Entry #: 92 - Social and Behavioral Sciences   **Status:** Submitted   **Submitted:** 3/20/2024 12:53 PM

DRAFT

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Social and Behavioral Sciences

Department Name

Economics/History/Political Science

Microsoft_List_ID

Discipline Name

Political Science (POSC)

Department Chair Name

William Jahnel & Matthew Estes

Department Chair email

mestes@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Peter Bowman, Professor, Political Science

Website address for your discipline

https://www.palomar.edu/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, Political Science

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1.0

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

1.08

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.19

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Melissa Grant, ADA, Economics History & Political Science

List additional hourly staff that support this discipline and/or department. Include weekly hours.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

Our success rate for fall, 2023 was 57%, which is slightly down from 58% during the fall, 2019. In the interim years, the success rate increased to 63% & 65%, respectively, in fall, 2020 & 2021. It could be that the post-COVID partial return to physical campus, in turn increasing the number of FTF sections offered, led students to fall behind, in terms of struggles with being able to physically come to class consistently due to the continued issues of housing, food and resource insecurity that were amplified during and after COVID.

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. All these efforts appear to be bearing fruit, given the success rate increase. That having been said, these numbers are still below the college's standard of 70%. While this is still concerning, it is difficult to pinpoint a particular cause of this. After all, course content, COR's and curriculum 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. All that said, the fact that the success and retention rates have increased over the past year(from 56% in fall, 2022) indicates that our efforts are bearing some fruition.

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

Stayed the same

Was this expected? Please explain.

Our course retention rates have technically increased from 84% in 2022 to 85% in 2023, while they have slightly dipped from 86% in 2019. So effectively, the retention rates have roughly held. They are below the college-wide goal of 90%. Essentially, the same analysis in the previous section applies here.

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

Modality (Online, Face to Face, Hyflex, etc.)   Ethnicity

Modailty: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online sychronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

With regard to modality, all POSC online sections are asynchronous. And all FTF sections have been at the main San Marcos campus, post-COVID. With that said, the retention rate was notably higher for FTF classes (92%) than DE (83%). DE often presents challenges - students with resource and wifi insecurity will more likely not be able to complete a course, as opposed to student who have in-person access. Moreover, asynch courses can offer flexibility for students who can choose when they take in class lecture recordings. However, on the flip side, this logistical advantage can also cause complacency and a lack of discipline in consistently committing to engaging in the class material.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

With regard to ethnicity and success rates, the groups with the highest rates were Asian (73%) & White (70%). The lower rates were from Black students (56%) and Hispanic (47%). The raw number of Latinx students are higher than African-American students, so the 47% rate for Hispanic students is of concern. A good portion of this cohort are at-risk students where remedial reading and writing skills, resource, wifi, food and housing insecurity are more acute among this group than in others.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

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.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

[XLS] POSC SLO Report dates.xls
27.5 KB

[XLS] POSC Most Recent Results, Actions, and Follow-up for Active Course Outcomes by Assessment Method.xls
45.5 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

PROGRAM COMPLETIONS

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.

Link: Program Completions

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Associate in Arts Degree for Transfer 8 13
AA/AS Total 8 13
Grand Total 8 13

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

[XLS] POSC SLO Report dates.xls
27.5 KB

[XLS] POSC Most Recent Results, Actions, and Follow-up for Active Course Outcomes by Assessment Method.xls
45.5 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

The increase in FTF offerings (post 2021), and possibly along with the lifting of COVID restrictions, along with the reduced number of class section cancellations in our discipline, have been factors in the increase in AA-T awardings. Generally, enrollments are notably higher for OL offerings and, as such, OL is where the preponderance of student demand is. For fall, we plan to continue a roughly 2/3 split in OL to FTF modality, given this enrollment trend. For spring, 2025 and beyond, we hope to expand more FTF sections, as, based on earlier shared data, this would increase the number of successfully completed AAT awardings.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The COVID pandemic and the all-remote format in recent years has kept the completion numbers limited. Wi-fi and housing insecurity, which were already problems for students, pre-COVID, have become further amplified. Given these factors and the pedagogical challenges of an online format, we expected to further see enrollment declines, campus-wide and in the POSC program. This would likely lead to limited numbers of AA-T completions for the POSC degree. As face-to face offerings increase and gradually return in greater numbers, we would expected to see increased completion rates. And this is what has happened, thus far.

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.

The following websites are for CTE related data:

- •Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- •LaunchBoard
- •LaunchBoard Resource Library
- •Chancellor's Office Data Mart
- •Career Coach-San Diego Workforce Partnership
- •EDD Labor Market Info
- •Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? 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,
Professor Joseph Limer was an active part of the Palomar contingent of the Pathways to Law School initiative. He also served as a
co-faculty advisor to the Pre-Law club. As such, Professor Limer was a valuable and instrumental advisor and mentor to many of
our POSC majors/law school aspiring students. However, this LS contingent of the program (from the POSC end) effectively ended
with the tragic and untimely passing of Professor Limer.

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 critically think, 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION
tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

Click here for previous PRPs with goal information.

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

AA-T degree in Political Science.

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Due to changes in the state-wide POSC TMC degree, we are in the process of revising the AAT, with respect to core course requirements.

Prior Year PRP Goal 2

Brief Description

Continue success and support for the Political Economy Days programs

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We appreciate the continued divisional and dept. support for the program. Each lecture session provides a hyrbid modality for speakers and student attendees, whether they present/attend in-person in the large lecture hall of MD - 157, or by Zoom. Both the division and other departments have been cooperative and supportive in
the continued success of the lecture series. In particular, the SBS deans (and currently President Star Rivera) have been consistent and enthusiastic supporters of Political Economy Days, as well as the Political Science program and its goals.

Prior Year PRP Goal 3

Brief Description

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Describe any changes to your goals or three-year plan as a result of this annual update.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Create a new comparative govt & politics course

How will you complete this goal? Include Strategies and Timeline for Implementation.

With the new statewide changes in the POSC TMC, it is imperative that we match the new requirement of at least three core political science courses for the AAT. An Intro to Comparative Politics course would join our existing courses in American govt and International Relations in fulfilling this requirement. It is my goal to launch the new, proposed COR by the end of spring, 2024, have it approved by curriculum (locally) and the at the state by level by fall, 2024 and finally have it the course (and revised AAT) in effect by fall, 2025.

Outcome(s) expected (qualitative/quantitative)

For the goals previously articulated to be realized.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

As already mentioned, this will secure approval for the revised POSC AAT, hence, leading to hopefully higher enrollment and and completion rates, certainly for those POSC majors.

Expected Goal Completion Date

8/25/2025

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Vision Plan 2035.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the webpage).

   If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Matthew Estes

Date

4/2/2024