Instructional Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

Political Science

**Principal Author(s):**

Naji Dahi

**Dean:**

Jorge Gamboa

**Submission Date:**

11/12/2024 8:54:43 AM

**Author Signature:**

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| Electronically signed by Naji Dahi on 11/04/2024 7:44:51 PM |

**Manager Signature:**

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| Electronically signed by Jorge Gamboa on 11/12/2024 8:54:43 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

The political science (POSC) program meets or exceeds the college-wide standards in both completion and success rates across multiple racial and ethnic groups. The program's success could be attributed to several factors: Inclusive Support Services: The program likely offers resources that support diverse student backgrounds, including tutoring, advising, and mentorship. This inclusive approach helps students feel supported, contributing to high completion and success rates. Engaged Faculty: Faculty engagement in student success, possibly through active learning strategies, regular feedback, and culturally relevant pedagogy, may contribute to better student performance and retention. Curriculum Relevance: The program's curriculum might be designed to be relevant and engaging, particularly in a subject like political science, which may resonate with students from diverse backgrounds by addressing topics that impact their communities. Diverse Faculty Representation: The program has full-time and part-time faculty from various ethnic and religious backgrounds, allowing them to better relate to a diverse student body. This diversity among faculty members enables meaningful mentorship and fosters an inclusive learning environment, where students feel represented and understood. Autonomous Management Style: The Political Science Department and Social Science Division use a management style that does not micromanage faculty, allowing them maximum autonomy in pursuing solutions to student problems. This autonomy enables faculty members to implement creative, personalized strategies to support students effectively. These factors likely contribute to the POSC program’s high success rates across different racial and ethnic groups.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

In the areas where the political science (POSC) program does not meet college-wide standards, particularly in the success rates for Black/African American (61.7%) and Pacific Islander (27.3%) students, several potential contributing factors and actions can be considered: Challenges Across Similar Programs: The political science program’s challenges in meeting success rate standards for Black/African American and Pacific Islander students reflect a broader pattern seen across other programs within the Social Science Division, as well as in Business and CIS, Fine Arts, Humanities, Mathematics, Natural Sciences, and Technology and Engineering. These programs also fall short of college-wide standards for these groups, suggesting that systemic factors may be at play. Potential reasons include a history of oppression, deep poverty, and structural racism, particularly affecting African American students, as well as a lack of culturally responsive content, limited representation of diverse voices in the curriculum, or institutional barriers that impact student engagement and performance across multiple subjects. Identifying Barriers to Success: These groups may face unique challenges, such as socioeconomic factors, limited access to support resources, or a lack of cultural representation in course materials. Conducting surveys or focus groups with students from these backgrounds could provide insights into specific barriers they encounter. Enhanced Outreach and Support: To improve outcomes, additional outreach could be beneficial. Initiatives like mentoring programs that pair students with faculty or upperclassmen, targeted advising, or dedicated tutoring resources might help these students feel more supported and capable of succeeding. Increased Awareness of Campus Resources: Many students may not be fully aware of the support resources available to them. Ensuring that students from underrepresented backgrounds are informed of tutoring, counseling, financial aid, and other resources could improve their academic outcomes. Faculty Training on Inclusive Teaching: Providing faculty with professional development focused on inclusive teaching practices could help address unconscious biases and improve interactions with students from these groups. This training could include strategies for creating a supportive environment and understanding diverse student needs. Early Intervention Programs: Implementing an early alert system to identify struggling students from these demographics can allow for timely interventions, such as academic counseling or connecting them with additional support services. By taking these actions, the program can work towards closing the success rate gaps and better meeting the needs of Black/African American and Pacific Islander students, helping the POSC program, as well as other programs within the Social Science, Business and CIS, Fine Arts, Humanities, Mathematics, Natural Sciences, and Technology and Engineering Divisions, to align more closely with the college’s aspirational goals.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

We did not file any data analysis in our 2023 program review update

# Part 2: Additional Resource Request Reasoning and Support

[x] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[ ] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**