**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program 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.)

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| **Discipline: Political Science** |  |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 902 | 947 | 898 | 907 | *Self Explanatory* |
| **Census Enrollment Load %** | 94.51% | 99.23% | 94.29% | 92.81% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 2,756 | 2,897 | 2,756 | 2,780 | Weekly Student Contact Hours |
| **FTES** | 91.88 | 96.57 | 91.88 | 92.65 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 4.40 | 4.40 | 4.40 | 4.60 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 626 | 658 | 626 | 604 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 1.20 | 1.20 | 1.00 | 1.00 | FTEF from Contract Faculty |
| **Hourly FTEF** | 2.80 | 3.00 | 3.20 | 3.40 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.40 | 0.20 | 0.20 | 0.20 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 3.20 | 3.20 | 3.40 | 3.60 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 72.73% | 72.73% | 77.27% | 78.26% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 95.66% | 94.68% | 95.51% | 93.31% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 70.36% | 67.76% | 69.62% | 63.08% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** |  - |  - |  - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Enrollment, while it was up in 2011 from 2010, was still significantly down from 2009. This can be seen not just by looking at census enrollment,****but also by looking at enrollment load %, WSCH, FTES and Total FTES. In all these categories, data indicates that 2011 saw a slight rebound from****the prior year, yet still falls short of the much stronger data of 2009.1 believe this is not indicative of a discipline-specific phenomenon, rather of a****campus wide and, to be sure, state-wide trend in community colleges: Savage budget cuts, increases in unit fees and reduced sections are****resulting in more students dropping out of the system, as well as limited access to classes for those still trying to hang in the system. Indeed,****POSC sections have been reducedby appoximately 20% since 2009.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.****We conducted essay exams with a 20 point rubric for sample sections of POSC 100,101 & 102 courses. For 100, the SLO's involved the topics of Marxism, the comparison with Democratic Socialism and liberalism/capitalism. 101 SLO's focused on the Constitution & federalism, while 102 had an SLO focused on the powers of the presidency. The sample results for each of the three courses show a mean of between 15.5-16 out of 20. Moreover/there was an SLO conducted for the one section of POSC 110. This involved analyzing realism and the applications of the causes of war. Again, the mean score for the 20 point essay exam rubric was a 16.****I.B.2 Summarize Program SLO assessment results beginning on the next line.****Summarize Program SLO assessment results beginning on the next line. I'm the only FT faculty member in POSC. However, I met with adjunct faculty members. We designed the rubric, essay questions and collaborated on reporting the data and results. We established a minimum goal of proficiency with a score of between 15-16. We achieved this goal. We have a more optiam goal of mastery, which would have a mean of 18-20. We are working to eventually achieve that goal.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****Students achieving proficiency shows that there has been learning outcome, with regard to understanding the rudimentary aspects of American Constitutionalism, presidential powers, Marxism vs. Capitalism, and power & war. However, the SLOAC data also show that there has been difficulty with a deeper understanding of Constitutional checks & balances and policy outcomes, presidential powers and how they have exceeded Congress at times, or the the various sub-"schools of throught" with regard to international realism, international anarchy, human behavior. In other words, many students have not been able to show a stronger comprehension of the implications and applications of these SLO's.** **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.** **In analyzing the SLOAC data, as well as grading the essay exams, we have found that writing proficiency is still lacking. Mastery of writing, analysis, sentence structure, grammar, fluidity is a factor in the students achieving proficiency, yet, not mastery of the SLO's. We in the POSC faculty have addressed the writing deficiency by way of not just essay exams, but also by way of writing assignments - term research papers, short analytical papers, etc. Extensive writing and analysis on blackboard discussion board questions has also been used by faculty. Even though, our courses require a rigorous amount of writing, prior background and coursework in English comp. courses would be more ideal.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **n/a** |

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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **POSC continues to offer four courses - Intro to Political Science/Politics (100), World Politics (110) and the two bread-and-butter sequence****courses in American govt. (101 & 102). Roughly 87% of offered sections are in the American govt, courses. We would like to develop and****eventually offer either a comparative politics course, or a political theory course. Either of these courses would satisfy lower division****requirements for POSC majors, upon transfer to a four year institution (in the way POSC 110 satisfies the Intl. Rel. lower division requirement for****said POSC majors).** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Due to budget cuts, we have had to reduce our POSC sections by roughly 20% in the last three years. This has led to higher, concentrated****enrollments in our remaining sections. Even though our enrollment is down from 2009, probably due to tuition increases, resulting in the dropping****out of the system by students, our per section enrollments are still high and warrant substantial demand. Also, POSC 130 (public administration)****is a course that is available, yet, has not been offered in close to 5 years. It is a course that has met with little demand. Enrollments of past****sections were below minimum number. Yet, POSC 130 is a requirement for the AA degree in Public Administration. A number of students have****inquired about the course in recent semesters. We would like to offer POSC 130 to address the needs of these AA Pub. Admn, students, with the****administration/division letting the one section go at below min. enrollment, without that section eliminating another section from our bread-and-****butter course sections. This may not be possible with budget cuts.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **We need a second FT faculty member in POSC - badly. Really badly. In the last dozen years, there have been three retirements and a resignation****from the POSC FT faculty. Only one of these positions have been filled during that time. I am the only FT faculty member in POSC. And I need****help. With scheduling, adjunct hiring (once we eventually restore sections or add new ones), and with SLOAC's. Also, a new FT faculty member****would be able to develop and offer one (or both) of the two earlier said courses, which would help our POSC majors in both their major****preparation and lower-division transfer requirements.**  |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  |  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  |  |  |  |  |  |  |  |
| **b2.**  |  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  |  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |  |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **political Economy days Printing** | **1** | **2.5, 2.6,2.7** | **Each semester the Economics, History, and Political Science department at Palomar College hosts “Political Economy Days” which is a two day lecture series. This lecture series exposes our students to ideas and applications of political, economic, and historical thought. We need sufficient printing resources to print the schedule of lectures.** | **500** | **on going** | **yes, but not at a sufficient level** |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  |  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **I am the head coordinator for Political Economy Lectures - a two-day, per semester series of social science/political science-oriented lectures done by Palomar faculty, as well as off campus faculty who are illustrious in their field. It is a high demand, popular program that has been institutionalized as part of campus life. Several adjunct POSC faculty members have contributed talks, including Joe Limer, Michael Byron and Jared Zacharias.... I am a co-advisor to two campus student clubs - LGBTQ&A and MEChA... I was 2012 finalist for the DFA... Joe Limer is the co-advisor to the Poetry Club...I have helped the historians procure Constitutiona Day every fall.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **n/a** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Peter Bowman*Name*** | **Teresa Laughlin*Name*** | ***Name*** |

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| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**