

Program or Area(s) of Study under Review:

POLITICAL SCIENCE

Summary of Program Review:

A. Major Findings

1. Strengths:

Excellent faculty with fidelity to the mission of Academia: the unfettered pursuit of truth via freedom of inquiry, freedom of conscience, and the exchange of ideas through civil discourse.

Headcount/Enrollment/Class size remained comparatively robust during the pre-COVID period under review.

Fill rate and Productivity remained comparatively robust through the entire period under review.

2. Areas for Improvement:

Alignment of program supply with student demand. More vigilant assessment of course materials.

3. Projected Program Growth, Stability, or Viability:

Viability with some limited growth in the post-COVID period

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Political Science program offers a range of courses which introduce students to a politically diverse, dynamic, and interdependent world and prepares them by augmenting their political knowledge and awareness, analytical abilities, and communicative skills. All five Political Science courses are transferable to the UC/CSU system.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Recent contributions include a switch to a low-cost web-based text materials completely integrated and accessible on a wide variety of platforms.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Lowering class caps and reallocating course-offerings to provide more individualized instruction and more accurately reflect student demand.

C. New Objectives/Goals:

Greater effort to precisely align programmatic offerings with student preference and demand

D. Description of Process Used to Ensure "Inclusive Program Review"

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
Degree(s)/Certificate(s)	Political Science: AA-T
Courses	POLI 120
	POLI 125
	POLI 135
	POLI 140
	POLI 145

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	722	637	446	-38.2%
Across the Institution	8,285	7,193	6,646	-19.8%
Enrollments				
POLI-120	690	590	421	-39.0%
POLI-125	29	40	23	-20.7%
POLI-135	24	29	27	12.5%
POLI-140	31	38	12	-61.3%
POLI-145	16	9	3	-81.3%
Within the Program	790	706	486	-38.5%
Across the Institution	33,414	30,381	25,203	-24.6%
<i>Source: SQL Queries for Spring 2023 Program Review</i>				

***RPIE Analysis:** The number of students enrolled (headcount) in the Political Science Program decreased by 38.2% over the past three years, while headcount across the institution decreased by 19.8%. Enrollment within the Political Science Program decreased by 38.5%, while enrollment across the institution decreased by 24.6%.*

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2019-2020 and 2021-2022:

Course with enrollment increase:

- POLI-135 (12.5%)

Courses with enrollment decreases:

- POLI-145 (-81.3%)
- POLI-140 (-61.3%)
- POLI-120 (-39.0%)
- POLI-125 (-20.7%)

Program Reflection:

These numbers reflect the long-term enrollment declines documented by the 2020 POLI SCI program review exacerbated by COVID protocols. According to 2020 POLI SCI Program Review, the program performed better than institutional enrollment figures in terms of proportional headcount and enrollment. That trend continued here from 2019-2021. However, the drop-off in the POLI SCI program exceeded the institutional declines beginning in the 2021-22 school year. A substantial portion of this decline can be accounted for by 2 courses (POLI 140 and 145) which have since been switched from an annual offering to a 2-year only offering to generate sufficient demand while staying within Ed Code requirements.

2. Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
POLI-120	17	40.6	15	39.3	12	35.1	38.7	-13.5%
POLI-125	1	29.0	1	40.0	1	23.0	30.7	-20.7%
POLI-135	1	24.0	1	29.0	1	27.0	26.7	12.5%
POLI-140	1	31.0	1	38.0	1	12.0	27.0	-61.3%
POLI-145	1	16.0	1	9.0	1	3.0	9.3	-81.3%
Program Average*	21	37.6	19	37.2	16	30.4	35.4	-19.1
Institutional Average*	1,332	25.1	1,202	25.3	1,111	22.7	24.4	-9.6%

Source: SQL Queries for Spring 2023 Program Review

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 35.4 students per section. The average class size in the program has exceeded the average class size of 24.4 students per section across the institution during this period. Average class size in the program decreased by 19.1% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 9.6% over the same period.*

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2019-2020 and 2021-2022:

Course with an increase in average class size:

- POLI-135 (12.5%)

Courses with decreases in average class size:

- POLI-145 (-81.3%)
- POLI-140 (-61.3%)
- POLI-125 (-20.7%)
- POLI-120 (-13.5%)

Program Reflection:

POLI SCI class sizes remain nearly 70% higher than average class sizes across the institution ($24.4/35.4 = 69\%$). Still, the 2021-22 academic year saw the POLI SCI suffer from declines in Average Class Size that exceeded campus averages. Some of this reflects the changing composition of degrees pursued (fewer POLI SCI AA-T seekers) which means POLI SCI 125, 135, 140, and 145 enrollments suffer. This trend predates COVID but was exacerbated during the COVID period. One can speculate that both changing long-term labor market demands and short-term ed plan alterations have led to this outcome.

3. Fill Rate and Productivity

	Fill Rate		
	Enrollments	Capacity	Fill Rate
2019-2020	790	1,120	70.5%
2020-2021	706	950	74.3%

2021-2022	486	800	60.8%
Three-Year Program Total	1,982	2,870	69.1%
Productivity			
	FTES	FTEF	Productivity
2019-2020	80.0	4.6	17.4
2020-2021	73.0	3.8	19.2
2021-2022	50.8	3.2	15.9
Three-Year Program Total	203.8	11.6	17.6
<i>Sources: SQL Queries for Spring 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>			

***RPIE Analysis:** The fill rate within the Political Science Program ranged from 60.8% to 74.3% over the past three years, and the fill rate across the three-year period was 69.1%. [Fill rate has not been calculated at the institutional level.] Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment).*

Productivity within the Political Science Program ranged from 15.9 to 19.2 over the past three years, totaling 17.6 across the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 17.6 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.)

Program Reflection:

Fill rates with the POLI SCI program remained robust during the COVID period and showed only marginal declines from the previous Program Review of 2020. As shown here, we attempted to adjust capacity on a per semester basis to stabilize fill rate ratios. RPIE, unfortunately, and as they've stated, did not calculate fill rates at the institutional level and so there is no baseline with which to make informed comparisons and subsequent evaluation.

The 17.6 rating shows that the productivity of the POLI SCI program has remained strong and constant despite the turbulence of the COVID period. The 17.6 rating exceeds the NVC target level. Difficult to comparatively assess these numbers without institutional productivity data.

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	89.4%	--	--	67.6%		X
POLI-125	92.0%	X		85.1%	X	
POLI-135	84.6%		X	69.2%	--	--
POLI-140	96.1%	X		88.2%	X	
POLI-145	81.5%		X	66.7%		X
Program Level	89.5%			69.3%		
Institutional Level	89.6%			74.0%		
<i>Source: SQL Queries for Spring 2023 Program Review</i> -- Indicates a value that is within 1% of the program-level rate. <i>Bold italics</i> 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. Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.						

***RPIE Analysis:** Over the past three years, the retention rate for the Political Science Program reflected the rate at the institutional level. The retention rate for POLI-140 was significantly higher than the program-level rate. There were not any Political Science courses that claimed retention rates that were significantly lower than the program-level rate. The retention rate for the Political Science Program falls within the second quartile (Q2) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Political Science falls within the 25%-50% range of retention rates among NVC programs.*

Over the past three years, the successful course completion rate for the Political Science Program was significantly lower than the rate at the institutional level. The successful course completion rates for POLI-125 and POLI-140 were significantly higher than the program-level rate. There were not any Political Science courses that claimed successful course completion rates that were significantly lower than the program-level rate. The successful course completion rate for the Political Science Program falls within the first quartile (Q1) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Political Science is among the lowest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (20.2%) was significantly higher than the difference at

the institutional level (15.6%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

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

- POLI-120 (21.8%)
- POLI-135 (15.4%)
- POLI-145 (14.8%)

Program Reflection:

Looking back on previous POLI SCI program numbers, the data here is perfectly in keep with norms and averages of our department over a long-term period. Variations in retention and completion rates at the program level are apt to encounter wider swings than an average based on 58 programs.

Variations in the standard deviations for diverse programs suggests to me that we're missing an additional bit of information here if any substantive conclusions are to be drawn. As it stands, I'm unable to make any conclusions based on comparisons to the institutional averages provided here.

There seems to be some contradiction or perhaps a wording issue here with RPIEs report.

"The successful course completion rate for the Political Science Program falls within the first quartile (Q1) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Political Science is among the lowest 25% of successful course completion rates among NVC programs.

The first sentence seems to contradict the last and so I'm unsure what the data is indicating here.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	81.9%	86.4%	50.0%	65.6%
Latinx/Hispanic		88.7%	65.4%	70.3%
First Generation		89.2%	68.3%	72.7%
Veteran		91.1%	75.7%	71.9%
19 or Younger		89.8%	73.4%	72.3%

Source: SQL Queries for Spring 2023 Program Review

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.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

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

Within the Political Science Program, the retention rate among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.)

Within the Political Science Program, the successful course completion rates among African American/Black, Latinx/Hispanic, and first-generation students were significantly lower than the corresponding rates at the institutional level. The successful course completion rates among veterans and students 19 and younger within the program were higher than the corresponding rates at the institutional level. (The differences were not statistically significant.)

These findings regarding retention and successful course completion among equity groups are consistent with the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rate reflected the institution-level rate for retention and the program-level rate was significantly lower than the institution-level rate for successful course completion. (See Section I.B.1 above.)

Program Reflection:

In terms of retention, POLI SCI numbers fell off here during the 3-year period for African American students however those declines are not statistically significant as per RPIE analysis. Unfortunately, there is no similar program data listed for the other demographic groups listed and so cross-group comparison cannot be made in terms of retention.

In terms of successful course completion, African American students, Hispanic students, and first-generation students, the data indicate that the POLI SCI program ranked lower than institutional averages. Considering previous program data that shows stable course completion data, one possible explanation may be the shift to online education during the COVID period may have disadvantaged those without permanent access to and/or familiarity with online platforms. This shift was more dramatic for Political Science than other departments since most courses were conducted in-person prior to 2020. I expect subsequent Program Review will reveal a return to normal and stable course completion rates for all groups since the online education changeover and expectations are nearly complete.

Additionally, it may be helpful to further deconstruct these numbers to get an accurate understanding of what may be happening here. For example, does controlling for age or veteran status alter the values produced by the other “groups”? In which category is the course completion of someone who is both “first-generation” and a “Veteran” being reflected here? In which category do we assess the retention of those who are both “African American” and “19 or younger”? Adding them to both categories would seem to be double-counting – assigning them to one category would seem to invalidate the final numbers. Perhaps some methodological adjustments need to be incorporated into future “equity” analyses if actionable data is what is desired.

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 (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
POLI-120						
In-Person vs. Hybrid	86.8%	100%		60.4%	50.0%	
In-person vs. Online	86.8%		85.3%	60.4%		69.7%
Hybrid vs. Online		100%	85.3%		50.0%	69.7%

Source: SQL Queries for Spring 2023 Program Review

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.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

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 2019-2020, POLI-120 was offered through in-person, hybrid, and online formats. This analysis focuses on program-level rates. Since POLI-120 was the only course to be offered through multiple delivery modes, the program-level rates mirror the rates in POLI-120.

Within the Political Science Program:

- The retention rate in in-person sections was significantly lower than the retention rate in hybrid sections.
- The retention rate in online sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.)
- The retention rate in online sections was significantly lower than the retention rate in hybrid sections.

Within the Political Science Program:

- The successful course completion rate within hybrid sections was lower than the successful course completion rate in in-person sections. (The difference was not statistically significant.)
- The successful course completion rate within in-person sections was significantly lower than the successful course completion rate in online sections.
- The successful course completion rate within hybrid sections was significantly lower than the successful course completion rate in online sections.

Program Reflection:

In terms of statistically significant changes in POLI SCI retention rates, the data indicate that hybrid courses significantly outperformed both online and in-person offerings. In terms of statistically significant changes in successful completion rates, online courses were significantly (RPIE's conclusion) higher than both hybrid and in-person courses. Unfortunately, no institutional data has been provided to draw further conclusions about comparative performance.

C. Student Achievement

1. Program Completion

	2019-2020	2020-2021	2021-2022
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Degrees			
Political Science AA-T	14	15	8
Institutional: AA-T Degrees	158	145	132
Average Time to Degree (in Years)*			
Political Science AA-T	3.8	3.8	*
Institutional: AA-T Degrees	3.9	4.1	3.8

Source: SQL Queries for Spring 2023 Program Review

*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 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

***RPIE Analysis:** The number of AA-T degrees conferred by the Political Science Program decreased by 42.9% between 2019-2020 and 2021-2022. Over the same period, the number of AA-T degrees conferred by the institution decreased by 16.5%. The Political Science Program accounted for 8.9% of the AA-T degrees conferred in 2019-2020 and 6.1% of those conferred in 2021-2022. For the two years with cohorts larger than 10 students, the average time to degree among Political Science AA-T recipients was lower than the average time to degree among all AA-T recipients.*

Program Reflection:

As indicated by RPIE, AA-T degrees conferred by POLI SCI dropped off by 42.9% over the 3-year assessment period. However, a more useful examination shows that initially, AAT degree issuance rose 7% (2019-21) and then fell in the final year (2021-22) by nearly half. This rapid decline in POLI-SCI AA-T degrees issued would be of some concern if it were not so closely correlated with the COVID period. However, it does support previous conclusions regarding changes in enrollment and average class sizes. At this point an institutional analysis of overall change in AA-T composition (quantity/subjects pursued and conferred) would be most helpful.

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	Date of Last Review <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S) & Academic Year</i>	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
POLI	120	2013	N	NS	N	N
POLI	125	2013	N	NS	N	N
POLI	135	2013	N	NS	N	N
POLI	140	2013	N	NS	N	N
POLI	145	2013	N	NS	N	N

*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

*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:

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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	3	2	60%	60%

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
POLI AA-T	15	8	13	53%	87%

Program Reflection:

POLI SCI follows the SLO assessment schedule developed by NVC. As of now, each course is generally assessed every 2-3 years and we are staying up-to-date.

B. Summary of Learning Outcomes Assessment Findings and Actions

Findings indicate that outcomes are meeting standards consistently across each course offering.

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:

POLI SCI is stable despite the 2021-22 outlier. However, while I anticipate recovery from COVID-period declines in our numbers, long-term decreases will necessitate annual adjustments in the quantity, modality, and composition of program offerings.

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: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Semester by semester adjustments in program offerings	IA1 – Demand IC1 – Program Completion	2023-24 Academic Year	125/135/140/145 course enrollments Total POLI-SCI AA-T degree pursuants/conferred

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:

Resources are sufficient

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (Spring 2020) included the following initiatives:

- Attend to program level assessment

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

Brought our course level SLO assessments back in line with assessment calendar

B. Recent Improvements

Switch to two-year cycle for advanced POLI SCI courses to generate demand and still serve AA-T seeking students.

C. Effective Practices

Switched to lower cost web-based text – complete integration with Canvas.

POLITICAL SCIENCE SPRING 2023

Completed by Supervising Administrator:

Dr. Douglas C. Marriott

Date:

5/15/23

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

Alignment of mission, headcount and enrollment, access and lower cost of material fees.

Areas of concern, if any:

A strategic enrollment management goal includes Dual Enrollment increases and there is an opportunity expand Political Science offerings with area High School partners as we increase our campus wide offerings with partners.

Recommendations for improvement:

Have the program coordinator meet with Dual Enrollment manager to explore department opportunities and expansion in this area.

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	