Instructional Units Program Review Year Five Update - Political Science Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by **Hiscocks, Ryan** on **02/02/2022 22:19**

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

We have hired Dr. Syed Hussain to teach Intro to CA: State and Local Politics which is a new class. Over the last 3 years, we have created a Associate's Degree for Transfer (ADT) in Political Science which has necessitated the development, reactivation, and offering of many new courses including Introduction to California Politics, International Relations, Comparative Politics, Constitutional Law, and Introduction to Law, Public Policy, and Society. We are also offering Introduction to American Government classes as part of the Honor's Program and next academic year we will be expanding our Political Science Honor's courses to include International Relations.

In the Fall of 2020, Professor Ryan Hiscocks completed a 3-part unique lecture series for the Trilogy community in Brentwood.

He also participated in a two-part interview series with Professor Jennifer Saito about the 2016 and 2020 Presidential elections. The interview series will be ongoing leading up to midterm and Presidential elections. These interviews concentrate on demographic data, election prediction modeling, the increasing polarization of our two major political parties, and the partisan power dynamics of each election.

1b. Please address the following enrollment data provided for your program.
    1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill   rate, and productivity (FTES/FTEF)

Enrollment as well as FTEF and FTES have been down which is typical across the college. Enrollment is down from 610 to 433. FTEF is down from 20.5 to 16.7 and FTES is down from 63.6 to 41.8.
1b. Please address the following enrollment data provided for your program.
    1.b.2. What does the data suggest in terms of future needs/directions?

Assuming these are trends are outside of faculty control, one way to address these would be to stay on the course regarding the college's policy of limiting our FTEF, less students at the college necessitates less newly hired faculty. At the same time, the college and our department should be dedicated to maintaining the adjunct faculty members that we have and to make sure we are providing them with their modal number of classes and opportunities to develop professionally. Regardless, as faculty members we are all committed in the Social Science Department and as Political Science instructors to developing our pedagogy, increasing our course offerings, updating our programs, and strategies for increasing student success.
1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

There was no Year Three update for Political Science. I assume that is because the Political Science ADT was brand new at that point.

Now that we have an ADT in Political Science, there are two major goals that we are working on:

1) Increase the number of political science majors at LMC.
Creating the ADT in political science was the first major step in attracting more political science students. Now that this initial goal has been completed, we should be marketing our program to students and/or potential students who may be interested in our program yet unaware that it exists or what it entails. We should also work to secure internships for students who are dedicated to working in politics or other related fields. This will require reaching out to the broader community of civic organizations, government bodies, and businesses in and around the East Bay/Delta cities of Pittsburg, Antioch, and Brentwood.

2) Track our political science majors and meet with them in order to discuss their transfer plans, possible career paths, and to offer any and all assistance to help them, if need be, to successfully complete their program at LMC.
Like goal #1, substantial work has yet to start. This goal is essentially to develop an active and engaged mentoring program for our majors. Step one of the work that needs to take place is to get a list of students who are declared political science majors and those who have taken two political science classes. Once we have this list, we can reach out to students individually to let them know that we are here and ready to listen and assist if they desire. We should also develop literature as pamphlets, a website, and other forms of information to distribute to our students as well to our feeder high schools.

With the transition to online education due to Covid, multiple staffing changes, and decreasing enrollment, we have not made progress in the above-mentioned goals. These goals should be works-in-progress starting in Spring 2022.

FOR CTE PROGRAMS ONLY
1c.   Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C?
viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=
(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde

NA

FOR CTE PROGRAMS ONLY
1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

NA

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

2. Vision for Success Goals Update : Version by **Hiscocks, Ryan** on **02/02/2022 22:19**

2a. The following table lists the *Vision for Success* **indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following** *Vision for Success* **indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. ***

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	Mentor POLSC students to increase success rates	To start in Spring 2022	1-2 years	Ryan Hiscocks	See section 1c above
Degrees (AA, AS, ADT)	Create ADT in Political Science	Completed		Milton Clarke and Ryan Hiscocks	
Certificates of Achievement	NA				
Unit Reduction	NA				
CTE Jobs	NA				

2b. The *Vision for Success Goal 5 - Equity* **is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.**
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

For our African American students we are roughly 9% below the goal success rate of 74.3% and for our Low Income students we are roughly 7% below our goal success rate of 80%. For our Foster Youth students we are just slightly above our goal success rate of 69.1%. For all 3 of these groups we are comparing only our most recent year's worth of data (Academic Year 20/21).

As a discipline, we are going to have strategize ways in which we can bring up our success rates for our African American students as well as our Low Income students. We have one of the most diverse departments on campus yet we do not coordinate with regards to our individual lesson plans and strategies to tackle this goal.

Utilizing the Starfish program would be one way to start bringing up our success rates as well as beginning to track then reach out in order to mentor our major students could also benefit our students in the completion of these goals.

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Hiscocks, Ryan** on **02/02/2022 22:19**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
NA – All courses have been assessed			
See above			

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?
Please see POLSC Assessments that have been completed

4. Course Outline of Record Updates : Version by **Hiscocks, Ryan** on **02/02/2022 22:19**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOROs) to the Curriculum Committee by November 1, 2021.*

NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
All POLSC courses have been updated	Ryan Hiscocks

Impact of Resource Allocation