

Final Annual Instructional Program Review Template for 2011-2012

## Introduction to The Program Review Process for Instructional Programs

### Program Review at Foothill College

#### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

#### Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

#### **Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

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### Basic Program Information

Department Name: Political Science Department

Program Mission(s): We assist students who want to transfer or who want to acquire basic skills in political science. The main skills, which we teach, are critical analysis, writing, and public speaking skills in the field of political science.

Program review team:

| Name                | Department        | Position            |
|---------------------|-------------------|---------------------|
| Dr. Meredith Heiser | Political Science | Full Time Professor |
| Dr. Joe Woolcock    | Political Science | Full Time Professor |

Programs\* covered by this review

| Program Name      | Program Type<br>(A.S., C.A.,<br>Pathway, etc.) | Units** |
|-------------------|--|---------|
| Political Science | A.A.   | 90      |
|                   |  |         |

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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### Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

| Transcriptable Program | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|------------------------|-----------|-----------|-----------|----------|
| SEE ATTACHED           |           |           |           |          |
|                        |           |           |           |          |

Please provide any non-transcriptable completion data you have available.

| Non-Transcriptable Program | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|----------------------------|-----------|-----------|-----------|----------|
|                            |           |           |           |          |
|                            |           |           |           |          |

#### 1.2 Department Data

| Dimension                | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|--------------------------|-----------|-----------|-----------|----------|
| Enrollment               |           |           |           |          |
| Productivity (Goal: 546) |           |           |           |          |
| Success                  |           |           |           |          |
| Full-time FTEF           |           |           |           |          |
| Part-time FTEF           |           |           |           |          |
| Full-time Staff          |           |           |           |          |
| Part-time Staff          |           |           |           |          |

#### Department Course Data

| Course    | 2008-2009 |       |         | 2009-2010 |       |         | 2010-2011 |       |         |
|-----------|-----------|-------|---------|-----------|-------|---------|-----------|-------|---------|
|           | Enroll.   | Prod. | Success | Enroll.   | Prod. | Success | Enroll.   | Prod. | Success |
| Ex. ART 1 |           |       |         |           |       |         |           |       |         |
| Ex. ART 2 |           |       |         |           |       |         |           |       |         |

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

- Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The enrollment has been steady. While there was a large jump in 2009-10, it was followed by a slight reduction in 2010-11. Still we have much higher enrollment in 2010-11. I think

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the most notable occurrence, which unfortunately the statistics do not track, is the growing enrollment in our poli 1 on-line sections. Now about half of the poli 1 sections, which we offer are on-line. That was a much small number in the past. I think that give us higher enrollment numbers and entices more students to consider a poli sci major. This is a differentiation, which the date in the future should note—especially in terms of success rates.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
  - a. AA, AS, transcriptable certificates
  - b. Local, non-State approved certificates--NA
  - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.--NA

We only offer AA degrees and the number of those, while small, remains steady. I suspect that the degree number may be incorrect—when we poll students, we find many more say they are majoring in poli sci and intend to get a degree. This is an area where we need to improve data collection.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

I addressed this under question one. Our productivity in 2009-10 was 568 and in 2010, it was 530. The average of those two would be 549, so yes, we are doing well in terms of the college productivity goal. One issue to consider is that we teach a large number of honors courses, which may not always have as much high enrollment as other courses (every single course except poli 1 is offered in part as an honors course). That is a trade-off, which our department hopes the college will continue to accept (high quality course offerings v. highest enrollment possible).

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

To read this material properly, you need to know that every course except Poli 15 has a combined honors and non-honors section (in this we have been different than most the college). So when some of the numbers look low, that is less the case when combined with the other numbers. For example, when you see that enrollment in Poli 2H is down 27% and productivity is down 46%, you need to note that Poli 2 went from 15 students (2009-10) went to 63 enrollment (2010-11) for a 320% increase. Some of that increase needs to be paired with Poli 2H.

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The same is true of Poli 3 H (the number of 5 from 2009-10 is misleading because those students were taught one time only as a favor to those students and the college—there was no salary expended). One trend we can see in Poli 3H is that there are more increases in enrollment among the honors students (the figure went from 10 to 16 from 2008 to 2010), whereas there is a decrease among non-honors students (the figure went from 22 to 10 in the same time period).

Poli 9 figures are misleading because you need to look at the Econ 9 figures as students can enroll in either section. I don't have the figures here, but while there has been a slight decline in the Poli numbers (5%), I believe that has been accompanied by an increase in the enrollment in Econ 9. It would be good to get that data in the future.

In Poli 15 and 15 H, we can see that teaching separate sections of each has encouraged growth in both. We have gone from 29 to 32 non-honors enrollment from 2009-2010, and from 32 to 38 honors enrollment in the same time period. The question remains, do we have enough demand in Poli 2 and Poli 3 to offer one section for non-honors and for honors or would we have to do that in alternating years if that were the path the department took?

Finally, in Poli 1 we have increased our enrollment by 12% to 1,105, but we have had a slight decrease in our productivity from 591 to 553—possibly we should offer one less section on annual basis based quarterly enrollment trends.

### 5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

All courses are up to date, except Poli 34 and 34 H. I (Meredith) plan to take care of these before the winter quarter begins.

- b. Comment on program mapping and how it ties to the college Mission(s).

Sorry but I am unfamiliar with the term program mapping so I can't respond—the main areas which we emphasize which are part of the college mission are critical thinking, communication, and computation skills to assist with transfer and basic skills students.

- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

We have an overlap with economics in the Econ/Poli 9 course—I think it is pretty obvious why this is the case in teaching Political Economy. If honors is a program, we obviously overlap with that. I would suggest while it is only implied and not that explicit, we have some overlap with sociology (poli sci grows out of that field) and with history (both as a g.e. requirement but also as a corollary to poli sci). Finally,

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we have an overlap with the library and with English courses in that writing and research are some of our primary basic skills.

d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

There has been a move away from area studies and a move toward rational choice theory (where all units are the same). I think, however, this trend is beginning to be reversed and I am quite glad we never followed it. One vocational area we could focus on is paralegal (at present we have no vocational courses as such while De Anza does) but it seems the trends there are down so that would not make sense at this time.

e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

All courses have SLOs except for Poli 34 and 34H (it was my understanding that the division was going to arrive at one SLO for these one unit courses in every department). I think it is a realistic goal to come up with program level outcomes (possibly looking at the best combination of honors and non-honors sections and/or looking at the use Poli 34 or 34H to teach research skills) by the end of this academic year.

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

We teach students basic writing and research skills, which are necessary to study political science. We explain how quantitative and qualitative studies are conducted. We incorporate an understanding of theory as well as contemporary events and history to test those theories.

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

Clearly, our honors sections teach the above skills at a higher, more abstract level. We try to bring non-honors students to this level as well, but I do think this is an area where our department needs more discussion—what can we do to better assist the non-honors students to transfer?

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

Our only real connection might be paralegals, as I discussed above. We prepare students more generally to serve in a variety of potential jobs such as politicians, lawyers, government workers, public relations specialists, or other business specializations.

## **Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See Attached

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

See Attached

## **Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

**2.3.a Course-Level SLO**

What findings can be gathered from the Course Level Assessments?

We have findings for two courses which one professor has recorded (Dr. Woolcock). There were some reflections from a part-timer, which appear to have not gotten recorded so we will try to take care of that this year. I think Dr. Woolcock's suggestion that we consider a one-unit course to work on research skills is an excellent suggestion. Possibly this could be done with the cooperation of the library.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

I think the date make the obvious point that many of our students struggle to learn the most basic reading, writing, and speaking skills necessary to do well in political science. I have no simple answer as to how we should change the curriculum to address this problem. As Dr. Woolcock suggests, tutors are one way to deal with this problem. I think this issue deserves a larger campus wide discussion.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

They reflect them well, but the hard question is how to help more students succeed.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

We are reflecting more on the differences between honors and non-honors students. More data will help us do better in determining the best combination. I would argue as we have just begin this process, we can't expect to see much change yet and even when we get further along, it will not just be about our department, but how the college deals with the desparity among our students.

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### 2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

We have no program level assessment, but a good goal is for our department to meet annually to create and evaluate one.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

NA as we don't have one.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

| Action Step | Related SLO assessment (Note applicable data) | Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources) | How will this action improve student learning/success? |
|-------------|---|--|--|
| 1 See Below |   |  |  |
| 2           |   |  |  |
| 3           |   |  |  |

We will try to have one annual meeting as a department where we review our SLOs, make sure they are all recorded, and try to create PLOs. We could also discuss our combination of honors and non-honors students at such a meeting and discuss reduction of one section in Poli 1 by reviewing enrollment data each quarter.

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

|  |
|--|
|  |
|--|

3.2 Previous Program Goals from last academic year

| Goal        | Original Timeline | Actions Taken | Status/Modifications |
|-------------|-------------------|---------------|----------------------|
| 1 See Below |                   |               |                      |
| 2           |                   |               |                      |
| 3           |                   |               |                      |

3.3 New Goals: Goals can be multi-year

| Goal | Timeline (long/short-term) | Supporting Action Steps from section 2.4 (if applicable) | How will this goal improve student success or respond to other key college initiatives |
|------|----------------------------|--|--|
| 1    |                            |  |  |
| 2    |                            |  |  |
| 3    |                            |  |  |

A broader goal for us could be to work more closely with the library to create a one-unit class (or connect to one which already exists) to strengthen our students' research skills. Another broad goal could be to look at least at trends at de Anza to get a sense for the larger trends in the district poli sci program.

**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program's resource requests.

**Full Time Faculty and/or Staff Positions**

| Position | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|----------|-----------|--|--|
| N/A      |           |  |  |

**Reassigned Time**

| Position | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|----------|-----------|--|--|
| N/A      |           |  |  |

**B Budget Augmentation**

| B Budget FOAP | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|---------------|-----------|--|--|
| N/A           |           |  |  |

**Facilities and Equipment**

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|----------------------------------|-----------|--|--|
| N/A                              |           |  |  |

**One-time/Other: (Release time, training, etc.)**

| Description  | \$ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|--|-----------|--|--|
| Part-time hire for Poli 1 and other courses? We made one hire about two years ago and that greatly helped with our flexibility. We may want one more hire in the next 2-3 years especially as the two full timers (both with 20 years in the college) get closer to retiring or reducing their time. |           |  |  |

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**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

|                      | <b>INTERNAL FACTORS</b> | <b>EXTERNAL FACTORS</b> |
|----------------------|-------------------------|-------------------------|
| <b>Strengths</b>     | See Below               |                         |
| <b>Weaknesses</b>    |                         |                         |
| <b>Opportunities</b> |                         |                         |
| <b>Threats</b>       |                         |                         |

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

I think the main critical issue is the larger state budget, which has caused a decrease in funding for the college. Another concern is increasing tuition and how that will affect our enrollment. We may have to reduce by more than one section in Poli 1 or we may have to consider if there are any other possible areas of duplication where we could cooperate with other departments (political philosophy for non-honors students for example).

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

No concerns as far as I am aware.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

I think those same concerns are reflected here—too little preparation for college level research and writing.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

I think our program has high productivity as well as high quality. This is a tough combination and I think all of us can be very proud of this accomplishment. It comes off the back of the instructors who put in extra hours to bring students up to speed. I also think we can be proud that this high productivity has allowed us to teach more sections of courses where we previously offered only one section (Poli 15 and Poli 9 I believe). We have worked cooperatively with both the honors program and on-line program development, which affects

## Draft Annual Program Review Template for 2011-2012

Poli 1 and Poli 9. Obviously, the major weakness is that it remains very hard to bring those students with few basic skills to a transfer level. Possibly separating them from the honors students could be a way to better accomplish this—at least there needs to be more discussion about this and other possibilities.

### **Section 6: Feedback and Follow Up**

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: Very good analysis. However this may be part of the missing data the completion data is the actual degrees awarded to the students. We do know there is a difference between what the student usually checks off when they first arrive the something different when they get their AA.

6.2 Areas of concern, if any: We do need to have two-three part-time POLI Adjunct available to teach any of the POLI course added. I will discuss with all departments at the next division meeting on how we all can make this process work. All new changes seem difficult; I see this as a new way of making our program reviews much more streamlined for improved pedagogy meeting course outline curriculum with our SLO's and department PLO's especially when one is requesting resources.

6.3 Recommendations for improvement: One possibility is for the department to follow up with students in capstone courses to see if they are planning on graduating, and sending them to appropriate place to file for graduation. We should have further discussions on this to help other departments within the division. All programs must have PLOs and should be assessing them this year. That is required by accreditation and was agreed to by Academic Senate etc. I would suggest finish the one PLO and indicate the process is beginning to develop a second PLO more in line with the program.

6.4 Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

# Unit Assessment Report - Four Column

## Foothill College Program (BSS-POLI) - Political Science AA

| PL-SLOs  | Means of Assessment & Target / Tasks   | Assessment Findings | Action & Follow-Up |
|--|--|---------------------|--------------------|
| Program (BSS-POLI) - Political Science AA<br>- 1 - Graduates will be able to demonstrate critical, analytical, research and writing skills in political science and its sub-fields using basic scientific tools underlying modern social science.<br><br><b>PL-SLO Status:</b><br>Active | <b>Assessment Method:</b><br>In POLI 2, 3 and/or 15 students are given a research paper assignment that demonstrates critical, analytical, research and writing skills in poli-sci and it's subfields.<br><b>Assessment Method Type:</b><br>Research Paper<br><b>Target:</b><br>100% of graduates will be able to successfully complete this assignment. |                     |                    |
| Program (BSS-POLI) - Political Science AA<br>- 2 - Graduates will be able to Analyze the major theoretical formulations and concepts of political science and its sub-fields and the philosophical basis of those formulations.<br><br><b>PL-SLO Status:</b><br>Active                   |  |                     |                    |

# Unit Course Assessment Report - Four Column

## Foothill College Department - Political Science (POLI)

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| <p>Department - Political Science (POLI) - POLI 1 - POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT &amp; POLITICS - SLO 1 - analysis - Understand and utilize a variety of theoretical approaches to the analysis of institutional/policy outcomes of government. (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2009-2010<br/>2010-2011<br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> |   |                     |                                    |
| <p>Department - Political Science (POLI) - POLI 1 - POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT &amp; POLITICS - SLO 2 - support hypothesis - Analytical use of concepts and research to support hypotheses and conclusions. (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2009-2010<br/>2010-2011<br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>                                   |   |                     |                                    |
| <p>Department - Political Science (POLI) - POLI 15 - INTERNATIONAL RELATIONS/WORLD POLITICS - SLO 1 - International relations - Critically analyze any of the contending</p>  |   |                     |                                    |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>theoretical formulations of International Relations: Liberalism/Neoliberalism<br/> institutionalism, Realism and Non-realism, the Radical Perspective, Constructivism, Hegemonic Stability Theory. (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/> 2009-2010<br/> 2010-2011<br/> 2011-2012<br/> 2012-2013</p>  |   |                     |                                    |
| <p><b>Course-Level SLO Status:</b><br/> Active</p>   |   |                     |                                    |
| <p>Department - Political Science (POLI) - POLI 15 - INTERNATIONAL RELATIONS/WORLD POLITICS - SLO 2 - analysis - Critically analyze the role of the United States in the International Political Economy: (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/> 2009-2010<br/> 2010-2011<br/> 2011-2012<br/> 2012-2013</p>  |   |                     |                                    |
| <p><b>Course-Level SLO Status:</b><br/> Active</p>   |   |                     |                                    |
| <p>Department - Political Science (POLI) - POLI 15H - HONORS INTERNATIONAL RELATIONS/WORLD POLITICS - SLO 1 - International relations - Critically analyze any of the contending theoretical formulations of International Relations: Liberalism/Neoliberalism<br/> institutionalism, Realism and Non-realism, the Radical Perspective, Constructivism, Hegemonic Stability Theory. (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/> 2009-2010</p> |   |                     |                                    |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks   | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>2010-2011<br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>   | <p>Department - Political Science (POLI) - POLI<br/>15H - HONORS INTERNATIONAL<br/>RELATIONS/WORLD POLITICS - SLO 2 -<br/>analysis - Critically analyze the role of the<br/>United States in the International Political<br/>Economy: (Created By Department - Political<br/>Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2009-2010<br/>2010-2011<br/>2011-2012<br/>2012-2013</p> |                     |                                    |
| <p><b>Course-Level SLO Status:</b><br/>Active</p> <p>Department - Political Science (POLI) - POLI<br/>2 - COMPARATIVE GOVERNMENT &amp;<br/>POLITICS - SLO 1 - government systems -<br/>Compare and contrast governmental<br/>systems to understand theories concerning<br/>both democratization and social justice<br/>(human rights, unemployment, equitable<br/>distribution, etc.). (Created By Department -<br/>Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2009-2010<br/>2010-2011<br/>2011-2012<br/>2012-2013</p> |   |                     |                                    |
| <p><b>Course-Level SLO Status:</b><br/>Active</p> <p>Department - Political Science (POLI) - POLI<br/>2 - COMPARATIVE GOVERNMENT &amp;</p>   |   |                     |                                    |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| <p>POLITICS - SLO 2 - support hypothesis - Critically analyze concepts and apply research to support hypothesis about course content. (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2009-2010<br/>2010-2011<br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>   |   |                     |                                    |
| <p>Department - Political Science (POLI) - POLI<br/>2H - HONORS COMPARATIVE<br/>GOVERNMENT &amp; POLITICS - SLO 2 - support hypothesis - Critically analyze concepts and apply research to support hypothesis about course content. (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2009-2010<br/>2010-2011<br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> |   |                     |                                    |
| <p>Department - Political Science (POLI) - POLI<br/>2H - HONORS COMPARATIVE<br/>GOVERNMENT &amp; POLITICS - SLO 1 - government systems - Compare and contrast governmental systems to understand theories concerning both democratization and social justice (human rights, unemployment, equitable distribution, etc.). (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2009-2010</p>        |   |                     |                                    |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks   | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>2010-2011<br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p>                 | <p>Department - Political Science (POLI) - POLI<br/>3 - INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY - SLO<br/>1 - historical development of political thought<br/>- Critically Analyze the historical development of political thought focusing on the works of any of the following political philosophies: Augustine &amp; Aquinas, Machiavelli and Hobbes, Locke &amp; Rousseau, Bentham and Mill, Hegel and Marx, Antonio Gramsci. (Created By Department - Political Science (POLI))</p> |                     |                                    |
| <p><b>Assessment Cycles:</b><br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p>Department - Political Science (POLI) - POLI<br/>3 - INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY - SLO<br/>2 - analysis of political models - Critically analyze any of the models of political justification, forms of the state, civil and political society, and their institutional manifestation in government. (Created By Department - Political Science (POLI))</p>  |                     |                                    |
| <p><b>Assessment Cycles:</b><br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p>Department - Political Science (POLI) - POLI<br/>3H - HONORS INTRODUCTION TO</p>   |                     |                                    |
|  |   |                     |                                    |

| Course-Level SLOs   | Means of Assessment & Targets for Success / Tasks   | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| <p>POLITICAL PHILOSOPHY/POLITICAL THEORY - SLO 1 - historical development of political thought - Critically Analyze the historical development of political thought focusing on the works of any of the following political philosophies: Augustine &amp; Aquinas, Machiavelli and Hobbes, Locke &amp; Rousseau, Bentham and Mill, Hegel and Marx, Antonio Gramsci. (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> | <p>Department - Political Science (POLI) - POLI 3H - HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY - SLO 2 - analysis of political models - Critically analyze any of the models of political justification, forms of the state, civil and political society, and their institutional manifestation in government. (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2011-2012<br/>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> |                     |                                    |
| <p>Department - Political Science (POLI) - POLI 9 - POLITICAL ECONOMY - SLO 1 - International political economy - Critically Analyze contending Theoretical Formulations of the International Political Economy (Created By Department - Political Science (POLI))</p> <p><b>Assessment Cycles:</b><br/>2011-2012</p>   |   |                     |                                    |

| Course-Level SLOs                                   | Means of Assessment & Targets for Success / Tasks   | Assessment Findings | Reflection/Action Plan & Follow-Up |
|---|---|---------------------|------------------------------------|
| 2012-2013   |   |                     |                                    |
| <b>Course-Level SLO Status:</b><br>Active           | Department - Political Science (POLI) - POLI<br>9 - POLITICAL ECONOMY - SLO 2-<br>development and underdevelopment -<br>Critically Analyze contending Theoretical<br>Formulations of the International Political<br>Economy (Created By Department - Political<br>Science (POLI))         |                     |                                    |
| <b>Assessment Cycles:</b><br>2011-2012<br>2012-2013 |   |                     |                                    |
| <b>Course-Level SLO Status:</b><br>Active           | Department - Political Science (POLI) - POLI<br>9H - HONORS POLITICAL ECONOMY -<br>SLO 1 - International political economy -<br>Critically Analyze contending Theoretical<br>Formulations of the International Political<br>Economy (Created By Department - Political<br>Science (POLI)) |                     |                                    |
| <b>Assessment Cycles:</b><br>2011-2012<br>2012-2013 |   |                     |                                    |
| <b>Course-Level SLO Status:</b><br>Active           | Department - Political Science (POLI) - POLI<br>9H - HONORS POLITICAL ECONOMY -<br>SLO 2- development and underdevelopment -<br>Critically Analyze contending Theoretical<br>Formulations of the International Political<br>Economy (Created By Department - Political<br>Science (POLI)) |                     |                                    |
| <b>Assessment Cycles:</b><br>2011-2012              |   |                     |                                    |

| Course-Level SLOs  | Means of Assessment & Targets for Success / Tasks | Assessment Findings | Reflection/Action Plan & Follow-Up |
|--|---|---------------------|------------------------------------|
| <p>2012-2013</p> <p><b>Course-Level SLO Status:</b><br/>Active</p> |   |                     |                                    |

*Third Reflection set*

**Finding** The poster format doesn't give a lot of room for anything but a very concise statement. Perhaps I need to re-think the tool.

**Content** None

**Method** Poster work well, and students have fun creating them. But perhaps there should be something alongside the poster.

**Assignment** Mini-paper? We're getting into a lot of work for a one-unit class. Perhaps something web-based where space is not an issue.

**Evaluation** None.

**Current SLO** None.

**Assessment.** See C.

**Other** Think more about how to solve this problem.

**Resource** None.

**Comments** No.

|           |                             |                |
|-----------|-----------------------------|----------------|
| PHYS 36   | SPECIAL PROJECTS IN PHYSICS | No SLO record. |
| PHYS 36X  | SPECIAL PROJECTS IN PHYSICS | No SLO record. |
| PHYS 36Y  | SPECIAL PROJECTS IN PHYSICS | No SLO record. |
| PHYS 100  | PHYSICS STUDENT ASSISTANCE  |                |
| PHYS 100X | PHYSICS STUDENT ASSISTANCE  |                |
| PHYS 100Y | PHYSICS STUDENT ASSISTANCE  |                |

3 of 15 Course IDs for *POLI* in the Business and Social Sciences Division have SLOs      2010-2011  
Defined.

| Course ID | Title   | Reflections    |
|-----------|---|----------------|
| POLI 1    | POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS | No SLO record. |
| POLI 2    | COMPARATIVE GOVERNMENT & POLITICS                                 | No SLO record. |
| POLI 2H   | HONORS COMPARATIVE GOVERNMENT & POLITICS                          | No SLO record. |
| POLI 3    | INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY             |                |
| POLI 3H   | HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY      |                |

**Finding** Political Science 03H and Political Science 03 were taught together as a single course with the only exception between both sections of course being written research paper assignment of 15 and 20 pages respectively.

Majority of students were enrolled in Political Science 03 when course began but petitioned to enroll in Honors Section and were approved to do so.

Majority of students in both sections of course earned letter grades of B and higher.

Student performance in both sections of course is among one of the best I have witnessed in a very long time.

Majority of students demonstrated very strong analytical, research, writing and oral skills.

Only two of enrolled students earned letter grade F and did so because they failed to participate in class discussions and to complete research paper assignment.

**Content** The few students who did poorly in both sections of course were repeatedly asked to work with instructor but failed to do so. In two cases, the Dean of Students was asked to intervene to help students in question turn things around for themselves but they did not follow through.

**Method** Teaching methods sought to reverse the student/teacher contradiction to allow students to be teachers at the same time they were students. This approach required a great deal of Instructor availability to students throughout the entire quarter every day of any given week and online. This personalized attention worked well and seemingly made students feel their instructor not only cared but supported them fully. But it also overworked the instructor.

**Assignment** Majority of students wrote excellent analytical papers and demonstrated in them very high levels of intellectual insights, imagination and creativity. A majority of students expressed both orally and in writing their deep satisfaction with the course, their intellectual growth experiences and that this course was their best in the Foothill experience.

**Evaluation** Leading different aspects of the seminar

Oral presentation

Research paper assignments

**Current SLO** The current SLO worked quite well and needs no modification.

**Resource** The resources needed are competent Tutors that can work closely with all students to help them in their research paper assignments.

The need for a strong Tutorial Center as a central part of the instructional process is palpable

**Comments** The college needs to have in place a resource filled Tutorial Center that can really enhance student learning. Instructors cannot serve as Tutors for students

#### POLI 9 POLITICAL ECONOMY

**Finding** The two most important findings were :

- a. Students needed a tremendous amount of instructor's individual attention and personal time in order to design, develop, research and write their research paper assignment.
- b. That without this tremendous level of assistance even the most college prepared student would have serious difficulty succeeding in the course.

**Content** The course content as currently exists is fine. It is the level of preparation of students for a college level course that is the problem and the wholly inadequate level of college instructional support services to help them to succeed.

**Method** The seminar approach is used in the course. Instructor spends significant amounts of time over and beyond contractual office hours time to work closely with groups of students guiding them in research efforts, material preparation and oral presentation. Many students do well as a result of such help but would flounder were it not made available to them.

**Assignment** Oral presentation of material to class.

Fifteen Page critical analytical Research Paper on one of or a comparative analysis of the contending theoretical formulations of the international political economy as manifested in concrete research findings.

**Evaluation** The oral presentation, the research paper, systematic and sustained participation in seminar provided the kinds of opportunities for students to demonstrate their abilities and understanding of material.

**Current SLO** Critically analyze the contending theoretical formulations of the International Political Economy.

Critically analyze the contending theoretical formulations of Development and Underdevelopment. Both SLOs are appropriate and no change is required.

**Assessment.** Linking the research done on the oral presentation with the research for the analytical paper assignment allow for students to develop depth in the literature and familiarity with research done by scholars in the field.

**Resource** Need significant amounts of instructional resource and tutorial assistance from the Tutorial Center so that needs of students can be properly met without working the instructor to death.

**Comments** The college needs to come to terms with the fact that majority of students including many Honors students are not adequately prepared for college and that it has an obligation to provide instructional support resources in the Tutorial Center to help students succeed.

#### *Second Reflection set*

**Finding** The most important findings are that over 50% of students have not fully grasped how to appropriately credit original researchers for their work. Students using the scholarly work of original researchers tend to use them as if they are the original researchers instead of being consumers of that research. In this context, their research paper tend to be written as if they were the original researchers of the material they use instead of being a consumer of that research and the crucial need to develop the requisite analytical skills to analyze their research findings. In addition, far too many students do not seem to understand the importance of crediting the sources that they use for their research assignment.

**Content** A module on how to use research material as a consumer of research as opposed to an original researcher and how to appropriately credit sources will continue to be a crucial component of course content. It will emphasize even more vigorously the importance for students to develop critical analytical, research and writing skills and how to appropriately credit their sources.

**Method** Continue the push for students to make oral presentations in class on assigned topics for each module in course and for them to work closely with instructor in the research and preparation of material for oral presentation.

**Assignment** Continue to emphasize the importance of research paper assignment as an instrument for evaluating how well or how poorly students are developing critical analytical, research and writing skills.

**Evaluation** Continue to require that students decide on a research topic in cooperation with instructor and that a thesis, outline of paper and intended sources be submitted to instructor for approval before research on paper begins.

Continue to require that students meet individually with instructor on day of Final Exam to review evaluation of research paper to enable them to learn how to improve their research, writing and analytical skills.

**Current SLO** The current SLO is appropriate and no change is required at this time.

**Assessment.** The current eighteen page research paper assignment on a topic related to the student's oral presentation for that module of the course is a crucial instrument for assessment of the SLO.

**Resource** It would be quite helpful if the BSS Division can find a way to offer a ONE Unit course to its students on the scientific method. Majority of students do not seem to understand its utility in undertaking a research paper assignment.

|          |   |                |
|----------|---|----------------|
| POLI 9H  | HONORS POLITICAL ECONOMY                        | No SLO record. |
| POLI 15  | INTERNATIONAL RELATIONS/WORLD POLITICS          | No SLO record. |
| POLI 15H | HONORS INTERNATIONAL RELATIONS/WORLD POLITICS   | No SLO record. |
| POLI 34H | HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE   | No SLO record. |
| POLI 35  | DEPARTMENT HONORS PROJECTS IN POLITICAL SCIENCE | No SLO record. |
| POLI 36  | SPECIAL PROJECTS IN POLITICAL SCIENCE           | No SLO record. |
| POLI 36X | SPECIAL PROJECTS IN POLITICAL SCIENCE           | No SLO record. |
| POLI 36Y | SPECIAL PROJECTS IN POLITICAL SCIENCE           | No SLO record. |
| POLI 36Z | SPECIAL PROJECTS IN POLITICAL SCIENCE           | No SLO record. |

3 of 9 Course IDs for PSE in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

2010-2011

| Course ID          | Title   | Reflections |
|--------------------|---|-------------|
| PSE 41             | CLASS PRACTICES: MIDDLE SCHOOL SCIENCE  |             |
| <b>Finding</b>     | In the winter of 2011, all students enrolled in PSE completed a minimum of 18 hours in the classroom with a mentor teacher. One students made a definitive decision to complete a credential program to become a credentialed high school math teacher, and he will begin the credential program at SJSU in the fall of 2011. |             |
| <b>Content</b>     | NA  |             |
| <b>Method</b>      | NA  |             |
| <b>Assignment</b>  | NA  |             |
| <b>Evaluation</b>  | NA  |             |
| <b>Current SLO</b> | NA  |             |
| <b>Assessment.</b> | NA  |             |
| Other              | NA  |             |
| Resource           | NA  |             |
| Comments           | NA  |             |

*Second Reflection set*

**Finding** All students in winter 2011 participated in the weekly discussions. Topics focused on the credential process, learning styles and teaching methods.

**Content** NA