Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Political Science

Term/Year of Review: Spring 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- Steady satisfaction of student demand
- High quality instruction and consistent pedagogy across program
- Retention, completion, and productivity averages higher than institutional averages
- Diverse trimodal instructional delivery of core survey course

2. Areas for Improvement:

- In need of PLO assessment
- Increase productivity by ascertaining proper combination of instructional modality and course offerings

3. Projected Program Growth, Stability, or Viability:

- Program stable and anticipated to remain so.

B. New Objectives/Goals:

Refine online quality/quality to more accurately meet instructional goals

Program Review Report | Spring 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	**Political Science**
Area of Study	
Degrees / Certificates	Political Science: AA-T
Courses	POLI 120
	POLI 121
	POLI 125
	POLI 130
	POLI 135
	POLI 140
	POLI 145
	POLI 199
	POLI 350

Taxonomy of Programs, August 2019

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Headcount				
Within the Program	777	753	736	-5.3%
Across the Institution	8,930	8,843	8,176	-8.4%
Enrollments				
POLI-120	728	695	691	-5.1%
POLI-121	16	--	--	--
POLI-125	29	27	29	--
POLI-135	31	31	12	-61.3%
POLI-140	19	41	22	15.3%
POLI-145	--	--	15	--
Within the Program	823	794	769	-6.6%
Across the Institution	36,525	36,115	32,545	-10.9%
Source: SQL Enrollment Files				

<u>RPIE Analysis:</u> The number of students enrolled (headcount) in the Political Science Program decreased by 5.3% over the past three years, while headcount across the institution decreased by 8.4%. Similarly, enrollment within the Political Science Program decreased by 6.6%, while enrollment across the institution decreased by 10.9%.

Enrollment in the following courses changed by more than 10% (±10%) between 2016-2017 and 2018-2019:

Course with enrollment increase:

- *POLI-140 (15.3%)*

Course with enrollment decrease:

- *POLI-135 (-61.3%)*

Program Reflection:

DEMAND REFLECTIONS

- Within PS, both enrollment and headcounts declined at a slower rate than the decline at institutional level indicating that the PS Program was more successful than most at navigating systemic decline.
- The negative outlier (PS 135 – Spring 19) can partially be accounted for by the fact that a long-time adjunct without any experience teaching PS 135 took over the course that particular semester. Prior to that, enrollments were strong and consistent.

2. Average Class Size

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
POLI-120	19	38.3	16	43.4	17	40.6	40.7	6.0%
POLI-121	1	16.0	--	--	--	--	16.0	--
POLI-125	1	29.0	1	27.0	1	29.0	28.3	--
POLI-135	1	31.0	1	31.0	1	12.0	24.7	-61.3%
POLI-140	1	19.0	1	41.0	1	22.0	27.3	15.8%
POLI-145	--	--	--	--	1	15.0	15.0	--
Program Average*	23	35.8	19	41.8	21	36.6	37.9	2.2%
Institutional Average*	1,474	24.8	1,406	25.7	1,313	24.8	25.1	0.0%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Political Science Program has claimed an average of 37.9 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period. Average class size in the program increased slightly (by 2.2%) between 2016-2017 and 2018-2019. Average class size at the institutional level remained stable over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2016-2017 and 2018-2019:

Course with an increase in average class size:

- *POLI-140 (15.8%)*

Course with a decrease in average class size:

- *POLI-135 (-61.3%)*

Program Reflection:

AVE CLASS SIZE REFLECTIONS

- The PS program has exceeded average class sizes compared to the institutional average.
- The PS program *increased* average class size during this same time series.
- The low number for the PS135 is a random outlier as explained above.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**

2016-2017	722	1,000	72.2%
2017-2018	704	850	82.8%
2018-2019	636	885	71.9%
Three-Year Program Total	2,062	2,735	75.4%
Institutional Level	94,614	117,777	80.3%
Productivity*			
	FTES	**FTEF**	**Productivity**
2016-2017	72.7	4.0	18.2
2017-2018	70.8	3.4	20.8
2018-2019	63.7	3.6	17.7
Three-Year Program Total	207.2	11.0	18.8
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Political Science Program tend to be lower than the fill rates at the institutional level. [Compare program-level rate of 75.4% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and 2017-2018, enrollment remained relatively stable and capacity decreased, resulting in an increase in fill rate. Between 2017-2018 and 2018-2019, enrollment decreased while capacity increased, resulting in a decrease in fill rate.

Productivity ranged from 17.7 to 20.8 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 18.8 is higher than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include 8 Political Science section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

PRODUCTIVITY REFLECTIONS

- Fill rates within the PS Program were lower than institutional rates during this period. RPIE does not control for variation in class caps which partially accounts for the obvious validity issue of comparing fill rates. Nevertheless, this is an item than can/should be attended to with various remedies going forward.
- In terms of the more important numbers on productivity, the PS program is comparatively higher than institution rates. Despite that, I believe that productivity with the PS program can/should be higher still with various remedies.

4. Labor Market Demand

This section does not apply to the Political Science Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
POLI-120	91.7%	--	--	76.9%	--	--
POLI-121	100%	X		100%	***X***	
POLI-125	82.4%		***X***	69.4%		***X***
POLI-135	98.6%	***X***		89.2%	***X***	
POLI-140	96.3%	X		90.2%	***X***	
POLI-145	93.3%	X		80.0%	X	
Program Level	**91.8%**			**77.6%**		
Institutional Level	89.8%			75.1%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program level value.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

RPIE Analysis: Over the past three years, the retention rate for the Political Science Program was significantly higher than the rate at the institutional level. The retention rate for POLI-125 was significantly lower than the program-level rate. The retention rate for POLI-135 was significantly higher than the program-level rate. The retention rate for Political Science Program falls in the 50th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Political Science Program was significantly higher than the rate at the institutional level. The successful course completion rate for POLI-125 was significantly lower than the program-level rate. The successful course completion rates for POLI-121, POLI-135, and POLI-140 were significantly higher than the program-level rate. The successful course completion rate for Political Science Program falls in the 48th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (14.2%) reflected the difference at the institutional level

(14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Political Science Program courses claimed differences (between retention and successful course completion) that exceeded 10%:

- *POLI-120 (14.8%)*
- *POLI-145 (13.3%)*
- *POLI-125 (13.0%)*

Program Reflection:

RETENTIONS/COMPLETION REFLECTIONS

- According to RPIE, the data show that for the past 3 years, the retention rate AND the successful course completion rate for the Political Science Program was significantly higher than the comparable rate at the institutional level.
- As can be expected, course level data show variation around average program rates; during this time period PS125 was below program averages while 135/140 were higher. Those numbers have consistently varied since we begin programs review, however, should this particular pattern appear again, then perhaps that would require course level inquiries.
- The spread between retention and completion mirrored institutional data and so nothing significant noted.

2. Student Equity

	Retention Rates (Across Three Years)		**Successful Course Completion Rates (Across Three Years)**	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
Black/African American	88.5%	85.8%	70.8%	64.2%
Hispanic			76.7%	***72.9%***
First Generation			77.2%	***73.9%***

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

<u>RPIE Analysis</u>: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all students) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Political Science Program, the retention rate among Black/African American students was higher than the retention rate at the institutional level. The difference was not statistically significant. Within the Political Science Program, the successful course completion rates were significantly higher than the rates at the institutional level for Hispanic and First Generation students.

This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level (with the program-level rate exceeding the institution-level rate for retention and successful course completion). (See Section I.B.1 above).

Program Reflection:

EQUITY REFLECTIONS

- The PS program data show that the retention rate among Black/African American students was higher than the retention rate at the institutional level.
- The PS program data also show that successful course completion rates were significantly higher than the rates at the institutional level for Hispanic and First Generation students.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates			**Successful Course Completion Rates**		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
POLI-120	93.4%	91.3%	***86.8%[A]***	81.5%	***61.4%[C]***	***72.0%[A]***
Program Total	93.4%	91.3%	***86.8%[A]***	81.5%	***61.4%[C]***	***72.0%[A]***
Institutional Total						
In-Person vs. Hybrid	91.8%	***89.0%***		79.5%	***72.2%***	
In-Person vs. Online	89.2%		***87.0%***	70.2%		69.1%
Hybrid vs. Online		87.8%	***84.0%***		70.1%	***65.7%***

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

[A]Significantly lower than in-person sections.

[B]Significantly lower than in-person and hybrid sections.

[C]Significantly lower than in-person and online sections.

RPIE Analysis: Over the past three years, one course within the Political Science Program has been offered through at least two delivery modes within the same academic year. In each year across the three-year period, POLI-120 was offered in all three formats – in-person, online, and hybrid.

Within the Political Science Program:

- *The retention rate in online sections of POLI-120 (and therefore across the program) was significantly lower than the retention rate in in-person sections of the course.*

This pattern within the program – with the retention rate in in-person sections exceeding the corresponding rate in online sections of the same course – reflects the findings at the institutional level. (At the institutional level, there was also a statistically significant difference between the retention rate in in-person sections vs. their hybrid equivalents.)

Within the Political Science Program:

- *The successful course completion rate in hybrid sections of POLI-120 (and therefore across the program) was significantly lower than the successful course completion rates in in-person and online sections of the course.*
- *The successful course completion rate in online sections of POLI-120 (and therefore across the program) was significantly lower than the successful course completion rate in in-person sections of the course.*

This pattern within the program – with successful course completion rates in in-person sections exceeding the successful course completion rates in online and hybrid sections of the same course – deviates from the findings at the institutional level, where there was not a statistically significant difference between the rates among in-person and online sections. The relationship between in-person and hybrid sections is consistent at the program and institutional levels. The relationship between the successful course completion rates among hybrid and online sections found at the program level (with online exceeding hybrid) is the opposite of the relationship found at the institutional level (where hybrid exceeds online). Both of the differences between online and hybrid sections were statistically significant.

Program Reflection:

RETENTION/COMPLETION ACROSS DELIVER METHOD REFLECTIONS

- Student retention in online PS courses is lower compared to in-person PS courses which mirrors the institutional pattern.
- Successful course completion rates in both the hybrid and online PS courses is lower than comparable in-person rates. I believe this may be the result of not actively removing inactive students from post-census rosters. The consequence is that an inordinate number of "fails" show up which should properly be factored in as "drops" or "withdraws."

C. Student Achievement

1. Program Completion

	2016-2017	2017-2018	2018-2019
Degrees			
Political Science: AA-T	8	9	6
Institutional: AA-T Degrees	**118**	**144**	**144**
Average Time to Degree (in Years)+			
Political Science: AA-T	*	*	*
Institutional: AA-T	**4**	**3**	**4**

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2018-2019 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

RPIE Analysis: The number of AA-T degrees conferred by the Political Science Program decreased by 25% between 2016-2017 and 2018-2019. Over the same period, the number of AA-T degrees conferred by the institution increased by 22%.

The Political Science Program accounted for 6.8% of the AA-T degrees conferred in 2016-2017, 6.3% in 2017-2018, and 4.2% of those conferred in 2018-2019.

For all three years, the average time to degree is not reported due to small cohort size.

Program Reflection:

PROGRAM COMPLETION REFLECTIONS

- In terms of considering more degrees conferred as an indicator of "success" the empirical baseline (22%) is presented without any justification or any comparative consideration of new program AA-Ts (which lowers program-specific conferral rates irrespective of actual numbers of degree conferred), changing demographic demand (since shifting demand can be entirely circumstantial)
- Small data set skews number dramatically as RPIE rightly points out.
- PS program AA-T conferral rate decrease of 25% accounted for by one less degree offered in 2018.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Political Science Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Approval Date**	**Has Prerequisite*** Yes/No	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
POLI	120	8/11/2013	N/A			x
POLI	125	8/11/2013	N/A			x
POLI	135	8/11/2013	N/A			x
POLI	140	8/11/2013	N/A			x
POLI	145	8/11/2013	N/A			x

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
AA-T Political Science	N/A	Y			x

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

CURRICULUM REFLECTION

- Everything is in order in the program
- The curriculum is in keeping with standard 2-year colleges PS program: American Government along with International Relations, Comparative Politics, and Political Theory. An additional elective, not common at most 2-year colleges is also available: PS 145 – International Political Economy
- Do not anticipate any additional curriculum going forward.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
5	4	4	80%	80%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Political Science AA-T	1	0	0	0%	0%

Program Reflection:

SLO ASSESSMENT REFLECTION

- PS 125 is the only course not yet assessed in the last 4 years but is currently undergoing assessment in Spring 2020.
- Assessment results reveal successful maintenance of programs standards and outcomes
- In need of program level assessment; TBD.

B. Summary of Learning Outcomes Assessment Findings and Actions

- Overall, findings and data in keeping with previous PS program reviews: quality instruction assessment with operationally valid measure indicates program meets and exceeds internal expectations and external institutional comparisons.
- Areas of improvement at the margin only: tracking current events to include in instructional materials, modifying test questions to align with declining student preparation, and finding areas to incorporate cross-disciplinary exposure.

Program Reflection:

- Primary conclusion? The student's expressed preferences and changing direction of aggregate demand indicate that Political Science, like other social science majors, shows the signs of an aging academic discipline in which an overwhelming proportion of course enrollees merely wish to satisfy the academic thresholds – this changing motivational composition is not accounted for by our current measures of "retention," "successful completion" or outcome assessment. Under these conditions

SLO's are suffering from external validity issues. Methodological questions aside, the PS program is holding it's own.

- In this sense, the biggest take-away from assessment and program review in general is the rqpid drop-off in the marginal benefit of these "program reviews."

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ● Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Section I.A.1 – PS program enrollment maintained stable and above average institutional levels
Section I.A.2 – PS program enrollment is 50% higher than institutional average and grew at a steady 2% over the time series.
Section II.A.1 – Program retention & completion have maintained higher than average numbers throughout each program review period (2006-2020)
Section II.B.2 – Program equity numbers have held steady.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Political Science
Plan Years: 2020-23

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Attend to program level assessment	III.A.	2020-2021	Completion

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

- There is currently one-full time faculty (w/o reassignment) and two adjunct faculty working in the PS program
- Resources are satisfactory to carrying out program plan

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Upgraded texts

B. Effective Practices

- Breadth of modalities
- Cross-disciplinary and experiential exposure

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Van Der Velde, Senior Dean, Arts & Sciences

Date:

5/1.2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The main effort of the Political Science program is to provide general education course, where the program has achieved good student success (including strong success figures across demographic groups), due to excellent full-time and part-time faculty. The program also has the AA-T degree which produces a small number of graduates each year. As indicated, program has sufficient resources to achieve its goals.

Areas of concern, if any:

As noted above, program level outcome assessment has not been happening, and this should be remedied. In addition, POLI Courses Outlines of Record should be updated to reflect current textbooks (a non-substantive but necessary change).

Recommendations for improvement:

PLO assessment and curriculum updates should be completed before current term of program coordinator expires. 0
The small number of AA-T degree completions indicates this could be an area where Guided Pathways could assist, as there may be students who could be advised to complete the degree as part of their course of study.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	