

Program: Political Science

Division: BSSL

Date: 1/27/2025

Writer(s): Joanna Tice Jen (currently on medical leave for most of the academic year)

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 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 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

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 form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

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.

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.

Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you **may** want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

According to the set standard program level data, our program's success rate for the 2023-24 academic year was 75%, 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 of 66%.

Additionally, we once again sent the largest number of transfer students to the UC campuses this fall of any of the social sciences, with 16 political science transfer students attending UC schools. Anthropology sent 4, Economics sent 13, and Sociology sent 7. In terms of overall associate degree rates, we also led the social sciences, with only Economics conferring more associate degrees.

One of the goals we identified last year was to, "[g]ather, read, and disseminate equity-based pedagogy materials for addressing the lower success rates of African American and Hispanic/Latinx students." Due to my medical leave the gathering occurred, but only some reading and no dissemination has occurred. However, I did make progress in a couple of realms:

- 1) I met with the former Director of Student Equity and Success, Shawn Taylor, who pointed me in the direction of excellent reading materials to include on syllabi, including the option of graphic novels that cover some of the topics I teach.
- 2) I participated in the campus group Allies to Accomplices both on Flex Day and then again at meetings throughout the semester and have read the text, "Do the Work!: An Antiracist Activity Book," which I have already used for ideas in teaching and plan to incorporate into the planned new class: "Politics of Race and Gender," that will be cross-listed with Ethnic Studies.
- 3) I completed 8 out of 10 sessions of the Linguistic Justice Community of Practice last semester. (I missed two sessions after I got the diagnosis that has led me to be on medical leave).

In order to boost enrollment, the Poli 7 (Intro to American Government) class was changed from a 4 credit to 3 credit course and the Poli 25 course will now be counted as a covering the humanities GE requirement in addition to a social science GE requirement due to its philosophical content (effective Fall 2025).

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

In terms of ongoing challenges related to demographic data, the success rates have changed somewhat from last year, when I reported: "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)." This year, the African American success rate climbed from 50% in the 2022-2023 AY to 60% in the 2023-2024 AY. However, that report is perhaps not quite so rosy when we consider that the number of Black students enrolling in Political Science classes shrunk from 20 to 10. The Hispanic and Latino success rate also climbed from 69% in the 2022-2023 AY to 74% in the 2023-2024 AY, which puts their success rate almost on par with white students' success rate of 75%. While those rates are still far below the 82% rate of Asian and 80% rate of Filipinos, at least we are heading in the right direction. There was also a drop among multi-ethnic students from 71 to 69%. Therefore, I will continue the project outlined above and include research, reading and dissemination of sources to my part-time faculty about especially African American and multi-ethnic student success.

In addition to the success rate by race and ethnicity, I am concerned about some of my non-traditional students, specifically those who 22-39, whose success rates are lower than the rest of the group. Success rates by age are:

19 or younger overall: 74%
20-21: 84% (DE 83%)
22-24: 67%
25-29: 71%
30-39: 60%
40-49: 75%
50+: 75%

I'm not sure what could account for that phenomenon, but I intend to ask around to get some ideas and perhaps to focus special attention on students in that age cadre.

Another interesting piece of data was that our students are actually slightly more successful in online courses than they are in person. Overall success rate of 75% and overall DE rate of 76%. Although this isn't consistently the case when we look at the course-by-course level. It seems to be more the work of one online professor that has a very high success rate.

Success rate by gender is also a bit puzzling. The male success rate is 79%, while female success rate is 73% and students who checked "other" have a success rate of 44%. While the number of students who checked "other" is probably too small to be statistically significant, the gap between male and female students is disturbing. Political science as a field is definitely male dominated and I see this in the classroom in terms of participation, but I had hoped that my presence as the instructor of the majority of the courses would counterbalance that general principle of the discipline. More to think about here.

The other major challenge of the year was that Joanna Jen, our Program Coordinator and main instructor was on medical leave starting in August 2024 and continuing until March 2025 and was pre-occupied with medical treatment starting in April 2024. Due to extenuating circumstances, none of the part timers were able to teach in-person classes during the Fall 2024 semester, so our program enrollment and on-campus presence was definitely stunted by that.

C. Planning: What are your program's most important plans, either new or continuing?

the creation of a new class: "Politics of Race and Gender," that will be cross-listed with Ethnic Studies.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Suggestions:

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
Yes X No____
2. Comments (Optional):
3. Please review your program [maps](#). Do you need to make any modifications?
Yes____ No X

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
 - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
 - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
- Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).
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Section 2: Data Analysis – Quantitative and Qualitative

IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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 and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

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

Yes X No ____

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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us*

to see how our students are progressing in their learning. For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- ☐ C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- ☐ C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- ☐ C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist and the SLO Chair](#).

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - _____%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?