



2018-19 Program Review – Instructional

Political Science Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

In addition to the mission of the Social Sciences Department, the mission of the Political Science discipline at Berkeley City College is to prepare students to transfer into a university-level political science major. Additionally, the discipline seeks to instill a sense of civic responsibility in students and empower them to become informed citizens and lifelong activists through a critical dialogue concerning classical and contemporary issues in national, international, and global politics. The Political Science discipline, through its course offerings and contribution towards degree completion and transfer, supports the college mission in promoting student success, providing our diverse community with educational opportunities, and transforming lives.

List your Faculty and/or Staff

Matthew Freeman (full-time)
Marge Haskell (part-time)
Charlotte Lee (full-time)
Michael Lin (part-time)
Blake Respini (part-time)

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Goal 1-Assessment

- Continue to develop assessment efforts within the department.
- Work to include, through professional development opportunities and inclusionary methods, more part and full-faculty members within assessment.
- As this academic year is the first of a new 3-year assessment cycle, all courses that have not been assessed, or inadequately assessed, in the last three years will be assessed this cycle.
- Status: Ongoing

Aligns with:

1. PCCD Strategic Goals: Advance Student Access, Equity, and Success.
2. College Goals: Goal 1. Increase Equitable Access and Goal 2. Improve Equitable Success.

Goal 2-Curriculum

- At present the curriculum is up-to-date and current.
- Introduction of further thematic coursework to better serve student needs, for example coursework in global studies.

- Status: Ongoing

Aligns with:

1. PCCD Strategic Goals: Build Programs of Distinction.
2. College Goals: Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.

Goal 3-Instruction

- Work as a department to improve our overall completion rates and productivity.
- Provide the best possible instruction using the most relevant materials and techniques to improve student success.
- Continue to provide academically rigorous programs of study to support the success of our students.
- Status: Ongoing

Aligns with:

1. PCCD Strategic Goals: Build Programs of Distinction
2. College Goals: Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.

Goal 4-Student Success and Student Equity

- Support equity within our classrooms and also actively recruit as diverse a faculty as possible in an effort to close the achievement gap.
- Continue developing faculty advising.
- Status: Ongoing

Aligns with:

1. PCCD Strategic Goals: Advance Student Access, Equity, and Success
2. College Goals: Improve Equitable Success

Goal 5-Professional Development

- Increase professional development of full and part-time faculty so that the department can best s
- Continue to expand our collaborations with professional organizations and colleagues at regional organizations through more active participation each year.
- Status: Ongoing

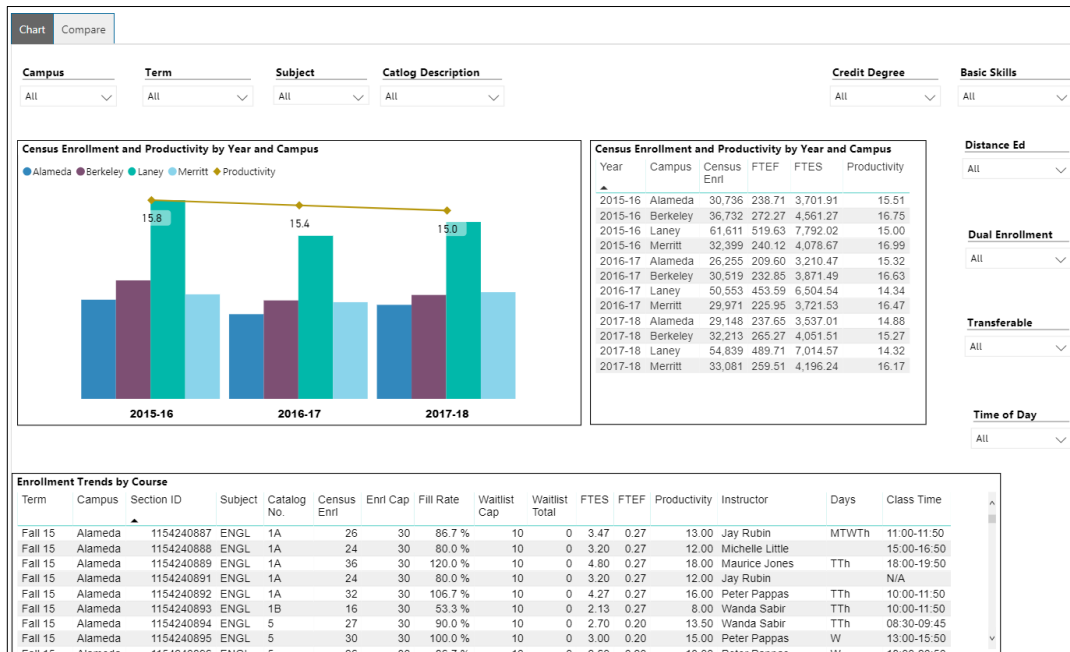
Aligns with:

1. PCCD Strategic Goals: Service Leadership
2. College Goals: BCC Goal 5.

Describe your current utilization of facilities, including labs and other space

We are fortunate to be teaching at an institution that possesses relatively new classroom technology and has demonstrated a commitment to maintain the equipment. Social science instructors utilize the smart classroom technology on a daily basis, including other equipment such as white boards and moveable classroom furniture. One recommendation would be to ensure all classroom computers are up-to-date (software and hardware) and that the room is stocked with other teaching materials (e.g., functioning white board erasers) to best serve our students. Some instructors continue to use older technologies in their teaching, for example DVDs, and support for these technologies is appreciated.

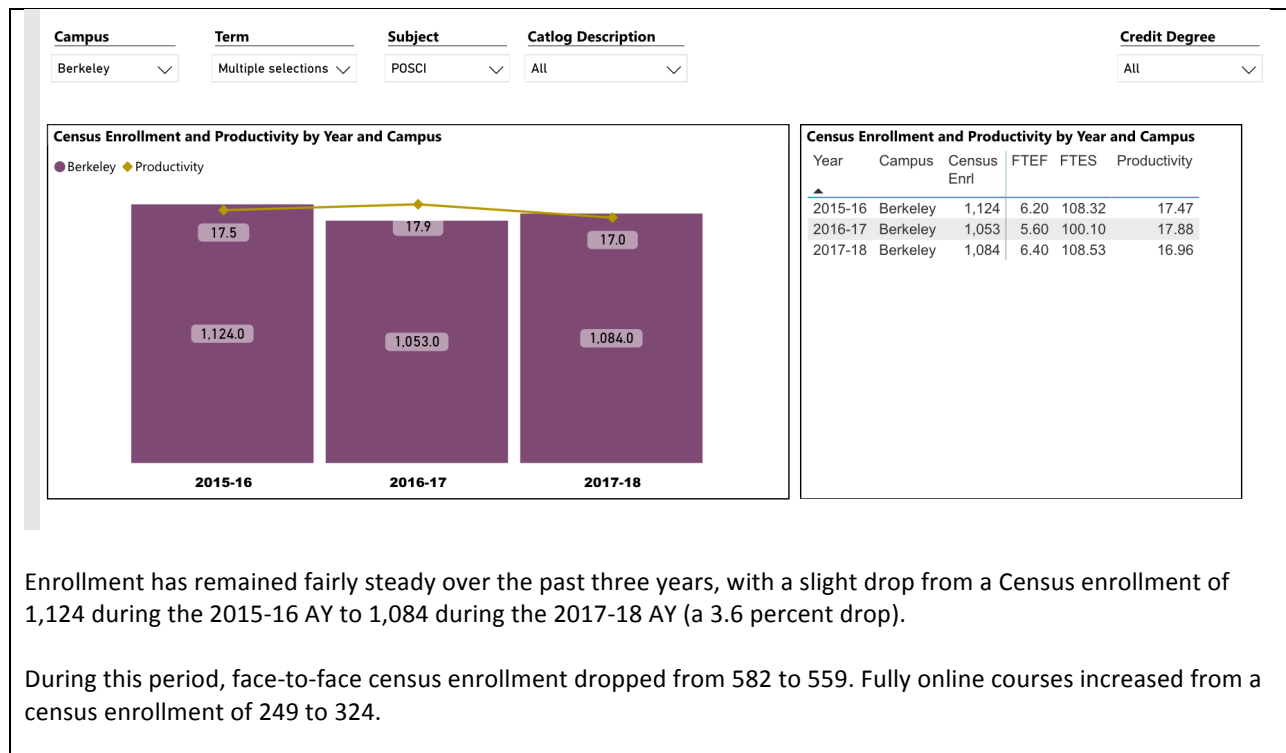
Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

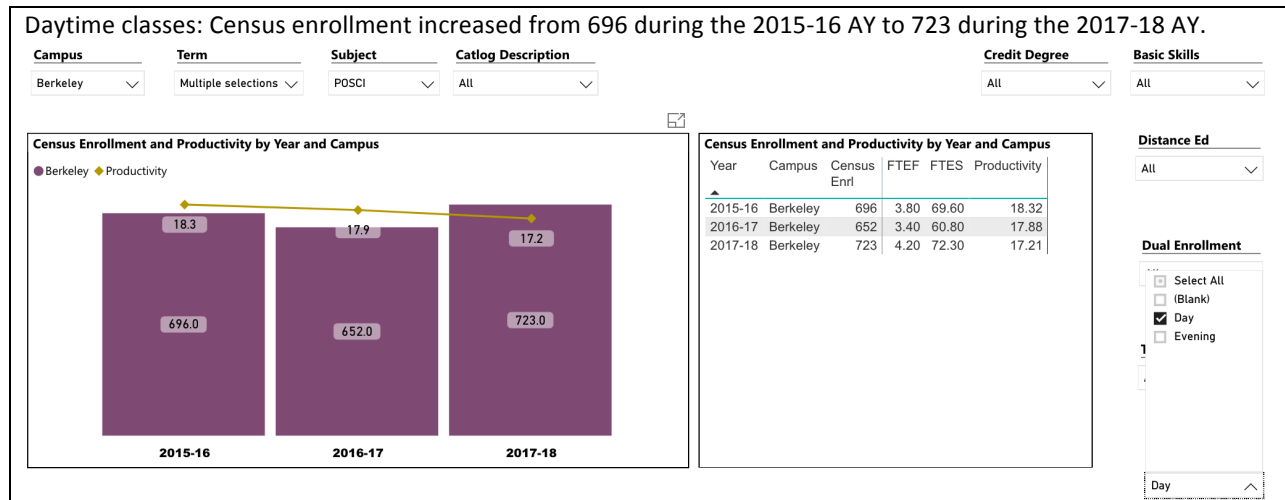
Set the filters above to your discipline, and discuss enrollment trends over the past three years



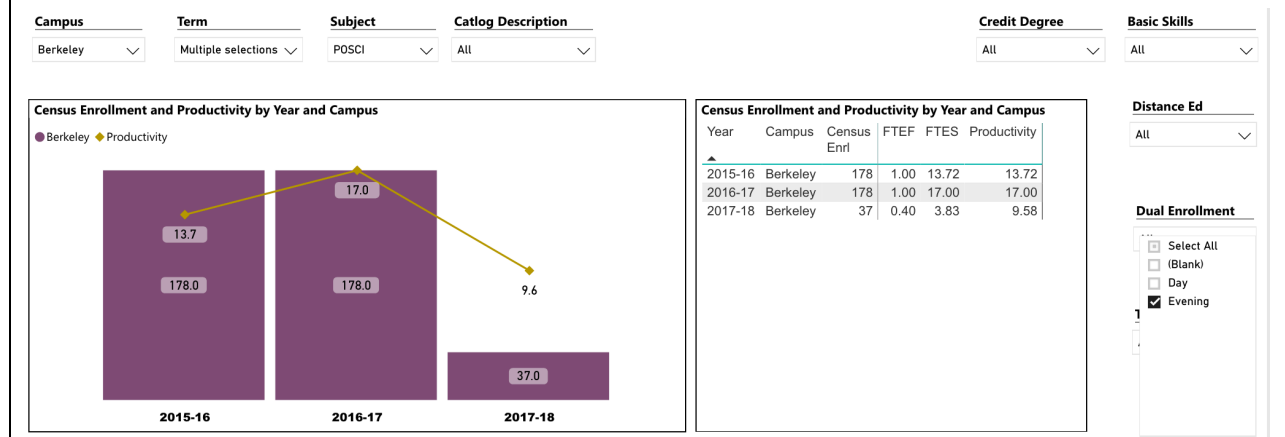
Enrollment has remained fairly steady over the past three years, with a slight drop from a Census enrollment of 1,124 during the 2015-16 AY to 1,084 during the 2017-18 AY (a 3.6 percent drop).

During this period, face-to-face census enrollment dropped from 582 to 559. Fully online courses increased from a census enrollment of 249 to 324.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.



Evening classes: Census enrollment dropped from 178 to 37. We might consider scheduling more evening classes in the future.



Are courses scheduled in a manner that meets student needs and demands? How do you know?

Based on student feedback and enrollment trends, courses are scheduled in a manner that meets student needs and demands. Fully online classes also present a flexible alternative for working students. Online summer classes in particular serve students needs, as many students return home for the summer, often to save on rent, and can continue making progress on degree programs through online offerings of core courses. We might also look at offering more evening sections in the future.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Instructors employ a variety of effective and innovative teaching strategies to increase student learning and engagement. POSCI 1 faculty has coordinated student civic engagement initiatives, most recently with a series of on-campus debates and voter engagement activities during the 2018 US midterm elections. POSCI 6 faculty regularly takes students on site visits to local courts to learn more about the US judicial system. POSCI 2 faculty requires students to engage in a semester-long research project on

an empirical question in comparative politics. POSCI 3 faculty organize an in-class simulation for students to role play and grapple with complex diplomatic issues in international relations such as territorial disputes in the Arctic. Student feedback on these and other activities have been positive. Transfer students, for example, have noted the impact of such activities on their extracurricular engagement and motivation for taking rigorous coursework at the university level.

How is technology used by the discipline, department?

Computer Replacement Cycle:

It is absolutely essential that the College and the District establish and fund a computer replacement policy for our faculty. In general terms, the Department of Social Sciences is relatively inexpensive and does not require specific technology, but ongoing upgrades of hardware and software are essential for our office computers to stay current in our fields and support student success.

Classroom Technology:

We are fortunate to be teaching at an institution that possesses relatively new classroom technology and has demonstrated a commitment to maintain the equipment. Social science instructors utilize the smart classroom technology on a daily basis, including other equipment such as white boards and moveable classroom furniture. One recommendation would be to ensure all classroom computers are up-to-date (software and hardware) and that the room is stocked with other teaching materials (e.g., functioning white board erasers) to best serve our students. Some instructors continue to use older technologies in their teaching, for example DVDs, and support for these technologies is appreciated.

Canvas:

Virtually all instructors use Canvas as their classroom or as a supplement to face-to-face courses. Canvas is a space for students to engage with each other, with the instructor, and with course material. To make effective use of this vital technology, it would be most helpful if the college hired an online education specialist. This is the most effective way to support students and faculty who are using this online platform.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Discipline Integrity Delivery Modes

We maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid, and distance education courses, by keeping expectations, requirements, and materials the same across different course formats. For example, the same discussion questions raised in face-to-face classes are also raised in an online discussion forum. Instructors in Global Studies, for example, require that all course work in face-to-face, hybrid, and distance education courses be submitted through an online plagiarism check. Areas for improvement: there could be more consistency across different methods of delivery in access to support services such as counseling and tutoring.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

At present all of our courses are up-to-date.

Update schedule:

-Fall 2019: US Government (POSCI 1), Political Theory (POSCI 4), and the US Constitution and Criminal Due Process (POSCI 6)

-Fall 2021: All the Global Studies courses, POSCI 19 and POSCI 20, and comparative government (POSCI 2), and international relations (POSCI 3).

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

While we have hopes for growth, it seems that there is a declining trend in enrollment. This is statewide and nationally across community colleges. In an effort to be lean, we are evaluating all of our core courses and conceiving of ways that we might revise course content to emphasize shifting trends in our discipline within existing course sections.

Pending student demand, however, there has been discussion of adding courses in US government that would focus on specific institutions, such as the presidency, to complement an existing course on constitutional law. Core global studies courses, POSCI 19 and POSCI 20, have been built, and a next step may be adding elective courses in area studies.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

Please see attachments for a schedule of course assessments for the 2018-21 cycle. We are in the first year of a new 3-year assessment cycle, and assessment data collection has moved to a new platform (Curricunet Meta). Data pulled from the old platform (Taskstream) is incomplete.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

The primary obstacles with assessing courses are: (un)familiarity with the process of assessment, learning to input data into Curricunet Meta, and integrating recommended changes into subsequent offerings of courses.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Global Studies is a new AA-T program, approved in Fall 2016, and has not been assessed.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

The department has collaborated to create a schedule for assessing courses during the 2018-21 assessment cycle and also discussed administrative matters such as inputting data collected from course assessments. Given the new assessment cycle and assessment platform, the biggest challenge will be in implementing assessment recommendations in subsequent iterations of courses.

Collaboration

Faculty who teach sections of the same course are collaborating on assessment. For example, three faculty who are teaching POSCI 1 during the fall semester will work together to assess each of the SLOs for the course.

Leadership Roles

We have an assessment liaison for the department who facilitates course assessments each semester.

Planning Process

The department has collaborated to create a schedule for assessing courses during the 2018-21 assessment cycle

Dept Meetings for Collaboration

The department meets at least twice yearly, during which assessment is on the meeting agenda.

Data Analysis

The most important thing learned from assessment was that students are able to grasp major ideas taught across courses in political science and global studies. However, students still require greater assistance with analytical writing skills. This requires more attention by instructors to building writing skills, for example through shorter exercises throughout the semester, culminating in more complex assignments. Additional support in the form of writing tutors would also be ideal.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

The most important thing learned from assessment was that students are able to grasp major ideas taught across courses in political science and global studies. However, students still require greater assistance with analytical writing skills. This requires more attention by instructors to building writing skills, for example through shorter exercises throughout the semester, culminating in more complex assignments. Additional support in the form of writing tutors would also be ideal.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Yes, this department participates in the assessment of Global Studies, a multidisciplinary degree program. This program has not yet been assessed.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

No.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

The department would benefit from additional resources to support part-time faculty assessment of courses.

Resource request—

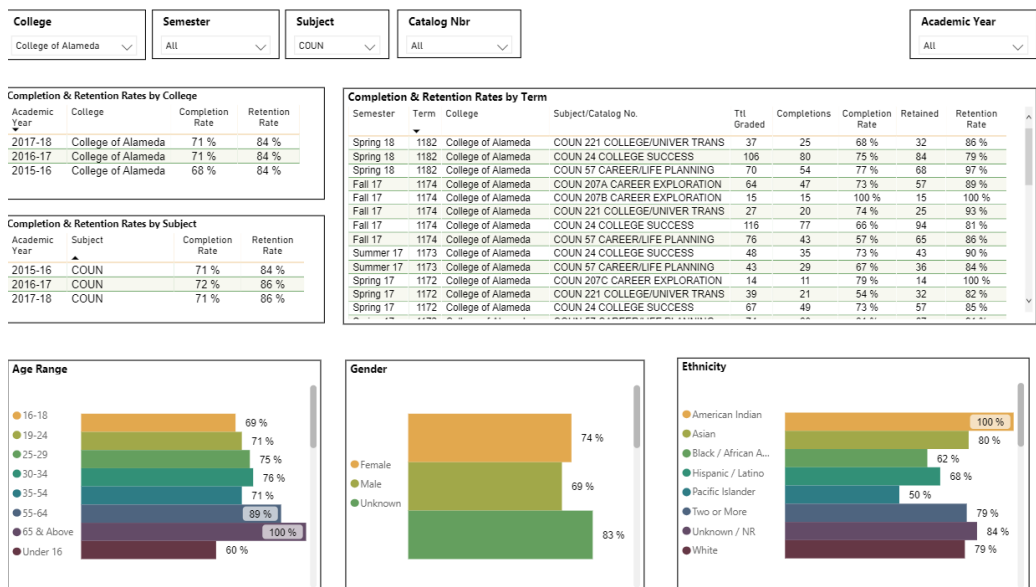
Stipends for part-time faculty for participating in assessment efforts \$2000

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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Course Completion



Course Completion Power BI Dashboard

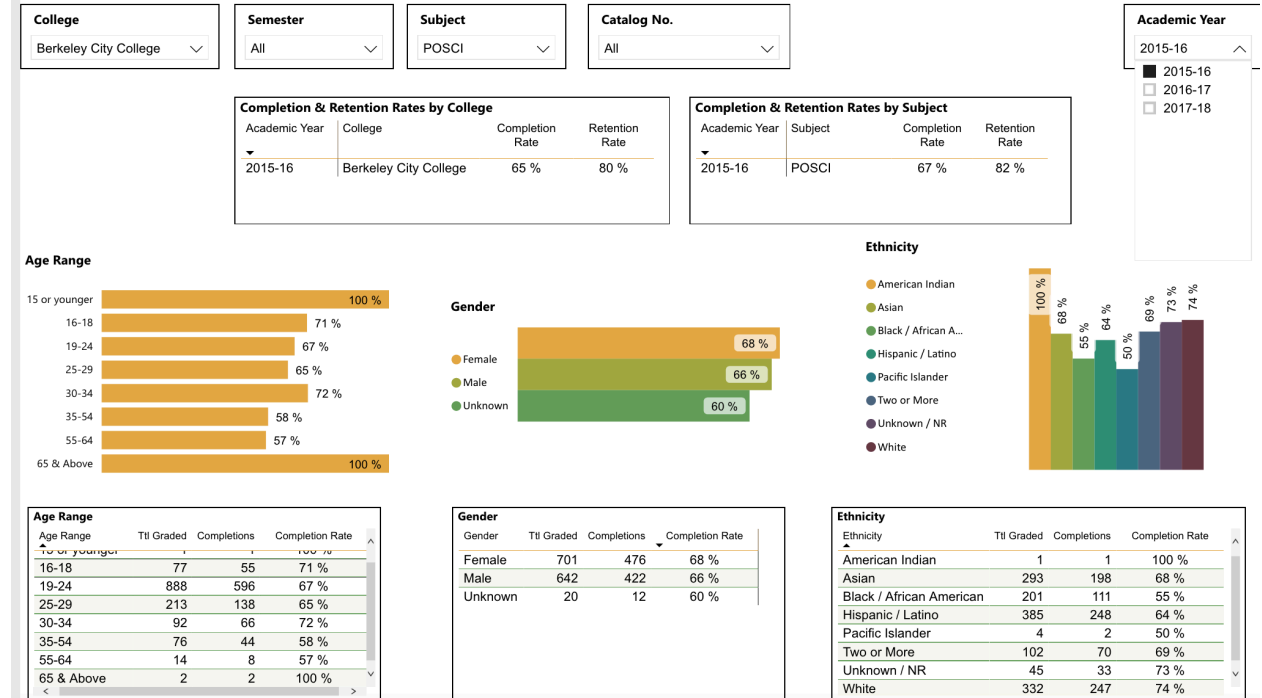
Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

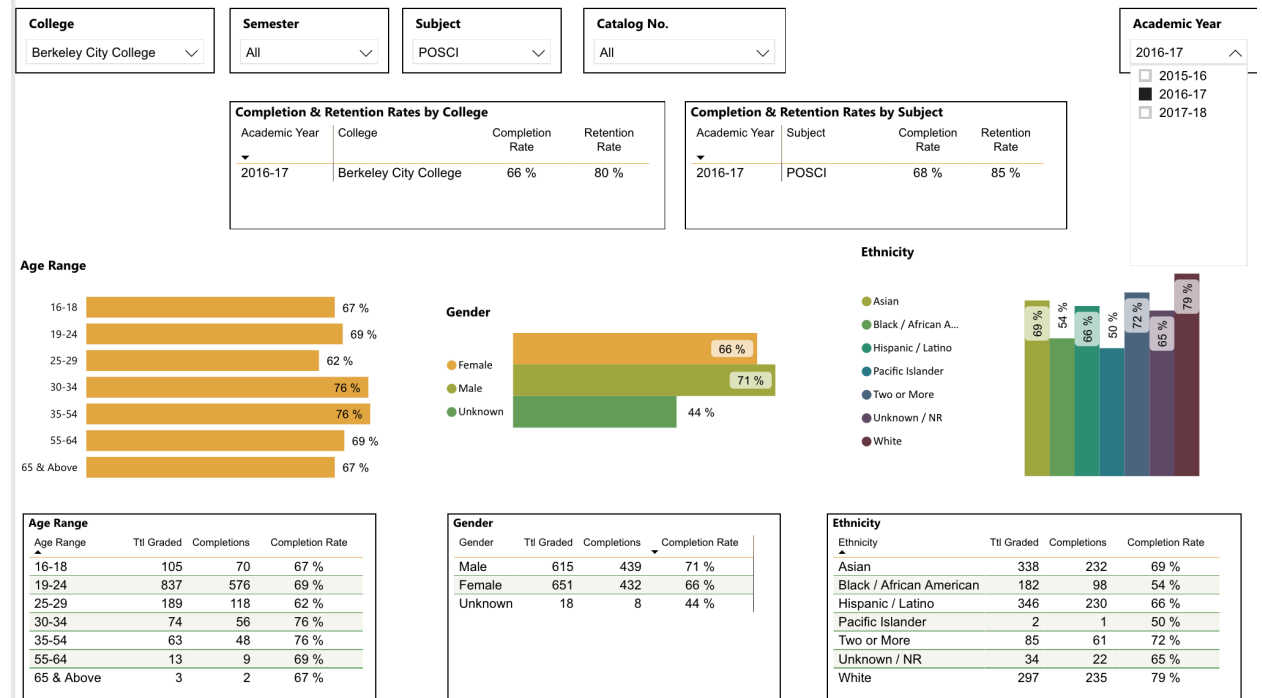
Age

Below are figures for each academic year over the period 2015-18. Black/African American and Pacific Islander students fell more than 3 percent below the discipline average. We are attempting to address this through greater outreach to these students and recruiting faculty who may have greater rapport with these student groups.

2015-16 AY:



2016-17 AY



2017-18 AY

College: Berkeley City College | Semester: All | Subject: POSCI | Catalog No.: All | Academic Year: 2017-18

Completion & Retention Rates by College

| Academic Year | College | Completion Rate | Retention Rate |
|---------------|-----------------------|-----------------|----------------|
| 2017-18 | Berkeley City College | 66 % | 79 % |

Completion & Retention Rates by Subject

| Academic Year | Subject | Completion Rate | Retention Rate |
|---------------|---------|-----------------|----------------|
| 2017-18 | POSCI | 74 % | 87 % |

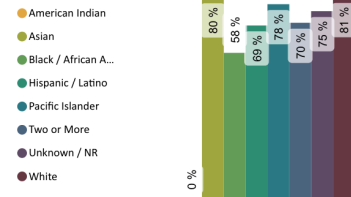
Age Range



Gender



Ethnicity



Age Range

| Age Range | Ttl Graded | Completions | Completion Rate |
|------------|------------|-------------|-----------------|
| 16-18 | 109 | 80 | 73 % |
| 19-24 | 833 | 608 | 73 % |
| 25-29 | 213 | 164 | 77 % |
| 30-34 | 65 | 43 | 66 % |
| 35-54 | 73 | 54 | 74 % |
| 55-64 | 13 | 12 | 92 % |
| 65 & Above | 1 | 1 | 100 % |

Gender

| Gender | Ttl Graded | Completions | Completion Rate |
|---------|------------|-------------|-----------------|
| Male | 593 | 440 | 74 % |
| Female | 692 | 509 | 74 % |
| Unknown | 22 | 13 | 59 % |

Ethnicity

| Ethnicity | Ttl Graded | Completions | Completion Rate |
|--------------------------|------------|-------------|-----------------|
| American Indian | 1 | 0 | 0 % |
| Asian | 338 | 272 | 80 % |
| Black / African American | 173 | 101 | 58 % |
| Hispanic / Latino | 368 | 255 | 69 % |
| Pacific Islander | 9 | 7 | 78 % |
| Two or More | 81 | 57 | 70 % |
| Unknown / NR | 28 | 21 | 75 % |
| White | 309 | 249 | 81 % |

Ethnicity

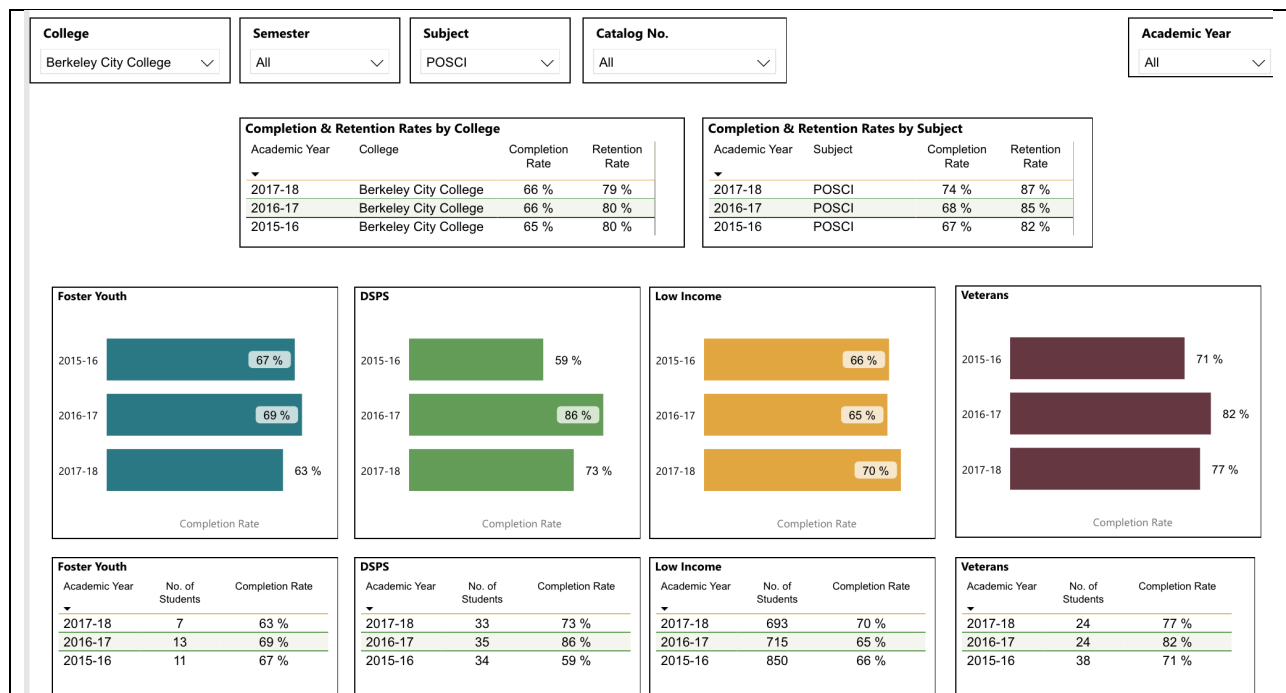
Please see above.

Gender

Please see above.

Foster Youth Status

Below are a series of figures summarizing completion and retention rates over the period 2015-18.



Disability Status

Please see above

Low Income Status

Please see above

Veteran Status

Please see above

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Below are a series of figures summarizing completion and retention rates over the period 2015-18. Trendlines are generally noisy, but it appears that fully online courses do not perform much below face-to-face courses. Hybrid (combined online and face-to-face) courses perform the worst. This may be because these courses are the most confusing for students. Instructors should pay particular attention to explaining the flow of the course and what is expected for student success in these courses.

College Berkeley City College |
 Semester All |
 Subject POSCI |
 Catalog No. All |
 Academic Year All

| Academic Year | College | Completion Rate | Retention Rate |
|---------------|-----------------------|-----------------|----------------|
| 2017-18 | Berkeley City College | 66 % | 79 % |
| 2016-17 | Berkeley City College | 66 % | 80 % |
| 2015-16 | Berkeley City College | 65 % | 80 % |

| Academic Year | Subject | Completion Rate | Retention Rate |
|---------------|---------|-----------------|----------------|
| 2017-18 | POSCI | 74 % | 87 % |
| 2016-17 | POSCI | 68 % | 85 % |
| 2015-16 | POSCI | 67 % | 82 % |

Time of Day

| Academic Year | TIME_OF_DAY | No. of Students | Completion Rate |
|---------------|-------------|-----------------|-----------------|
| 2017-18 | DAY | 655 | 72 % |
| 2017-18 | EVENING | 497 | 76 % |
| 2016-17 | DAY | 575 | 69 % |
| 2016-17 | EVENING | 541 | 68 % |
| 2015-16 | DAY | 652 | 70 % |
| 2015-16 | EVENING | 562 | 63 % |

Dual Enrollment

| Academic Year | No. of Students | Completion Rate |
|---------------|-----------------|-----------------|
|---------------|-----------------|-----------------|

Distance Education

| Academic Year | Distance Ed | No. of Students | Completion Rate |
|---------------|--------------|-----------------|-----------------|
| 2017-18 | 100% online | 439 | 76 % |
| 2017-18 | Face to face | 538 | 75 % |
| 2017-18 | Hybrid | 197 | 65 % |
| 2016-17 | 100% online | 375 | 69 % |
| 2016-17 | Face to face | 566 | 69 % |
| 2016-17 | Hybrid | 199 | 65 % |
| 2015-16 | 100% online | 361 | 63 % |
| 2015-16 | Face to face | 557 | 72 % |
| 2015-16 | Hvbrid | 306 | 61 % |

For the purpose of program review, all distance ed courses that are 1-99% online are labeled as Hybrid. Courses that begin after 4pm are labeled as evening. Dual enrollment courses are identified by a facility type of "high school".

Hybrid

Please see above

100% Online

Please see above

Dual Enrollment

NA

Day time

Please see above. Trendlines were generally noisy for this variable.

Evening

Please see above.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

NA

How do the department's Hybrid course completion rates compare to the college course completion standard?

NA

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

NA

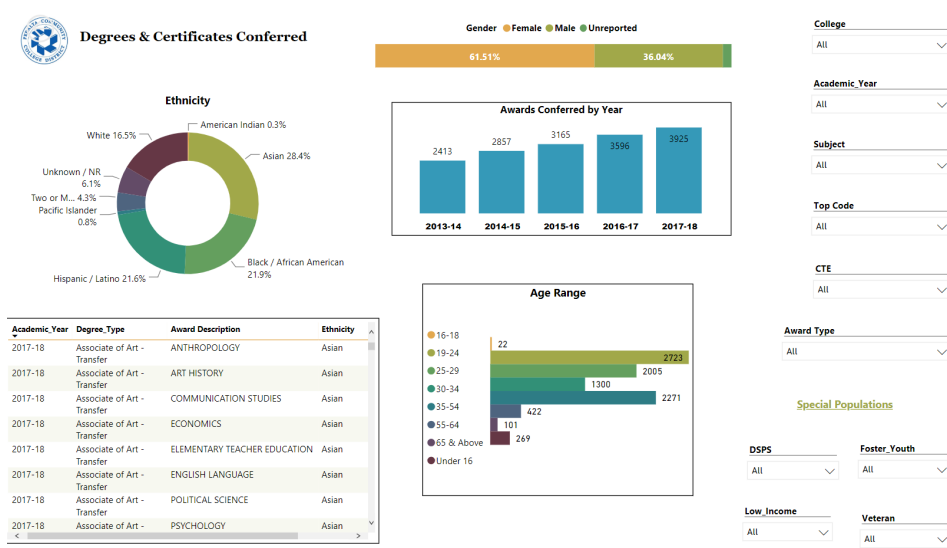
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

NA

What has the discipline, department, or program done to improve course completion and retention rates?

- Recruitment of diverse faculty
- Outreach to students who demonstrate at-risk characteristics early in and throughout the semester
- Creating student supports in class, for example facilitating the creation of study groups

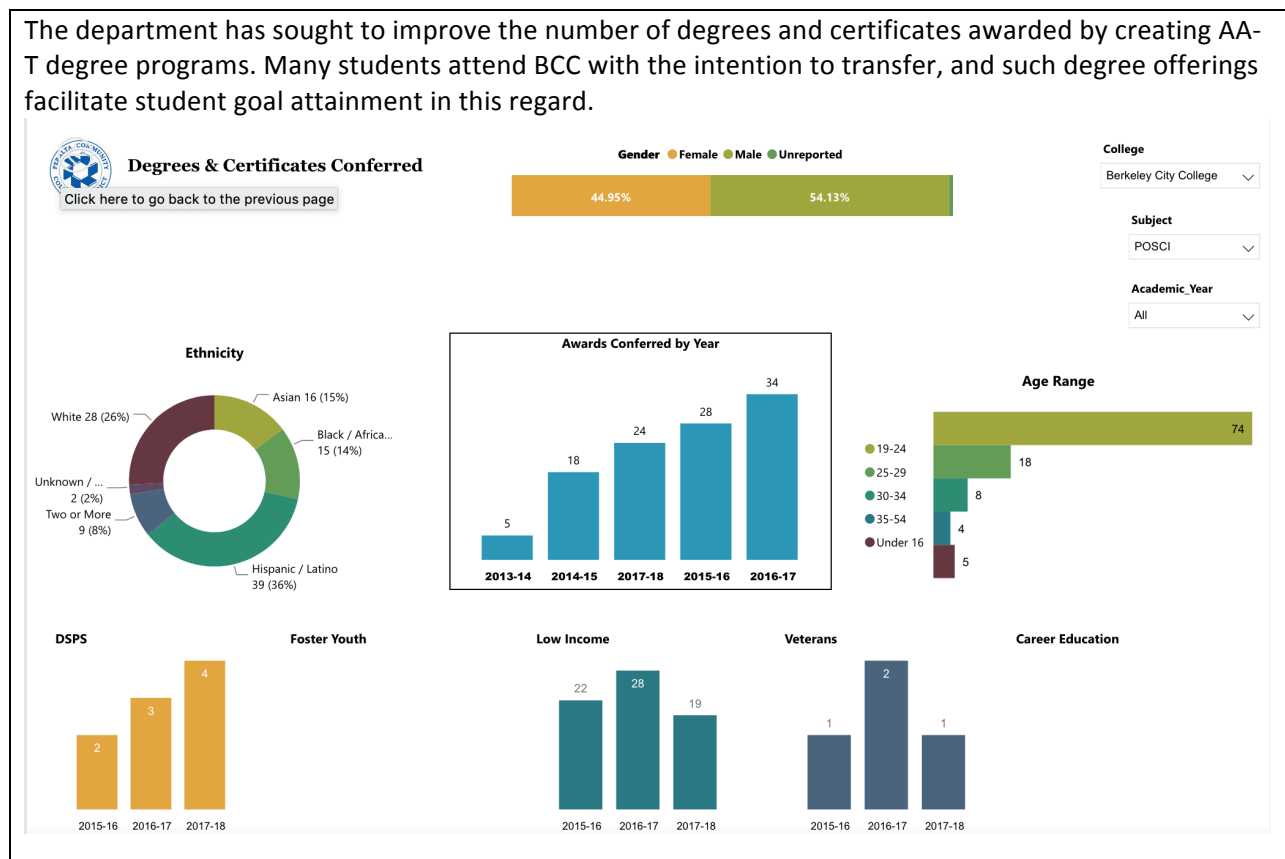
Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The department has sought to improve the number of degrees and certificates awarded by creating AA-T degree programs. Many students attend BCC with the intention to transfer, and such degree offerings facilitate student goal attainment in this regard.



| Academic_Year | Associate of Art - Transfer | Total |
|-------------------|-----------------------------|-----------|
| 2017-18 | | |
| POLITICAL SCIENCE | 24 | 24 |
| Total | 24 | 24 |
| 2016-17 | | |
| POLITICAL SCIENCE | 34 | 34 |
| Total | 34 | 34 |
| 2015-16 | | |
| POLITICAL SCIENCE | 28 | 28 |
| Total | 28 | 28 |
| Total | 86 | 86 |

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Over the next 3 years, we will be focusing on increasing the number of degrees and certificates awarded.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Toward this end, we will focus on faculty advising and building programs with strong reputations while continuing to maintain high standards across our courses.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Committees:

Matt Freeman, Social Sciences representative, BCC Academic Senate
Charlotte Lee, Social Sciences liaison, BCC PIE Committee

Presentations:

Charlotte Lee, presentation on chapter published in the volume, Zouping in Transition, Stanford University, Asia Pacific Research Center, April 2018
Charlotte Lee, presentation on Global Studies program development, Western Political Science Association, April 2019

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Matt Freeman is leading an ongoing campus-wide civic engagement initiative that connects BCC students with one another and community groups, such as the League of Women Voters, on a variety of local and national issues. Under this initiative, BCC was designated a Voter Friendly Campus. Charlotte Lee has collaborated with Global Studies counterparts at the University of California, Berkeley, to articulate Global Studies courses and, hopefully, bring together student groups when both programs are more mature. She has also collaborated with the ORIAS office at UC Berkeley to improve global studies course offerings at BCC. She brought in representatives from the international nonprofit Hosteling International to inform BCC students of scholarship and travel opportunities. Together with students in the Global Studies Club, she helped organize events with the US Peace Corps.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

- Adjunct faculty have been recruited to advise student groups, for example the BCC Democrats Club
- Adjunct faculty are included in the course assessment process
- Adjunct faculty are consulted during the process of course development, for example sharing materials on political theory and global studies

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total Estimated Cost |
|-------------------------------------|---------------------------|-------------------------------|---------------------------------|----------------------|
| Personnel: Classified Staff | | | | |
| Personnel: Student Worker | | | | |
| Personnel: Part Time Faculty | | | | |
| Personnel: Full Time Faculty | | | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|---|-----------------------------|
| Professional Development: Department wide PD needed | | |
| Professional Development: Personal/Individual PD needed | Increased support for faculty professional membership and travel to regional, national, and international conferences | 5000 |

Prioritized Resource Requests Summary - Continued

| Resource Category | Description/Justification | Total Estimated Cost |
|---|----------------------------------|-----------------------------|
| Supplies: Software | | |
| Supplies: Books, Magazines, and/or Periodicals | | |
| Supplies: Instructional Supplies | | |
| Supplies: Non-Instructional Supplies | | |
| Supplies: Library Collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--------------------------|----------------------------------|-----------------------------|
|--------------------------|----------------------------------|-----------------------------|

| | | |
|--|---|--------|
| Technology & Equipment: New | | |
| Technology & Equipment: Replacement | Work computers/laptops to faculty on a 4 year cycle | 10,000 |

Prioritized Resource Requests Summary - Continued

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------------------|---|-----------------------------|
| Facilities: Classrooms | | |
| Facilities: Offices | | |
| Facilities: Labs | | |
| Facilities: Other | Funding for class field trips – reimbursement for transportation, admission (if applicable) | 1,000 |

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------------------------|----------------------------------|-----------------------------|
| Library: Library materials | | |
| Library: Library collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--------------------------|----------------------------------|-----------------------------|
| | | |

| | | |
|--------------|---|--------|
| OTHER | Stipends for part-time faculty for participating in assessment efforts | 2000 |
| | Social Sciences speakers' series: transportation for speakers and honoraria | 10,000 |