

Basic Program Information

Department Name:

Political Science

Division Name:

Business & Social Sciences

Program Mission(s):

The mission of the Department of Political Science is predicated on challenging students from diverse cultural and ethnic backgrounds to exceed academically even beyond the expectations they may have of themselves. It is designed to develop their critical, analytical, research and writing skills that are at the core of the learning process, thus enabling them to be responsible citizens, life-long learners and to pursue further professional studies in higher education.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Dr. Meredith Heiser	Political Science	Full Time
Dr. Joseph A. Woolcock	Political Science & Economics	Full Time

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	4

Please list all existing Classified positions:

Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
<i>Political Science</i>		AA	
Political Science		AA-T	

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change
<i>AA in Political Science</i>	2	4	6	50%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2011-2012	2012-2013	2013-2014	% Change
Example: Career Certificate	None	None	None	None

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	1610	1523	1504	-1.2%
Productivity (College Goal 2013-14: 535)	545	488	481	-1.3%
Success	1052 (70%)	992 (65%)	1035 (69%)	
Full-time FTEF	4.8	5.1	5.1	-0.2%
Part-time FTEF	1.9	2.3	2.1	-9.7%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
XXXXXX	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Submission has been made to the State Chancellor's Office and approval from that office has been received.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. 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.

Using 2011/12 as the base year, total enrollment recorded was 1,610 students. In 2012/13 it declined to 1,523 with a further decline in 2013/14 to 1504 - an overall decline of 1.2%. Given the overall decline in college enrollment of 1.9% over this same period, the 1.2% decline is considered marginal.

- e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

Analysis of Political Science department enrollment trends by ethnicity closely reflect or are similar to college wide enrollment trends with a few exceptions. While African Americans are only 5% of college wide enrollment they represent 6% of enrollment in political science. The same holds true for Filipino students. Asian students, however, with an enrollment of 25% college wide show a declining enrollment trend in political science at 22%. On the other hand, Latino and White students with enrollment trends of 21% and 31% respectively, are trending much higher at 25% and 36% respectively. In terms of gender, there is only a 2% difference between women (51%) and men (49%) enrolled in political science.

- f. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity over the past three years was 545 in 2011-2012 (exceeding the college goal of 535), 488 in 2012-2013 and 481 in 2013-2014 or a decline of -1.3% over the period. This is not surprising given college enrollment decline over the same period of -1.2%. Moreover, given the college focus on overcoming enrollment decline that appears to have its roots in the recession, emphasis was not placed on productivity although it was not ignored; rather, it was placed on enrollment.

- g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Of all the Political Science courses offered by the Department, "American Government" (POLI 01) is the only course offering of numerous sections each quarter including early summer and summer online and on campus. It does not have an Honors section. As the only course with the most numerous sections it tends to earn the most WSCH. Recently, however, retention in some sections of this course is declining. Majority of these same students are often quite underprepared for college level work and so they tend to be quite mobile in moving to those sections that seemingly offer them the least challenge to develop critical, analytical, writing skills. Were it the case that the college provided an aggressive tutorial support system, then their success rate beyond a mere letter Grade of C could be much more significant. The assumption here is that they would be much more equipped to take other general education courses with outcomes much better than a C.

All courses listed in the course catalog are offered each year and they all make.

- h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs Reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All Curricula is in compliance with Title 5 and all CORs occur every five years or less.

- i. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

j.

Continuously analyzing student performance in the development of critical, analytical, research and writing skills to ensure that they are on a trajectory of

success that will enable them to pursue further studies and develop lifelong learning skills. However, the Department clearly needs to closely coordinate this effort. This coordination could take the form of a Department meeting each quarter (has not happened for many years) to develop a system of coordination to ensure that instruction in courses is in sync with SLO and COR.

- k. Innovation: What are you doing that your curriculum is congruent with the most recent developments in your discipline? Continuously updating literature in the field and using where appropriate new technology.**

l.

Submission of AA-T program to State Chancellor's Office has been approved. Continued advocacy for the College to invest in a high quality tutorial program that will provide an opportunity for underprepared students to have an equitable chance at succeeding in college.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Course success rate in 2011-12 was 70%, falling to 65% in 2012/13 recovering to 69% in 2013/14, but still below the 70% of 2011/12 for all students. Non-Success for these students over the three years are 14%, and withdrawal rates were 16%, 21% and 17% respectively. The increasing rate of Non-Success and withdrawals are troubling pointing to the need for serious intervention on the part of the college to provide intensive instructional support across the curriculum not only for those not succeeding and withdrawing, but also for those who are purportedly "succeeding". Since there are no gatekeepers, and majority of students are underprepared for college level work, the college has an obligation to intervene and live up to its stated mission to provide students with life-long learning skills so that they can succeed thus removing the tremendous frustrations felt by so many of them. Moreover, the current tendency to place increasing burden on instructors to serve as tutors in order to facilitate student success and at the same time carry out an ever increasing workload of Program Review, SLO, numerous meetings and committee work leaves very little time for being adequately prepared to offer substantial knowledge and instruction in their field of expertise.

For the targeted groups in 2011/12, success rate was 62%, falling to 56% in 2012/13 recovering slightly in 2013/14 to 59% but still below the 2011/12 base year. Non-Success rate

increased each year from 18% in 2011/12 to 21% in 2013/14 and so did withdrawal rates at 19% in 2011/12 spiking to 24% in 2012/13 but falling to 20% in 2013/14. Here again the data points to a fundamental problem that needs the most urgent attention: significant tutorial assistance for ALL students.

The Non-Targeted groups success rate in 2011/12 was 74%, falling to 70% in 2102/13 and bouncing back to its base year of 74%. Non-Success rates were 12%, 11% and 10% respectively while withdrawal rates were 14%, 19% and 15% respectively. Here again the data clearly points to the need for significant intervention to address a most inequitable problem that exists across the campus in terms to providing crucial tutorial assistance for these students to begin to discover their abilities and succeed academically. The college needs to come to terms with its obligation to these students. The need is most urgent. It cannot continue to sit on the sideline while at the same time declaring Mission Statement of facilitating life-long learning skills when the miniscule effort that it makes is the first to be eliminated in budget cuts.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of students obtaining AA degrees is low but has increased from 2 to 6 in the past three years. The addition of an ADT in Political Science has the potential to increase this number. But while the data collected by the College is small, there is anecdotal evidence of a much larger number of graduates who have earned undergraduate and graduate degrees in political science from some of the most prestigious universities and colleges throughout the United States. Majority of these former students now work as Lawyers, professors, investment bankers and in other professional careers.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

There are no certificate programs in the department

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Political Science as a discipline has a large role to play in the college's overall transfer rates. As a core transfer discipline, many students take Political Science courses who end up transferring to universities and or who obtain the General Studies Social Science Degree. Transfer data for this department is limited. The addition of an ADT will most likely advance our data collection in this area.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

- b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

Actual data for student transfer with a major in political science is quite limited. It revealed that in 2010/11 two students earned AA degrees, four in 2011/12 and six in 2013/14. Four of these students identified themselves as women and seven as men with one student not identifying gender.

What the data also shows is that the number of political science majors who transfer to the CSU system are higher than those who transfer to the UC system. However, there is no data about those students who transfer to Stanford, Harvard, Georgetown, Cornell, MIT, University of Chicago, Columbia, NYU, Boston College, Oxford University, University of Pennsylvania, Sophia University in Japan and to several of the other most prestigious private universities of national and international repute. Over the years, a number of these students have visited the college and shared with students their journey from Foothill to some of these same institutions and how that opportunity could also be theirs if they work for it. One of these successful students who went to UC, then to the London School of Economics and Law School has been employed as a part-time Instructor in Political Science here at Foothill.

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.
- d. See comment above
- e. Please analyze and discuss Articulation data regarding this program.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- f. Discuss how this program continues to meet a documented labor market demand?

No evidence either way to show.

- g. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

- h. Discuss any job placement and/or salary data available for your students after graduation.**

- i. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

- j. Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

- k. Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

Several students participate in community service programs on campus, in their own communities, and in other communities outside of the United States. These students are highly motivated, often focused on helping others to help themselves and in utilizing their already developed leadership skills. They also realize that their commitment to public service will be highly beneficial to them in the transfer process and so they ensure that whatever they do will bring them a return benefit. The Program however does not create nor sponsor any community service program for students although it encourages and supports students' efforts.

- I. Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

See comment above

- m. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

There is no advisory board in the department.

Section 4: Learning Outcomes Assessment Summary

- a. Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached
- b. Attach 2013-2014 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

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Providing on a continual basis significant amounts of time far beyond office hours in tutorial assistance to help those eager to learn to succeed in their coursework. This effort has become increasingly burdensome because too many students are terribly unprepared for college level work and the college has yet to become conscious of the urgency to provide a credible tutorial program for underprepared students.

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

c. How has assessment of program-level student learning outcomes led to

The objectives and outcomes in Political Science courses are similar to those of the Program Level Students Learning Outcomes and the Mission of the college. These outcomes are predicated on the development of critical, analytical, research, reasoning and writing skills that will enable students to develop lifelong learning skills so that they can make informed decisions about their lives, their communities, and their world and to be active players in them. In short, it is the development of a community of informed life-long learners. But while PLOs are important to support the mission of the Department, the college needs to develop effective mechanisms for assessing them. Moreover, it needs to develop mechanisms for identifying majors in the field and transfers to colleges and universities.

certificate/degree program improvements? Have you made any changes to your program based on the findings?

d. If your program has other outcomes assessments at the program level, comment on the findings.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

f.

The faculty, both full time and part time, needs to meet each quarter and engage each other on student performance and the kinds of intervention that could be used to address student learning outcomes.

g.

h. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

The faculty had a single meeting several years ago when SLOs were presented and approved. Since then, there has been no such meeting. Assessments are done by individual faculty and posted in accordance with college rules. Is there any real pedagogical value to what appears to be nothing more than fulfilling a bureaucratic requirement?

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

Please see commentary above. Also, a concerted effort to be made to hold department meetings at least one each academic quarter for the purpose of assessing program performance and related issues.

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 Dept Meetings	Review SLOs	College Mission	Through knowledge
2 Tutorial Program	Skill Development	Equity	Skill Development
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

See comment above as it pertains to department meetings to review and assess program Performance .

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1.			

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Department Meetings on a quarterly basis	Short term	Gathering facts and Acting on them as necessary	By actions taken

Section 7: Program Resources and Support

Using the tables below, summarize your program's **unfunded** resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) NO	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports	Est hours per	% Time

		this goal.	month	

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
None	

a. After reviewing the data, what would you like to highlight about your program?

Program offers an excellent course of study in the social sciences, particularly the discipline of political science. Many students pursuing these courses and who already have some strong foundation in basic skills do excel and are often admitted to some of the finest institutions of both public and private institutions in the US, Europe and Asia and perform with distinction.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The Political Science Department provides outstanding courses that transfer to four-year universities and support the general education needs of students in many disciplines throughout the college. The program has strong success rates among non-targeted groups but success among underrepresented groups is somewhat below the college norm. The program has recently brought in two new adjunct faculty members who are adding to the discipline. The program has a strong honors component and serves many students seeking to transfer to four-year universities.

b. Areas of concern, if any:

Political Science courses require strong writing and analytical skills and therefore students who are underprepared face challenges. While overall success rates are near the college average, online sections are at 60% success, which could be a result of students not understanding the overall course workload prior to registering. This program review advocates for a tutorial center to address the non-success rates and it would be advised for program faculty to meet with the Learning Resource Center faculty to look at ways more students can be served and in what channels students can be referred to the LRC such as faculty identifying students through an early writing assessment in Poli 1 classes, etc. In addition, the process of SLO assessment is discussed as a bureaucratic time waste, which is a concern.

c. Recommendations for improvement:

The program should hold annual department meetings and discuss issues such as non-success rates among student groups, online courses, and how to help students take advantage of on-campus resources such as the Learning Resource Center.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The Political Science department provides high quality general education courses, and curriculum is regularly reviewed and updated. The newly approved ADT is a great addition for our students, and should lead to increased transfer opportunities.

e. Areas of concern, if any:

The lack of department meetings, and the statements in this program review that seem to diminish the importance of regularly reviewing student learning and reflecting on potential curricular or pedagogical changes that might improve student success are a real concern. As community college educators we work at an open access institution. This means, by definition, that not all students will be completely prepared for college and will require extra support. While there is no doubt that the college has an institutional role and obligation to provide services, there is also a strong and necessary role for instructional faculty to play in their classrooms and with their students.

The college has provided and funded a Teaching and Learning Center which is staffed by faculty to assist students across the curriculum with reading and writing assistance at all levels. There are also numerous initiatives funded by Equity and Basic Skills funds. Of course, there is more work to be done. What strategies or ideas do you have about ways you can impact student success in your classes?

f. Recommendations for improvement:

I would agree with the dean's comments and suggestions for improvement.

g. Recommended Next steps:

☒ Proceed as planned on program review schedule

☐ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Political Science (POLI)

Mission Statement: The mission of the Political Science Department is to 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Political Science (POLI) - POLI 1 - POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS - SLO 2 - support hypothesis - Analytical use of concepts and research to support hypotheses and conclusions. (Created By Department - Political Science (POLI))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective midterm exam, given during week 5 covering the Constitution, executive branch, legislative branch and judicial branch</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 75% of students receive a C or better</p>	<p>10/10/2014 - In my spring on-line Poli 1, 61 students got an A or B and 23 students got a C or less. As a result, this is way over the target amount. Based on student feedback, I think two things helped--increasing the window within which students take the test and increasing the number of items on the test.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Political Science (POLI) - POLI 1 - POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS - Critical, Analytical, Research, and Writing skills - A successful student in this course will demonstrate development of critical, analytical, research, and writing skills. (Created By Department - Political Science (POLI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Critical Analytical Papers Exams Participation in written Class Discussions utilizing critical, analytical, research and writing skills online</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Fifty percent or higher of students enrolled in online and on-campus hybrid sections will earn a letter grade of C or higher based on the three types of assessments</p>	<p>10/08/2014 - Introduction to American Government & Politics is the ONLY political science course with multiple sections that is taught every quarter. In a real sense, this course is for "beginners."</p> <p>Majority of students who take this class are for the most part fresh out of high school. Their academic preparation for college is quite poor so the need for significant basic skill assistance is challenging especially with the limited tutorial assistance the college provides. What this means is that instructors have to spend a great deal of their limited time tutoring some of these students especially those who demonstrate a desire of wanting to learn and earn a college education. It continues to be a most unfortunate situation for most of these students at Foothill College. Majority of them come to the college from high schools that have not served them well in terms of academic preparation. Instead of Foothill College investing in significant basic skill training and tutorial</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>assistance to allow many of these students to have a chance at a college education, very little is done in this regard. Instructors often go far beyond the call of duty to help many of these students but that is not the kind of institutional response needed to address a major problem. The college has that responsibility and needs to develop the kind of tutorial and basic skill programs to help them to move forward. If it cannot do this, then it too fails them like the high schools.</p> <p>Associated with these problems are behavioral and time management challenges.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: A College wide Tutorial and Basic Skill Program for ALL students</p>	
<p>Department - Political Science (POLI) - POLI 15 - INTERNATIONAL RELATIONS/WORLD POLITICS - SLO 1 - International relations - Critically analyze any of the contending theoretical formulations of International Relations: Liberalism/Neoliberalism institutionalism, Realism and Non-realism, the Radical Perspective, Constructivism, Hegemonic Stability Theory. (Created By Department - Political Science (POLI))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 15 page research paper, students choose their topic but it must have a theoretical element.</p> <p>Assessment Method Type: Research Paper</p>	<p>10/10/2014 - Two new approaches have been added to this class which I taught as a non-honors section in Spring 2014. First, I now divide the students into theory groups for the whole class and this helps them gain a more nuanced understanding which is reflected in their papers. Second, I have created a rubric for the research paper (and draft) so students can't be confused about the fundamentals of their grade.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>10/08/2014 - This is a seminar course for both Poli 015 and Poli 015H students combined. Although introductory, the literature used is of a higher level of intellectual discourse than Political Science 01 and therefore requires substantially more</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>participation in class discussions. It requires as a central part of the class, students reading and making notes on assigned material so that they can then participate fully in the discourse. It is a huge challenge to get majority of students to live up to their obligation. Every excuse they can find as to the reason reading assignments were not done is often given and very creative ones too are presented. Once again it is usually about 5% or higher of students in this course who are regular contributors, and who take leading roles in ensuring that their performance is of the highest quality.</p> <p>Since majority of students in this course have never written any research papers of five pages or more, every effort is made to work closely with them from the conception of the topic, the research effort, the thesis statement and the analysis itself up to the submission of the paper. And even though this assistance is available to all students within specific deadlines, many of them do not follow through. They procrastinate, they are in denial, and then many of them fail to meet deadlines and in the end drop out of the class on the day paper is due. The research paper itself for majority of students tend to be nothing more than paraphrasing texts they found during their research. They either refuse to exert the energy and effort to formulate and develop their own ideas or rely on the ideas of scholars whose work they encounter, some for the first time. While this tendency does show that some of these students have low self-esteem and lack of confidence in their ability to write critical, analytical, research papers, the 5% or more who came to the class already focused on their academic goals and transfers are the ones whose work exceed even the expectations they have of themselves. These are the students who earn admissions to the UCs, private colleges and universities across the US and in Europe. The others (majority in the class) end up with letter grades of C or below.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Not Met Year This Assessment Occurred: 2013-2014	
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 institutionalism, Realism and Non-realism, the Radical Perspective, Constructivism, Hegemonic Stability Theory. (Created By Department - Political Science (POLI)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: 15 page research paper, students choose their topic but it must have a theoretical element. Assessment Method Type: Research Paper Target for Success: Rubric		
Department - Political Science (POLI) - POLI 2 - COMPARATIVE GOVERNMENT & POLITICS - SLO 2 - support hypothesis - Critically analyze concepts and apply research to support hypothesis about course content. (Created By Department - Political Science (POLI)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: 15 page research paper, instructor selects a region of focus, student selects topic. Assessment Method Type: Essay/Journal	09/29/2014 - Over 70% of students in this course earned a letter grade of B or higher. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: The Tutorial Center needs much more funding to help students develop the crucial learning skills to succeed in college. GE/IL-SLO Reflection: This course met all the Four Cs of the Institutional Learning outcomes.	09/20/2012 - This was a very challenging course for all students yet majority of those who initially enrolled as non-honors changed to Honors in order to earn Honors Credit. The 20 page critical, analytical, research paper required that every student undertake research paper topics agreed to between themselves and professor, and periodically meet with professor for guidance on how to proceed with analysis of research findings and the formulation of research paper. Since majority of students have never before had the experience of researching and formulating a college level analytical paper, working closely with them required a

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>significant amount of personal time of professor over and far beyond required office hours. While majority of students were eager to engage the process, there were some for whom the assignment was frustrating because the College did not provide the kind of tutorial assistance students needed to complete their assignment in a timely manner. Consequently, many of them had to inconvenience themselves and even put in jeopardy some of their other courses in order to compete for extra time and assistance from the professor in the course. So even though majority of them did quite well in the end, the College has to realize that its Mission Plan cannot just remain empty platitudes merely to look good on paper but without crucial resources student need in order to help them develop critical, analytical, research and writing skills that are at the core of the learning process. Foothill College needs to commit much more resources to the Tutorial Center to help students succeed in their college experience especially in the development of crucial analytical, research and writing skills that the college itself claims is at the core of the learning process.</p>

Department - Political Science (POLI) - POLI 2H - HONORS COMPARATIVE GOVERNMENT & POLITICS - SLO 2 -	Assessment Method: Critical Analytical Research Paper
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>support hypothesis - Critically analyze concepts and apply research to support hypothesis about course content. (Created By Department - Political Science (POLI))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students would earn a letter grade of at least a B</p>		
<p>Department - Political Science (POLI) - POLI 2H - HONORS COMPARATIVE GOVERNMENT & POLITICS - Critically analyze any of the contending theoretical formulations in Comparative Government and Politics - Student will be able to research and develop 20 page research paper on any of the contending theoretical formulations in Comparative Government and Politics. (Created By Department - Political Science (POLI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 20 page critical, analytical research paper Leadership of Seminar and active participation in discussions</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Over 80 % of students should be able to earn a letter grade of C or higher</p>	<p>10/01/2014 - Honors Comparative Government & Politics and the regular Comparative Government & Politics are taught as a single course in the same classroom using the same texts, employing a seminar/discussion approach with significant participation by students. The only difference between both groups of students is that Honors students research and develop a 20 page critical, analytical, research paper and non-Honors students a 15 page paper. Since students are encouraged to research and write their papers in groups of two, that is between an Honors and a non-Honors student working together, majority of papers are 20 pages of content.</p> <p>This approach allows for skill development largely on the part of non-Honors students to enable them at some later time to apply for Honors status.</p> <p>The quality of leadership and participation in the discussions depend largely on the quality of students (academic preparation and analytical and writing abilities) as well as the quality of their research paper. For this class in particular, majority of students worked quite hard at learning new material which was quite challenging for many of them. Majority of the non-Honors students faced some real challenges learning about research efforts, how to process the literature they gathered and formulating a research paper. The opportunity for honors and non-honors students to work together on their research paper assignment greatly helped both groups of students in skill</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>development and collaborative efforts.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Tutorial assistance for students</p> <p>Resource Request: Tutorial assistance for students</p> <hr/> <p>09/29/2014 - 80% of students earned a letter grade of B or higher</p> <p>Comparative Government & Politics (POLI 02H and POIL 02) are taught as a single course although students enroll in one of either sections. The course material are the same, the instruction the same and all other class activities are the same. The only exceptions in this course like in other Honors courses are that Non-Honors students are given an opportunity to work with Honors students in leading a seminar discussion and a choice in researching and writing a critical analytical research paper together. Majority of students often choose to work with another in researching and writing a 20 page critical, analytical research paper.</p> <p>The research paper has three stages: 1. Meeting with professor to discuss paper topic and to secure its approval. 2. Meeting with professor to discuss preliminary research findings and how to narrow focus of topic and/or delimit scope of paper. 3. Meeting with professor to discuss preliminary draft of analysis and any concerns that may emerge.</p> <p>This approach to the research paper assignment appears to have worked quite well especially for non-Honors students whose analytical, research and writing skills are often not as strong as Honors students. They generally learn the process of research and analysis that often help them in their skill development and build</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>confidence in them to the extent that several of them may then apply for admission to the Honors Program.</p> <p>While this approach is beneficial to both Honors and non-Honors students, in the assessment of their research paper there is plenty of evidence that their analytical and writing skills need significant development. The college has a central role to play here in the development of those skills if only it would create a strong and sustained support system of tutorial assistance for these students. Only when there is full institutional response to a major skill development program can the college really claim that its Mission Statement is true and not merely lofty words.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Strong and sustained tutorial assistance center with sustained support for student learning outcome.</p> <p>Resource Request: Strong and sustained tutorial assistance center with sustained support for student learning outcome.</p> <p>Resource Request: Strong and sustained tutorial assistance center with sustained support for student learning outcome.</p> <p>GE/IL-SLO Reflection: Comparative Government & Politics (POLI 02H and POIL 02) are taught as a single course although students enroll in one of either sections. The course material are the same, the instruction the same and all other class activities are the same. The only exceptions in this course like in other Honors courses are that Non-Honors</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students are given an opportunity to work with Honors students in leading a seminar discussion and a choice in researching and writing a critical analytical research paper together. Majority of students often choose to work with another in researching and writing a 20 page critical, analytical research paper.</p> <p>The research paper has three stages: 1. Meeting with professor to discuss paper topic and to secure its approval. 2. Meeting with professor to discuss preliminary research findings and how to narrow focus of topic and/or delimit scope of paper. 3. Meeting with professor to discuss preliminary draft of analysis and any concerns that may emerge.</p> <p>This approach to the research paper assignment appears to have worked quite well especially for non-Honors students whose analytical, research and writing skills are often not as strong as Honors students. They generally learn the process of research and analysis that often help them in their skill development and build confidence in them to the extent that several of them may then apply for admission to the Honors Program.</p> <p>While this approach is beneficial to both Honors and non-Honors students, in the assessment of their research paper their is plenty of evidence that their analytical and writing skills need significant development. The college has a central role to play here in the development of those skills if only it would create a strong and sustained support system of tutorial assistance for these students. Only when there is full institutional response to a major skill development program can the college really</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>claim that its Mission Statement is true and not merely lofty words.</p> <p>GE/IL-SLO Reflection: Comparative Government & Politics (POLI 02H and POIL 02) are taught as a single course although students enroll in one of either sections. The course material are the same, the instruction the same and all other class activities are the same. The only exceptions in this course like in other Honors courses are that Non-Honors students are given an opportunity to work with Honors students in leading a seminar discussion and a choice in researching and writing a critical analytical research paper together. Majority of students often choose to work with another in researching and writing a 20 page critical, analytical research paper.</p> <p>The research paper has three stages: 1. Meeting with professor to discuss paper topic and to secure its approval. 2. Meeting with professor to discuss preliminary research findings and how to narrow focus of topic and/or delimit scope of paper. 3. Meeting with professor to discuss preliminary draft of analysis and any concerns that may emerge.</p> <p>This approach to the research paper assignment appears to have worked quite well especially for non-Honors students whose analytical, research and writing skills are often not as strong as Honors students. They generally learn the process of research and analysis that often help them in their skill development and build confidence in them to the extent that several of them may then apply for admission to the Honors Program.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>While this approach is beneficial to both Honors and non-Honors students, in the assessment of their research paper their is plenty of evidence that their analytical and writing skills need significant development. The college has a central role to play here in the development of those skills if only it would create a strong and sustained support system of tutorial assistance for these students. Only when there is full institutional response to a major skill development program can the college really claim that its Mission Statement is true and not merely lofty words.</p>	
<p>Department - Political Science (POLI) - POLI 3 - INTRODUCTION TO 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 & Aquinas, Machiavelli and Hobbes, Locke & Rousseau, Bentham and Mill, Hegel and Marx, Antonio Gramsci. (Created By Department - Political Science (POLI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of Research Paper; oral presentation, seminar leadership, participation in and contribution to class discussions.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Assumes that at least 80% of students will earn a letter grade C or higher for this course</p>	<p>09/29/2014 - Political Science 03H has two sections: Honors and Non-Honors. Both are taught as a single course. All students learn the same material and participate in leading the seminar discussion. Honors students write a 20 page critical analytical research paper and Non-Honors a 15 page paper. Honors and Non-Honors students are given the opportunity to write their research paper with another student be it Honors or Non-Honors. Non-Honors writing their paper with an Honors student must write a 20 page paper.</p> <p>The course material is quite challenging not simply because of the nature of the material but also because of the large body of material to read, discuss and digest within a short period of time. Even for some Honors students, the difficulty of the material is palpable.</p> <p>Although every effort is made to work with students at every stage of the paper and organization of the research material both for the seminar discussion and the research paper assignment, some 70% or higher of them are often uncooperative. They tend not to show up for</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>scheduled appointments to get the help they obviously need. Then by the time due date is at hand they panic and want the world to stop for them to as it were hop on.</p> <p>The most obvious difficulty, however, for majority of students in this class is centered around very poor analytical skills, writing skills and the ability to formulate their research findings into coherent and logical arguments. As a result, they tend to demonstrate the tendency to cut and paste from sources they read without citation and in disregard for intellectual property rights. In short they tend to plagiarize other scholar's work with great ease.</p> <p>Like in almost most of the classes in the social sciences and perhaps in many other courses at the college, only a very small percentage of students in each class, sometimes less than 10% are ready for college level work. So once again, the need for the college to create a program that can help many of these students to develop the proper learning skills remain a major problem that begs for action.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Major tutorial assistance for students to help them develop their learning skills</p>	
	<p>Assessment Method: The critical, analytical research paper, oral presentation, leading seminar discussion, contributions to class discussions require students to work closely with their assigned group and with the professor in ensuring success in these assignments.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	It is expected that at least 80% of students will earn the Grade Grade B or higher in this course.		
<p>Department - Political Science (POLI) - POLI 3H - HONORS INTRODUCTION TO 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 & Aquinas, Machiavelli and Hobbes, Locke & Rousseau, Bentham and Mill, Hegel and Marx, Antonio Gramsci. (Created By Department - Political Science (POLI))</p> <p>Start Date: 09/17/2013</p> <p>End Date: 12/10/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluation of Research Paper; oral presentation, seminar leadership, participation in and contribution to class discussions.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will get a B or higher.</p>		
<p>Department - Political Science (POLI) - POLI 9 - POLITICAL ECONOMY - SLO 2- development and underdevelopment - Critically Analyze contending Theoretical Formulations of the International Political Economy;</p> <p>Political Economy 09 was taught in Fall Quarter as part of Political Economy 09H in the same classroom at the same time without any difference except for the Critical, Analytical, Research Paper assignment of 15 pages for students enrolled in this section of the course. The reflection on this course has been addressed in Political Economy 09H and submitted earlier.</p> <p>Since the assessment has already be submitted as Political Economy 09H, there is nothing new to add here. If it were the case</p>	<p>Assessment Method: 15 page critical, analytical, research paper assignment Seminar leadership and discussion</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 70% of students will earn a letter grade of B or higher</p>	<p>10/08/2014 - This course taught in Fall Quarter 2013 had the most unusual group of students I have taught at Foothill College since the 1990's. I was so impressed with their overall performance in class activities and assignments that I invited Dean Hueg to visit the class and observe for himself how unusual they were.</p> <p>Both the Honors and Non-Honors students attend the same class, receive the same instruction, participate in the same activities, do the same assignments except for the critical, analytical research paper assignment. Honors students write a 20 page critical, analytical research paper and Non-Honors students a 15 page paper. Flexibility is provided for an Honors and a non-Honors student to write a research paper together. However, if an Honors and a Non-Honors student choose to write a paper together, that paper must</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>that the assessment submitted as Political Economy 09H could be copied and pasted here that would have been done. However, given the difficulty in copying and pasting that submission here, the original submission as Political Economy 09H stands as the submission for Political Economy 09. (Created By Department - Political Science (POLI))</p> <p>Start Date: 09/23/2013</p> <p>End Date: 12/09/2013</p> <p>Course-Level SLO Status: Active</p>		<p>be 20 pages of content with Works Cited in addition.</p> <p>Some 80% of the Honors students were well prepared for college. They demonstrated strong analytical, research and writing skills and were well focused on their academic and professional lives particularly in transferring to some of the finest universities in the US. The majority of non-Honors students on the other hand were inadequately prepared for college: poor study skills, time management problems, difficulties understanding material and unable to undertake research assignments, and inadequate writing and analytical skills.</p> <p>Pairing Honors with Non-Honors within the class and making them work together both in leading specific seminar topics and allowing for the opportunity for groups of two to write the research paper assignment together helped to "raise up" those students who did not have the requisite skill level of preparation for college.</p> <p>Constantly pushing students to strive for excellence in their work and to make excellence the hallmark in all they do, seems to have helped in motivating everyone to work hard at exceeding even the expectations they held of themselves. Working closely with all students in conceptualizing their research paper topic, researching the literature and then formulating the paper coherently and logically seems to have worked well for everyone. In the end, over 80% of students earned letter grades of B and higher. Over 50% of these students enrolled in other classes in Winter and Spring, performed quite well and have now transferred to universities like NYU, UC's, Georgetown, UPenn and others.</p> <p>This unusual group of students have so far remained the finest I have worked with since the 1990's.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2013-2014</p> <p>Resource Request: Tutorial Assistance for students</p> <hr/> <p>10/01/2014 -</p> <p>This course taught in Fall Quarter 2013 had the most unusual group of students I have taught at Foothill College since the 1990's. I was so impressed with their overall performance in class activities and assignments that I invited Dean Hueg to visit the class and observe for himself how unusual they were.</p> <p>Both the Honors and Non-Honors students attend the same class, receive the same instruction, participate in the same activities, do the same assignments except for the critical, analytical research paper assignment. Honors students write a 20 page critical, analytical research paper and Non-Honors students a 15 page paper. Flexibility is provided for an Honors and a non-Honors student to write a research paper together. However, if an Honors and a Non-Honors student choose to write a paper together, that paper must be 20 pages of content with Works Cited in addition.</p> <p>Some 80% of the Honors students were well prepared for college. They demonstrated strong analytical, research and writing skills and were well focused on their academic and professional lives particularly in transferring to some of the finest universities in the US. The majority of non-Honors students on the other hand were inadequately prepared for college: poor study skills, time management problems, difficulties understanding material and unable to undertake research assignments, and inadequate writing and analytical skills.</p> <p>Pairing Honors with Non-Honors within the class and making them work together both in leading specific seminar topics and allowing for the opportunity for groups of two to write the research paper assignment together helped to</p>	

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		<p>"raise up" those students who did not have the requisite skill level of preparation for college.</p> <p>Constantly pushing students to strive for excellence in their work and to make excellence the hallmark in all they do, seems to have helped in motivating everyone to work hard at exceeding even the expectations they held of themselves.</p> <p>Working closely with all students in conceptualizing their research paper topic, researching the literature and then formulating the paper coherently and logically seems to have worked well for everyone. In the end, over 80% of students earned letter grades of B and higher. Over 50% of these students enrolled in other classes in Winter and Spring, performed quite well and have now transferred to universities like NYU, UC's, Georgetown, UPenn and others.</p> <p>This unusual group of students have so far remained the finest I have worked with since the 1990's. Active Department - Political Science (POLI)</p> <p>edit copy delete</p> <p>Delete Course-Level SLO [Close]</p> <p>Are you sure you want to delete this Course-Level SLO? This will delete all the data associated with this Course-Level SLO including Assessment Findings/Reflections and Assessment Methods. Are you sure you want to delete this data?</p> <p>Yes</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Tutorial Assistance for students</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

Unit Assessment Report - Four Column

Foothill College

Program (BSS-POLI) - Political Science AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-POLI) - Political Science AA - 1 - Students will be able to demonstrate critical, analytical, research and writing skills in political science and its sub-fields using basic social scientific tools underlying modern social science research methods. SLO Status: Active	Assessment Method: In POLI 2, 3, 9 and/or 15 students are given a research paper assignment that demonstrates critical, analytical, research and writing skills in poli-sci and its subfields. Assessment Method Type: Research Paper Target: 60 % of students will be able to successfully complete this assignment.		
Program (BSS-POLI) - Political Science AA - 2 - Students 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 using basic social scientific research methods. SLO Status: Active	Assessment Method: Faculty will read and evaluate the assignment and results from pre-selected courses. Assessment Method Type: Research Paper Target: 60% of students will be able to analyze the major theoretical formulations.		
Program (BSS-POLI) - Political Science AA - Annual Meeting and Faculty Discussion between full and part-time faculty - To meet together with a majority of department members in the 2014-2015 academic year. This is especially important because of the many new part-time faculty in our political science department (3 out of 5 are brand new as of fall quarter 2014). I will report on department/individual meeting results at the end of the 2014-15 year. Year PL-SLO implemented: End of Academic Year Start Date:	Assessment Method: I will report on department/individual meeting results at the end of the 2014-15 year. Assessment Method Type: Discussion/Participation Target: At least one meeting called for the full department with over 50% of the entire faculty attending.		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
10/10/2014 End Date: 10/10/2015 SLO Status: Active			