Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: ☐ AA; ☐AS; ☒AA-T; ☐AS-T; ☐Certificate

Program Name: Political Science

Academic Year: 2022-2023

Name of Faculty Submitter(s): Vincent Lovato; Jacob Lenerville

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I.   Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

What is the program mission?

The Political Science Associates in Arts Transfer (AA-T) helps students learn about the operation of political authority at the local, national, and international levels. Besides studying American political institutions, students will examine other governments, their civil codes, policy issues, and decision making. In addition appreciation will be gained for the growing role of international actors, and importance of global issues.

What is the program vision?

The Political Science department provides students an opportunity to learn the processes and institutions behind the big decisions at the national, and local levels of government. This program is meant to both inform and to grow students so that they may better understand the government forces that affect their lives and also how they may contribute to those choices.

Please provide a short program description:

The Political Science Associates in Arts Transfer (AA-T) offers students three introductory courses in three main areas of Political Science: American Government (POLI 1), Comparative Government (POLI 2), and International Relations (POLI 3). This coursework is supplemented by courses in other fields to both improve student learning and have students apply those fields to their understanding of Political Science. The course offerings are designed to ensure that students may transfer from Barstow Community College to a 4-year University seamlessly.

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How does your program align to and/or support one or more of the following BCC Strategic Priorities?

Political Science supports multiple parts of the Strategic Priorities in multiple ways. In terms of Priority #1, for example, Political Science has participated in Pathways to help students understand its position within the disciplines. Most course offerings embed support (for example, library) to help with student success. Examples of Priority #2 include the program's commitment to Fort Irwin courses as enrollment has permitted and the work of faculty members to adopt best practices during the creation and editing of CORs. Examples of Priority #3 include efforts by the faculty in this study and in their own individual efforts to increase and better teach in a diverse environment. All this has occurred despite the lack of full time faculty member.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II.   Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

Course Success Rate by
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

The overall course success rate for 2021-2022 was 73.6% (Political Science courses only; success rate was 68.9% for entire program). While this is a drop from the previous academic year, it is still an increase from 2019-2020. Online and traditional POLI courses saw similar results (73.6% and 71.4% respectively), while the one hybrid course had a success rate of 62.5%. Time of day saw greatest success in the limited live courses during the afternoon (85.7%) compared to day (65.1%) and evening (62.5%) though most classes were offered online. There was no FT faculty member for 2021-2022.

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Retention Rate by
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Currently only Online data is available for Mode and Scheduling. Retention rates for Online courses for AY 2021-2022 was 84.6%, down from the previous year, but consistent with the prior year. Currently all courses are being taught by Part-Time Faculty.

Section Count by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

In terms of sections, in 2021-2022 for Political Science courses (POLI 1, 2, and 3), 11 online sections were offered (and only online). This is down from 17 the year before and 26 sections in 2019-2020 (14 of which were online).

Enrollment Count by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Enrollment numbers have gone down the last 3 years in the POLI courses from 754 total in 2019-2020 to 302 in 2020-2021 (online only) or 3745 to 1979 (including all courses with the program and not POLI only). The vast majority of enrollment was by online students, with a general disbursement across day and evening for the traditional classes. Classes were majority under PT instruction (and for POLI courses, exclusively).

Class Size Average by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

In AY 2021-2022, there were 27.45 students per section for Online courses, up from the 2020-2021 AY, but down from the 2019-2020 AY. A single Fort Irwin class was offered in AY 2019-2020, which accounted for 8 students. Traditional courses have not been offered since the 2019-2020 AY and had 24.64 students per section. Overall there was no significant information to be gleaned from time of day in regards to this information.

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Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

The Program success rate was above average regarding ethnicity with the exception of Black/African American (62.3%), Pacific Islander/Hawaiian (50.0%), and Native American (25.0%). When considering only POLI course (vs. those taken as part of the program), the rates rase for Black/African American (61.9%) and Pacific Islander/Hawaiian (60.0%), though Native American drops to 0.0%. While the success across the board for other ethnicities, there is clear a need to better reach Black/African American students (while the other areas demonstrate a need, the sample size was small and skewed the data away from success). The exact plans/projects could include greater department dialogue and training. An expansion of traditional courses, moreover, over online may help as these success rates were higher. Gender had no significant impact.

Efficiency: WSCH, FTES

In AY 2019-2020 the WSCH/FTEF Efficiency was 437 (363 for Full-Time and 450 for Part-Time) and the FETS/FTEF Efficiency was 15 (12 for Full-Time and 15 for Part-Time).

In AY 2020-2021 the WSCH/FTEF Efficiency was 400 (635 for Full-Time and 385 for Part-Time) and FTES/FTEF was 15 (21 for Full-Time and 13 for Part-Time).

In AY 2021-2022 the WSCH/FTEF Efficiency was 438 (0 for Full-Time and 400 for Part-Time) and the FTES/FTEF Efficiency was 13 (0 for Full-Time and 13 for Part-Time).

The Program is currently well below the overall Efficiency Targets, indicating the need for improvement. The Efficiency Targets are 525 for WSCH/FTEF and 17.5 for FTES/FTEF.

Curriculum – Course Outline of Record

POLI 1: POLI 1_COR.docx

POLI 2: POLI 2_COR.docx

POLI 3: POLI 3_COR.docx

Overall Observation of Data on Courses

This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Reflect on how your program data compares to the Institution-set Standards. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

Like all colleges and programs, the Political Science Program suffered during the COVID pandemic. However, while enrollment was low, retention and completion rates remained stable (and in some areas even improved). These rates remained in the low-70% range, slightly below but close to the Institution-set Standards. While there is room for improvement, completion rate for students enrolled remains strong.

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Overall, there is an opportunity for a "rebound" in the Program, remaining a cornerstone of a student's education, either as a part of a larger program or guided pathway, or the beginning of a career-centric education.

For Program Learning Outcomes Assessment data, summarize findings in the PLO section below.

Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Identify the institutions, players, and processes in both American national, state government, local government and the democratic citizenship skills needed to navigate and actively participate in government and its decision-making process.	No data available	Click or tap here to enter text.
2. Analyze the language, exercise the power, and technology in formal governmental institutions and non-governmental institutions, form interest groups to human rights organizations to corporate board rooms.	No data available	Click or tap here to enter text.
3. Compare and analyze the political development, situation, experience, and interaction of various countries.	No data available	Click or tap here to enter text.
4. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

5. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Program Data and Analysis

Demographics

No overall data provided. For award earners, no statistically significant difference in terms of gender identification. Students earning awards in Political Science over the last three years have included students identifying as Black/African American, Hispanic, and white.

Award Count

2 Awards for AY 2021-2022

3 Awards for AY 2020-2021

2 Awards for AY 2019-2020

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Due to lack of data of the program on the whole it is difficult to have any larger discussions. The gender demographics that are available (awards) demonstrate that there is not an equity gap (at least based on the data from this small sample).

Student or Program Satisfaction Survey Results

No data currently available.

CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

N/A

Comparative data (compared to BCC and/or compared to other programs)

Unable to compare – more data on the program versus the courses is needed to be have a meaningful comparison.

How is your program doing overall based on observation of program data?

This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Reflect on how your program data compares to the Institution-set Standards. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

The Program currently lacks sufficient SLO and PLO data to provide an overview for Program Data. Degrees awarded, however, remained low, accounting for only 2 of the total of 437 Degrees awarded by BCC. Several reasons might account for this issue. One is that the Program is relatively new, only offered in the past few years. The retirement of the lone Full-Time Faculty has meant the program is an

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"orphan," meaning there is no Faculty member that is tenured or compensated to maintain the program, much less increase student interest. The continued success of the Online offerings, however, indicate a continued interest in the subject, something that could be used to expand into Hybrid and HyFlex courses. It may also indicate an opportunity to conduct outreach to students online about the degree they could receive at BCC.

Guided Pathways and Response

Name of the Guided Pathway that your program is a part of

Social and Behavior Sciences

List the other programs that are part of your Guided Pathway

History; Psychology; Sociology

Provide a summary of how your program collaborates with other programs in your Guided Pathway

Examples of collaboration: meetings, projects, etc.

History and Political Science have scheduling meetings together along with overlap in faculty between the two programs.

Faculty/ Program Staff Data and Analysis

Faculty Load (FTEF)

The values are the combined total of the three Political Science Course currently available to students (POLI 1, POLI 2, POLI 3).

In AY 2019-2020, the total FTEF was 5.50, with Full-Time accounting for 0.80 and Part-Time accounting for 4.70.

In AY 2020-2021, the total FTEF was 2.80, with Full-Time accounting for 0.60 and Part-Time accounting for 2.20.

In AY 2021-2022, the total FTEF was 2.27, with Full-Time accounting for 0 and Part-Time accounting for 2.27.

FT/PT/OL Faculty Ratio

With the retirement of the lone Full-Time Faculty, all load is now being handled by the part-time faculty. (Note that AB1725 recommends a FT/PT load ratio of 75%/25%.)

Faculty Professional Development

Faculty have continued outside research, seminar attendance, pursued further education/professional development, and attended both on-campus and independent studies on the delivery methods for online classes

Program Staffing and Support

Students in the program have full access to Counseling, Dean, and other Administrative resources. This support includes continued and growing support for basic needs such as food and financial assistance.

Faculty staffing currently includes 0 Full-Time Faculty and 4 Part-Time Faculty.

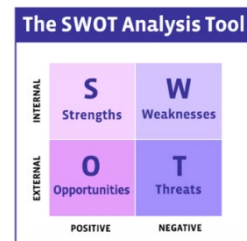# Instructional Program Review Template

Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."

Faculty are disproportionately adjunct given that there is no full time faculty for Political Science and has not been one in the last 2 years. The adjuncts have stepped up to do what they need to do to help the program along (for example, the writing of this review) as well as continued to demonstrate great competenence and effort to best serve the students in this department.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Transfer program in place POLI 1 required for General Education All POLI courses are offered regularly, either every semester or as part of a 2-year cycle. POLI 1 & 2 taught regularly at Fort Irwin campus Faculty have extensive experience Classes offered on main campus and Fort Irwin in live, hybrid, or online sessions; students have a variety of modes of instruction	WEAKNESSES Currently no full time faculty members (down from 1 full time faculty members which was already too few) Inconsistent offerings of Live and Hybrid courses, or frequent cancellation of courses Over-Reliance upon part time faculty who require other time commitments
External	OPPORTUNITIES May need additional full-time faculty Political Science as a profession is projected to grow at 6% (as	THREATS Lack of adequate preparation by secondary institutions in the areas of grammar and writing skills, and the general inability of students to objectively assess data may delay degree

	fast as average) over the next 10 years per BLS data Students often personally relay interest in the subject beyond education or career, indicating a desire for civic education and citizen engagement.	completion at undergraduate level. Low and volitile Enrollment numbers for the college on the whole, due to COVID Pandemic.

III.   Program Goals

The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
  - o Some programs may only have three program goals while others may have four or five—that is okay.
  - o Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College's Strategic Priorities.
- Identify explicit **Objectives** for reaching each goal.
- Identify specific **Actions, Tasks** to meet the objectives.
- Develop **Outcome** statements and appropriate measures for each objective.
- Identify specific **Resources** needed to meet goals and objectives.

GOAL #1
Increase and stabilize enrollment in POLI Courses, as well as the program as a whole.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Objective 1
Increase online enrollment by at least 50% of currently levels.

Actions, Tasks
Continue to offer and advertise online courses on a regular basis, and reduce the number of cancellation which cause disruption.

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Outcomes, Measures, Assessment
Enrollment for Online courses is at minimum 350.

Objective 2

Return to at least 50% of enrollment of pre-COVID levels or combined Traditional, Hybrid, and HyFlex courses.

Actions, Tasks
Continue to offer these courses consistently and avoid cancellation to build trust and habit over time. Continue and expand cooperation with Barstow High School to enroll students into the dual-enrollment course and/or offer smooth transition from High School to College.

Outcomes, Measures, Assessment
Enrollment in Tradition, Hybrid, and HyFlex courses total at least 135.

Objective 3

Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
A Full-Time faculty would facilitate the stated objectives by creating the stable, consistent support necessary to build institutional knowledge, cooperation and coordination with Faculty, Staff, and Administration, and connection to the local community.

GOAL #2
Begin and increase SLO and PLO data collection for future use in Program Reviews and Annual Updates.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Objective 1

Continue to collect data on SLOs on a regular cycle.

Actions, Tasks
Create and disseminate clear information to all Faculty about when, where, and how to collect data on SLOs before the beginning of the semester.

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Outcomes, Measures, Assessment
SLO data has been consistently gathered over the 3-year cycle of the Program Review.

Objective 2
Apply SLO data to PLOs.

Actions, Tasks
Coordinate the collection of data and the application of SLOs to PLOs.

Outcomes, Measures, Assessment
PLOs are available for analysis a the next full Program Review.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
A Full-Time Faculty member to provide a central point of data collection and analysis. Continued use of and professional development training in eLumen.

GOAL #3
Add an additional course to the Political Science ADT as this will round out our POLI offerings at BCC without needing more specialized knowledge that it would take to teach the other two C-ID courses (Intro to Poli Sci and Poli Sci Research) as well as assist students to better succeed in their future studies.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

Objective 1
Develop a COR for a POLI course for C-ID POLS 120: Introduction of Political Theory and Thought

Actions, Tasks
A COR is created and submitted to the Curriculum Committee.

Outcomes, Measures, Assessment
A COR is approved by the Curriculum Committee.

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Objective 2

New POLI course is offered in any form at BCC.

Actions, Tasks

Place the New POLI course on the schedule cycle.

Outcomes, Measures, Assessment

A significant number of students enroll in the new POLI course as part of the Program or as an elective.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed

Full-Time Faculty that is compensated appropriate to develop, expand, and support new courses.

GOAL #4

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Resources Needed
Click or tap here to enter text.

GOAL #5
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Choose an item.

Choose an item.

Choose an item.

Choose an item.
Objective 1
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 2
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Resources Needed
Click or tap here to enter text.

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IV.   Resource Requests:

What does the program need to meet its goals and objectives? Requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- Personnel/Staffing
- Technology Resource
- Facilities Resource
- Other

For all resources listed below that require a Budget Allocation Proposal (BAP), programs should submit their requests utilizing the Budget Allocation Proposal form and submit with their program review. The BAP form may also be updated and submitted in Years Two and Three if needed.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1-4	All objectives within	Full-Time Tenure Track Faculty for Political Science	See CBA salary schedule	Yes	Click or tap here to enter text.
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