

Instructional Program Review- Annual Update Template

Instructional Program

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

Program Name: Political Science

Academic Year: 2023-2024

Name of Faculty Submitter(s): Jacob Lenerville

Annual Update #1 #2

***Note: An Annual Update must be submitted each year that a Program Review is not submitted.**

I. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data

- A) Summarize the progress made on course level outcomes and assessments (SLOs):
PLO data has now been made available. Overall data demonstrates strong progress in all areas. PLO #1 has grown from 70.3% success rate in Fall 2020 to 91.94% in Spring 2023. PLO #2 has also gone from 70.3% to 85.4% for the same dates. PLO #3 has seen an increase from 77.7% in Fall 2021 to 85.3% in Spring 2023. This is a strong growth that is good to see over the last few semesters. The lower success rates for PLOs #2 and #3 can be attributed to their more in-depth nature in terms of politics, and the fact that that PLO #3 occurs mostly in POLI 2 and POLI 3 which is offered less often and with less students.

Anecdotally speaking, instructor “feeling” is consistent with what we have been seeing in the data and what we would hope to see as an institution. Individual instructors have pointed to their assignments that cover all of the PLOs (with PLO #3 primarily found in POLI 2, but it is part of the Federalism taught by all instructors in POLI 1). Moreover, instructors can point to engagement of students with data through expansion of opportunities to resubmit work and the use of third-party functions such as Hypothesis in Canvas.

Still needing data regarding SLO. This was not available for the full IPR from last year, and after reaching out there was still no information that could be provided that c

- B) Please list specific courses or SLOs that were identified for student-centered growth and improvement.
Use the information from Part C of the “Program Learning Outcomes Assessment Data” section of the IPR.
No data was available for IPR, so nothing was identified as such. However, it is clear that things are going strong in the program in terms of PLOs.

- 1) List the actions identified to help grow or improve those areas.

There were no actions identified in the IPR due to lack of data at the time (2022).

Instructional Program Review- Annual Update Template

- 2) Discuss the progress the program has made on those actions. Include any data used to support progress.

As noted above, while there is no particular listed actions to be taken, the growth in PLO success is something worth noting on all three PLOs for the program.

In reflection considering last years IPR, the issue was lack of data and the improvement it was noted and is now hoped would come with the hiring of a FT instructor, though training is still needed to ensure proper collection of data. Indeed, after checking all provided information and reaching out to those at the college who collect the data, there was still nothing that could be provided regarding the success rates of SLOs (only PLOs). However, as noted above, individual instructor efforts remain high to engage students with the material and class through the use of technology and media.

- C) Please list any actions identified to support equitable outcomes.

Use the information from Part D of the "Program Learning Outcomes Assessment Data" section in the IPR.

From the IPR (2022-23): "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 '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."

- 1) List the specific student groups the program identified as students they would like to focus their efforts on.

No overall data provided for the IPR (22-23). 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.

HOWEVER, examining the data now available, there was strong success among all age groups in program PLOs. Notable increases include PLO #1 saw a success increase from 66.7% in 2022 to 93.3% in 2023 for 40-49 year olds. 50+ also saw an increase from 0% to 100%. PLO #2 also saw an increase in that age group in those years (55.6% to 80.6%). All other age groups had some variation, including some drops (notably PLO #1 with 35 to 39), but there is nothing statically standing out as a problem; indeed, all numbers for 2023 for all age groups were above 70%.

In terms of ethnicity, there are two notable groups: American Indian/Native Alaskan had a success rate for PLO #1 in 2023 of only 33.3%. Pacific Islander/Hawaiian also had

Instructional Program Review- Annual Update Template

success rates for PLO#2 and #3 at 66.7% for both. This is not enough of a sample size to feel action is immediately necessary, but is worth noting and worth keeping the proverbial eye upon. However, when it comes to program course success rate, there is a need for improvement with Hispanic, Black/African American, and Pacific Islander students, all of which were below the 70% line. This is particular true when paired with gender, where those identifying as female had lower success rates (Hispanic males rose to a 72% success rate).

Gender overall saw no major variation. Unknown gender saw only a 60% and 44% success rate for PLOs #2 and #3 (respectively). As with above, the smaller sample size is not enough for immediate action. Also, as noted above, it is as the intersectionality of gender and race we also can find areas of improvement based on the current data available.

- 2) Discuss any progress with equitable action within the program and any measures taken to ensure the identified student group(s) would receive appropriate support. Include any data used to support progress.

On one hand, no action has been taken as there were no identified student groups at the time of the IPR of 2022-23. What was noted was the need for greater use of data collection, which still holds true and it is the hope that with the hiring of a FT instructor for Political Science, more time and effort can be dedicated to growing the Program and the ability to collect data.

Though on the other hand, it is not to say that some small, anecdotal steps have not been taken to improve equity. First, at least one faculty member within the Political Science program Cultural Responsiveness course offered by the BCC Equity Team. This class is truly a game changer for anyone who takes it, and it will continue to be promoted within the program. This course, moreover, has led to changes; for example, keeping track of student interactions (for example, in online discussions) to ensure all students are getting equal time (something statistics demonstrate as often lacking for minority students). In addition, there has also been a greater emphasis in some POLI courses to allow students to resubmit assignments to improve their work (which is directly linked to equity). Moreover, the course has led to ensuring that discussions are open to allowing students to tell their stories (when appropriate). This allows for minority students and for female identifying students the chance to, for the lack of better term, “speak their truth” that may often be ignored. Second, the new FT instructor has reached out to majors to ensure they feel heard and have a point of contact, regardless of whether they are enrolled in one of his classes. Third, the FT instructor holds hours in the TLSC and has made sure that all the PT instructors are aware of those hours so that students can get the additional time if needed. Providing greater opportunities can make a big difference in ensuring equity.

One last indirect change that will be coming to Political Science is the creation of the class the Politics of Race and Gender. While it is in the early stages, the attempt is

Instructional Program Review- Annual Update Template

underway to develop the class (CID POLS 170). This class would indeed offer the chance to not only promote diversity and equity, but to bring about greater inclusion. There are more details below about the development of that class.

- D) Describe any other program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Various instructional changes have been implemented as seen above in section I – A and in I – C -2. Moreover, as has been noted, the hiring of a FT instructor is also another major change.

Both of these changes are indirectly connected to the outcomes assessment process. As noted, the previous IPR had minimal information to analyze. However, the changes, while not necessarily caused by the outcomes assessment process are only going to help improve the program as well as improve the data we now have.

- E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

The obvious need, as mentioned in the full IPR, is the consistent collection of data regarding PLOs and SLOs for Political Science. The hiring of a FT instructor was the first step in that direction, and indeed was a big one. However, it is merely the first step. The next steps must be done in conjunction with the college including but not limited to the training of the full time faculty member in the collection of data (process) to ensure it makes its way as a program whole.

In addition, the faculty believe that continued support for Hyflex technology and training would be helpful to best support that program and help it become a mainstay of the program and college. Moreover, continued support to ensure that POLI can reach full ZTC status is needed. For both of these aspects, this is something that the program and its faculty will work on to the best of their ability, but this can only truly be done in conjunction and with the support of the college.

II. Progress Toward Achieving Program Goals, Objectives, and Outcomes

These should be carried forward from your full Program Review (Section III), or from your Annual Update #1, if revised since your full Program Review.

A) List the 2-3 goals from your Program Review or most recent update.

1. GOAL #1

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

Instructional Program Review- Annual Update Template

2. GOAL #2

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

3. 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

B) Have any goals been completed or discontinued?

If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.

Yes

No

Click or tap here to enter text.

C) Discuss the objectives and related outcomes for each goal.

1. GOAL #1 Objective(s) with related Outcome.

Increase online enrollment by at least 50% of currently levels

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

- **Discuss any progress toward meeting the goal based on the goal objectives.**

First, with the hiring of a new FT instructor in the discipline, this is the first major step forward in making these happen by creating a more stable and consistent support necessary for the program and academic community. The impact of that hiring will only be seen as time progresses, as the early stages of the new semester have not allowed sufficient time to make changes. Second, schedule planning for Spring 2024 has focused on ensuring that classes are offered live. In particular, POLI 3 is only being offered live (or at least hybrid) to ensure that there is a live presence of the class.

In conjunction with feedback from the Program Review Subcommittee, it would be better to seek online enrollment increase by at least 10% of current levels, as this is a more realistic goal.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

2022/2023 was the first year with a live portion in several years, so as new data comes in for this year more monitoring will need to be done to see that growth is occurring.

Overall, numbers for 2022-2023 did not reach goal (Online goal 350, actual 257; live goal 135, actual 15). Greater test will be in 2023-2024 and beyond. A more realistic goal, moreover, may need to be assessed. This may include reducing online to about 300, and live to around 100.

2. GOAL #2 Objectives with related Outcome.

Instructional Program Review- Annual Update Template

Continue to collect data on SLOs on a regular cycle.

Apply SLO data to PLOs.

- **Discuss any progress toward meeting the goal based on the goal objectives.**

FT faculty hiring should be able to provide a central point of data collection and analysis.

What is needed is further training in and collection of data with eLumen in order to have the necessary data.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

A FT faculty member has been hired. This goal stands complete

3. GOAL #3 Objectives with related Outcome.

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

New POLI course is offered in any form at BCC.

- **Discuss any progress toward meeting the goal based on the goal objectives.**

While a new course has not been developed, the first steps have begun to do so. This is resulting a change, however. Instead of the Introduction to Political Theory and Thought (which should still be something to work on toward the future), this Fall 2023 will include the development of C-ID POLS 170 (Introduction to the Politics of Race and Gender). The process of developing this course is in the embryonic stages (having begun 2 days before the writing of this section), but it has begun in conjunction with the Articulation Officer and in conjunction with Curriculum. The (achievable) goal is to have all changes submitted by November 2023.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

While measurement is not quantitative, it can be seen in the literal beginning of the process. In other words, the determination of reaching the goal will be the submission of the course and TMC changes by November.

D) List any resource you are requesting for each goal.

1. Goal 1 Goal 2 Goal 3

Please list the resource and how it relates to the goal.

Further training for FT faculty member and for PT faculty members on the use of eLumen and/or other programs to ensure a strong collection of data.

2. Goal 1 Goal 2 Goal 3

Please list the resource and how it relates to the goal.

Further training and meetins with the FT faculty member in the process and completion of all things that go into an ADT. While the faculty member has a working knowledge from being a PT instructor, there is still a need to develop a professional expertise.

Instructional Program Review- Annual Update Template

3. Goal 1 Goal 2 Goal 3

Please list the resource and how it relates to the goal.

Click or tap here to enter text.

III. New Goals (optional)

This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the program.

A. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

4. Please list outcome statements for each objective.

Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

Instructional Program Review- Annual Update Template

B. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

4. Please list outcome statements for each objective.

Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

IV. Resource Requests: What does the program need to meet its goals and objectives?

What does the program need to meet its goals and objectives?

List all resources from Sections II.D and III.6 below.

If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.

Instructional Program Review- Annual Update Template

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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