

Program: Political Science

Division: BSSL

Writer(s): Joanna Tice Jen

SLO/SAO Point-Person: Joanna Tice Jen

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- *Program success rate of 82% (substantially above the program set standard of 67%). This is our highest success rate since before 2019*
- *We've advised and supported an active student club, The Politics and Law Club, which has hosted numerous speakers from mayors and district attorneys to academics and current members of the California state legislature.*
- *We've seen a large number of political science students transfer to the highest ranked UCs and two to the Ivy Leagues.*
- Political science enrolled the most students in the 24-25 academic year since before COVID.
- With this increased enrollment we also saw an improved success rate (82%, for a set-standard of 67%).
- All individual courses were also well above the set standard.
- Reintroduction of POLI 12, Introduction to California State & Local Government, after a period of dormancy.
- Highest success rate for African American students since before COVID (67%), a number which also meets the program set-standard of 67%. This has been a targeted area for improvement in the last few semesters.

2. Please describe your most important **challenges** in year 24-25.

- Our roster of part-timers was not able to teach in person during Joanna Jen’s medical leave, so the program was fully online for 9 months.
- We lost FTEF during those 9 months and now we may not be able to hire a part-timer, causing Joanna Jen to have to teach classes which are outside of her area of expertise.

Program Review Update 2025

- Student AI use, especially among online students.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- We didn't assess because Professor Jen, who is the program and SLO coordinator and the only full-time faculty member was on medical leave until the second half of Spring 2025 and was only working part-time at that time.
- We will resume assessments this semester.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- We hope to create a new course, Gender, Race and Politics, that will offer another course both for majors and students seeking general education requirements in social science. This course would complement Women's Studies, LGBTQ+ Studies, and Ethnic Studies offerings by not departing from DEI offerings, but instead strengthening them.
- Hiring of part timers that are able to teach in person and who can complement Joanna Jen's areas of expertise.
- Strategies to draw students away from their devices and away from AI:
 - Asking online and in-person students to hand write some assignments in notebooks and take pictures of those assignments for Canvas submission.
 - Reinstating no-devices for in-person courses (notebook notes only)
 - Reading short texts in class to guarantee reading

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

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.