2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024   **PROGRAM(S): POLITICAL SCIENCE**
CLUSTER: ABS,SS & BUS #3   **AREA OF STUDY: SOCIAL SCIENCES**
LAST YEAR CPPR COMPLETED: 2023 NEXT SCHEDULED CPPR: 2027 CURRENT DATE:3/4/2024

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**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

AA-T POLITICAL SCIENCE, AA POLITICAL SCIENCE

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. 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.
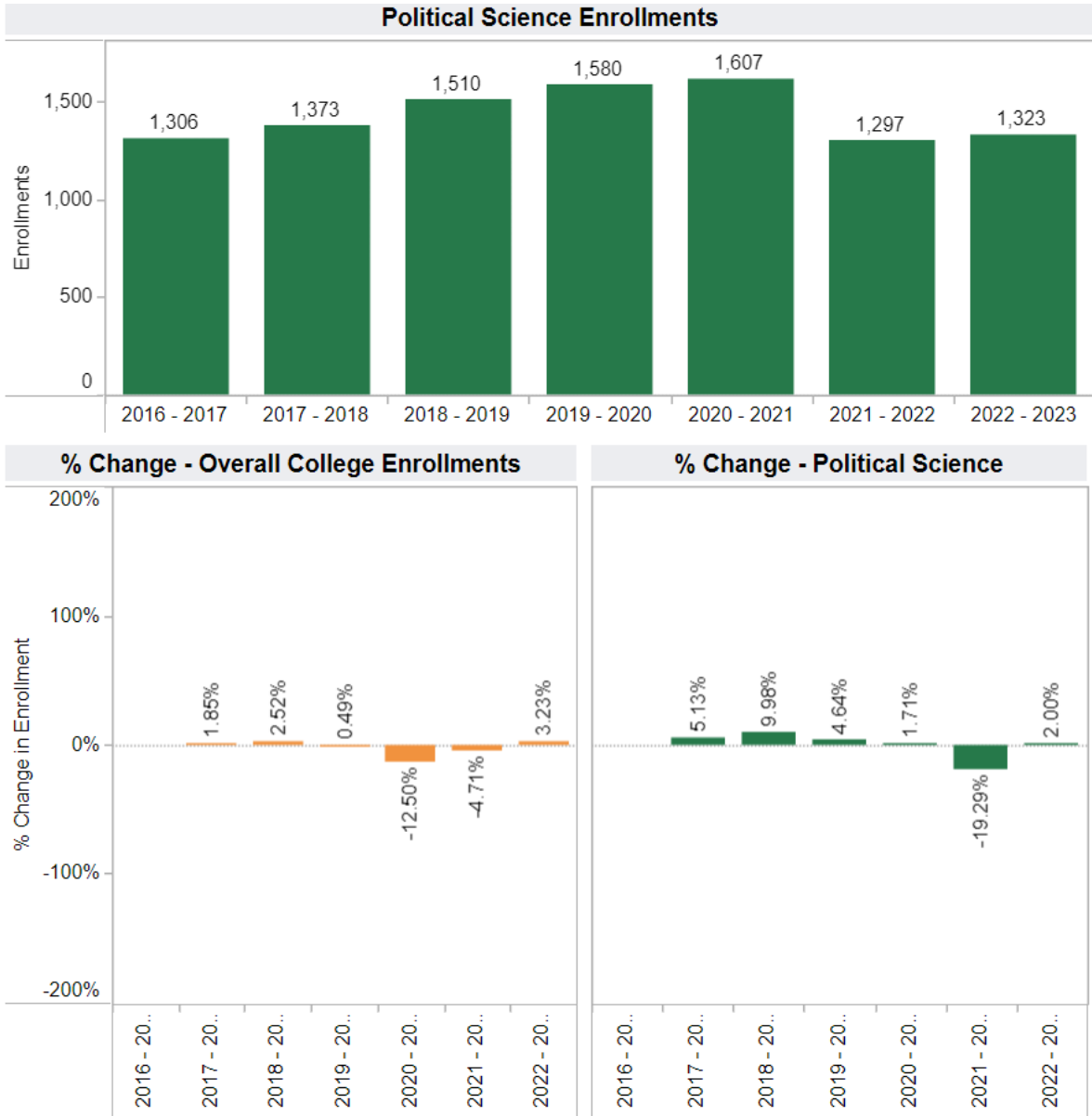
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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.

A. **General Enrollment (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Political Science Enrollments

Year	Enrollments
2016 - 2017	1,306
2017 - 2018	1,373
2018 - 2019	1,510
2019 - 2020	1,580
2020 - 2021	1,607
2021 - 2022	1,297
2022 - 2023	1,323

% Change - Overall College Enrollments

Year	% Change in Enrollment
2016 - 20...	1.85%
2017 - 20...	2.52%
2018 - 20...	0.49%
2019 - 20...	-12.50%
2020 - 20...	-4.71%
2021 - 20...	3.23%
2022 - 20...	

% Change - Political Science

| Year	% Change in Enrollment
2016 - 20...	5.13%
2017 - 20...	9.98%
2018 - 20...	4.64%
2019 - 20...	1.71%
2020 - 20...	-19.29%
2021 - 20...	2.00%
2022 - 20...	

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

There is no clear explanation for the variances in and around the COVID years. For the several years prior to COVID, POLS had three straight years of exceeding the rate of growth in enrollment compared to the college. For the first year with the impact of COVID, POLS maintained slight growth while the college as a whole saw a significant loss in enrollment. The following year, by contrast, POLS saw a much larger rate of contraction than the college. The only real structural (and predictable) element that might play a role here is the sudden retirement of a full time faculty member right in the heart of the COVID period. With that, and since that time, POLS has tried to patch together a schedule with full time overloads and part time faculty. However, we probably aren't offering quite as many classes as before and we lost the draw of a long term faculty member.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.
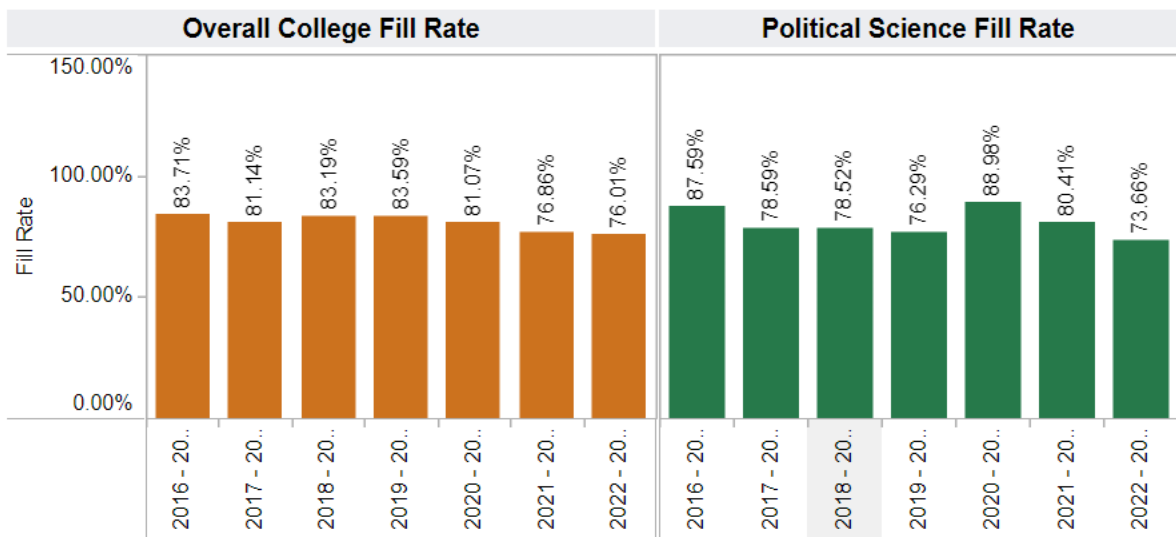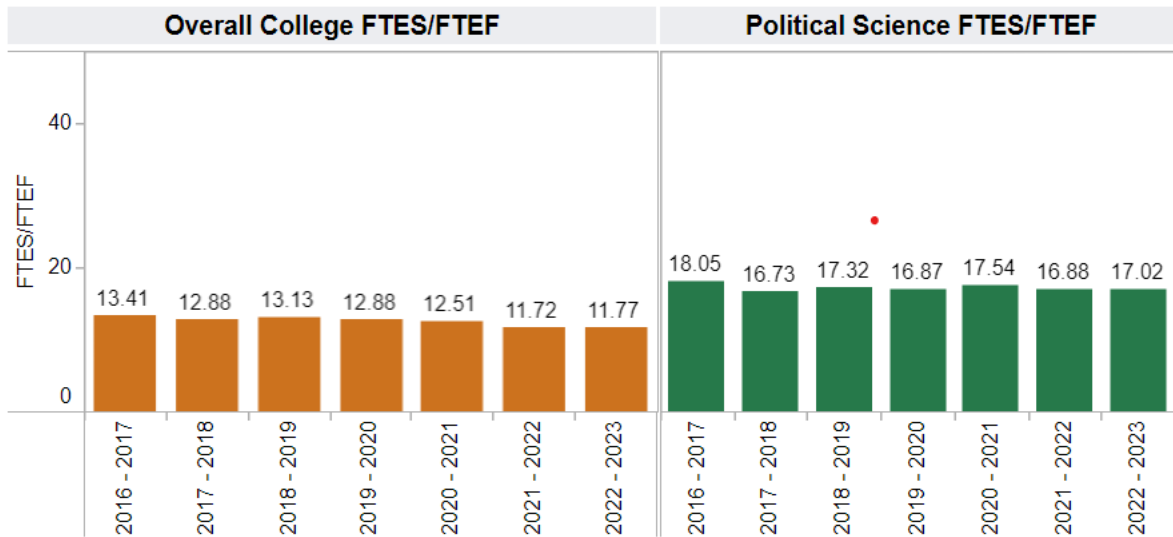

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

There is no significant difference and no clear trends for this data. POLS is generally around the same level as the college with, more or less, an equal number of years above the college as below.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.
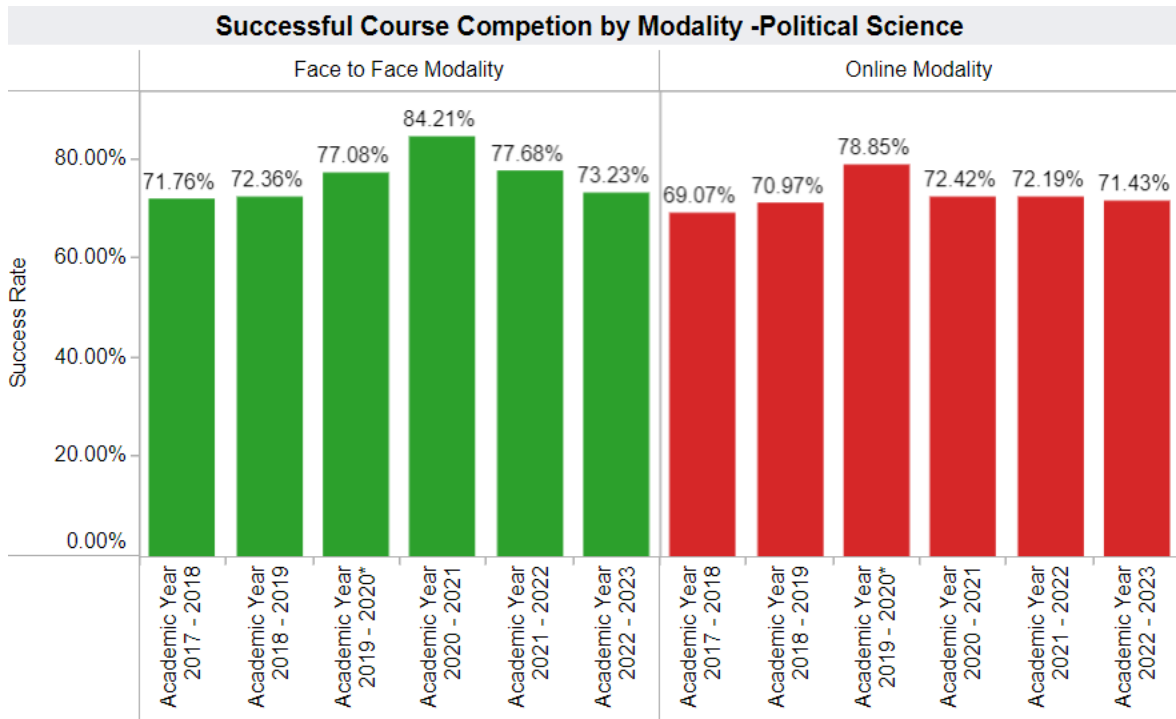
Overall College FTES/FTEF

FTES/FTEF

13.41	12.88	13.13	12.88	12.51	11.72	11.77
2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021	2021 – 2022	2022 – 2023

Political Science FTES/FTEF

18.05	16.73	17.32	16.87	17.54	16.88	17.02
2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021	2021 – 2022	2022 – 2023

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

As ever, the efficiency numbers for POLS are consistently and substantially higher than the college average. POLS is roughly 25 to 33% higher in every year. Also, there is a clear pattern for the college of a slight, but consistent, decline – a little over 12% in this six year period. POLS has seen some decline as well, but less of an overall decline in both absolute and relative terms (under 6%). In relative terms, the efficiency rate for POLS is even better now compared to the college than it was six years ago, and this high efficiency of POLS classes indicates that POLS continues to make a substantial contribution to college revenues.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

4 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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Successful Course Competion by Modality -Political Science

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	71.76%	72.36%	77.08%	84.21%	77.68%	73.23%
	Total Department Enrollm..	1,080	955	838	76	225	311
Online Modality	Department Success Rate	69.07%	70.97%	78.85%	72.42%	72.19%	71.43%
	Total Department Enrollm..	376	565	754	1,587	1,090	1,027

Completion rates for the online modality still trails that of F2F courses but not by a significant rate. Online enrollments are inherently more transient than F2F classes. That is even more so the case with recent acknowledgement of the enrollment of shadow students in online classes and the inherent limitations in identifying such students and need to drop them before they would impact statistics like these.

E. **Degrees and Certificates Awarded (Insert Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.

Program Awards
Top Code Description(s): Political Science
Award(s): All
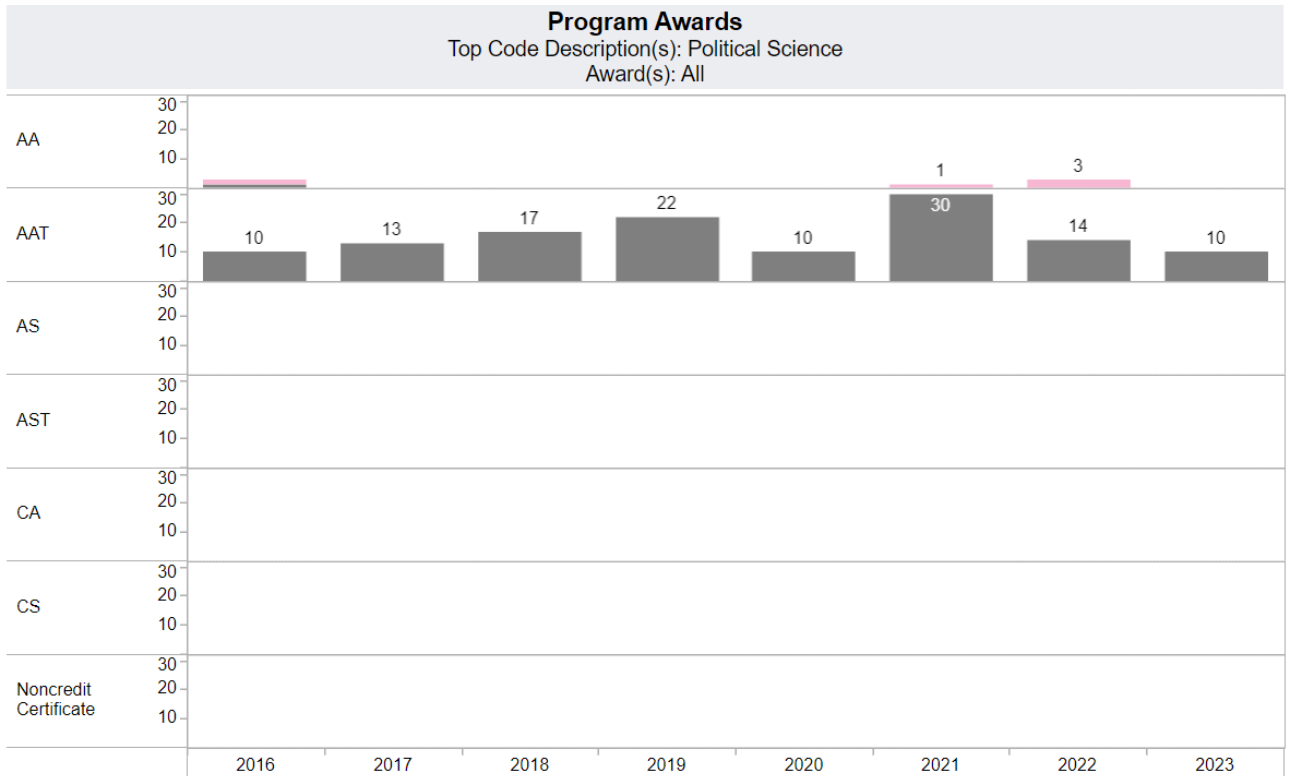
Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AA	Political Science (AA)	2					1	3	
	Political Science (AAT)	1							
	Total	3					1	3	
AAT	Political Science (AAT)	10	13	17	22	10	30	14	10
	Total	10	13	17	22	10	30	14	10

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

Growth in the AA-T degrees had been growing slowly but consistently for several years prior to COVID. Large fluctuations occurred during that period which must be understood in that context. Surprisingly, a small resurgence in AA degrees happened at the same time.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

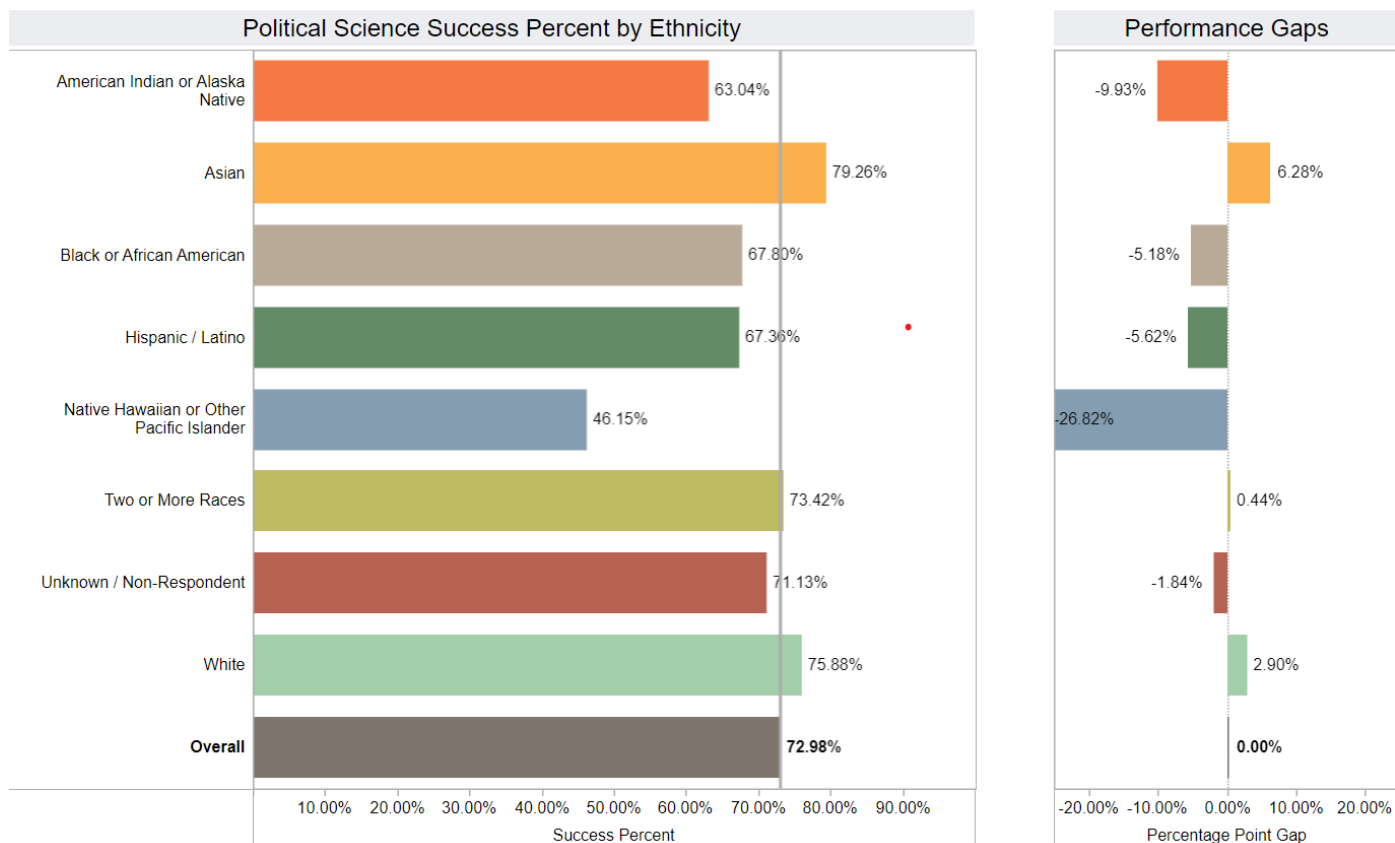## Successful Course Completion - Political Science
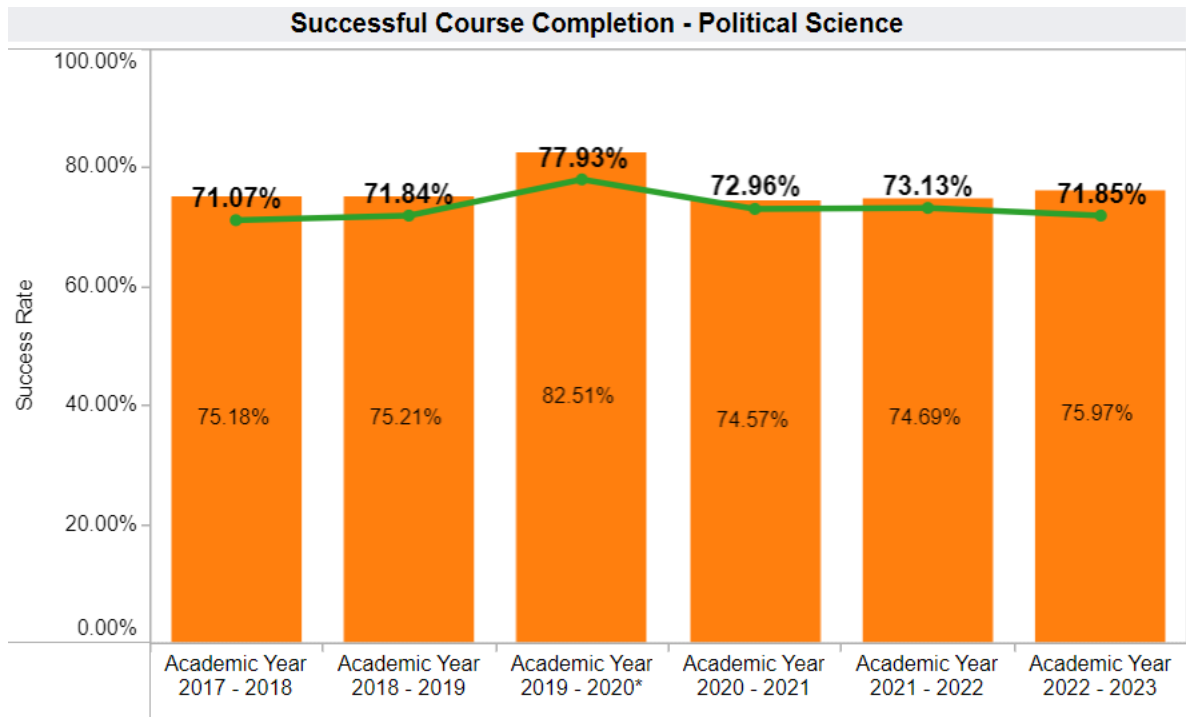
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Political Science Success Rate Table						
Department Success..	71.07%	71.84%	77.93%	72.96%	73.13%	71.85%
Total Enrollments	1,456	1,520	1,592	1,663	1,315	1,338

Successful completion rates for POLS track very closely with the overall trend of the college. Rigorous academic standards in the department are probably the best explanation for the slight differences each year, but those differences are still minor.

G. 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 following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Political Science Success Percent by Ethnicity

Ethnicity	Success Percent
American Indian or Alaska Native	63.04%
Asian	79.26%
Black or African American	67.80%
Hispanic / Latino	67.36%
Native Hawaiian or Other Pacific Islander	46.15%
Two or More Races	73.42%
Unknown / Non-Respondent	71.13%
White	75.88%
Overall	**72.98%**

Performance Gaps

Ethnicity	Percentage Point Gap
American Indian or Alaska Native	-9.93%
Asian	6.28%
Black or African American	-5.18%
Hispanic / Latino	-5.62%
Native Hawaiian or Other Pacific Islander	-26.82%
Two or More Races	0.44%
Unknown / Non-Respondent	-1.84%
White	2.90%
Overall	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

The two groups with the largest disparities are probably somewhat anomalous given the small numbers of students from those groups and significant yearly fluctuations. Black and Hispanic still trail White and Asian by around a 10% margin. That tracks with socio-economic data as for those groups as well. It speaks to continued need for effort by the college and the department to provide practical elements of support for students both in, and outside of, the classroom.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the _NA_ year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

From the list generated in #1, identify those programs of study and courses that underwent the

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scheduled modifications during the _____ year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
NA		

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _NA___ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
NA			

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix	Past Re-scheduled Due Date for	Briefly state why modification was not completed as	Second re-scheduled date for modification (must

and Course #	Modification	rescheduled	be within 6 months)
N/A			

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 and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other
None

Staffing

It is becoming more and more clear that a lack of adequate staffing is negatively impacting the program and holding it back. Coming out of COVID, we have lost one full time faculty member

10 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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to retirement and also lost the physical presence of another full time faculty member on campus. Also, one of the main PT faculty members for the department has moved fully online. The sole remaining full time instructor is split between online classes and split between both the SLO and NCC campus to provide in person instruction. That wasn't as much of a problem when we had essentially three full time instructors with a presence on campus.

As it stands now, the program is too heavily weighted toward online instruction (10 out of 16 sections are online for Spr 2024). Half of the in person classes are being taught by PT faculty. Three out of four of the "advanced" classes in the department (Pols 201, 205, and 206) are now being taught by part time faculty and only in the online modality. Especially with the college's effort to re-establish a stronger on campus schedule it really is time to make a strong case for a new full time hire in the program. It is also likely to support more consistent growth in enrollment which was increasing steadily when we were better staffed and prior to COVID.

Equipment/facilities requests

1. Add/relocate clocks in classrooms to positions where instructor can see them when they are lecturing, as opposed to behind the instructor,
2. Smartboards in classrooms.
3. Paint and carpet for faculty offices in 6200 building.

Other requests

1. Funding for readers/graders
2. Increased funding for conference attendance
3. Increased funding for professional development

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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

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Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.