

2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022 PROGRAM: POLITICAL SCIENCE

CLUSTER: ARTS, HUMANITIES, SOCIAL SCIENCES

LAST YEAR CPPR COMPLETED: 2017-2018

NEXT SCHEDULED CPPR: 2022-2023

CURRENT DATE: 2/23/2022

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

AA-T POLITICAL SCIENCE, AA POLITICAL SCIENCE

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

NONE

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

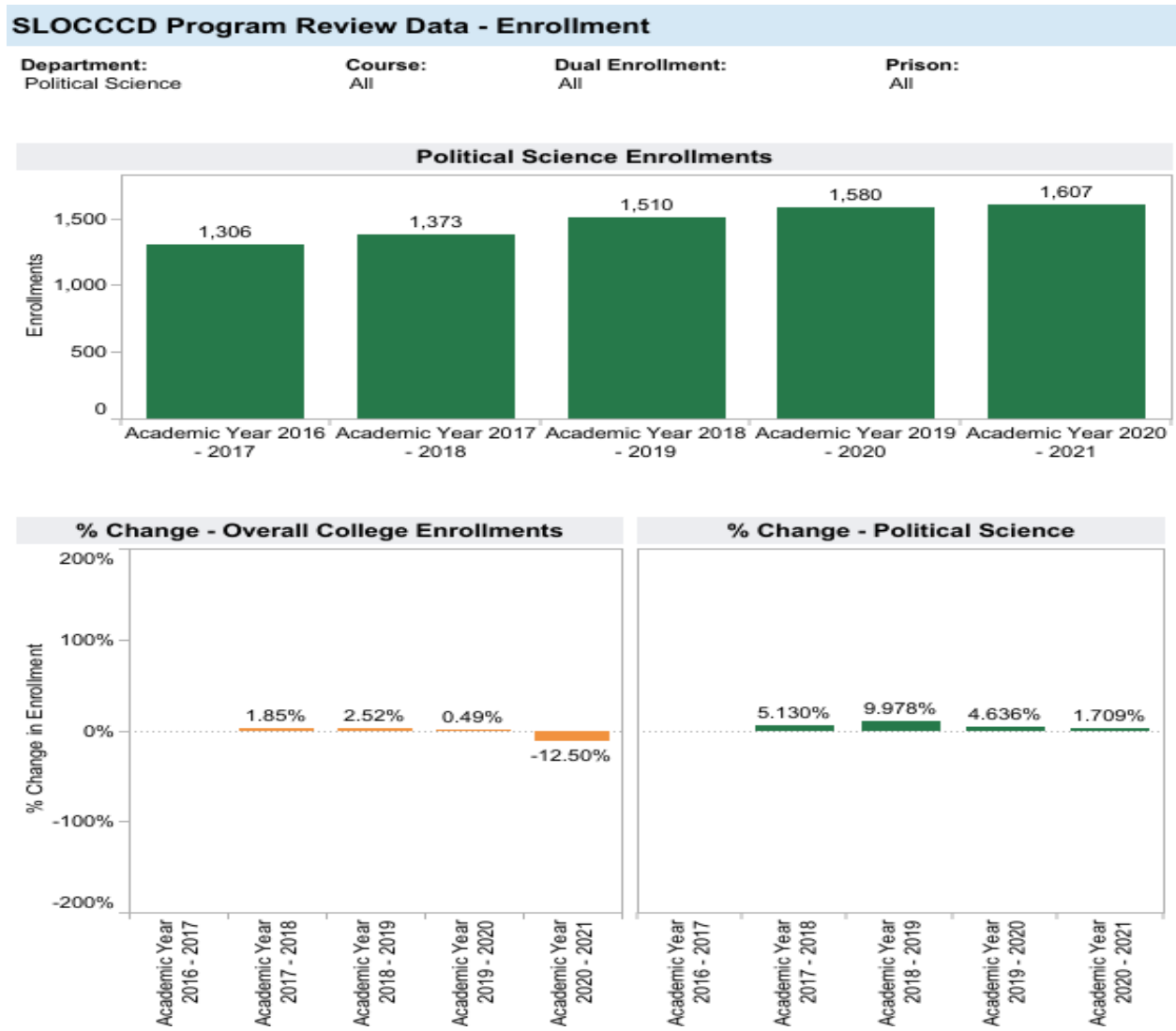
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

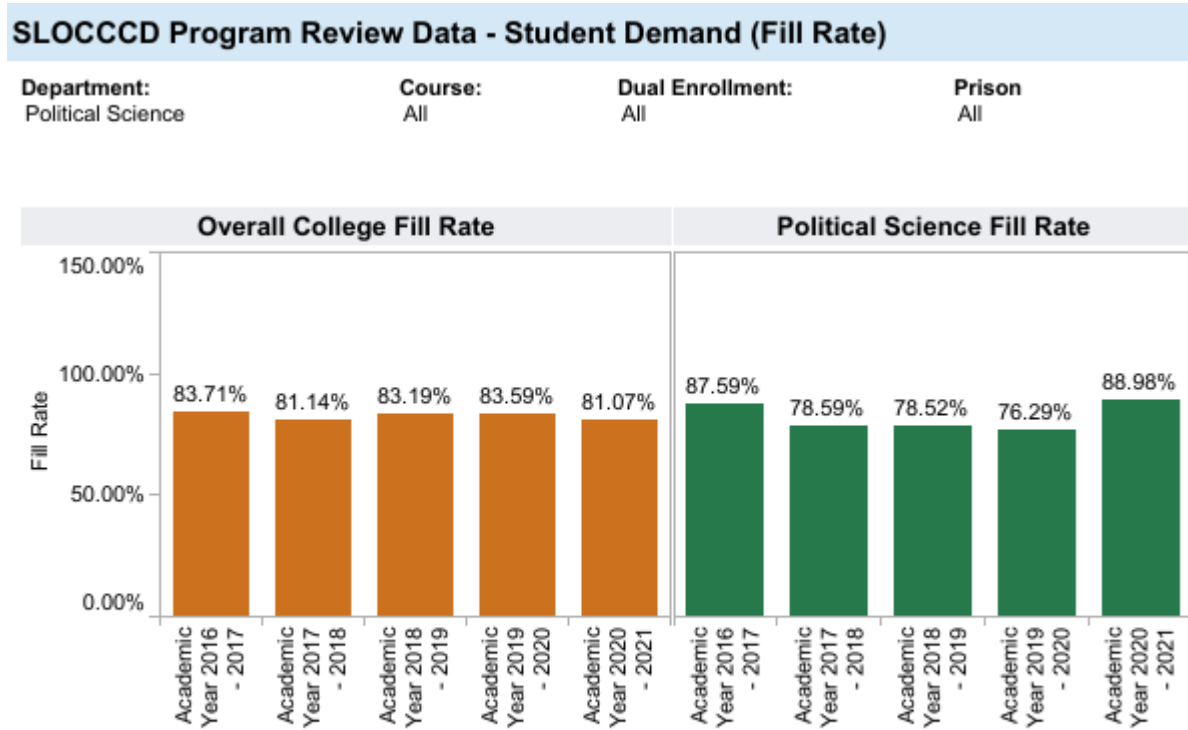
Insert the data chart and explain observed differences between the program and the college.



The department has seen steady growth over this period. That growth has been higher than that experienced by the college as a whole. Most notable is 2020-2021 when our program maintained a modest level of growth compared to a significant drop in enrollment for the college. That may be a benefit of having an established offering of online courses prior to COVID that allowed us to transition more easily during the shutdown.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

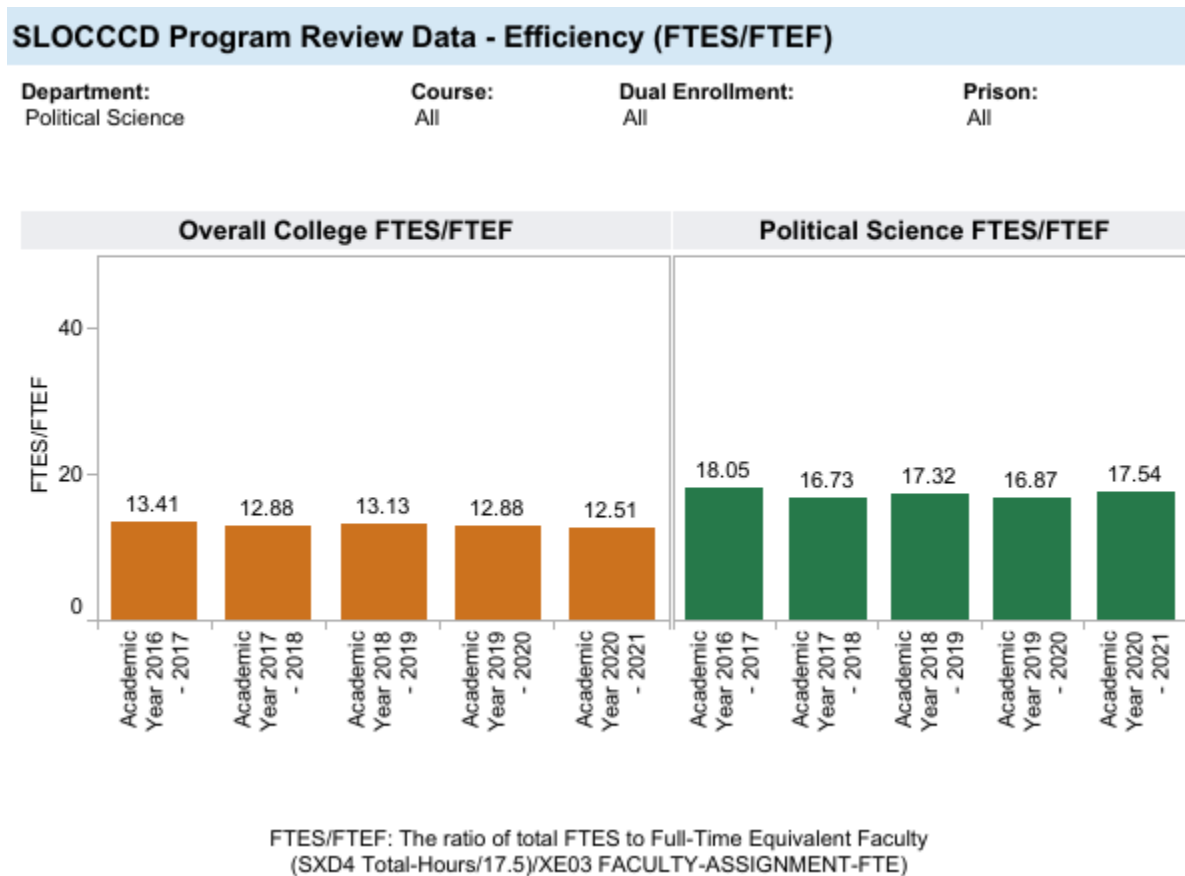


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The overall average for this period is just about the same for the department and the college. But while the college level has been relatively consistent, the numbers for the program experienced lower numbers in the middle years with notably higher numbers in the first and last year. The numbers for 2020-2021 likely reflect the effectiveness with which the program transitioned to online classes during COVID. One class, POLS 205, has consistently had notably lower fill rates than any other course. We might want to think about possible causes (an anomaly in the program, scheduling) that might explain this while also increasing advertising within the program whenever this course is offered.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



Efficiency for the Political Science department remains consistently above the college average by about 4 to 5 points every year. Given that higher rate and the number of sections offered by the department in a year, Political Science is definitely one of the main pistons driving the engine of the college. You are welcome.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

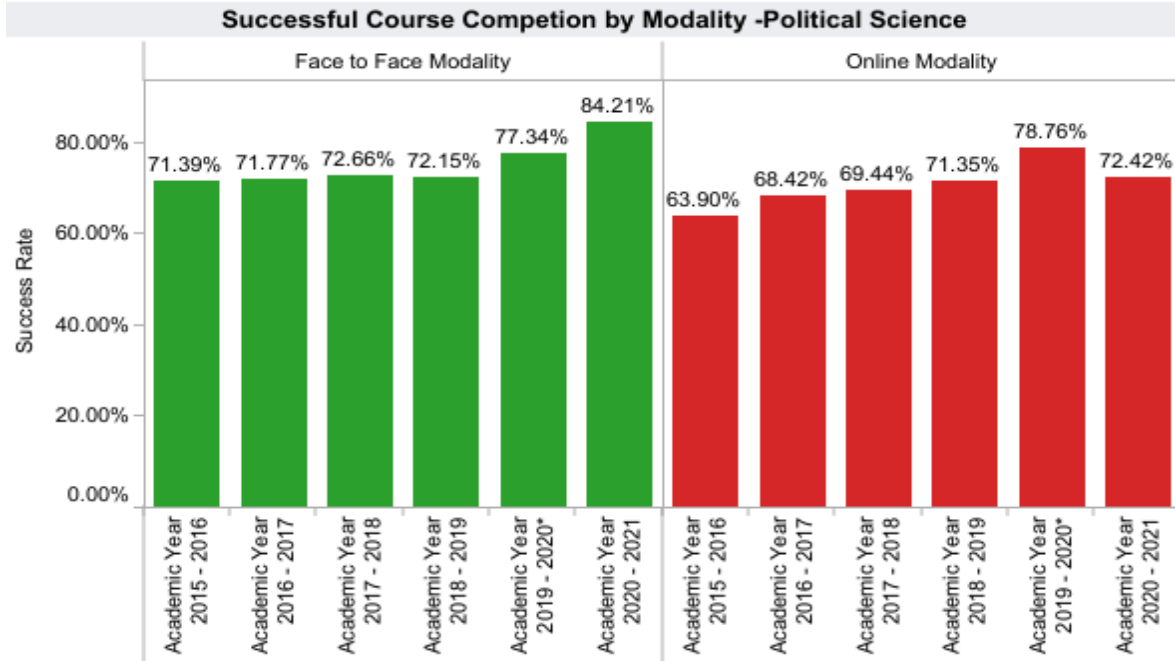
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Political Science

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Political Science

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	71.39%	71.77%	72.66%	72.15%	77.34%	84.21%
	Total Department Enrollm..	1,010	1,059	1,013	948	829	76
Online Modality	Department Success Rate	63.90%	68.42%	69.44%	71.35%	78.76%	72.42%
	Total Department Enrollm..	205	247	361	562	751	1,578

Completion rates in Political Science are generally consistent with but slightly lower than that for the college. We have seen a gradual improvement in the online modality bringing us in better alignment with the college. Data for the department and, especially, for the college in the last two years is probably not complete reliable given college policies that were implemented during COVID.

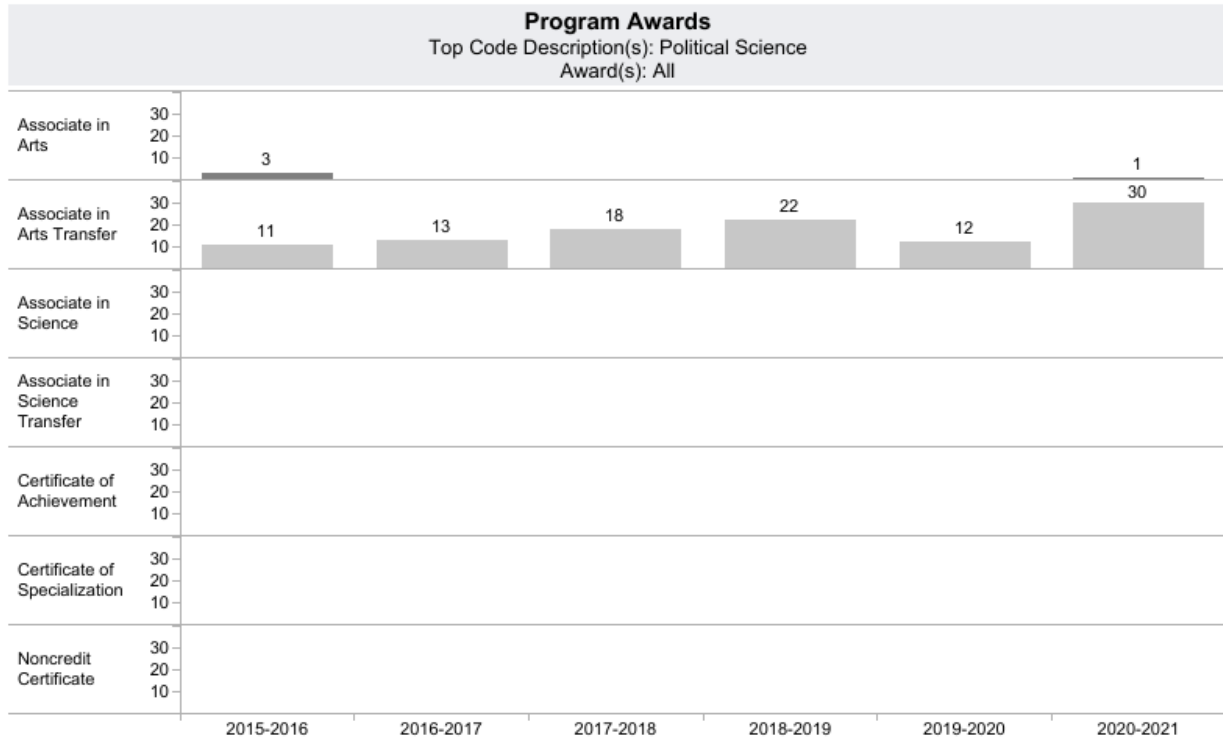
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Political Science

Award Type:
All



Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	Political Science (AA)	3	0	0	0	0	1
	Total	3	0	0	0	0	1
Associate in Arts Transfer	Political Science (AAT)	11	13	18	22	12	30
	Total	11	13	18	22	12	30
Grand Total		14	13	18	22	12	31

Program Awards: The number of degrees and certificates awarded by program type

Despite a drop in 2019-2020 (which might have been impacted by COVID and the mid-semester move to all courses being online), awarding of the AA-T degree continues to grow. While the AA has become overshadowed by the AA-T, the awarding of one this last year suggests it can still be a viable option for some students.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Political Science

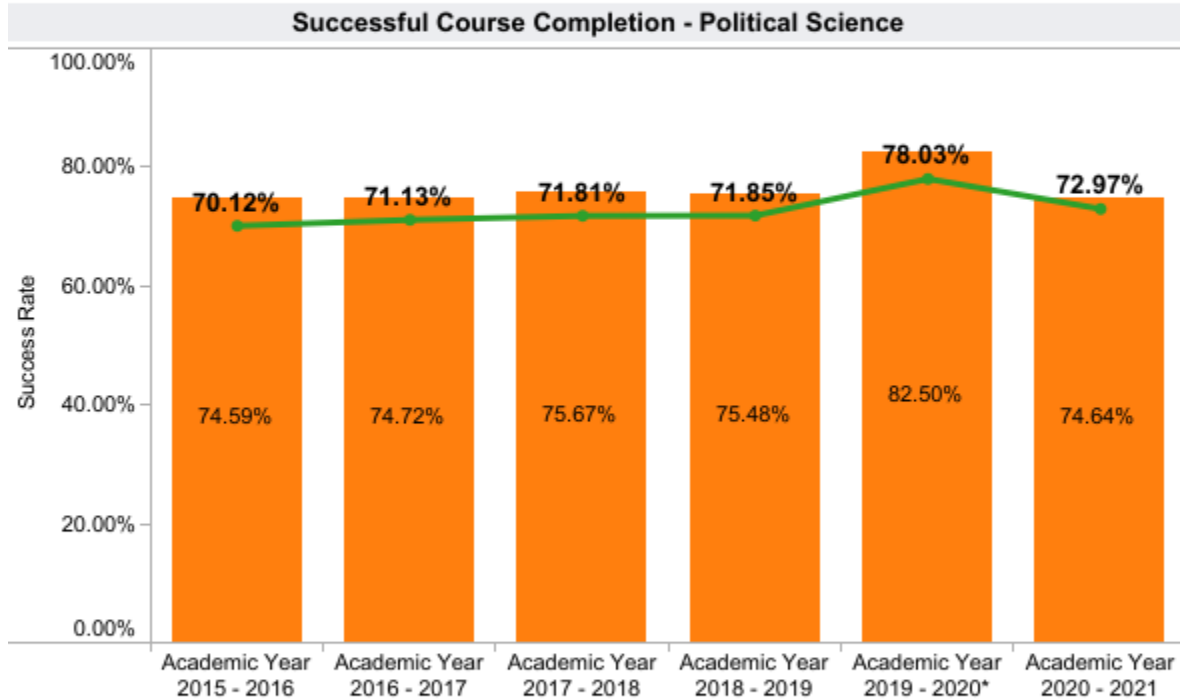
TERM
All

Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All



	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	70.12%	71.13%	71.81%	71.85%	78.03%	72.97%
Total Enrollments	1,215	1,306	1,374	1,510	1,580	1,654

Overall success rate in the department mirrors, but is slightly lower than, that for the college. The data for the “advanced” classes in Political Science (201, 204, 205, 206, 209) make the overall numbers for the department lower. These are often experienced by students as more challenging classes and because, typically, they are only offered once a year their numbers fluctuate notably (sometimes dramatically).

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The disaggregated data shows the Political Science department to be remarkably close to the college averages on the whole. We are mostly within (+/-) 1 or 2 % of the college success rates in categories like Gender, Academically Disadvantaged, and almost every category in the Ethnicity table. And those college averages show a relatively close level of success rates for traditionally disadvantaged/minority/underrepresented groups compared to traditionally advantaged/majority groups.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Staffing

Staffing is becoming a critical issue for the program. Now down to 1 (or 1 ½) full time instructors it is proving difficult to offer the full slate of courses necessary for the program and necessary for students to satisfy the AA-T. In recent years, we have struggled to find qualified part time instructors and several recent pools have failed to produce any additions to the pool. One full time instructor cannot fully meet the need to teach classes in all of the necessary sub-fields (201, 204, 205, 206, 209). That is certainly true given the need for that instructor to also carry the necessary weight to provide adequate sections of the core class in the department (202). Especially due to the recent retirement of a full time faculty member, we have been able to “get by” utilizing the resources we have (including co-opting Poly faculty). Part time faculty have helped fill gaps to the best of their ability and done a fine job. But that doesn’t provide a long term solution nor truly provide for the level of excellence the department could have offered in the relatively recent past. Some of our “advanced” courses are now being taught by instructors for whom those areas

are not truly in their wheelhouse, not core areas in their academic background, not their exam fields, etc. “Getting by” is not, historically, where this program has been. Current enrollment numbers wouldn’t support the equivalent of 3 ½ full time instructors in the department as was the case a decade or so ago. However, enrollment numbers for the program have been increasing again. For both quantitative and qualitative reasons, as soon as there is some return to normalcy and predictability after COVID, a full time hire needs to be the primary focus and centerpiece of any plan for the program.

Equipment/facilities requests

1. New classroom computers
2. Remote/switches to control lighting in the classroom
3. Add or relocate clocks in classrooms to positions where instructors can see them easily (for example, the back wall which is the direction instructors are normally facing.)
4. New faculty computers
5. Smartboards inside the classrooms
6. Paint and carpet for faculty offices in 6200 building
7. Renovation of 6300 classrooms (other than the Forum)

Other requests

1. Funding for adding digital or print availability of library resources tailored to increasing common, useful, and quality sources for Political Science students. Specifically, to start, (1) The Economist and (2) the New York Times.
1. Increase professional development funding
2. Tutoring services for students
3. Funding for readers/graders
4. Funding for conferences

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.