

2018 Political Science Program Review
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2. Results of Previous Program Review

a. Describe the results of your previous Program Review's action plan.

The previous program review listed 3 actions:

1. Collaborating with the Puente program and the Mana program to encourage greater student participation in Supplemental Instruction (which has a demonstrated track record at increasing student success rates for African Americans enrolled in PLSC 210).
2. Transition from WebAccess to Canvas and the implementation in several sections of PLSC 210.
3. The Civic Mirror.

Each will be discussed separately.

1. Collaborating with the Puente program and the Mana program to encourage greater student participation in Supplemental Instruction (which has a demonstrated track record at increasing student success rates for African Americans enrolled in PLSC 210).

There has been some collaboration with the Puente and Mana programs to encourage students to participate in Supplemental Instruction as a means to increase student success rates.

The success rate for Hispanic students has climbed from 55.2% (2015-2016) to 71.6% (2017-2018). The success rate of Hispanic students are now nearly equal to that of white students (74.5%).

The success rate for Pacific Islander students has climbed from 50% (2015-2016) to 57.1% (2017-2018). This is a significant improvement, but efforts to close the gap with white students will need to continue.

2. Transition from WebAccess to Canvas and the implementation in several sections of PLSC 210.

The transition from WebAccess to Canvas has been completed. WebAccess has been discontinued. All sections now use Canvas.

3. The Civic Mirror.

The full-time political science faculty member has integrated The Civic Mirror simulation into course curriculum of one section of PLSC 210 per semester. This

learning-by-doing approach to political science has generated increased student enthusiasm and may have contributed to rising student success rates. There are plans to train adjunct faculty members on how to incorporate The Civic Mirror into their curriculum.

b. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments.

The new AA-T in political science has been implemented and students are working toward that degree.

All course outlines have been updated as scheduled. Course SLOs are all in alignment with Program Learning Outcomes (which are in turn aligned with Institutional Learning Outcomes).

c. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.

Closing student success and equity gaps between student populations

Student success rates for most demographic cohorts has increased significantly/converged:

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
Filipino	58.7%	57.6%	68.3%
Hispanic	55.2%	57.7%	71.6%
Pacific Islander	50.0%	45.0%	57.7%
Native American	N/A	N/A	N/A
White	72.6%	69.2%	74.5%
Asian	71.1%	73.5%	86.2%

Possible reasons for this can be coordination between the political science program and other programs in which ethnic minorities have been disproportionately represented (Football, Mana, Puente) in encouraging great student participation in services geared toward increasing student success (Supplemental Instruction and tutoring at the Learning Center). Another reason is the effort to adapt the political science curriculum to the diverse populations represented in the student body, such as several courses adopting the textbook, American Government in Black and White, which analyzes the American political system through the lens of race relations.

Success rates also climbed above 69% for all of the following cohorts: males/females, has disability/no disability, first generation/not first generation, and low income/not low income groups. In general, success rates climbed for all major groups besides black students.

The black student success rate declined from 69.7% in 2015-16 to 63.9% 2016-17 to 52.5% in 2017-18. This is extremely puzzling, especially given the curriculum changes described above. It may be an artifact of a small sample size (33 in 2015-16, 36 in 2016-17, 40 in 2017-2018—or an average of only about 4 black students per class section). Further research would be warranted. Perhaps there could be a survey of students conducted by PRIE to determine how students of various racial/ethnic groups vary in terms of factors that could reasonably be expected to impede student success (number of hours per week traveling to/from campus, number of hours per week engaged in gainful employment, number of hours per week engaged in team sports at CSM, number of hours per week caring for dependent children or adults, etc.)

Closing student success and equity gaps between modes of delivery

Student success rates for students in distance education classes consistently exceed those of students in traditional classes. Demographics do not seem to play a role; the proportions of different groups taking distance education classes are very similar to the proportions taking traditional classes. Therefore, perhaps this may be the result of self-selection. Distance education classes require students to be more self-directed and therefore may appeal more to students who are confident that they are sufficiently self-directed to succeed in a distance education environment. If this is true, the college seems to have been successful at discouraging unprepared students from taking distance education classes in political science or at preparing students to take distance education classes in political science. Further research will be required.

d. Provide an update on any long-term plans that are still in progress (if applicable).

The program continues to attempt to increase collaboration with programs in which ethnic minorities have been disproportionately represented (Football, Mana, Puente) in encouraging great student participation in services geared toward increasing student success (Supplemental Instruction and tutoring at the Learning Center).