

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Department: Economics, History & Political Science

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	4,800	5,038	4,880	<i>Self Explanatory</i>
Census Enrollment Load %	95.24%	89.88%	87.98%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	14,651	15,359	15,039	Weekly Student Contact Hours
FTEF	488.35	511.97	501.29	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	26.40	27.80	28.60	Total Full-Time Equivalent Faculty
WSCH/FTEF	555	552	526	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	10.00	10.40	11.20	FTEF from Contract Faculty
Hourly FTEF	14.20	15.80	15.60	FTEF from Hourly Faculty
Overload FTEF	2.20	1.60	1.80	FTEF from Contract Faculty Overload
Part-Time FTEF	16.40	17.40	17.40	Hourly FTEF + Overload FTEF
Part-Time FTEF %	62.12%	62.59%	60.84%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	92.63%	93.60%	93.42%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	67.70%	64.90%	65.79%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	1	-	1	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	1	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	1	-	-	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

The Department has grown and WSCH remains high - a major concern is the number of courses taught by adjunct.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)	The curriculum, programs, certificates and degrees are being re-evaluated based on both intra-school trends and also changing expectations of the educational marketplace. We have been adjusting our offerings at satellite campuses based on demand, canceling classes which continue to have historically low enrollment and are unable to meet while trying new offerings to see if we can find the classes that are the best fit for each location.
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)	See above.

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc.	We believe the school must maintain a 3 year cycle for replacing computers. Data projectors should be budgeted for replacement as well.
b. Budget – budget development process, one-time funds, grants, etc.	We hope to share in any gains the school obtains regarding state funds.
c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.	Looking forward to the new building – our Department could use new carpet however since we are getting a new building we will wait!
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years	We need more full time historians – we also expect an economics retirement and we expect an automatic replacement when this occurs.
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.	They seem adequate at the present time.
f. Other	

5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

Increase the number of full-time faculty in History while recognizing the need to increase the diversity among full-time faculty.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Please check our Disciplines' (Economics, History and Political Science) Institutional Review Plan for specifics.

b. Discuss a learning outcome that is observable yet difficult to measure.

See above.

7. Describe a discipline accomplishment that you want to share with the college community.

The entire Department has increased instructional faculty's awareness and referral of students to services that support student success. Economics and Political Science have been very successful with Political Economy Days.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

NO

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

*** By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.**

*** Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.**