BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Political Science

Division Name: Business and Social Science

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

Name	Department	Position
Dr.Meredith Heiser	Poli Sci	Full time faculty
Dr. Joseph Woolcock	"	Full time faculty
Dominic Caserta & Kerri Ryer	"	Part-time faculty
Richard Wiepking	"	"
Dr. Mark Harmon	"	"

Number of Full Time Faculty: 2 **Number of Part Time Faculty:** 6

Please list all existing Classified positions: *Example: Administrative Assistant I*

none other than BSS office manager

List all programs covered by this review and indicate the program type:

Poli Sci	☐ Certificate	☒ AA / AS	☐ AD-T	☐ Pathway
Poli Sci	☐ Certificate	☐ AA / AS	☒ AD-T	☐ Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's website 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 Program	2012-2013	2013-2014	2014-2015
Poli Sci AD-T	0	0	1
Poli Sci AA	4	6	6

1B. Non-Transcriptable Program Data: 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	2012-2013	2013-2014	2014-2015
There is none.			

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

We don't have a non-transcripatable program.

1C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment	1,522	1,503	1,360
Productivity	487	481	501
Course Success	65%	69%	74%
Full-Time Load (FTEF)	1.7	1.6	1.2
Part-Time Load (FTEF)	2.3	2.1	2.8

1D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☒ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☒	☐	☐	☒	☐	☐
Asian	☒	☐	☐	☐	☒	☐
Filipino	☒	☐	☐	☐	☐	☒
Latino/a	☒	☐	☐	☐	☐	☒
Native American	☐	☐	☒	☐	☐	☒
Pacific Islander	☐	☐	☒	☐	☐	☒
White	☒	☐	☐	☐	☒	☐
Decline to State	☒	☐	☐	☐	☒	☐

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☒ At Level ☐ Below Level
Female: ☐ Above Level ☐ At Level ☒ Below Level
<25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level
>25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

(I am defining at level as within 3% of the level.) We are 4% lower than the college success rate overall but we are increasing our success rates among half of the targeted groups. (The Native American statistics and Pacific Islander statistics are both too small to be statistically significant.) I, Meredith Heiser, have been in e-mail communication with Katie Ha to try to work more closely with tutorial to support in particular the students, who are less prepared. In the past, I have had librarians come to my class and explain how the FH data bases work and what is to be found there to accomplish a similar purpose, improvement in research paper outcomes. We, as a department, agree that we need systemic solutions to these problems (not one instructor at a time). We also discussed the possibility of creating a Social Science non-credit writing unit to get more tutors and assist the students more with their writing. Of course, we have a large number of on-line students so that somewhat skews the numbers (generally lower success rates). Also the college does not presently support the writing needs of the on-line students though dedicated on-line tutorial help.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

We have had diminishing enrollment but we have also offered fewer sections in order to keep our productivity up. I don't think there have been many complaints about an inability to get classes/sections, but this should remain an area of concern.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☒ Increase ☐ Steady/No Change ☐ Decrease
Program Productivity (Compared to College): ☐ Above Goal ☐ At Goal ☒ Below Goal

Please discuss what factors may be affecting your program's productivity.

We have hired a lot of new part time faculty over the last five years. Also, both of the FT faculty have been out on PDL and I, Meredith Heiser, have taught less due to 3 classes worth of reassigned time. I think all this has somewhat hurt our continuity. To deal with dips in productivity, we have begun to more systematically cancel classes with low enrollment.
Our student population tends to be younger and less well educated than the college as a whole, so that has an impact. A big part of the problem is that statewide enrollments are generally down in fields that are not oriented to immediate employment. As the economy continues to improve, I have hope that interest in our program will increase. Hopefully our work with tutorial services and the library in general will begin to bring us closer to the college goal over the the next few years.
This will be a more serious problem in the future because our 5 unit classes changed from a load of .111 to .125 in 2015-16. That means that full time instructors could be loaded with 8 instead of 9 sections, which is great for them, BUT will lower our productivity. Of course, part time faculty will be teaching fewer sections as well (5 Poli 1 sections=65% now, but was previously 55%). We discussed this issue at our recent department meeting so that everyone is prepared for the change.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

We are below the college productivity goal by about 6%. Our productivity number was 501, which is a few points (less than 1%) below the rest of BSS at 504. It is worth noting that our productivity in political science has generally increased over the last three years, while BSS has decreased.
However, because of the above mentioned problem with continuity we have begun to meet (hopefully quarterly) as a department. We had one official meeting on Dec. 4, where we discussed SLOs and program review as well as FA contract issues (office hours for PT faculty, etc.), tutorial issues, and course creation issues. All faculty were given about one month notice for the date of the meeting. More than 75% of the faculty were present (all full-time faculty were present); 50% was the goal. Minutes were recorded and sent out to anyone who missed the meeting. I plan to have a more social meeting in the Winter Quarter where everyone can check back in again on working with tutorial/library services and discuss writing assignments. Now the whole department has each other's e-mail so hopefully this will continue when I am on PDL in Spring.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
Online Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
In-Person/Hybrid Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

I think I addressed this above with our use of libararians and tutorial staff to give the students extra help. I should probably also mention here that most of us try to do some applied work to make theory easier to understand. For example in political economy, we have a discussion of students' futures as contingent labor and how to adapt to that as well as how to impact the future employment picture. I think that especially helps basic skills students as it recognizes a common and real problem for all students.

Also, I do a poll at the beginning of class to get a sense of the students' skills (have you taken another poli sci class, have you taken English 1 A or equivalent, how many hours are you working, etc.). At our recent department meeting, other faculty agreed that doing a poll helps the student feel understood and helps the instructor better prepare for the mix of students in the class.

There are also political events on campus, which we encourage all our students to attend to make the field more approachable: Assembly Member Rich Gordon has come to the campus every year in the last few years and students have been given extra credit for writing up a review of his presentation.

We agree as a department that we can't entirely deal with this issue until we expand our tutorial services in writing--especially for basic skills and ESL students.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

We are at or above target for our face to face/hybrid targeted students, but we are below the aspirational standard of 71% in on-line targeted students and on-line student course completion. In both areas, I would argue that the political science trend line is good and a better trend line than BSS or the college.

Over the last three years on-line targeted students have moved from a 44% success rate to a 61% rate, which I consider to at least be mildly successful (although it does not meet the college aspirational target). Our on-line student course completion has moved from 54% to 68%, so I would view that as more successful (within 3% of the college's aspirational target). When we have tutorial services on-line for the on-line classes, I think it will help the targeted students in particular. At a minimum, instructors can now contact students weekly in the on-line classes and encourage them to work more effectively, if they are not keeping up with assignments and discussions. My students have always responded positively to these prompts.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☒ Department Meetings ☐ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

Now that we have begun to hold QUARTERLY department meetings, there will be follow up by e-mail and on-line discussions. I will report back next year on our progress.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Our on-line classes are the most in need of more tutorial services but that is a college wide problem, which has yet to be systematically addressed. Maybe Starfish will be adopted in the near future? We have worked hard in political science to keep our writing component above 10 pages and that has resulted in a higher load for our Poli 1 classes. While that will allow instructors to focus more of their efforts on student writing, it will also unfortunately lower our productivity.
I have initiated a discussion with the economics department about what appears to be poor performance in the writing skills of economics students. I am going to work more closely with that department on warning students of the heavier writing requirements in poli sci as well as working with Katie Ha to set up embedded tutoring for political science and economics students in Poli 9.
We have had success and improved results in objective on-line tests in Poli 1 by opening the testing window from one hour to two-three hours. As we move more courses on-line, we will want to apply that same approach.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Our goals generally are being met. There is a need for systematic improved student writing, which remains a challenge, especially for on-line students and economics students in Political Economy (Poli 9). Still our targets are being met.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

We have held our first department meeting in many years during the fall quarter of 2015 with a high level of attendance. Hopefully, we will have less turn over in our part-time faculty so these discussions pay off. We will now meet quarterly beginning in Winter 2016.
We have begun systematic surveys at the end of a course to see how much earlier courses in poli sci help or hinder a student. So far it appears to have a negligent impact, students may not be helped by earlier courses but they are hurt by a lack of them. We will continue to moniter these correlations and advise students accordingly.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

We have begun working with tutorial services to improve the writing component of our courses. As a department, we believe that this skill (along with critical analysis abilities) is key to success at the

transfer institution.

<p style="color:red; text-align:center;">If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.</p>

2F. Workforce/CTE Programs: Refer to the program review website for labor market data.

What is the regional three-year projected occupational growth for your program?

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

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

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Improved Tutorial and Writing	Year: 2011	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Department Meetings Quarterly	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

I mentioned above that dedicated tutorial services for on-line students, which is almost one-half our student population, do not exist. If we have turnover in full time or part time faculty, it will make department coordination more difficult. I also worry about department meetings continuing when I take my quarterly PDL, but we will still meet at least 2 times per year.

Please provide rationale behind any objectives that are no longer a priority for the program.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Synchronize on-line, f2f,hybrid (especially writing requirements)	Discussion at next department meeting-W '16	

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).
☒ Create a culture of equity that promotes student success, particularly for underserved students.
☐ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

☐ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	**One-Time B-Budget Augmentation**	**Ongoing B-Budget Augmentation**	**Facilities and Equipment**
		Coordinate department, begin to offer new courses, and develop older courses on-line	☒	☐	☐	☐
One class release for department chair/pay for part-time lead	$6-8,000 plus $2,000	FT and PT Chair Duties	☐	☐	☒	☐
			☐	☐	☐	☐

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

I am not sure where I am intended to address a request for one more faculty member, so I will do it here. With one less section per full time faculty and one less for all our part-time faculty, we come up with a figure of eight sections possibly being available for another instructor. With our difficulty coordinating the part-time faculty and our need now for more teaching time in additional uncovered sections, it only makes sense that it would be better to now hire one full time faculty member instead of two more part-time faculty.

With so many new part-time faculty, with on-going work on SLOs and program review, and with new scheduling duties, and possibly a new non-credit tutorial program, the responsibilities for our department have grown. Alone, the time it took me to write this program review, to meet with the Program Review Committee, to meet with the SLO coordinator, to e-mail Katie Ha/Elaine Kuo, and finally to set up and meet with my department (as well as follow up) took approximately 30-40 hours this quarter alone.

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

As far as I am aware, there have been none.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Department should meet once per year.	Department plans to meet every quarter with one formal meeting per year. Met Dec. 4, 2015.
Department should meet with SLO coordinator and dean.	Division dean was in attendance at above meeting and we had a fruitful department discussion followed by a division meeting, which built on our departmental discussion. MH met with SLO advisor and we can invite her to our next formal department meeting in Fall 2016.
PRC and dean concerned about low success rates and suggestions were made to meet with TLC faculty.	This program review confirms that there are two areas of somewhat low success rates (below aspirational goals in on-line sections and with targeted students in on-line sections). However, this program review highlights that trend lines and overall success rates are good. Still, MH set up future meeting with TLC faculty, Katie Ha.
VP wants to know our strategies to impact student success.	We provide political speakers for students; we coordinate with FA PAC for student internships (not covered in program review but needs to be mentioned); we discuss applied issues in class; we conduct polls to see who are students are; we do a lot of group work (not covered in program review but needs to be mentioned); we send out weekly reminders to on-line students to help them keep up with the class; and we are starting work in our BSS division to create a non-credit class for writing tutorials in social science.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

We are collaborating more closely as a department inspite of turnover in our faculty members. MH works closely with the poli sci department at DA through FA PAC responsibilities and meets with that department annually as well. The department has worked successfully with ASFC and PaRC to keep political speakers coming to campus. Those experiences are brought back to our classes.
MH was the chair of the UN club for numerous years and attended several model UN events. Both full time faculty members are involved in converting on-line classes to Canvas as well as attending conferences for improving on-line learning. New part-time faculty members are considering creating new classes and some are learning Canvas.
We are very successful in transferring students to CSU, UC, and prestigious private institutions. We have a high component of international students in our classes and we use those students background to make life in other countries more approachable creating more of a global citizenry, one of Foothill's missions in its mission statement.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Political Science department has made many leaps and strides since its last comprehensive. They have started meeting as a department both to make decisions and as well to train new PT faculty regarding issues such as load and curriculum. Productivity has increased over the past year as well as course success rates for all students. Although enrollment has declined slightly, this is in line with the college's trend.

6B. Areas of concern, if any:

Staffing is an area of concern for Political Science. The load factor for Poli classes are now at .125. PT faculty who previously taught up to 6 courses a year may only teach 5 now. Succession planning is also of concern as FT faculty member, Meredith Heiser has plans to retire within the next three years. Many of the PT faculty are fairly new to Foothill with little to no experience in curriculum, program review and student learning outcomes. The department is addressing this with regular department meetings and trainings. Another area of concern, as voiced by faculty members during department meetings is the level of preparation of students for Poli classes. Academic writing remains an area of difficulty even for students who enroll in Poli classes with English 1A under their belt. The department is addressing this by working with Katie Ha in the Teaching & Learning Center.

6C. Recommendations for improvement:

Political Science needs to continue meeting consistently as a department both for training and programming purposes. Most PT faculty are teaching Poli 1 classes, but PT faculty should also be considered for the other classes such as Poli 2, Poli 9 and Poli 15 as part of this department's planning. Finally, I would also recommend a third FT faculty member so that we can continue to offer the same number of courses and to allow for a smooth transition when MH retires.

6D. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

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

6E. Strengths and successes of the program as evidenced by the data and analysis:

The Political Science Department is an integral part of the core transfer program at Foothill College and is a high quality academic program serving a diversity of students. It is clear the program has made strides since its last program review to address issues such as SLO assessment, and has brought new cohesion to the faculty in the department by holding department meetings where dialogue has occurred regarding department goals and student success. The department enrollment is stable, and while it has dipped in the last year the productivity went up in that same time so that needs to be taken into consideration as the productivity is in the 500 range which is near the college goal. It is also very encouraging and commendable to see the level of engagement in this program review by the part-time

faculty. Student success is increasing for all student groups, which is also commendable, while online student success remains slightly below the college goal. As pointed out in this program review, the rigor of political science is underestimated by some online students, which leads to a higher drop rate than face to face. The issue of supporting students who need writing assistance is an ongoing process at Foothill and as this program review points out, more needs to be done to find tutorial and online writing assistance for online students. This is not just the responsibility of the political science faculty obviously. It is exctiting to see that the program is working with Katie Ha and the TLC to add embedded tutors to some classes and encourage more students to get help with their writing at the TLC. It should also be noted that the Poli Sci department has a rich offering of honors classes and the student success in these classes is very high, as are the transfer rates of these students.

6F. Areas of concern, if any:

The ongoing challenge of finding writing support for online students needs to be addressed as pointed out in the program review. This will address the student success gap for online students in Poli Sci.

6G. Recommendations for improvement:

While the enrollment has dipped slighly in the past year the program has had very steady enrollment over a long period of time and due to the changes in loads for five unit classes to .125 the need for additional full-time faculty is clear. The request for an additional position has merit. Continued work with the TLC to add embedded tutors and work with the Dean and others on campus to find online writing support for students.

6H. Recommended Next Steps:
        ☒ Proceed as Planned on Program Review Schedule
        ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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
Department - Political Science (POLI) - POLI 1 - POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Objective midterm exam, given during week 5 covering the Constitution, executive branch, legislative branch and judicial branch **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 75% of students receive a C or better	11/23/2015 - This assessment is from fall 2015. 77% of the students got a B or better on the mid-term and that is my real target for success (not a minimal C target). Prior year, the percentage was 73%. Two hour window with more questions seems to be the right approach. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Systematic On-line Tutoring **GE/IL-SLO Reflection:** While I think systematic tutoring is still very important for on-line students, this shows that changes in the number of items in a mid-term and the window for the mid-term can also help students to perform better. **GE/IL-SLO Reflection:** While I think systematic tutoring is still very	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		important for on-line students, this shows that changes in the number of items in a mid-term and the window for the mid-term can also help students to perform better. **GE/IL-SLO Reflection:** While I think systematic tutoring is still very important for on-line students, this shows that changes in the number of items in a mid-term and the window for the mid-term can also help students to perform better.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Critical Analytical Papers Exams Participation in written Class Discussions utilizing critical, analytical, research and writing skills online **Assessment Method Type:** Discussion/Participation **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	10/23/2015 - In the Political Science 01 courses taught in Fall 2014, Winter 2015, Spring 2016, over 50% of students enrolled earned a letter grade of C and higher thus meeting the target set by the college. But even though the target of a C or higher is met, concern remains that it is still quite a hard push to get majority of students there. The ongoing problem of being unprepared for college level work combined with an absence of motivation to succeed has not subsided. These are still problems that need ongoing intervention through strong tutorial assistance in Basic Skills. The Writing Center offers some assistance but there is an obvious need to broaden that assistance on a consistent tutorial level to help these students develop basic skills and confidence in themselves that they can succeed in college. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Added tutorial personnel and funding for Tutorial Program	
		10/13/2015 - Generally speaking, my POLI 1 students were able to demonstrate that they • had developed an ability to think critically regarding problems, trends, and developments in American politics, and	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		• were able to demonstrate their familiarity with certain fundamental concepts and theories in political science. I draw the above conclusions based upon student performance on the quizzes, test, papers and homework assignments in the course. For instance, the paper assignments required students to take a political science concept of their choosing from the course and apply it in an analytical and critical manner in a setting outside of the course. Most students welcomed the opportunity to do this exercise, and completed the assignment successfully. I have retained soft-copies of students' writing assignments and can provide these for review as desired. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** It would be great to have teaching assistants and be able to assign more writing assignments to the students **GE/IL-SLO Reflection:** This outcome was consistent with fostering and developing 3 of the 4 "Cs" with respect to Foothill students: Communication, Creative/Critical/Analytical Thinking and Global Consciousness/Citizenship. The course was neither intended nor designed to foster or develop a student's computational skills (the 4th "C").	
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,	**Assessment Method:** 15 page research paper, students choose their topic but it must have a theoretical element. **Assessment Method Type:** Research Paper	11/10/2015 - Over 50% of students earned a letter grade of B or higher in writing a critical, analytical, research paper **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	11/10/2015 - Continue significant instructor assistance to students but calls on college to provide far more instructional assistance to the TLC so that it can fully accommodate student needs

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Hegemonic Stability Theory. (Created By Department - Political Science (POLI)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active		**Resource Request:** Additional Tutorial Assistance in TLC to provide students with one on one assistance with writing paper **GE/IL-SLO Reflection:** The development of critical, analytical, research and writing skills is a major problem for majority of students.For most of them, it is their first time undertaking a rigorous research assignment based on the scientific method. Almost all of them need tutorial assistance, some more than others even if they are Honors Students. Working with them in a process from identifying a research question,carefully and systematically researching the problem, developing a thesis and then analyzing the research problem to the submission of the research paper on due date provides an opportunity for them to demonstrate their research and analytical skills.But throughout this entire process they need a great deal of tutorial assistance far beyond the limited assistance provided by the TLC. There is reason to believe that with a great deal of tutorial assistance many of them will learn how to write a college research paper in which they can demonstrate their reasoning and writing skills. The demands on the Instructor's time far exceeds required office hours on campus each week. The college still has an obligation to commit much more funds to instruction to give these students an even greater opportunity to develop their analytical and writing skills to enable them to succeed upon transfer in their undergraduate education.	

Department - Political Science (POLI) - POLI

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Political Science (POLI) - POLI 15 - INTERNATIONAL RELATIONS/WORLD POLITICS - SLO 3 - Regional & International Orgs. - A successful student will understand the role of NATO, the UN and national state leaders in decision-making on intervention. (Created By Department - Political Science (POLI)) **Course-Level SLO Status:** Active	**Assessment Method:** Roleplay and short paper on their role in the simulation, and debriefing at the end. **Assessment Method Type:** Presentation/Performance		
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	11/11/2015 - The assessment methods are two: Significant participation in Honors seminar throughout quarter and 20 page critical, analytical research paper assignment **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Significant increase in instructional funding to the TLC so that it can properly support student instructional needs **Resource Request:** Significant increase in instructional funding to the TLC so that it can properly support student instructional needs **Resource Request:** Significant increase in instructional funding to the TLC so that it can properly support student instructional needs	11/11/2015 - Continue to use same instructional approach (seminar) and work with students to weekly prepare seminar topics, research paper assignment and tutorial assistance. College however needs to increase funding to TLC to help with student success and relieve instructors of the heavy burden they carry as tutors largely to fill a gap created by under-funding of instructional assistance through the TLC

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: This course is taught with Poli 015. All instructional material are the same for all students. All students participate in leading seminar topic as a group effort and are assessed on their performance. Honors students write a 20 page critical, analytical, research paper assignment and non Honors write a 15 page. If non-Honors students choose to write paper with an Honors student that group writes a 20 page paper and both earn the same grade for it. As an Honors course, emphasis is placed on significant participation in the preparation of assigned literature of each seminar, the participation in the discourse and the quality of insights brought into the discourse. All students are required to participate. The research paper assignment is done in several phases from the identification of the research question, research on it, familiarity with the literature, and creation of an outline with a working thesis to submission of paper. Instructor is integrally a part of the process at every stage up to the completion and submission of the paper for evaluation and grading. This approach is designed to teach students how to develop research skills, analytical skills and writing skills. This course was taught in Spring 2015. Several of the students enrolled had already taken one or two previous courses with the professor so they knew what the expectations were and the demands of the research effort. The level of performance was quite strong and so was the mastery of the material. Grades for the most part were B and higher. But although the performance of majority	

of students was quite good, the demands on instructor's time was quite significant and beyond what could ordinarily be done in regular contractual office hours time. The TLC, though it helped is able to offer only very limited assistance with a large fall back on instructor's "personal time", that is time beyond in class instruction and contractual office hours.

There is no question that the students benefit greatly from this additional instructor's time and assistance. More importantly, several of them who transferred to UCB, UCLA, and private colleges and universities write back to say thanks for the quality of instruction, familiarity with the literature and organizational skills developed in how to manage time and research effort. They state that they find the quality of the course and instruction to be even better than where they currently are.

GE/IL-SLO Reflection:

This course is taught with Poli 015. All instructional material are the same for all students. All students participate in leading seminar topic as a group effort and are assessed on their performance. Honors students write a 20 page critical, analytical, research paper assignment and non Honors write a 15 page. If non-Honors students chose to write paper with an Honors student that group writes a 20 page paper and both earn the same grade for it.

As an Honors course, emphasis is placed on significant participation in the preparation of assigned literature of each seminar, the participation in the discourse and the quality of insights brought into the discourse. All students are required to participate.

The research paper assignment is done in

| | | several phases from the identification of the research question, research on it, familiarity with the literature, and creation of an outline with a working thesis. Instructor is integrally a part of the process at every stage up to the completion and submission of the paper for evaluation and grading. This approach is designed to teach students how to develop research skills, analytical skills and writing skills.

   This course was taught in Spring 2015. Several of the students enrolled had already taken one or two previous courses with the professor so they knew what the expectations were and the demands of the research effort.
The level of performance was quite strong and so was the mastery of the material. Grades for the most part were B and higher.

   But although the performance of majority of students was quite good, the demands on instructor's time was quite significant and beyond what could ordinarily be done in regular contractual office hours time. The TLC, though it helped is able to offer only very limited assistance with a large fall back on instructor's "personal time", that is time beyond in class instruction and contractual office hours.
   There is no question that the students benefit greatly from this additional instructor's time and assistance. More importantly, several of them who transferred to UCB, UCLA, and private colleges and universities write back to say thanks for the quality of instruction, familiarity with the literature and organizational skills developed in how to manage time and research effort.
GE/IL-SLO Reflection: | |

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

		This course is taught with Poli 015. All instructional material are the same for all students. All students participate in leading seminar topic as a group effort and are assessed on their performance. Honors students write a 20 page critical, analytical, research paper assignment and non Honors write a 15 page. If non-Honors students chose to write paper with an Honors student that group writes a 20 page paper and both earn the same grade for it.
		
		  As an Honors course, emphasis is placed on significant participation in the preparation of assigned literature of each seminar, the participation in the discourse and the quality of insights brought into the discourse. All students are required to participate.
		
		  The research paper assignment is done in several phases from the identification of the research question, research on it, familiarity with the literature, and creation of an outline with a working thesis. Instructor is integrally a part of the process at every stage up to the completion and submission of the paper for evaluation and grading. This approach is designed to teach students how to develop research skills, analytical skills and writing skills.
		
		  This course was taught in Spring 2015. Several of the students enrolled had already taken one or two previous courses with the professor so they knew what the expectations were and the demands of the research effort.
		The level of performance was quite strong and so was the mastery of the material. Grades for the most part were B and higher.
		
		  But although the performance of majority of students was quite good, the demands on	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		instructor's time was quite significant and beyond what could ordinarily be done in regular contractual office hours time. The TLC, though it helped is able to offer only very limited assistance	
Department - Political Science (POLI) - POLI 15H - HONORS 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Political Science (POLI) - POLI 15H - HONORS INTERNATIONAL RELATIONS/WORLD POLITICS - SLO 3 - Regional & International Orgs. - A successful student will understand the role of NATO, the UN and national state leaders in decision-making on intervention. (Created By Department - Political Science (POLI)) **Course-Level SLO Status:** Active	**Assessment Method:** Roleplay and short paper on their role in the simulation, and debriefing at the end. **Assessment Method Type:** Presentation/Performance		
Department - Political Science (POLI) - POLI 2 - COMPARATIVE GOVERNMENT & 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)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** In class discussion. **Assessment Method Type:** Discussion/Participation		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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	**Assessment Method:** 15 page research paper, instructor selects a region of focus, student selects topic. **Assessment Method Type:** Essay/Journal		
Course-Level SLO Status: Active			
Department - Political Science (POLI) - POLI 2H - HONORS 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	**Assessment Method:** Critical Analytical Research Paper **Assessment Method Type:** Research Paper **Target for Success:** 80% of students would earn a letter grade of at least a B		
Course-Level SLO Status: Active			
Department - Political Science (POLI) - POLI 2H - HONORS COMPARATIVE GOVERNMENT & 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)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Critically present Power Point overview of literature and then lead class discussion on material. Ability to lead, manage, gauge, and facilitate class discussions. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% or greater of students will meet this criteria		
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** 20 page critical, analytical research paper Leadership of Seminar and active participation in discussions **Assessment Method Type:** Discussion/Participation **Target for Success:** Over 80 % of students should be able to earn a letter grade of C or higher	11/11/2015 - Honors Comparative Government & Politics is taught with the regular section of this same course for WSCH purposes. The literature is the same, the level of participation in the seminar is the same and all students must write a critical, analytical research paper. For Honors students, it is 20 pages and non-Honors 15. Should a regular student choose to write his/her research paper with an Honors student, that paper is 20 pages and the grade on the paper is the same for both. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Increased funding to the TLC so that it can effectively carry out its responsibility to students **GE/IL-SLO Reflection:** Over 80% of students earned a letter grade of C or higher. Comparative Government & Politics (POLI 02H and POIL 02) are taught as a single course although students enroll if 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. 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. 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. 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.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of Research Paper; oral presentation, seminar leadership, participation in and contribution to class discussions. **Assessment Method Type:** Research Paper **Target for Success:** Assumes that at least 80% of students will earn a letter grade C or higher for this course **Assessment Method:** The critical, analytical research paper, oral presentation, leading seminar discussion, contributions to class discussions require		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	students to work closely with their assigned group and with the professor in ensuring success in these assignments. **Assessment Method Type:** Research Paper **Target for Success:** It is expected that at least 80% of students will earn the Grade Grade B or higher in this course.		
Department - Political Science (POLI) - POLI 3 - 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)) **Course-Level SLO Status:** Active			
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)) **Start Date:** 09/17/2013 **End Date:** 12/10/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Evaluation of Research Paper; oral presentation, seminar leadership, participation in and contribution to class discussions. **Assessment Method Type:** Research Paper **Target for Success:** 80% of students will get a B or higher.		
	Assessment Method: 20 page critical, analytical, research paper assignment for Honors Students and a 15 page paper for Non-Honors. Seminar leadership and discussion **Assessment Method Type:** Research Paper **Target for Success:** 70% of students will earn a letter grade of B or higher.	11/11/2015 - This course was taught in Winter 2015. Like all Honors courses, it is combined with the regular section (POLI 03.01). for WSCH purposes. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Significant funding of the TLC to enhance student success **Resource Request:** Significant funding of the TLC to enhance student success **GE/IL-SLO Reflection:** As an intense seminar, students play a pivotal role and instructor works closely with everyone for the entire duration of quarter. The performance of students in this course varies according to the make up of the class, their level of preparation and their focus. While the make up of this class unveiled some sharp differences in skill development, research and writing abilities, there were no failures and the performance level was B and higher for a majority of students. The problem however persists when it comes to adequate instructional support for students. Funding of the TLC is wholly inadequate. When a student who needs a good deal of tutorial assistance complains that all he/she can get is limited attention to just look over the paper instead of much needed tutorial assistance, the burden falls to the instructor to fill the gap so that the student who is really trying can succeed. The need for this scenario to change is compelling.	
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))			

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

Course-Level SLO Status:
Active

Department - Political Science (POLI) - POLI 3H - HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY - SLO 2- development and underdevelopment - Critically Analyze contending Theoretical Formulations of the International Political Economy

This course taught in Fall Quarter 2014 had some of the most unusual group of students I have taught at Foothill College since the 1990's. They were for the most part bright, focused and industrious.
  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.
    Some 85% of the Honors students were reasonably 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

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

undertaking research assignments, and inadequate writing and analytical skills.
 	
    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 preparation for college.
 	
    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, Santa Clara and others.
    (Created By Department - Political Science (POLI))
Assessment Cycles:
End of Quarter
Start Date:
09/22/2014
End Date:
12/12/2014
Course-Level SLO Status:
Active			

Department - Political Science (POLI) - POLI 54H - HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE - 1 - Discuss the topic	**Assessment Method:** No less than five page paper based on five resources. Check to see if student applies		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
critically in connection with the discipline. (Created By Department - Political Science (POLI)) **Course-Level SLO Status:** Active	fundamental concepts and theory correctly. Check that the student views the topic from more than one theoretical perspective. **Assessment Method Type:** Research Paper **Target for Success:** 75% of students receive a B or better on the paper.		
Department - Political Science (POLI) - POLI 54H - HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE - 2 - Improve research skills. (Created By Department - Political Science (POLI)) **Course-Level SLO Status:** Active	**Assessment Method:** Review bibliography to check for items such as peer reviewed journals, peer reviewed books, think tank generate web sites (not individuals' blogs), etc. **Assessment Method Type:** Research Paper **Target for Success:** 75% of students fit this criteria when final paper is submitted.		
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)) **Course-Level SLO Status:** Active			
Department - Political Science (POLI) - POLI 9 - POLITICAL ECONOMY - SLO 2- development and underdevelopment - Critically Analyze contending Theoretical Formulations of the International Political Economy; Political Economy 09 was taught in Fall Quarter as part of Political Economy 09H in the same classroom at the same time	**Assessment Method:** 15 page critical, analytical, research paper assignment Seminar leadership and discussion **Assessment Method Type:** Research Paper **Target for Success:** 70% of students will earn a letter grade of B or higher		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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. Since the assessment has already be submitted as Political Economy 09H, there is nothing new to add here. If it were the case 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)) **Start Date:** 09/23/2013 **End Date:** 12/09/2013 **Course-Level SLO Status:** Active			
Department - Political Science (POLI) - POLI 9H - HONORS POLITICAL ECONOMY - SLO 1 - International political economy - Critically Analyze contending Theoretical Formulations of the International Political Economy (Created By Department - Political Science (POLI)) **Course-Level SLO Status:** Active	**Assessment Method:** 20 page critical, analytical, research paper assignment Seminar leadership and discussion **Assessment Method Type:** Research Paper **Target for Success:** 75% of students will earn a letter grade of B or higher	11/23/2015 - In fall preparation for this research paper, students take an objective mid-term. It was very interesting to note that 5 students got an A, 4 got a B, 10 got a C, 1 got a D, and 2 got an F. As you would expect, the honors students all got a C or better, but interestingly have got an A and half got a C.This is small seminar class, where students have collaborated closely, so I am going to ask the students what they think explains their C result on the mid-term. I will follow this strategy again, but in a larger class, I will look at attendance and performance on the previous assignment. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	

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

Department - Political Science (POLI) - POLI 9H - HONORS POLITICAL ECONOMY - SLO 2- development and underdevelopment - Critically Analyze contending Theoretical Formulations of the International Political Economy

This course taught in Fall Quarter 2014 had some of the most unusual group of students I have taught at Foothill College since the 1990's. They were for the most part bright, focused and industrious.
   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.
     Some 85% of the Honors students were reasonably 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 undertaking research assignments, and inadequate writing and analytical skills.
     Pairing Honors with Non-Honors within

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

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 preparation for college.
 	
    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, Santa Clara and others.
    (Created By Department - Political Science (POLI))
Assessment Cycles:
End of Quarter
Start Date:
09/22/2014
End Date:
12/12/2014
Course-Level SLO Status:
Active			

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 - 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:** 10/10/2014 **End Date:** 10/10/2015 **SLO Status:** Active	**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.	11/23/2015 - We were unable to meet in 2014-5, because several part-timers left and several hired on. However, we have a meeting set for Dec. 4, 2015 and I will reflect on that meeting in my program review. The purpose of the meeting is to begin to work and communicate as a department instead of individual instructors. An agenda was sent in advance and minutes will be taken. I hope a side effect is to increase morale. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** 100 dollars for each part-time faculty member who participates or (at a minimum) lunch.	
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.	09/20/2012 - In my spring 2012 POLI 15 International Relations course (which was all honors students), I did a survey when they handed in their final research paper. I asked them if they had taken 2 or more POLI SCI courses (including IR). I then correlated that with grades on the final research paper. I found that the number of courses in the major had no impact on the A and B students (there was an even distribution of 2+ and 2-). However, the two students who got a C on their final research paper, both had only taken the IR course and thus had no preparation in the major. So I would argue that lack of courses prior to	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		"research writing courses" has negligent impact on most students, but a strongly negative impact on a few (might be connected to lack of writing skills and English courses as well). Next time around I will correlate with English courses as well--ask how many of those have been taken. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
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 - Sychronize on-line, hybrid, and face to face program - Compare and contrast goals and approaches in these different environments. Maybe begin with how to facilitate in depth discussion in on-line, hybrid, and face to face classes. **Year PL-SLO implemented:** End of Quarter **Start Date:** 11/23/2015 **End Date:** 06/29/2018 **SLO Status:** Active			