

# 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.)

## Discipline: Political Science

Instructional Discipline Reviewed

2007-08

### 1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	851	806	763	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	82.22%	79.34%	74.20%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	2,572	2,457	2,312	Weekly Student Contact Hours
<b>FTEs</b>	85.73	81.89	77.05	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	5.20	4.80	4.80	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	495	512	482	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	2.00	1.40	1.40	FTEF from Contract Faculty
<b>Hourly FTEF</b>	3.20	3.40	3.20	FTEF from Hourly Faculty
<b>Overload FTEF</b>	-	-	0.20	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	3.20	3.40	3.40	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	61.54%	70.83%	70.83%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	93.56%	93.61%	93.25%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	67.45%	68.44%	63.71%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	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.

**During the past few years, political science has lost 1 ½ full-time positions. These have not replaced nor their loss adequately addressed at the department or the divisional level. Political science departments at 4-year colleges and universities are thriving so the decline in student numbers at Palomar merits close attention. At least in part, the decline can be attributed to the loss of full-time faculty since full-timers have greater responsibility for student contact during office hours, greater opportunities to work on retention levels, and more opportunities to serve as sponsors of club activities. Full-time faculty are also needed to revise curriculum so that Palomar's courses in political science can at least match some of the new courses being offered at the lower-division level at universities. Courses in more specialized areas such as one on the American Presidency or even a course such as a current political issues course would go a long way toward increasing enrollments in political science. Several colleges have**

**innovative certificate programs in political science, and these can also be explored. However, only full-time faculty have the resources to make this happen.**

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

PLAN – 2007-08	Progress – 2008-09
<p><b>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.)</b></p> <p>The vast majority of POSC sections are between 95%-100% capacity enrollment. This is due to higher college enrollment, CSU sections cut and admission reductions. More POSC need to be added to the schedule to keep with enrollment demand.</p> <p>Political science faculty are working with their counterparts at CSUSM regarding examination of lower division courses with the main purpose being development of new courses that can transfer seamlessly into the CSU system. Long-range planning can involve the development of an AA degree in political science as well as creation of a certificate program. A number of colleges report success in a community relations certificate, a series of courses that are designed for community leaders and active community participants.</p> <p>There is a clear need for political science interns in local, state, and in regional congressional offices. Political scientists at Palomar can screen applicants, help to educate students about the levels of professionalism needed, and place them in these positions.</p>	<p>There has been no expansion due to the budget crisis.</p> <p>Student demand for political science classes definitely exists this academic year; yet there are insufficient classes to meet this student need. Planning for a new position in the near future can proceed this academic year.</p> <p>Some funding for internship directors is needed to ensure that appropriate screening process is in place and student work as an intern is carefully monitored.</p>
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>Adding new sections in different time slots that have not been available in POSC <i>will</i> boost enrollment.</p>	<p>Did add a new Summer class, but there have been cuts in course offerings due to budget crisis.</p>

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

PLAN – 2007-08	Progress – 2008-09
<p>a. <b>Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p>	<p>P-18 computer has been updated. Seek to improve and update technology as possible.</p> <p>Discipline faculty use Blackboard as a way to enhance communication with students.</p>
<p>b. <b>Budget – budget development process, one-time funds, grants, etc.</b></p> <p>Promotion and continuance of Political Economy Days.            One-time funds or grant money to explore possibilities of expanding political science offerings. The funding will promote meetings with counterparts at CSUSM, Mira Costa, and the SD Community College district, among others.</p>	<p>Continuing success with Political Economies Days. Seek to continue the program with funding assistance from the Dean and Instruction office.            Foundation mini-grants can assist in establishing a pattern of meetings with counterparts.</p>
<p>c. <b>Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></p> <p>A new multidiscipline building is on the way; however, in the meantime, it's important to keep current facilities in good shape. A major classroom in which political science is being taught has desks that are in disrepair in that the seats are separating from the metal structure with the end result that students will tumble to the floor.</p> <p>Also, the multidiscipline building needs at least one classroom designed so that small group discussions can easily occur. While this need has been noted earlier, it is unclear as to whether value engineering has erased this proposal.</p>	<p>No progress on this front. Students are in jeopardy of injury unless the matter receives attention.</p>
<p>d. <b>Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p>Political science needs a full-time position with specialization in American government and politics. A full-time faculty member in this position could work to establish a course focusing on elections and even another focused on the US presidency, among other possibilities. These areas are very trendy and enrollments will be increased if courses are available.</p>	<p>There is no progress regarding a replacement position. However, even during these tough economic times, it makes sense for the college to identify hiring priorities and take some steps in that direction.</p>
<p>e. <b>Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p>Would like paid tutors for POSC courses.</p>	<p>Still hoping for tutors.</p>

<b>f. Other</b>	

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

Both of the full time political science faculty members are/have been advisors to the Palomar College Democrats. The club has and is trying to foster increased interest in politics and government. In this 2008 election year, both the Democratic and Republican clubs shall hold a debate over election year issues during both the spring and fall semesters.

One of the full time political science faculty members is active in putting together Political Economy Days on campus. This is a two day program every semester that presents political and economic talks (in lieu of regularly scheduled POSC and Econ.) classes by noted professors and speakers within and outside of the Palomar campus.

**A discipline concern related to Palomar's strategic plan is how to accomplish increased student success in terms of course completion. A discipline successful course completion rate of 63% is just not good enough. Discipline faculty struggle to develop approaches to increase that rate without compromising on the quality of instruction. More personal communication with students and additional opportunities to show mastery of subject matter are some current strategies to reach this goal.**

**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.**

Students are asked to go on the course blackboard website and access a two dimensional political ideological spectrum. By answering 40 questions on various hypothetical and political questions, students are then placed on a two dimensional grid. This activity is designed to make students more aware of different political values and how these values apply to different "isms" with regard to human nature, the role of government in society, economic issues and foreign affairs.

**Students do need to understand more precisely what their own political beliefs are, and most importantly, how they acquired their unique set of values, preferences, and opinions. Another assignment designed to facilitate this is the writing of a political biography in which students explore the nature of their own beliefs, their most important sources of political information, and the people whose political opinions they most highly value. The assignment can help students recognize that political values are a component of political socialization and life circumstances. This realization can foster a sense of understanding as to why political views will vary.**

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

**One example may be assessing and measuring whether students have increased in voter turn out and whether or not their voting choices are a reflect of more intelligent decision making.**

**An undisputed learning outcome regarding the discipline of political science is to seek to empower students to participate in civic life. Community college funding is premised on this educational goal, as stated in the original master plan for community colleges. Generally speaking, research reveals that citizens who have more knowledge about the political world develop confidence in themselves and their ability to participate in the political community. Course content provides students with the opportunity to study political theories, critical thinking, and application to contemporary issues. Will students accept their responsibilities as citizens? We can't measure this in the span of one or two semesters.**

**Another learning outcome very difficult to measure is one in which students are encouraged to becoming perceptive observers of political life. They have to learn to “ask the right questions” when issues arise. This is a life-long task.**

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

**The success and increased participation of Political Economy Days.**

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

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:

\_\_\_\_\_ Mary Ann Drinan, Peter Bowman \_\_\_\_\_

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Department Chair/Designee Discipline Review and Signature Date

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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.

