

Status: **Reviewed**

Entry #: 312

Date Submitted: 10/16/2020 3:46 PM

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

### BASIC PROGRAM INFORMATION

**Academic Year**  
2020-2021

**Are you completing a comprehensive or annual PRP?**  
Comprehensive

**Department Name**  
Economics/History/Political Science

**Discipline Name**  
Political Science (POSC)

**Department Chair Name**  
Matthew Estes & Bill Jahnel

**Division Name**  
Social and Behavioral Sciences

**Website address for your discipline**  
<https://www2.palomar.edu/pages/ehp/political-science/>

#### Discipline Mission statement

The Political Science discipline is committed to providing an engaging and supportive learning environment for diverse students. Students will receive a comprehensive education in Political Science, including several electives spanning different subfields of the discipline, which are also transferable. We support students who are pursuing transfer readiness, general education and lifelong learning. Our goal is to engage students in critical thinking as to the causes, effects and implications of political phenomena, ideologies and institutions. We also have the goal of creating opportunities for learning in and outside of the classroom to meet these objectives.

(click here for information on how to create a mission statement)

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs TOP coded as vocational (CTE/CE)?**  
No

**List all degrees and certificates offered within this discipline.**  
AA-T in Political Science

**Please list the names and positions of everyone who helped to complete this document.**  
Peter Bowman, Professor of Political Science,  
Joseph Ilmer, Associate Professor of Political Science

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

2

**Full-time Faculty (FTEF)**

2.0

**Part-time faculty (FTEF)**

1.93

**Classified and other permanent staff positions that support this discipline**

Kellis Neidiffer, ADA.

**Additional hourly staff that support this discipline and/or department**

NA

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

## PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

### **How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?**

As an example, upon completion of all the courses in the political science curriculum, the student will be able to identify social problems through the lens of democratic theory, as well as other comparative systems of govt. Moreover, political problems and social conflicts will also be examined through the lens theories of political behavior, including, but not limited to Rational Choice Theory, Marxist Theory, Bureaucratic Politics Model, Systems/Process Model and Incrementalist Theory. Coalition Theory, cooperation with and defection from political arrangements will also be concepts that students will be able to discuss and analyze. Students will also be able to apply and analyze the disciplinary procedure of process tracing, as well as examination of the correlating and causal effects linking political phenomenon. Once acknowledgment and identification is addressed, students will be able to adequately research alternatives and select possible solutions based on institutional structures. In doing so, students will be able to develop critical thinking skills essential in assessing and articulating arguments on a myriad of different public policy problems and issues. These arguments are evaluated in the form of written research and analytical papers, as well as oral debates, class discussions and online discussion posts. Students will be able to identify concepts and theories of power and authority with regard to how it is manifested and transmitted. Students will learn examples of such manifestation, such as govt. structures and institutions, social and economic institutions and individual ideological motivations. Finally, students will be able to understand and analyze legal systems and structures, as well as the philosophy and political theories behind the rule of law, systems of law, power and legitimacy.

### **How do they align with employer and transfer expectations?**

Upper division programs to where our students transfer require high level writing and critical thinking skills. Our writing based assessments, whether they be papers, essay exams or weekly online discussions, prepare our students for the rigorous requirements of upper division work.

**Describe your program's plan for assessing program learning outcomes.**

Learning outcomes are based upon exams (both objective and long essay questions), online discussion posts, and writing assignments/papers. These methods show evidence of success based on feedback and student performance and understanding of the various selected SLO's, as applied in this graded methodology

**Summarize the major findings of your program outcomes assessments.**

Given that fall, 2020 marks the inaugural semester for the POSC AA-T program, there is obviously no data and results for program assessments and outcomes. That said, On a program level, we are serving students in POSC 102 (U.S./CA Govt) well, but our decimated offerings in POSC 101 (Intro to American political institutions) jeopardize students who wish to transfer with the AA-T. We also find an increasing amount of time spent on administrative work that seems to largely not align with our mission statement, and have expressed concern that Program-level outcomes that should be driven by student success or pedagogy are bring driven by administrative concerns over efficiency. To be sure, efficiency as modeled by single-data metrics (arbitrary numbers that lead to classes being cut early) have led to constant headaches and work as we end up having to restore classes as fast Track 2s because cuts are always too deep. Students often sign up for classes and then are done, the fact we often have primary offerings unavailable during the first week of classes Since this jeopardizes student retention -- why take classes at Palomar if the classes you need don't exist or are offered?

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**

During this pandemic, economic crisis and current period of remote learning, will students have sufficient wifi/internet, housing and food security (among other needs) that is essential for learning and student success. Will at-risk students, students with remedial writing and reading skills, and students with language barriers receive the kind of support needed from the state, the federal govt (by way of COVID stimulus relief) and campus institutional resources? The POSC faculty cannot control any of those factors. We can control what we do at the program-level. Per the suggestions rendered in the initial VPI review, moving forward, the POSC faculty plan to work with the English, Reading and ESL faculty in the semesters to come to help formulate strategies to help increase retention and success rates, in terms of helping these student populations achieve greater writing and critical thinking skills and, thus greater material comprehension needed for increased retention and success.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**

## PROGRAM COMPLETIONS

**Are the courses in your discipline required for the completion of other degrees/certificates?**

No

**Do you have programs with 7 or fewer completions in the last 5 years?**

No

**What is your program standard for program completion?**

**Why did you choose this standard?**

**What is your Stretch goal for program completion?**

**How did you decide upon your stretch goal?**

NA

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

NA - Fall, 2020 is the first semester of AA-T program.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

**What factors have influenced your completion trends?**

NA

## **ENROLLMENT AND EFFICIENCY TRENDS**

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your enrollment trend over the last 5 years?**

Decreased

**What was your efficiency trend over the last 5 years?**

Decreased

**Were these trends expected? Please explain.**

For Political Science, enrollment has decreased in the last five years. To be sure, we do not believe that these declines are specific to our program. We have largely maintained the same full time and adjunct faculty, with the same rigorous standards, curriculum and teaching methods. Given both the dept. and campus-wide decline and largely state decline in enrollment, factors such as an improved (pre-COVID) economy & labor market, as well as section increases (in previous years), due to increased CC funding from the state budget in recent years and increased FTES allotments are more likely the explanatory factors in the enrollment reduction. Statewide restrictions in repeatability have also played a role.

Of course, during this COVID era and the ensuing economic and fiscal fall out, students who were already struggling with food and housing insecurity are experiencing even more pronounced problems. The all remote format means that wi-fi and internet insecurity has also put student success, retention and enrollment in jeopardy for our program, as well as campus and state-wide. That said, during the fall, 2020 the POSC enrollment has been strong with close to a 90% fill rate and a WSCH of 585. We feel it is possible or likely that the new POSC AA-T, active as of fall, 2020, is a positive factor with out relatively strong enrollment. Time will tell.

**Program Information Summary**

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

**How have these factors contributed to the success of your program(s)?**

**How have these factors presented challenges for your program(s)?**

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.**

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## COURSE INFORMATION

### COURSE SUCCESS AND RETENTION

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

We believe in upholding the standards set by the institution, and as such, we will continue to strive to meet these standards. That having been said, there are factors that make meeting this standard a challenge. Because POSC is a core gen. ed. discipline, more students will enroll in our classrooms than non-gen ed classes, as well as a number of other gen ed disciplines. POSC is a discipline that requires higher levels of writing, inquiry & analysis and critical thinking than many other disciplines. Moreover, the number of at-risk students in our classes have increased in recent years. They have lower prep levels with regard to reading and writing levels, as well as limited prior exposure to the rigors of critical thinking and analysis that POSC requires. The overall pass rate is at 58%, down from 61% the previous year. Greater efforts have been made to reach out to our diverse student population and engage at-risk students. POSC faculty has had 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 college's standard. 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, at-risk demographics and the fair number of students who are remedial in reading and writing skills mitigate these pedagogical efforts by the faculty.

**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Decreased

**Was this expected? Please explain.**

As mentioned earlier, we have a high number of at-risk students. There are plenty of students who face housing, food and wi-fi insecurity and access issues. So from that perspective, it is not that surprising. When there are a high number of students who enter our classes that are of remedial reading and writing levels, it is not surprising that there will be struggles when our curriculum requires lots of writing assignments and modalities. That said, we have used our courses to provide students information on and promoted use of the college writing center. We have also directed them to resources, such as the TLC, counseling department and other areas of access for better academic success. We have also spent more time in the classroom elaborating and going over our expectations for their papers and essay exam responses, as well as providing instruction and outlines on how to organize their papers and exam essay responses. This still promises to be a challenge, given the COVID 19 pandemic, economic downturn resulting from COVID and the temporary, but still fairly long, move to exclusive remote learning.

**What is your stretch goal for course success rates?**

70.0%

**How did you decide upon the goal?**

Given the relatively low 58% decreased rate for the reasons we explained earlier, as well as given the increased challenges of the COVID pandemic and accompanying recession, it is unrealistic to achieve anything beyond 70% for now. Our goal is to increase the success rate in to the 60th percentile.

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**

Decreased

**Was this expected? Please explain.**

For fall, 2019, our retention rate was 86%, down 2 and 3 percentage points from the last two years, respectively. For all the factors and reasons we previously identified in analyzing the decreased success rates, we also offer these as factors behind the decrease in retention rates. In that sense, it was somewhat expected.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

Gender

Age

Ethnicity

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**

With regard to gender, our success rates over the five year period were 66%-75% for females and 60.7% to 65.2% for males. Female students have consistently outperformed males. The female population is smaller than the male one. This could be due to a smaller sample of females students to males, in terms of enrollment. The general view that female students also have the greater level of maturity and better study skills might also be in operation.

**Age: Why do you think age differences exist? What do you need to help close the gap?**

With regard to age: the success rate for 19 & under for the five year period held steady at 68%. The 20-24 group registered a notable increase from 59.2% to 70.3%. The 25-49 age group, while having improved during the five year period, displayed the lowest success rate, with a rate of 64.7%. While older students typically have a greater sense of responsibility and work ethic, there is the other factor of non-traditional students having a more difficult readjustment period, in terms of writing requirements and study habits and, generally, academic orientations that are different than the work places they have been accustomed to. Perhaps better access to institutional resources (counseling, EOPS, etc.), as well as greater faculty attention to emphasizing and encouraging study groups and more frequent contact with faculty would hopefully increase future success rates.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

With regard to ethnicity, the Asian success rate went from 71.4% to 63.6% in the five year period. Of course, only 11 students were enrolled in our courses. Thus, the sample size is not terribly definitive. African American students were also a small sample size, notably dropping from 29 to 11 in the five year period. So, it's difficult to make an assessment over such a small size. Their success rate increased from 51.7% to 63.6%. What is worthy of note here is the Latino population. The sample size (248, 246) is much bigger and Palomar is an HSI college. It is somewhat encouraging to see the success rate increase from 61.3 to 65%. White students make up both our biggest sample size and highest success rate, going from 64.4% to 73.7%. While it is encouraging that the hispanic success rate has improved, it still lags behind white students, and below the overall college success rate goal of 70%. Latino students are more frequently at-risk students, with socio-economic challenges, as well as lower levels of secondary preparation, critical thinking, writing and reading skills, due to having attended underperforming K-12 schools. We in Political Science will continue to have dialogue and strategize over emphasizing study skills in our syllabi, more frequent faculty contact, as well as referring students to resources like counseling, health services and EOPS. Our faculty made more of a commitment in recent years to do these things, and it is beginning to pay dividends with the increased success rates

**Are there differences in success/retention between on-campus and online courses?**

N/A

**Please share any best practice methods you use for online courses.**

Extensive use of Canvas and Zoom; recording audio-visual modules for instructional delivery, use of weekly online discussion questions, including for student to student contact. Use of announcements, email, Canvas calendar for consistent reminders of due dates for assignments, exams, etc. Use of early alert notifications, such as Starfish, to "be intrusive" and check up on students who do not turn in assignments; extensive use of Canvas Assignments tab to provide rubrics, instructions on assignments, such as papers and online discussions. Not really all that different from what most other faculty do.

**COURSE LEARNING OUTCOMES****How is course assessment coordinated across sections and over time?**

SLOACS for different courses/SLO's are done on rotation every semester. Assessments are scheduled for spring, and every semester/year thereafter. Previous assessments were satisfactory and did not result in any subsequent action plans

**How have you improved course-level assessment methods since the last PRP?**

In terms of improvement, we believe that we have modified and revised some SLOA's, so as to reflect the current political climate and challenges to our classically liberal democratic constitutional order and increase students' awareness to said challenge.

**Summarize the major findings of your course outcomes assessments.**

SLOA's were based upon exams (both objective and long essay questions), online discussion posts, and writing assignments/papers. These methods show evidence of success based on feedback and student performance and understanding of the various selected SLO's, as applied in this graded methodology. POSC SLOA's address the relevant critical thinking, writing and reading skills necessary for success in both the transfer process and completion toward a four year degree (including, of course, a BA in Political Science).

**Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?**

Selected SLO's and subsequent assessments are just a sliver of total material and learning that takes place in course work. So I suppose a question I would have is how to assess other non-SLO material which is most of a given course; which is one reason why most faculty find SLO's and SLOAC's unnecessary and excessive busy work. Fortunately, exam work, writing assignments, and online discussion questions cover more than just the selected SLO's.

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

For example, one POSC SLO assessed student learning on the left right political spectrum and the economic values of both the left and the right. While students generally displayed proficiency on the policy differences between liberals and conservatives, it was a struggle to get them to analyze the undergirding philosophical values that explain and lead to said policy differences. Within recent semesters, however, students have done a better job being able to link values with policy. Previously, instruction would be based on mixing values and policy together in the same batch of instruction and material. Greater efforts have been taken to create separate lessons for values and then having the teaching emphasize those values. This is an improvement that has been greater pursued in class instruction if I understand the question right.

**PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**How do your course outcomes help your students achieve their program outcomes?**

By increasing SLO assessment outcomes at the course level, student chances of success in a course increase. This leads to a higher likelihood that they will matriculate and complete the program.

**How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**

Because both POSC 101 & 102 are required as a sequence for the CSU & Palomar AA American Ideals, History and Institutions requirements, it is always our goal to schedule an equal number of sections from both courses. The challenge has been that because our fill rates have been higher in 102 than 101, there has been the tendency to schedule more in 102, vis a vis offering less 101 sections, given the lower fill rates and, thus, lower demand for 101. This has happened due to the administration's enrollment management priorities and financial priorities, given the overall enrollment decline at Palomar.



**What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

(for non-pandemic, "normal" times) We have reduced our morning offerings, given low enrollments in recent semesters. We may offer one morning section each of POSC 101 and 102 (our American govt. bread & butter courses) at 8AM, for example. We try to offer an equal number of sections for our major courses on M&W's as well as on T&TH's. We will offer one course (say, POSC 101) at 9:35 or 11:10, while offering another course (say, POSC 102) at 12:45. Essentially, the time slots where we have scheduled our sections have been largely based on following the enrollment data of recent semesters. While the majority of our courses are offered in full semester, sixteen week formats, to meet the needs of our working adults busy with running households, as well as our veterans and other non-traditional students, we have increased our offerings of FT 1 and FT2 sections. We have also increased our winter inter-session scheduling, as well.

**How do you work with other departments that require your course(s) for program completion?**

Most of the non-discipline courses required for program completion have multiple sections offered per semester, that is, when they are not subject to cancellation by administration and its "enrollment management" model.

**Does your discipline offer cross-listed courses?**

Yes

**How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?**

Professor Joseph Limer, who teaches POSC 121 and 240, cross-listed with Legal Studies, meets fairly regularly during the semester with the head LS professor in the Business dept. They both hold a JD and, thus, are qualified to teach these courses. They both meet and insure that they teach the same material and curriculum, per the COR.

**Are there curriculum concerns that need to be resolved in your department? What are they?**

No.

**Are there courses that should be added or removed from your program - please explain?**

No.

**How is the potential need for program/course deactivation addressed by the department?**

There are no courses or programs at this time in need of deactivation.

**Is your department pursuing non credit or not-for credit options at this time?**

No

**Are there areas you would like to expand?**

**Click here for information about [Noncredit](#) and [Community Education](#)**

**Is your department offering online classes?**

Yes

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**

During normal non-pandemic times with face to face classes offered, we have steadily increased the number of online sections for POSC 101 and 102 to the point where there are almost as many online sections of these bread & butter courses as face to face. During the spring semester, one of our two POSC 100 sections offered is online. Even had Palomar returned to on campus instruction for spring, 2021, we were still going to offer POSC 110 online. Clearly, enrollment growth, both in the discipline and across Palomar has been spurred by online offerings. Students have found it more convenient to avoid commuting and to take courses where they can learn at their own pace, on their own schedules. They have preferred asynchronous instruction. That said, there are some pedagogical limitations to these online offerings, given the inherent Socratic teaching style of some of our courses, particularly, POSC 101 and POSC 121 & 240. Plus, there are still many students who value and prefer face to face instruction, and the human element of an actual brick and mortar environment. Thus, we do intend to place limits on the number of online offerings per semester, and we shall have for the foreseeable future more face to face offerings in most of our courses, even as we have increased online offerings in recent semester.

**Describe other data and/or information that you have considered as part of the evaluation of your program**

Given state legislation requiring freshman students to take English and math courses, with regard to the former, we are hopeful that future semester will see an improvement in writing ability and, this, higher success rates and better assessment outcomes in essay exam-based assessments.

**CAREER AND LABOR MARKET DATA**

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

There are a wide array of careers for POSC majors who transfer and earn a BA in political science. Upon earning an advanced degree, one can teach and/or do research as a political science professor at a two year or four year institution of higher education. Or, upon earning their BA degree, one can earn a secondary, single subject teacher credential and teach civics and social sciences at the high school level. A common career path for POSC majors is law. Many with BA's in political science go onto law school and have long successful careers practicing law. That is one important reason why we worked with the Business department to cross list two Legal Studies courses with POSC. Also, Joseph Limer is an active part of the Palomar contingent of the Pathways to Law School initiative. He also serves as a co-faculty advisor to the Pre-Law club. As such, Professor Limer is a valuable and instrumental advisor and mentor to many of our POSC majors/law school aspiring students.

With a political science degree, one can also go into actual govt. service - work at the federal, state or local level in an executive branch administrative agency, as a legislative staffer for a state legislator or member of Congress. A political science major can go into journalism, communications, or also go into the business world, or be in a management position in any large scale organization. For political science doesn't just teach us about politics and govt, or the law. It also, more importantly, teaches us about institutions, rules, power and human behavior within all these things.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

As was just mentioned, having knowledge and training in institutions, power, authority, legitimacy and human interaction within all these concepts is essential for a POSC major. Having the ability to critical thinks, analyze is also crucial. It is more than just facts about government and politics. It is also about using critical thinking and analytical skills to identify and demonstrate causal relationships between various actions, institutional rules with political phenomena and behavior.

A political science major in any of the above careers also needs to be able to write and communicate clearly. Lots and lots of writing practice and clear communication is needed.

**How does your program help students build these KSA's?**

With regard to writing and communication skills, our students receive a vigorous array of writing requirements; essay exams, papers, and consistent online discussion/writing assignments are offered in all of our classes. In addition to the assigning of these rigorous writing assignments, our faculty also devote a portion of class and instructional time going over rubrics and other methods of communicating to students what is expected of these writings. Emphasizing clear, fluid structure and organization, clear demonstration of argument/thesis, body support and analysis of all arguments is a top priority for POSC faculty.

In terms of communication skills, many of our courses require class presentations and speeches, so as to teach and train students in express themselves in ways that are clear and articulate. These assignments also train and teach on making arguments, defending arguments with evidence and support, as well as teaching on how to avoid making claims that do not fall prey to argumentation fallacies.

Our courses also teach students power, and other concepts such as legitimacy, rules, and institutions, and how all these things affect the actions of govt and the policy and laws that come out of govt.

## Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**

Yes

**What have you done to integrate work-based learning?**

We offer students opportunities to meet with scholars, politicians, lawyers, and other professionals through Political Economy Days, so they can interact with people who have active employment in the fields they may wish to continue into after history degrees. As mentioned above, employers seek strong writing, critical thinking, and practical research skills. Our CORs, SLOs, and classroom practices require these skills and measure their success not just on an individual grade but program-wise review through SLOs. Students also have access to those classes in which SDICCCA interns teach and offer office hours, and they have been part of discussions with students about the challenges of their stage of careers (graduate students seeking jobs) and model pathways to academic success.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

Political Economy Days allows our students to connect to people successful in their field and both see them in action outside the context of the course curricula to see what kinds of work / research they might actively do, and each session has Q&A time afterwards. We have also had exceptional students who are planning to go forward in history careers to have the opportunity to research and give presentations. One of our students, Jay Nee, who was also an EHPS scholarship winner (we fund our own scholarship to help advance students continuing in our departmental disciplines) presented twice on different aspects of Anarchism and histories of political engagement through social media. He recently as a young scholar at UCLA has had some of his work on Kazakhstan published; and like others, we have encouraged students who specifically want to go into community college teaching to come back as SDICCCA scholars so that we may "close the loop" on the Palomar experience and get workplace training.

**How do you engage with the community to keep them apprised of opportunities in your program?**

Again, the Political Economy Days lecture series invites our students and the North County community to take in lectures and presentations that address relevant public affairs and salient current events in politics and policy. Professors from Palomar and 4 year institutions, such as UCSD and CSUSM, in both political science and other related social science disciplines, will present on these kinds of topics, as well as topics of saliency to their research agendas and areas of expertise. These talks will often be used to make the attending students and community members aware of our program and the various courses that address many of these various topics in our coursework.

## Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

### Goals

#### Goal 1

**Brief Description**

New AA-T degree in Political Science

**Is this a new or existing goal?**

Existing

**Goal Status**

Completed

**How will you complete this goal?**

Completed.

**Outcome(s) expected (qualitative/quantitative)**

Previously, POSC majors who wanted to transfer to a CSU did not necessarily have to take all our courses to be able to do so. Now, students who want to markedly increase their chances of transfer acceptance, will now have to take all our courses. From a quantitative standpoint, we expect our enrollment numbers to increase. We are already seeing evidence of this in this inaugural semester. Even as fall, 2020 enrollment is down from fall, 2019 across the campus, likely due to the pandemic, our fill rates in almost all our sections are above at least the 85% mark, with most being above the 90% mark.

Qualitatively, we expect many more of our student to acquire the knowledge and skills that our courses offer, as articulated in the previous labor market section.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

By more students taking more of our classes, our POSC major students will have more exposure to the various subfields of the discipline. They will have more access and training in critical thinking, writing and, thus, be that much more transfer ready.

**Expected Goal Completion Date**

8/24/2020

#### Goal 2

**Brief Description**

Add and expand our DE offerings.

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

We have already worked to approve our bread and butter courses, POSC 101 & 102, for DE. We recently had POSC 100 approved. And we are in the final process and stages of having POSC 110 approved for DE. Also, our two cross-listed courses have also been approved for DE.

**Outcome(s) expected (qualitative/quantitative)**

Given that online offerings have accounted for higher enrollment throughout Palomar in general, we expect to see an increase in enrollment for our courses, as well. And with that, we also expect to see that many more students learn the critical skills and knowledge that have previously been articulated in this report.

Greater access and flexibility to our students, in particular to our veteran students, with equally rigorous pedagogical standards. Eventually expand number of DE offerings per semester.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

Again, by more students taking more of our classes with increased enrollment numbers, our POSC major students will have more exposure to the various subfields of the discipline. They will have more access and training in critical thinking, writing and, thus, be that much more transfer ready.

**Expected Goal Completion Date**

12/17/2020

**Goal 3****Brief Description**

Continue success and support for the Political Economy Days programs

**Is this a new or existing goal?**

Existing

**Goal Status**

Ongoing

**How will you complete this goal?**

Continue divisional and dept. support for the program. The two biggest lecture venues have been secured each semester with support of the President's Office (SSC - 1) and our divisional dean, as she has successfully worked with the fellow divisional dept. that holds classes in MD - 157. Both the division and other departments have been cooperative and supportive in the continued success of the lecture series. In particular, Dean Lye has been a consistent and enthusiastic supporter of Political Economy Days, as well as the Political Science program and its goals, in general.

**Outcome(s) expected (qualitative/quantitative)**

We shall continue to invite top experts and academics in their social-science-related fields to present very critical, timely and germane topics that expose our students to upper division research, real world applications of what they get in class and read about in the news, as well as inspiration to further pursue their studies.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

The wide array of talks and topics have covered the various multiple subfields of the discipline that our courses teach about. The program is attended by our diverse lot of students who get a first hand look at communication skills, critical thinking, argumentation formation and support. The PE Days program also helps instill in our student attendees inspiration and a sense of activism to study these topics in their own current and future transfer studies. I know of plenty of anecdotal cases of students reporting a change in major, transfer application or even a wholesale change in their sense of activism and outlook on life because they attended a lecture session(s).

**Expected Goal Completion Date**

4/22/2021

**RESOURCES**

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

***NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.***

**Are you requesting new Classified, CAST or AA positions?**

No

## PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

No

## ***NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS***

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

## PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

Yes

## Technology Request

### Technology Request 1

What are you requesting?

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

Estimated Amount of Request.

Will you fund the request through your budget or other sources?

What PRP plan goal/objective does this request align with?

What Strategic Plan 2022 Goal/Objective does this request align with?

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?

No

### **Note about technology requests:**

*All technology requests will now go through a review process before prioritization.*

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 10/30/2020.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

Do you have resource needs that require physical space or modification to physical space?

No

## PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

pbowman@palomar.edu

## Review

### Chair Review

#### Chair Comments

**Chair Name**

Matthew Estes

**Chair Sign Date**

10/30/2020

### Dean Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

1. Effected changes to the curriculum based on less than desirable SLO results
2. Crosslisted courses to help students connect course work with possible career opportunities

**Areas of Concern, if any:**

1. No response to how well program outcomes communicated scope and depth of offerings (your actual outcomes set up for the program, not the results)
2. Cancellations seen solely as administrative; would be helpful for departments to analyze scheduling, offerings, etc. to help mitigate
3. Despite connection with BUS re: possible career opportunities, no interest in learning more about WBL

**Recommendations for improvement:**

1. Work with English, Math, Reading, ESL discipline colleagues for strategies that could support students struggling with reading and written communication as well as possible quantitative literacy
2. Work with related tutoring areas to define specific needs of students; set up a referral process that identifies specific items for students to address (Starfish Early Alert may be helpful here as well)
3. Consider scaffolding with respect to your entire program instead of 101/102 sequences only
4. Take the time to listen to the presentations of the SBS faculty coordinator WBL; your students could benefit from a stronger connection in your curriculum to WBL, and you might find some surprises as well.

**Dean Name**

Shayla Sivert (Acting for Dean Ly)

**Dean Sign Date**

11/8/2020

### IPC Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

Increased in Enrollment  
Clear Program and Course Learning Outcomes  
Business Department collaboration  
TLC and Counseling partnership  
High course retention  
Political Economy Days events

**Areas of Concern, if any:**

The decrease in success rate



**Recommendations for improvement:**

To increase success and retention, students must have all resources that they need. As stated in the PRP, students who are at-risk face housing and food insecurity. I would recommend informing all students about the benefits that the Office of Student Life and Leadership offers. Besides, connecting with the ASG, Associated Student Government, and ICC, Inter-Club Council, will enhance the Political Science student experience on and off-campus learning activities. Also, partnering with Service Learning and the Cooperative Work Experience and Internship departments will provide the student with a real-life opportunity to develop cultural, leadership, professional, and critical skills.

**IPC Reviewer(s)**

Juan Gonzalez

**IPC Review Date**

12/3/2020

**Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

see dean's review above

**Areas of Concern, if any:**

see dean's review above

**Recommendations for improvement:****Vice President Name**

Shayla Sivert

**Vice President Sign Date**

12/31/2020