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| **Discipline: Political Science** | **Date: 11/30/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.****Peter Bowman, Joseph Limer** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**

**(For enrollment, WSCH, & FTEF data, use Fall term data only).** * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)
	+ [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)
	+ [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)

For POSC, enrollment and enrollment load are at 824 and 77.5%, respectively - a decline from last year's figures of 878 and 81.3%. If there is a positive in these findings, it is that the decline from 2014-15 is not nearly as steep from the decline between 2013-14 and 2014-15. Thus, we are hopeful that the decline is leveling off. We do not believe that the decline in enrollment can be attributed to anything specific within the POSC program. Given both the dept. and campus wide decline in enrollment, factors such as an improved economy & labor market, as well as section increases, due to increased CC funding from the state budget and increased FTES allotments are more likely the explanatory factors in the enrollment reduction. Statewide restrictions in repeatability also have played a role. WSCH is also in decline; 2528 currently, as opposed to 2669 from last year. Again, the decline in enrollment probably accounts for this. Total FTEF is at 5.00, the same as the the year before. Clearly, our most recent full time hire in POSC from 2013 accounts for the steady consistency of the last two years. We are pleased to report that course success and retention rates have improved. The overall pass rate is at 62.7%, up from from 59.4% the year before. The prime time day success rate is at 61.4%, up from 57.9% last year. Again, while we are encouraged by the improvement from a year ago, the prime time day rate is still below that of the evening success rate of 71.%, which is up from 69.9%. It is possible that with COR’s and faculty being fairly constant for both day and evening sections, the better success rates for the night sections can possibly be attributed to the older, more dedicated and driven students, whereas prime time day students tend to be younger, more immature and less willing to do the necessary work needed for success. Still, it is, as noted earlier, encouraging that the success rates have improved – overall, as well as for traditonally at risk students. It is certainly possible that with reduced enrollments (and repeatibility restrictions), those students who accounted for much of the failing rates are, quite simply, no longer enrolled in our courses, nor at the college. Of course, our tremendous faculty in POSC should also be given credit for the success rate increases. Greater efforts have been made to reach out to our diverse student population and engage at-risk students. POSC faculty has has numerous meetings and conversations about diversifying our pedagogical strategies to complement and surround the lecture style, such as visual and Socratic/discussion modalities. Use of real world examples and case studies have been used to enrich course concepts. That having been said, these numbers are below the passage rate for the overall college success rates. While this is clearly concerning, it is difficult to pinpoint a particular cause of this. After all, course content, COR's and curriculum remain the same. The POSC faculty roster remain the same. Again, POSC faculty shall continue to meet and engage in dialogue as to how to improve the passage rate, even as we acknowledge that socio-economic factors and the fair number of students who are remedial in reading and writing skills mitigate pedagogical efforts by the faculty. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>

One SLO for POSC 102 requires students to understand and be able to analyze the internal workings of the U.S. Congress, including the role and functions of each of the party leaderships and the role, process and importance of the committee system. Students have been able to demonstrate a general working understanding that committees are critical to the legislative process and contents of bills. Students have also been able to show that Congressional committees have been crucial in terms of providing expertise and specialization in the policy making process. We would like to see students better demonstrate the specific development of committees, with regard to the importance of the committee chair and their power, relative to the power and influence of the rank-and-file membership of committees. We would like to see students performing better at analyzing the specific work committees do, as well as the balance of power within the respective Congressional committees…One SLO for POSC 110 requires students to understand and be able to analyze International Relations theories, with regard to the behavior and decision making of nation-states in the international system. In particular, students should be able to demonstrate competence and mastery in analyzing the IR theory of Realism, as well as the specific variants within the Realist tradition (Classical, Neo/Structural and Offensive Realism). POSC 110 students have certainly demonstrated a strong competency in explaining the general tenets of Realism as a theory that posits states pursuing the national interest, balance of power and the quest for power and military strength. We would like to see 110 students demonstrate better aptitude at differentiating the nuances and specifics of the different schools of thought in Realism, as well as specific predictions for state behavior offered by these different schools of thought. It is, nonetheless, encouraging that students have improved on this in recent semesters…The SLOs for POSC 100 require students to understand political theories and ideologies as well as the effects of revolutionary movements throughout the world. Students are expected to understand the distinctive theories and ideologies that shape political movements. Most students demonstrated high competency in understanding specific ideologies by grouping them as collectivist-centered and individualist-centered. Further, they were able analyze the philosophical underpinnings of the ideology by identifying events and philosophers. This knowledge made understanding later revolutionary movements easier and allowed students much freedom in connecting themselves to other liberal democratic systems via essays and papers. SLOs for POSC 101 require students to understand the constitutional process as well as the critical elements in political socialization. This is achieved by emphasizing political ideologies, social contract theories, and specific US Supreme Court cases. Most students were competent in drawing arguments based on interpretations of the commerce clause and federalism as well as the legal arguments involved in abortion and due process rights. In terms of political socialization, students could easily identify themselves within the political spectrum and could cite a basis for their political leanings. Further, students were able to draw on personal experiences as voters to see the importance and impact of the democratic process today.….The POSC faculty have met to discuss strategies to increase student success. Some concerns stand out. First, we do not have sufficient full time faculty. Adjunct faculty are teaching more than half of the sections. They often teach at several colleges and are not compensated for weekly OH's (nor are given sufficient office space). Due to this, students are often not able to access the outside help that they require to successfully complete the SLO’s. |

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| 1. **Other Relevant Data and Information.**
2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**

     1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**

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**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include** 1. **the impact on resources allocated and utilized;**
2. **any new developments or concerns that are affecting the program;**
3. **any new goals for the program; and**
4. **other information you would like to share.**

      Given the earlier analysis of decreased success rates, notably of those at-risk students, we believe the encouraging of more tutors would help remedy this problem. Also, POSC needs another full time faculty hire. Currently, 60% of POSC sections are being taught by adjunct faculty. With no office space or other benefits, our adjunct faculty, despite their strong teaching talent, have limited means to provide our students with the education they need…. It is a goal of the POSC program to increase success and passage rates, across the board. Moreover, with section number adjustments for the upcoming academic year, it is our goal to increase the enrollment load and section fill rates in the program. Last, but certainly not least, POSC can boast having a significant hand in the crown jewel of the EHPS dept. - Political Economy Lectures. As the co-director of the program, I have been able to secure numerous poli sci faculty, both here and at institutions, such as UCSD, to address many salient and relevant topics in political science. With its emphasis on lectures geared to expose and orientate students toward upper division level research topics in the social sciences, the PE lecture series has become a critically important component tradition at Palomar College. We do appreciate the increased administrative support, and stabilized funding sources that the program has benefitted from in recent semesters. Finally, the POSC faculty and Dean of Social & Behavioral Sciences Jack Kahn, are currently in the process of developing the framework to create and eventually schedule a POSC 102/120 online section. This would hopefully address the needs of veterans, particularly in the Camp Pendleton area, as well as expend our enrollment and FTES in the future. Currenntly, the POSC faculty, Dean Kahn and expert faculty with online teaching experience, such as Kelly Falcone, are working on ideas that would make the online section both accessable and pedagogically consistent with the rigorous critical thinking requirements of the discipline.  |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.**  |  | **600010** |  |  |  |  |
| **a2.**  |  | **600010** |  |  |  |  |
| **a3.**  |  | **600010** |  |  |  |  |
| **a4.**  |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.**  |  | **600010** |  |  |  |  |
| **b2.**  |  | **600010** |  |  |  |  |
| **b3.**  |  | **600010** |  |  |  |  |
| **b4.**  |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.**  | **Food & Refreshments** | **400010** | **Political Economy Lectures** | **Contributing cultural enrichment, diversity and community participation** | **Provide considerate appreciation and thanks for the time and expense of non Palomar speakers who generously give time and resources to educate out students on political/social science topics** | **$600.00** |
| **c2.**  |  | **400010** |  |  |  |  |
| **c3.**  |  | **400010** |  |  |  |  |
| **c4.**  |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.**  |  | **500010** |  |  |  |  |
| **d2.**  |  | **500010** |  |  |  |  |
| **d3.**  |  | **500010** |  |  |  |  |
| **d4.**  |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.**  |  | **500010** |  |  |  |  |
| **e2.**  |  | **500010** |  |  |  |  |
| **e3.**  |  | **500010** |  |  |  |  |
| **e4.**  |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests**  | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **f1.**  |  | **230010** |  |  |  |  |
| **f2.**  |  | **230010** |  |  |  |  |
| **f3.**  |  | **230010** |  |  |  |  |
| **f4.**  |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

 **STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **1** | **Food & Refreshments** | **400010** | **Political Economy Lectures** | **Contributing cultural enrichment, diversity and community participation** | **Provide considerate appreciation and thanks for the time and expense of non Palomar speakers who generously give time and resources to educate out students on political/social science topics** | **$600.00** |
| **3.**  |  |  |  |  |  |  |
| **4.**  |  |  |  |  |  |  |
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| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests**  | **Position Title/Category****Requested**  | **Fund Category** | **Discipline goal addressed by this resource**  | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**