



Program Review & Planning (PRP)

PART 1: 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	Associate Professor of Political Science

Number of Full Time faculty	2.0	Number of Part Time Faculty	5 (Part-time FTEF: 2.20, 2016-2017)
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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 and general ADA duties.

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

Discipline mission statement ([click here for information on how to create 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 all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

None.

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment

Section 2: Course Success Rates

Section 3: Institution and Program Set Course Success Rate Standards

Section 4: Completions

Section 5: Labor Market Information (CTE programs only)

Section 6: Additional Qualitative Information

Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

A. To access your discipline data, select your discipline from the drop down menu.

B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	X
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

For Political Science, enrollment was at 907 for the 2011-2012 academic year. It decreased to 690 during 2016-2017. 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 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 have also played a role.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

For Political Science, the fill rate has also declined in the last five years. It has gone from 92.84% in 2011-12 to 80.70% in 2016-17. We did observe an increase in 2015-16 to 83.86% after two previous years of decline. Considering the campus-wide factors cited, the more recent fill rate of 80.70% is fairly close to the campus-wide goal of 85%. Certain courses have higher fill

rates than others. POSC 102, for instance, enjoys fill rates ranging from the high 80 to low 90 percentile, with the total number of POSC 102 sections averaging a fill rate of 94.4%, as of spring, 2017. Meanwhile POSC 101 has struggled averaging fill rates of 72.8% for total 101 sections, as of spring, 2017. Despite the lower fill rates for POSC 101, we are optimistic that these rates will increase due to the online factor. We recently modified the course for DE (approved by the CC DE subcommittee, ready to be offered, effective summer, 2018). With the student demand for more online classes, we are optimistic that the DE offering of POSC 101 will increase the overall fill rate. We have already started offering POSC 102 online (effective spring, 2018) and we have been encouraged at how most of these sections have filled to 100% capacity. Thus, we are hopeful that these numbers will extrapolate onto the POSC 101 DE classes. Both 101 and 102 are our bread & butter courses that not only meet Area 4/D of CSU/IGETC, but also fulfill the CSU and Palomar AA American Ideals, History & Constitution requirement. Thus, we want to continue to offer an abundant number of sections, both face to face and online. We only offer one section of POSC 110 (World Politics). This is an important course, as many of our POSC majors take the course to fulfill lower division requirements for their prospective four year university's political science departmental major requirements, in addition to fulfilling the CSU/IGETC Area 4/D requirements. It is encouraging that after several semesters of low fill rates hovering around 50%, the POSC 110 fill rate is now at 83% for two consecutive semesters. POSC 100 (Intro to Political Science - often focusing on politics, political theory and ideologies, as well as comparative govt.) has experienced the lowest fill rates - averaging 56%. The course often covers non-American political theories, concepts and systems of govt. that can be taxing to students. Moreover, 100 does not fulfill the AH&I CSU/Palomar AA requirement. While none of the POSC 100 sections have had to be cancelled (other than a FT2 section that was added late to the schedule during the fall, 2017), the lower fill rates make it that we are looking into offering no more than 2 sections per primary semester. Also, we shall meet as a discipline and discuss offering POSC 100 as DE in the future. Overall, we are hopeful that adding the online component into the POSC program will increase fill rates (at least among a number of sections), despite the campus (and statewide trends) that were addressed earlier.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change	X	Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

We are pleased to report that the WSCH/FTEF was at 567.77 during 2016-17, an increase over a four year period (it was 533.87 in 2013-14 and 505.61 in 2014-15). While the FTES for POSC is in decline - 72.37 in 2016-17, from 92.65 in 2011-12, the FTES statistic is, nonetheless, still significantly above the college goal of 35. In terms of the factors that have influenced enrollment, we refer to the earlier analysis that has been given.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

Full time FTEF has remained at 2.0 (1.80 in 2016-17, due to one of our full time faculty members teaching a couple of Legal Studies sections, before they were approved for POSC-LS cross-listing). Given both campus and discipline enrollment declines, being able to hire a third full time faculty member remains a challenging prospect. Part time FTEF has consistently declined over the last five years, from 3.60 in 2011-2012 to 2.20 in 2016-2017. We have seen the retirements of one of our longtime part time members. We also saw one of our other adjunct faculty leave teaching to pursue work in the public defender's office. These events, coupled with the decline in sections over the last few years, have contributed to the reduction in part time FTEF. We believe that there is a real possibility that we will need to hire more PT faculty as time progresses, due to the prospect of increased online sections, as well as demand to staff sections for the north and south centers.

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

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline’s on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

Overall, success rates for POSC have increased notably in the last year. The overall rate for 2016-17 was 69.1%, which is improved upon from 62.4% in 2015-16.

Over the past five years, POSC success rates were as follows:

Day: 63.8%-67%
 Evening: 58%-79%

It is not surprising that our night classes success rates are 12 percentage points higher than day classes. Night students are more likely to be non-traditional, are older, have full-time jobs and, as such, have a greater desire, work ethic and study skills. It is notable that the evening success rate has improved 21 percentage points in the last five years.

With regard to campus location, there is no data for Escondido for 2016-17. The success rate for Escondido was 84.2% in 2015-16, again a substantial increase from a 64% rate in 2011-12.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline’s success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

<p>Gender</p>	<p>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. Again, both genders have demonstrated increased performances in the last five years. 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. Again, the male population has still seen an increase in success rates.</p>
<p>Age</p>	<p>With regard to age: the success rate for 19 & under for the five year period held steady at 68%, with only 3/10 of a percent difference between 2011-12 and 2016-17. The 20-24 group registered a notable</p>

	<p>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 in 2016-17 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 increase future success rates.</p>
<p>Ethnicity</p>	<p>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 in 2016-17 (and 14 in 2011-12) 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.</p>
<p>Special Population (examples- veteran, foster youth, etc)</p>	<p>Among our veteran population (62-66 enrollment size during the five year period), the success rate has increased notably from 54.8 to 60.6%. Clearly, the conversations we have had in Political Science with regard to teaching strategies, outreach efforts, increased faculty-student contact and previously mentioned institutional resource access are paying dividends. With regard to our disabled students, the enrollment size is similar during the five year period (34-28). So it is encouraging that the success rates have dramatically increased from 50% to 71.4% in the last five years. Again, the previously discussed efforts that we in the POSC faculty have made are having a positive effect.</p>

3. Disaggregated Course Success Rates (Select at least two other variables):

<p>Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.</p>
<p>With regard to term load, the success rate for full-time students ranged from 68.6% to 72.2% in the five year period. The improvement was also better part time students, ranging from 55.9% to 64.8%. In terms of student status, continuing students had a success rate of 66.4% to 73.3%. First time students ranged from 60.3-60%. Returning students scored success rates of 55.3 to 68.6% It is clear that while success rates largely improved across all these groups, first time students scored the lowest (being 10% below the college success target) and need more assistance and outreach, with regard to the resources and faculty contract previously mentioned.</p>

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE 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:

- A. The College’s institutional standard for course success rate is 70%.
- B. Review your discipline’s course success rates over the past five years.
- C. 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:	70.00%
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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. As previously mentioned, our success rate has increased to 69.1% in 2016-2017 - a notable increase and almost on par with the overall college target. 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 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 and the fair number of students who are remedial in reading and writing skills mitigate pedagogical efforts by the faculty.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline’s overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

Political science has recently cross-listed with two Legal Studies courses, with a third one in progress. As mentioned earlier, we are expanding online offerings. Also, we continue to experience great success with our Political Economy Days lecture series. One of the POSC faculty is a member of the American Political Science Association's Status Committee on Community Colleges in the Profession and we have, thus, introduced the lecture series to the committee. POSC senior faculty member Peter Bowman wrote an extensive 10 page report on the program that will be featured in the committee's micro website. Professor Bowman also chaired a faculty-student panel discussion at the annual APSA meeting in San Francisco on CC

students transferring in Political Science. Furthermore, Professor Bowman shall attend the Western Political Science Association Meeting in March with a proposal to chair a similar conference panel.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

SLOACS for different courses/SLO's are done on rotation every semester. Assessments are scheduled for spring, 2018 and every semester/year thereafter. Previous assessments were satisfactory and did not result in any subsequent action plans.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

SLOAC'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.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

POSC SLO'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). In terms of improvement, perhaps modifying and revising some SLO's, so as to reflect the current political climate and challenges to our classically liberal democratic constitutional order and increase students' awareness to said challenges.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

In addition to the high quality of tenured and adjunct faculty that impart valuable curriculum to our students, we also plan and provide the previously mentioned Political Economy Days lectures. Since the last PRP, we have successfully cross-listed two Legal Studies courses with POSC. We have also initiated and expanded DE offerings in our two bread and butter courses.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

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.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

We usually do not have any scheduling conflicts/overlaps with other disciplines/departments. As mentioned earlier, we attempt to schedule classes in multiple sections.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:	Superb faculty - Strong teachers, expertise in the POSC discipline. Diverse student population. Wonderful collegiality and support from colleagues within discipline and department. Wonderful classified support from ADA Sheila Atkins. Strong support from the administration in terms of supporting faculty autonomy and our programs, such as Political Economy Days.
Weaknesses:	Shortage of full-time faculty members. The continuing challenges to meet the needs of underrepresented at-risk students, even with improved success rates.
Opportunities:	The impending opening of the north and south centers. The initiation and expanding of distance education offerings. The cross listing of POSC and Legal Studies courses.
Threats:	Continuing competition from other institutions - both CC's and for-profit schools. Students leaving for the workforce. Paradoxically, an uncertain economy that could lead to future funding cuts. The wave of the cult of business/corporate marketization of higher education, especially as promoted by the current federal administration and U.S. Dept. of Education. Class cancellations and reduced section offerings, due to district's enrollment management efficiency model.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year’s Goals: Please list discipline goals from the previous year’s reviews and provide an update by placing an “X” the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Establish and expand our DE offerings.		X	
Establish and expand into Legal Studies program.		X	
Continued success and support for Political Economy Days lecture series		X	

2. 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 spring, 2018, including winter intersession, 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 offerings already successfully offered 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	

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Program or discipline goal	Continue Political Economy Days lectures.
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.

Goal #4

Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

Goal #5

Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline's mission statement?

We believe these ongoing goals align with our discipline's mission, as accomplishing these goals will help our students reach their educational goals, in terms of diverse pedagogical methods that are flexible and outreaching to our students, critical thinking skills and other necessary academic skills that will increase students' transfer readiness.

4. How do your goals align with the College's Strategic Plan Goals?

Our goals, in our opinion, align with the college's Strategic Plans Goals. We are committed to student success and committed to assisting our students achieve the learning outcomes essential to contribute as individuals and citizens, so as to insure the continued maintenance of our democratic republic in an increasingly challenging political and social existence.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Jose Esteban
Date	2/10/2018

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Justin Smiley
Date	11/21/2017

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

Looking forward to POSC 101 and 102 DE options. Good improvement on success rates for latino and veteran students. Happy to help with expansion of legal studies and Law School pathways. Great work on Political Economy Days.

2. Areas of Concern, if any:

none.

3. Recommendations for improvement:

none

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee

Reviewer(s)	Jack S. Kahn Ph.D.
Date	1/29/18

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

2. Areas of Concern, if any:

3. Recommendations for improvement:

4. Recommended Next Steps:

<input checked="" type="checkbox"/>	Proceed as Planned on Program Review Schedule
<input type="checkbox"/>	Repeat Comprehensive Review

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/29/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
<ol style="list-style-type: none"> 1. Great mission statement! 2. Good discussion of enrollments (and inclusion of data!)- enrollment drop is probably consistent with the college drop (perhaps a bit lower). 3. Course level discussion is excellent- fantastic analysis , thorough, well documented and forward thinking 4. Success rates are well discussed- what plans might we undertake to address them? Perhaps students in this discipline need tutoring of a particular kind etc? These are great (but challenging) courses that might need some additional support 5. Demographic analysis is also excellent – great use of data and very thoughtful 6. SWOT analysis is great and really makes sense – well integrated and described- excellent faculty I would certainly agree with! 7. Again great goals consistent with overall narrative- well done review. 	
2. Areas of Concern, if any:	
a. SLO section is a good start but a bit brief- needs some work please see rubric	
3. Recommendations for improvement:	
4. Recommended Next Steps:	
X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.