

# LMC Comprehensive Program Review

## Instructional Units

**2017-2018**

### **Program/Discipline: Political Science**

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

#### 1. Program Changes

- 1.1. How have your degree and certificate offerings changed over the last 5 years? ( e.g. new programs, discontinued or major changes to existing programs)
  - As of now there is no political science degree or certificate that is offered.
- 1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?
  - We are working on creating an Associate in Arts in Political Science for Transfer, also called the Political Science AA-T Degree.
  - Political Science 40: Introduction to California State and Local Politics has been approved and we will be offering this course in the near future.
  - Political Science 50: Introduction to Comparative Politics has been approved and we will be offering this course in the near future.
  - We are in the process of adding a new course, Political Science 60: The Constitution, Our Rights and the Law.

These courses will serve as the discipline-related degree requirements and electives for the Political Science AA-T Degree. No additional resources will be immediately required. As the degree is developed additional resources will be needed to expand course offerings and support the needs and interests of political science majors, particularly in the areas of guided pathways, internships, and other special initiatives.

#### 2. Degree and Certificate Requirements

**Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.**

- 2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Political Science AA-T Degree				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
<b>List Courses Needed for Degree or Certificate in each semester.</b>	POLSC 10: Introduction to American Government	POLSC 40: Introduction to California State and Local Politics POLSC 33: The History of Political Thought	POLSC 43: International Relations POLSC 50: Introduction to Comparative Politics	POLSC 60: The Constitution, Our Rights and the Law

### 3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

- 3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.
- POLSC 50: Introduction to Comparative Politics has never been offered, but will be offered in Fall semester of 2018 as a degree requirement.
  - POLSC 40: California State and Local Politics has never been offered, but will be offered as a degree elective.
  - POLSC 60: The Constitution, Our Rights and the Law will be required once our AA-T degree is activated and we will be offering this course as soon as the Chancellor’s Office approves the course content and articulation agreements.

- 3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?
- We will be officially deleting POLSC 20: Introduction to Politics because it is not required for our AA-T degree and POLSC 10: Introduction to American Government fulfills the same general education and transfer requirements.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
POLSC 10	14	14	14	14
POLSC 33	1	1	1	1
POLSC 40	0	1	0	1
POLSC 43	0	1	0	1
POLSC 50	1	0	1	0

<i>POLSC 60</i>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Rationale for any Major Changes</b>				
There are going to be 4 new classes offered in political science, POLSC 43 in Spring 2018 then including POLSC 40, 50, and 60 by the Fall or Spring of 2018/2019. These additions are being made so that the department can offer an Associates of Arts for Transfer in Political Science.				

## 4. Existing Curriculum Analysis

### 4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
<i>POLSC 10</i>	Milton Clarke and Ryan Hiscocks
<i>POLSC 33</i>	Philosophy Department
<i>POLSC 40</i>	Milton Clarke
<i>POLSC 43</i>	Ryan Hiscocks
<i>POLSC 50</i>	Bryan Montgomery
<i>POLSC 60</i>	Ryan Hiscocks

### 4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	Our course offerings have shrunk slightly over the last 5 years. POLSC 20: Introduction to Politics has been deleted.
How have these changes enhanced your program?	They have not enhanced our program nor have they hurt our program.

## 5. New Curriculum Analysis

**5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)**

What additional courses will need to be created to support the new degree or certificate?	<b>POLSC 60: The Constitution, Our Rights and the Law</b>
What significant changes to existing course content would need to be made to support the new degree or certificate?	Instead of offering only POLSC 10 and POLSC 33 which are the classes offered recently, we will have to include POLSC 40, 43, 50, and 60.

## 6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

- NA.

## 7. Assessment Effectiveness:

### 7.1. Course Level Assessment

**Please review the data provided on assessment status of courses in your discipline in Cycle 1 ( 2012-2017).**

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

- **POLSC 10 was assessed in Cycle 1.**

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

We will be officially deleting POLSC 20: Introduction to Politics because it is not required for our AA-T degree and POLSC 10: Introduction to American Government fulfills the same general education and transfer requirements.

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog

improvement or pedagogical changes.	student learning. The changes to the course or pedagogy to support the course were not clear.	within the department, and changes were adopted accordingly.
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Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.
Cycle 1: POLSC 10 <b><u>Meaningful = 3</u></b> <b><u>Measurable = 2</u></b> <b><u>Manageable = 2</u></b>		

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

Tabulation of data from the cycle 1 Fall/2017 assessment process is incomplete.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Tabulation of data from the cycle 1 Fall/2017 assessment process is incomplete.

## 7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

- NA – We do not yet have program for Political Science

7.2.2. What was the biggest challenge in conducting program level assessment?

- NA

7.2.3. What resource needs, if any, were identified in your program level assessment?

- NA

## 8. Course Success/Retention Analysis

**Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report**

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	<b>African-American</b>	<b>Low Income Students</b>	<b>All students in program/discipline</b>
<b>Completion Rate (program/discipline)</b>	Completion Rate: 78.3% to 91.1%	Completion Rate: 82.3% to 89.4%	Completion Rate: 82.9% to 89.7%
<b>Success Rate (program/discipline)</b>	Success Rate: 63.6% to 74.7%	Success Rate: 71.6% to 77.5%	Success Rate: 71.8% to 78.5%

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

- Yes, the lowest levels for both the completion rates and success rates for African American students as well as low income students happened during the earliest semester (Fall of 2014) for which data was provided.
- For both of these groups, typically, their best performance was during the most recent semester (Spring of 2017) that data was provided.
- The exception to this last statement is the course completion rates for African American students which was at its highest in the Spring of 2016.
- Typically, student success is higher during Spring semesters but not always.
- Over the last five years success/retention rates generally increased.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

- Lecturing and presenting content that is relevant to your targeted populations.
- Building relationships with learning communities or other student services that target these populations(e.g. Puente and Umoja)
- Make sure that student services for these populations are included in the syllabus
- Encourage adjunct faculty to take advantage of the equity hour initiative(FAIM)
- Establishing educational enrichment project, programs, and/or materials that supplement the classroom learning experience for full-time as well as adjunct faculty.

## 9. Goals

**9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.**

<p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p>	<p>Please note that these goals were established when the program review process included the political science discipline as one component of the Social Science Department. The review of these goals will reflect the participation of political science faculty in this process.</p> <p><b>Goal #1: Promote the academic success of social science students.</b></p> <ul style="list-style-type: none"><li>-Utilizing alternative instructional models such classroom debate activity (Zimny), field study project (Clarke), and the cooperative model of instruction (Clarke).</li><li>-Present special programs/events designed to reinforce the relevancy of the discipline and enrich the educational process.</li><li>-Establish collaborative relationships with other academic programs and initiatives, such Honors classes (Zimny) and adapted political science transfer program course (Zimny).</li></ul> <p><b>Goal #2: Increase projects/programs outside the classroom environment.</b></p> <ul style="list-style-type: none"><li>-Conducted special programs/events that included such speakers as former LMC Vice-President Richard Livingston on East Contra Costa Political History, debate on the role of government between Bryan Montgomery, city manager of the</li></ul>
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	<p>city of Oakley and local businessperson, and local government officials (Clarke).                      -Active support of the LMC Debate Team as co-coach and debate event official (Zimny).</p> <p><b>Goal #3: Encourage professional development both on the departmental and campus-wide levels.</b>                      -Participation in campus-wide professional development activities such as Chancellor Helen Benjamin’s reading of the “Invisible Man” (Clarke) and participation in Honors program activities (Zimny).                      -Developed and published content on California politics (Clarke).                      -Participated in the collective bargaining process which led to a greater understanding of campus and district policies and governance (Clarke).</p>
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p>Although political science faculty would have liked to have expanded the above initiatives and activities, time commitments associated with a full-teaching load and the actions mentioned above limited further involvement.</p>

**9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:**

<b>College Strategic Directions 2014-2019</b>	<b>Integrated Planning Goals</b>
<ol style="list-style-type: none"> <li>1. Increase equitable student engagement, learning, and success.</li> <li>2. Strengthen community engagement and partnerships.</li> <li>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</li> <li>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>ACCESS:</b> increase access through enrollment of students currently underserved in our community.</li> <li>2. <b>IDENTIFYING PATHWAYS:</b> Increase the number of students that define a goal and pathway by the end of their first year.</li> <li>3. <b>COLLEGE-LEVEL TRANSITION:</b> Increase the number of students successfully transitioning into college level math and English courses.</li> <li>4. <b>PERSISTENCE &amp; COMPLETION:</b> Increase successful course completions, and term to term persistence.</li> <li>5. <b>EQUITABLE SUCCESS:</b> Improve the number of LMC students who earn associates degrees,</li> </ol>



	<p><b>certificates of achievement, transfer, or obtain career employment.</b></p> <p><b>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</b></p>
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**List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.**

<b>Goals</b>	<b>Aligned College Strategic Direction(s)</b>	<b>Aligned Integrated Planning Goal(s)</b>
Goal 1: Establish a Political Science Transfer AA degree		<b>2. IDENTIFYING PATHWAYS 3. COLLEGE-LEVEL TRANSITION</b>
Goal 2: Encourage professional development within the political science discipline and at the departmental and campus-wide levels.	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	
Goal 3: Establish student-centered initiatives and special project designed to enrich the educational process as well as support student success.		<b>4. PERSISTENCE &amp; COMPLETION 5. EQUITABLE SUCCESS 6. LEARNING CULTURE</b>
Goal 4:		
Goal 5:		

**OPTIONAL**

**9.3 Resource needs to meet five-year goals**

<b><u>Faculty/Staff Resource Request</u></b>	
<b>Department/Unit Goal - Reference #</b>	<b>Strategic Objective - Reference #</b>

Department/Unit Name		Position Name/Classification		FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits	
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>		
Justification:				

<b><u>Operating Resource Request</u></b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Resource Type	
		<input type="checkbox"/> Equipment <input type="checkbox"/> Supplies <input type="checkbox"/> Service/Contract	<input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Other
General Description			Est. Expense
Justification:			

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #

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<b>Department/Unit Name</b>	<b>Resource Type</b>
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
<b>General Description</b>	<b>Est. Expense</b>
<b>Justification:</b>	