both age and disability status data, with mostly non-statistically significant differences. Our oldest and youngest students (ages 19 and below; 50 and up) are the most successful.
- DE student achieve success at a similar rate to their non-DE counterparts, with a 72% success rate, compared with their non-DE counterparts at 77%.
- Low-income students achieve success at almost the same rate as their non-low-income counterparts, with rates of 72% for low-income and 75% for non-low income students.
- Race-ethnicity is the area I see the biggest room for improvement:
  - While Asian and white students both succeeded 80% of the time, with Filipino students following at 77%, and Multi-Ethnic students at 71%,
  - the 20 African American students in Poli courses only succeeded at a rate of 50%, down from a high of 71% in 2019-20. This is the lowest success rate in the last five years.
  - The situation for Hispanic and Latino students isn't nearly as alarming, but still shows room for improvement, with a 69% success rate (up from a low of 53% in 2017-18, but down from a high of 72% in 2021-22).
  - The Native American and Pacific Islander student populations were too small of an n to be statistically significant.

3. Got anything new planned for 23-24?

- Gather, read, and disseminate equity-based pedagogy materials for addressing the lower success rates of African American and Hispanic/Latinx students.
- Launch of the Government, Policy & Law Club, with Professor Jen as the advisor. The student founders are proposing to start a political magazine on campus and hold events with alumni panels and documentary films (some of which will be produced by current LPC students).
- Prof. Bettridge will continue teaching his wildly popular online asynchronous Poli 20: Comparative Politics course.
- Prof. Hertz will bring his background of working for the Obama administration and as a political pollster teaching Poli 7: Intro to American Government for the first time in a few years.
- Prof. Jen will teach Poli 12: California State and Local Government for the first time.
- Prof. Jen will offer Poli 25: Intro to Political Theory two semesters in a row for the first time.
- The program will continue polling students about what the next class we add should be.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.