

BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college 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 that in mind, please answer the following questions:

Discipline Name: Political Science

Department Name: Economics, History & Political Science

Division Name: Social & Behavioral Sciences

Please list all participants in this Program Review :

Name	Position
Peter Bowman	Associate Professor of Political Science
Joseph Limer	Assistant Professor of Political Science

Number of Full Time Faculty: 2.0

Number of Part Time Faculty: 4 (part time FTEF: 2.40, 2015-16)

Please list the Classified positions (and their FTE) that support this discipline:

ADA (Sheila Atkins - A significant asset with scheduling, planning of Political Economy Days event and general ADA duties)

What additional hourly staff support this discipline and/or department:

Discipline mission statement: [Link to "How to Build a 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.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

None.

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

For POSC, enrollment and enrollment load are at 774 and 83.8%, respectively - a decline from last year's figures of 824. If there is a positive in these findings, it is that the fill rate did increase from 77.5% to 83.8%. We are hopeful that the raw enrollment decline is leveling off and, in fact, increasing (our head count for spring, 2017 is up from spring, 2016, so this is encouraging) 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 in recent years 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; 2357 currently, as opposed to 2528 from last year. Again, the decline in enrollment probably accounts for this. Total FTEF is at 4.40, down from 5.0 the previous two years. Clearly, our most recent full time hire in POSC from 2013 accounts for the steady consistency of the previous two years. The factor behind this slight decline is actually a good thing. Our other full-time faculty member, Joseph Limer, is teaching more Legal Studies class sections, thereby giving some of his traditional POSC sections to adjunct faculty. This is indicative of the program expanding, a topic that will further be addressed in this report. We are happy to report that our WSCH/ FTEF has increased to 535.87, up from 505.67 last year, and the highest it has been in four years. This shows that our efficiency has been quite strong.

1B. Standards: ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) 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.

Discipline Level Course Success Rate:

- The College's institutional standard for course success rate is **70%**.
- Review your discipline's course success rates over the past five years.
- Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

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 62.6%, essentially holding from last year's 62.7%, but certainly a strong increase from two years ago, when the success rate was at 59.8% It is certainly possible that with reduced enrollments (and repeatability 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 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 and the fair number of students who are remedial in reading and writing skills mitigate pedagogical efforts by the faculty.

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

It is Political Science that is the driving force behind our department's highly popular and successful Political Economy Days lecture series. The series continues to invite top experts 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. We have started the process of expanding the POSC program into Legal Studies. We have successfully approved two LS courses for cross-listing with POSC, and are currently working on more. One of our full-time professors in Political Science, Peter Bowman, has been named a finalist for the Distinguished Faculty Award, and that same faculty member currently serves on the American Political Science Association's Committee on the Status of Community Colleges in the Profession. This kind of work is paying dividends for student success, as these efforts work to achieve a gateway for our students as they continue to study Political Science, and study it into their upper division work. It is Professor Limer that is leading the way to get these LS courses cross-listed with POSC. He is also an integral member of Palomar's branch of the Pathways to Law School Initiative. Professor Limer spends tireless hours steering inspired students toward their Law School goals. It is clear that the POSC faculty are making great strides in helping students in their transition from community college to four year institutions.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

In addition to expanding into Legal Studies, the Political Science program is also piloting distance education. We plan to introduce a Fast Track 2 POSC 102 course for this current spring semester. Moreover, we have decided to add both a POSC 102 and POSC 120 DE course for the fall, 2017. This is to add options to our diverse student populations. This is also to provide more flexibility to our veteran students. We believe that our veteran community will greatly benefit from the flexibility and access to these courses. We have three faculty members in Political Science that are online certified and have extensive experience teaching DE. We believe that the said talented faculty will be able to meet the scheduling needs of our students, while providing top quality pedagogical instruction.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

There is a delay in expanding our DE program with other POSC courses. For instance, POSC 101 focuses a lot on the U.S. Constitution and case law rulings in Constitutional Law. As such, this kind of instruction often requires a robust Socratic method that might not be *as* suited for online education. The two full time faculty members in Political Science plan to meet with the online certified adjunct faculty in Political Science and the divisional dean in the near future. The goal of these meetings will be to create a strong and robust pedagogical approach to these courses, so that they can also be offered in DE form and, thus, meet the scheduling needs of our students.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

(1) POSC 110: SLO – Students are to apply International Relations (IR) Theory onto historical and contemporary real world affairs, such as the world wars, the Cold War and Arab-Israeli conflict.

Assessment: For the second mid-term exam, students were asked to answer a full length essay question on the origins of World War One and which theoretical perspectives can explain the said origins. Students were asked to choose between the existence of multi-polarity and Neo-Realism and the individual level of analysis/Constructivism. The majority of the students did a good job of using process-tracing to list the causal chain of events leading up to the outbreak of war in 1914. Student also were able to identify the differences between the theories. For the next assessment, we would like to see students do a better job integrating the theories into the explaining of the events that caused the conditions and tensions that led to war.

(2) POSC 102: SLO – Students are to explain the broad interpretations of Article II of the Constitutions' "Take Care" clause. After describing and explaining the clause, students are to apply it with contemporary examples of self-implied presidential powers. For the written essay question, students did a good job describing and analyzing the "Take Care" clause and the details as to how it is easy to view the president as having broad powers beyond those expressed powers. We would like to see students do a better job articulating the examples of these powers (executive orders, signing statements, etc.), as well as go into their detail a bit more.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Establish distance education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Continue Political Economy Days program with support	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Hire another full-time Political Science professor	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Establish and expand our DE offerings
Strategies for implementation	Plan to offer two DE sections for fall, 2017, with FT faculty providing supervision over DE instructional faculty with regard to quality control. It is also the plan to meet to reconcile pedagogical challenges to POSC 101 and Legal Studies courses for future online access for our students.
Timeline for Implementation	First DE offering scheduled for this spring, 2017 (POSC 102, FT2 section). Two offerings scheduled for fall, 2017 (POSC 102 and POSC 120). POSC 101 DE offering with a probable goal of fall, 2018.
Outcome(s) expected (qualitative/quantitative)	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.
GOAL #2	
Program or discipline goal	Expand into Legal Studies program.
Strategies for implementation	We have already met with the Business Dept. chair and the (recently retired) faculty head of the LS program. They have agreed to work with us to cross list a number of the LS courses with Political Science.
Timeline for Implementation	LS-POSC 120 (Intro to Law) already cross-listed for spring, 2017. LS-POSC 240 (Civil Liberties & Constitutional Law) scheduled cross-listing, starting in fall, 2017. Ethics in Law course is currently in the implementation cross-listing process. The time line goal for implementation is between spring, 2018 to fall, 2018.
Outcome(s) expected (qualitative/quantitative)	Greater accessibility and flexibility for our students to meet GE requirements. More opportunity to both law school aspirants and Political Science majors, in terms of academic exposure and greater number of options for their field of study.
GOAL #3	
Program or discipline goal	Continue success and support for Political Economy Days lecture series.

ANNUAL INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

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

**Department Chair/
Designee Signature:** _____

Date: _____

Division Dean Signature: _____

Date: _____

Vice President Signature: _____

Date: _____