

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.

Program/Department Name:

Division Name:

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

Name	Department	Position
Dr. Joseph A. Woolcock	Political Science	Full time
Dr. Leighton Armitage	Political Science	Part-Time

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

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

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

In the four year cycle 2012/2013 through 2015/16, enrollment in political science courses increased by 1.9%. But this increase was really concentrated in 2015/16 academic year. The downward trend in Sections, WSCH, FTES, FTEF and Productivity continued over the four year period , with marginal increase in Sections in 2013/14 but falling again in 2014/15 recovering to the base year 2012/13 numbers in 2015/16.FTEF had somewhat of a similar performance with its biggest decline in 2014/15 rebounding in 2015/16 and exceeding the base year performance by .3% or a growth of .2% over the four year cycle. It can therefore be argued that 2015/16 was the turnaround year that may hopefully put the program on a trajectory of incremental growth in enrollment trends.

In terms of course success, the overall data shows real growth from 65% in 2013/14 to 74% in 2015/2016 and non-success falling to 11% in 2015/2016. Withdrawal also showed a downward trend falling to 14% in 2015/16 from a high of 21% in 2013/14.

Course success for targeted groups also grew from 56% in 2012/13 to 66% in 2015/16 while non-success moved downwards from 20% in 2012/13 to 15% in 2015/16 and so did the number of withdrawals moving from 24% in 2012/13 to 19% in 2015/16.

Enrollment trends in online courses (face to face and online) grew by 8% during the four year cycle with 2015/16 experiencing the sharpest growth and so did growth in course sections, WSCH, FTES, FTEF. Course success as measured by the letter grade C or greater, also grew from 77% in 2012-13 to 81% in

2015/16, non-success falling from 11% in 2012/13 to 10% in 2015/16 and withdrawal from 13% in 2012/13 to 9% in 2015/16. Here again, the data trend continues to show the significance of 2015/16 as the "turnaround" year from the downward trend that emerged in 2012/13 with 2014/15 as the weakest performing year over a four year period.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The single most important improvement to the Program this year is in intensive tutorial assistance to all students. Since the college has now seemingly recognized that student equity goes far beyond talk in that it has to find ways to fund the kinds of instructional assistance needed by all students if they are to succeed, and that this assistance cannot be eliminated during budget cuts, the embedded tutorial program offers some hope. The program recognizes its importance to the development of critical, analytical, research and writing skills which the college is obligated to ensure that students develop so that they can have successful transfers with requisite skills that allow them to perform well. Majority of students in the Program when writing critical, analytical, research papers straddle the fence between paraphrasing and plagiarism. They were never taught, it would appear, the difference between an original researcher and a consumer of someone else's research. They tend to think that it is legitimate to pose as the original researcher of someone else's work by paraphrasing that work and attempting to reconstruct it, and that putting the name of the author at the end of a paraphrased sentence and/or idea is good enough. Thinking carefully and logically through the information they read, then processing it and then able to express it cogently is too much work for too many it would seem.

The program hopes to strengthen the skills of those who are already exposed to critical analysis and to instill in others not yet fully exposed how to think through complex theoretical formulations and then express that thought in writing. In this regard the Embedded Tutors are an asset in helping instructors reach everyone in the class and in helping them liberate themselves from the dependence on paraphrasing as the method of "analysis" to use when writing a paper. It will be a challenging task to break a terrible destructive habit, but there are clear indications that those students who are already exposed to critical, analytical, reasoning and writing skills are seizing the opportunities and embracing it.

... ...

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The method that has always been used in measuring student success are: eligibility for the Honors Program, admission to some of the finest public and private colleges and universities in the US, Europe and Asia working as an embedded Tutor, and exemplary leadership in their field of interest.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Working closely with embedded Tutors in all classes, holding regular group sessions with them, listening to the experiences they are having working with students and supporting them. In addition, significant more instructor access to students for consultation about career path, field of study and other concerns they may have.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Working closely with embedded tutors in all classes and offering a one day seminar on research and writing skills.	Began in Fall Quarter as sessions with Tutors at agreed upon times.	Measured improvement in ability to write critical, analytical, research papers.

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
1 day seminar for Winter and Spring for Embedded Tutors	1500.0	Skill development for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassigned time.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 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.

3B. Attach 2015-2016 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 4: FEEDBACK AND FOLLOW-UP

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

4A. Strengths and successes of the program as evidenced by the data and analysis:

Political Science is a core transfer discipline at Foothill College serving a diverse population of students. The program data demonstrate consistent enrollment and productivity with nearly no change since 2012-13 to 2015-16. Program faculty have been engaged in working on solutions to the lack of tutorial help for students in the department and I am pleased that through working with the Learning Resource Center we have been able to add embedded tutors to several classes such as Poli 15 and Poli 2. This has created an increase in student success in the short time the tutors have been working in the department. Poli Sci has added several new adjunct faculty in the past two years who have contributed significantly to student enrollment and productivity, including Keri Ryer, Richard Wepking and Thomas Meredith. This is in addition to Sara Callow, Leighton Armitage and Mark Harmon who have served the department for many years. In the current year we are looking at additional faculty to meet the needs of the department as Meredith Heiser will be going on Article 18 and not teaching face to face.

4B. Areas of concern, if any:

No major areas of concern

4C. Recommendations for improvement:

The department should consider looking at adding online sections of courses such as Poli 15 and Poli 9 which could serve new student populations.

4D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, 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.

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
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 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	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
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	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		

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		<p>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.</p> <p>GE/IL-SLO Reflection:</p> <p>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.</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>02/01/2012 - 84% of students received a C or better.</p> <p>Breakdown: 3 Fs, 2 Ds, 3 Cs, 11 Bs, 12 As</p> <p>Note: large number of drops prior to midterm. Online section taught Spring 2011</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: More online counseling available to students.</p> <p>GE/IL-SLO Reflection: Mastering these basic skills are crucial to developing Critical Thinking Skills.</p>	<p>02/01/2012 - I only leave the exam open for one hour in order to lessen chances of cheating, but I am going to experiment with leaving it open two hours to see if that increases student outcomes (with one hour to complete the test). I am also going to increase my pool of questions to include some of the chapter reviews in the text so that the text is more clearly integrated with my lecture material. I may also try making more frequent use of reminders. Of course, some of the reasons for drops and withdrawals (students are working more and are more stressed) is based on larger campus wide problems.</p>

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 - 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>10/23/2016 - Political Science 01 online classes are very challenging not simply because too many students are highly unprepared for college level courses but more so because too many of them lack personal discipline, motivation, focus on their future and even why they are in college. In addition, too many are satisfied with doing just the minimum and are quite happy if they earn a mere C letter grade so they do not have to take the class over.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Embedded tutoring</p> <p>GE/IL-SLO Reflection: Individual online tutoring may be of significant help to those who really have some focus, would like to do well but certainly need tutorial assistance in order to perform to college level work</p> <p>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.</p> <p>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</p>	<p>10/23/2016 - The embedded tutor in these classes can be of significant help in reaching out to everyone who is motivated to learn to respond to them in meaningful helpful ways so that their skill level can be improved and they perform better in the course</p>

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		<p>in themselves that they can succeed in college.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Added tutorial personnel and funding for Tutorial Program</p>	
		<p>10/13/2015 - Generally speaking, my POLI 1 students were able to demonstrate that they</p> <ul style="list-style-type: none"> • had developed an ability to think critically regarding problems, trends, and developments in American politics, and • were able to demonstrate their familiarity with certain fundamental concepts and theories in political science. <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: It would be great to have teaching assistants and be able to assign more writing assignments to the students</p> <p>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</p>	

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		<p>Global Consciousness/Citizenship. The course was neither intended nor designed to foster or develop a student's computational skills (the 4th "C").</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.</p> <p>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 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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: A College wide Tutorial and Basic Skill Program for ALL students</p> <p>11/27/2013 - Since the student population in each class is quite diverse in terms of academic preparation and basic skill, a variety of assessment methods are used to ensure that the learning style of each is accommodated. Accordingly, assessment methods used are: written participation in online class discussions where all students are required to contribute in writing to an ongoing discussion, writing critical, analytical, research papers, writing short essay questions, and objective tests. In all written assignments, specific instructions are provided for students to follow that include not only the specifics of the SLO, but also proper use of the Modern Language Association (MLA) system of identification/documentation.</p> <p>Majority of students resist following specific instructions and many refuse to observe them despite the fact that their evaluated work tells them they are required to follow them. Many students also tweak questions of assigned papers, short essay questions and even class discussion topics to suit what they think they should do. Such behaviors often occur because these students did not really prepare for the assignment and when confronted with the nuances of the assignment they tweak it to suit what they know and answer their tweak.</p> <p>In any section of these classes, it remains the case that only about 5% or less of these students really demonstrate some high level of mastery of the critical, analytical, research and writing skills. Students can in fact do much better but their level of resistance to assignments that require work of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>some substance is enormous. They all want to pass the class but resist putting out the level of effort it demands. So while many of them may earn a letter grade of C, even then it does not appear as though they overcame the basic skill deficits they bring to the class. This seems to be the portrait of these students in Political Science 01.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>01/24/2013 - This assessment is for four sections of Political Science 01 (Introduction to American Government & Politics) taught in Fall Quarter 2012. Two sections of this course were taught online and the other two were hybrid.</p> <p>In all four sections of this course, the 50% target was met. But while this may be the case it is important to point out that getting there was a Herculean task. In all sections, majority of students were not only terribly ill-prepared for college level work but were also resistant to putting out the effort to even consider exceeding the expectations they had of themselves. They wanted to have course grades of B and higher but only a handful, less than 10% of them, were motivated and/or willing to engage the required work. They resisted in every way they could reading assigned readings, learning the acceptable standards for writing research papers, following the Modern Language Association system for citation and documentation, complained bitterly about research beyond required texts, failed to demonstrate pride in their work but wanting at the same time that they submitted work below standards to be assigned points that did not reflect quality of work and just generally un-cooperative.</p>	

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		<p>The "success" obtained came as a result of significant investment of time far beyond the call of duty to help them to even consider helping themselves. Maybe this cohort of students were just demonstrating behaviors they had grown accustomed to in high school and wanting everything to be handed to them instead of taking the initiative to take their education into their own hands. In all four sections of this course it was the most unmotivated, uncooperative and resistant cohort of students I have ever worked with in all my years teaching at Foothill College.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Tutorial assistance in writing, research, critical analysis, reading comprehension, outlining material.</p> <p>GE/IL-SLO Reflection: The SLO does not need to be changed. Students need to realize that any further access to higher education will require the development of these learning skills that are also life- long learning skills.</p> <p>02/19/2012 - Although majority of students enrolled in these Introduction to American Government & Politics courses in Fall 2011 exceeded the 50% marker, it must never be forgotten that majority of them come to college significantly under-prepared for college level work. Even the basic writing skills in English are absent and worse are the analytical and reasoning skills.</p> <p>Significant attempts at helping them in a single academic quarter in single class is often terribly frustrating. For one, majority of them simply refuse to follow written and oral instructions following instead destructive learning habits acquired in high</p>	<p>02/19/2012 - Continue to use Assessment methods to assist students in the development of learning, reasoning and writing skills.</p> <hr/>

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		<p>school. Majority of them refuse to read course reading assignments even though they are fully aware that exams are based on reading assignments.</p> <p>When assignments are given for written papers with specific instructions, majority of students generally ignore them and prefer instead to do "their own thing."</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Significant resources to support a strong and vibrant Tutorial Center for helping students to succeed.</p> <p>GE/IL-SLO Reflection: Making the development of critical, analytical, research and writing skills as the core of the learning process is central to helping student success. These are not only basic learning skills, they are life skills, and if the college can make an impact through instruction on the development of these skills, then not only will many of these students help themselves, but they will also help the society in which they live.</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 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>11/10/2015 - Over 50% of students earned a letter grade of B or higher in writing a critical, analytical, research paper</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Additional Tutorial Assistance in TLC to provide students with one on one assistance with writing paper</p>	<p>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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>		<p>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.</p> <p>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.</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</p>

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

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		<p>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> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Political Science (POLI) - POLI 15 - INTERNATIONAL RELATIONS/WORLD POLITICS - SLO 2 - analysis - Critically analyze the role of the United States in the International Political Economy: (Created By Department - Political Science (POLI))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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))</p>	<p>Roleplay and short paper on their role in the simulation, and debriefing at the end.</p> <p>Assessment Method Type: Presentation/Performance</p>	
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 15H - HONORS INTERNATIONAL RELATIONS/WORLD POLITICS - SLO 1 -</p>	<p>15 page research paper, students choose their topic but it must have a theoretical</p>	<p>10/23/2016 - The POLI 015H and POLI 01501Q taught together using the seminar approach was</p>
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>element.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Rubric</p>	<p>perhaps the most successful cohort of students in a long time. Over 80% of enrolled students were motivated, focused, well prepared for college level work and deeply interested in the course material. They also had two outstanding embedded Tutors who themselves were very successful transferring to Stanford and UC Berkeley.</p> <p>These students participated fully in class discussions, provided insightful arguments, challenged arguments that were poorly constructed and misinformed, and demonstrated that they were well prepared for transferring to Reed College, UCLA, UCB, private colleges and universities. Over 80% of students earned the letter Grade A.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continued funding of embedded Tutors who do make a real difference in student success</p> <p>GE/IL-SLO Reflection: The skill level of these students were transfer ready to compete effectively at four year universities. They demonstrated through their oral participation in class discussions and the research paper the develop of critical, analytical, research and writing skills.</p> <p>11/11/2015 - The assessment methods are two: Significant participation in Honors seminar throughout quarter and 20 page critical, analytical research paper assignment for Honors students and 15 pages for non-Honors.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request:</p>	<p>10/23/2016 - Continue to use embedded Tutors to help students succeed in the development of critical, analytical, research and writing skills</p> <hr/> <p>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.</p> <p>College however needs to increase funding to TLC to help with student success and relieve instructors of the heavy burden they carry as</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Continued instructional support staff to assist in student success</p> <p>Resource Request: Significant increase in instructional funding to the TLC so that it can properly support student instructional needs</p> <p>Resource Request: Significant increase in instructional funding to the TLC so that it can properly support student instructional needs</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>This course was taught in Spring 2016.</p>	<p>tutors largely to fill a gap created by under-funding of instructional assistance through the TLC</p>

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		<p>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.</p> <p>The level of performance was outstanding.</p> <p>GE/IL-SLO Reflection:</p> <p>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.</p> <p>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.</p> <p>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 and embedded Tutor are integrally a part of the process at every stage up to the completion and submission of the paper. This approach is designed to teach students how to develop research skills, analytical skills and writing skills.</p> <p>This course was taught in Spring 2016. Several of the students enrolled had already taken one or two previous courses</p>	

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		<p>with the professor so they knew what the expectations were and the demands of the research effort.</p> <p>The level of performance was outstanding and so was the mastery of the material.</p> <p>Grades for the most part were A. This was indeed and unusual class of students who were bright, focused, and highly motivated.</p> <p>Majority of the students earned the letter grade. Thanks in part to the two Tutors, one now enrolled at Stanford and the other at UC Berkeley.</p> <p>But although the performance of majority of students was outstanding, the demands on instructor's time was quite significant and went beyond what could ordinarily be done in regular contractual office hours time.</p> <p>11/27/2013 - 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 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</p>	

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		<p>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.</p> <p>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 absence 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> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>10/05/2012 - 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 (their 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.</p>	

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		<p>So I would argue that lack of courses prior to "research writing courses" has negligent impact on most students, but a strongly negative impact on a few.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Roleplay and short paper on their role in the simulation, and debriefing at the end.</p> <p>Assessment Method Type: Presentation/Performance</p>	
<p>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))</p>		<p>Assessment Method: In class discussion.</p> <p>Assessment Method Type: Discussion/Participation</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p> <p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 15 page research paper, instructor selects a region of focus, student selects topic.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>09/29/2014 - Over 70% of students in this course earned a letter grade of B or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: The Tutorial Center needs much more funding to help students develop the crucial learning skills to succeed in college.</p> <p>GE/IL-SLO Reflection: This course met all the Four Cs of the Institutional Learning outcomes.</p>	<p>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 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</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>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>
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Critical Analytical Research Paper</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>02/02/2012 - Over 90% of students in this course earned a letter grade of B or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: The Tutorial Center needs much more funding to help students develop the crucial learning skills to succeed in college.</p> <p>GE/IL-SLO Reflection: This course met all the Four Cs of the Institutional Learning outcomes.</p>	<p>02/07/2012 - 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.</p> <p>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.</p> <p>Since majority of students have never before had the experience of</p>

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		<p>researching and formulating a college level analytical paper, working closely with them required a significant amount of personal time of professor over and far beyond required office hours.</p> <p>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.</p>	<p>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>

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			<p>02/02/2012 - Student success in class that met target was largely a result of significant extra time by instructor working closely with students on their papers. The skill level that students, even Honors, brought to the course was very limited. To get them to the level that was considered adequate for a college level course demanded one on one tutorial assistance than is in and of itself a full time job.</p>
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Assessment Method: Critically present Power Point overview of literature and then lead class discussion on material.</p> <p>Ability to lead, manage, gauge, and facilitate class discussions.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% or greater of students will meet this criteria</p>		
<p>Course-Level SLO Status: Active</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</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>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</p>	

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<p>(POLI))</p> <p>Course-Level SLO Status: Active</p>		<p>and the grade on the paper is the same for both.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Increased funding to the TLC so that it can effectively carry out its responsibility to students</p> <p>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 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. 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. 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</p>	

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		<p>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.</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</p>	

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		<p>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 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> <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.</p> <p>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</p>	

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		<p>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 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</p>	

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		<p>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> <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</p>	

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		<p>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>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 is 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</p>	

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		<p>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 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>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<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</p>	<p>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 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>09/23/2012 - Students in both sections of this course tend to enroll in numbers beyond those required but these numbers often dwindle by the time crucial assignments are due.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>group and with the professor in ensuring success in these assignments.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: It is expected that at least 80% of students will earn the Grade Grade B or higher in this course.</p>	<p>In the case of the Honors Students, several of them drop the class largely because they are unwilling to turn the challenge of an intellectually challenging course into an opportunity that allows for intellectual growth, development of critical, analytical research and writing skills. These same students almost always want to develop these skills but are often unwilling to expend the level of engagement that its asks of them. If there is a way around the level of effort, energy and engagement that is asked of them they would rather pursue that than those that the course syllabus asks.</p> <p>The Non-Honors students on the other hand are often scared of the level of effort, energy and course requirements. But among this group there are some to see this challenge as an opportunity to engage a serious college level course and request a change in enrollment from non-honors to honors and very often do quite well.</p> <p>While the course (both sections) are indeed very challenging and require a great deal of effort from all students, a level of effort over and beyond the call duty is also required of the professor. Students are required to work in assigned groups on oral presentations and leading seminar discussions and must learn to work well with others. This is often quite a challenge and many times require the intervention of the professor to help resolve group conflict. Students are also required to develop a research topic, outline and thesis and work closely with the professor throughout the process. There are often difficulties with students (Honors and Non-Honors) in meeting deadlines and very often in need of "reaching out" efforts by professor in order to help "save" them from their own self-destruction.</p> <p>But the overarching challenge with students in this class is their level of preparation. Too many of them have never written an analytical research</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>paper commensurate with a college level course that requires a high level of research and writing skills. Too many of them are satisfied with just relying on encyclopedia as their source although the course specifically prohibits that. And too many of them are too content with pulling material for sources that they can use without credit instead of doing their own research and analysis. These problems run deeply into almost every class at the college.</p> <p>To work with students with so many challenges students have in order to help them succeed requires extraordinary efforts on the part of the instructor. For although the instructor is quite willing to work for students success it must be understood that the college has a major responsibility in ensuring that crucial student support services are available so that students can succeed without asking the professor to be all things to all students.</p> <p>The success in this course measured in terms of letter grades for students, are integrally linked to the extraordinary efforts that go over and beyond the call of duty on the part of the instructor. This level of effort cannot continue because no one can continue to perform at this level of effort without "burning out." Thus the college has to act quickly and come up with tangible efforts that can help students to utilize fully learning resources that will help them to succeed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Tutorial assistance in writing, research, critical analysis, reading comprehension, outlining material.</p> <p>GE/IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		This course targets all four Cs but the assessment specifically focuses on the development of critical, analytical, research and writing skills.	
<p>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))</p> <p>Course-Level SLO Status: Active</p> <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>11/27/2013 - Political Science 03 and 03H are taught as a single seminar course. This course is the philosophical basis of the social sciences and perhaps the most challenging of all political science courses in the department. Green Sheet makes clear the rigor of the course, expectations of students, the level of commitment to completing reading assignments in a timely manner so that class participation can be at a high level of intellectual discourse. However, the resistance often encountered from even some Honors students to getting assignments done and full and complete participation in class discussions is troubling. It is usually that small 5% or higher of this class who are committed to their academic goals for transfer to the UCs, elite private colleges and universities in the US and Europe who demonstrate leadership and high levels of performance.</p> <p>Like other Honors Seminars, the instructor works closely with all students in identifying the research topic of paper, its thesis and outline, the research</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>efforts to be undertaken and the analysis itself. Some students fail to meet with instructor to get the help they clearly need and turn instead to as it were "do their own thing" essentially usurping the role of the instructor. The assignments some of these students submit are plagiarized, paraphrased versions of the scholarly works of others. When their assignment is evaluated and returned to them the process of demonizing the instructor begins to unfold all in an effort to mask their irresponsible conduct in following class instructions and poor performance.</p> <p>The successful students in this course whose work rise to the expected level of performance are often the same ones who entered the class already well focused, determined to work and engage the material and are the most frequent contributors to the discourse in the seminar. And they too earn admission to the finest colleges and universities in the United States and Europe.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>09/25/2012 - Students in both sections of this course tend to enroll in numbers beyond those required but these numbers often dwindle by the time crucial assignments are due. In the case of the Honors Students, several of them drop the class largely because they are unwilling to turn the challenge of an intellectually challenging course into an opportunity that allows for intellectual growth, development of critical, analytical research and writing skills. These same students almost always want to develop these skills but are often unwilling to expend the level of engagement that its asks of them. If there is a way around the level of effort, energy and engagement that is asked of them they would rather pursue that than those that the course syllabus asks. The Non-Honors</p> <p>09/25/2012 - There are often difficulties with students (Honors and Non-Honors) in meeting deadlines and very often in need of "reaching out" efforts by professor in order to help "save" them from their own self-destruction. But the overarching challenge with students in this class is their level of preparation. Too many of them have never written an analytical research paper commensurate with a college level course that requires a high level of research and writing skills. Too many of them are satisfied with just relying on encyclopedia as their</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students on the other hand are often scared of the level of effort, energy and course requirements. But among this group there are some to see this challenge as an opportunity to engage a serious college level course and request a change in enrollment from non-honors to honors and very often do quite well. While the course (both sections) are indeed very challenging and require a great deal of effort from all students, a level of effort over and beyond the call duty is also required of the professor. Students are required to work in assigned groups on oral presentations and leading seminar discussions and must learn to work well with others. This is often quite a challenge and many times require the intervention of the professor to help resolve group conflict. Students are also required to develop a research topic, outline and thesis and work closely with the professor throughout the process.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>source although the course specifically prohibits that. And too many of them are too content with pulling material for sources that they can use without credit instead of doing their own research and analysis. These problems run deeply into almost every class at the college. To work with students with so many challenges students have in order to help them succeed requires extraordinary efforts on the part of the instructor. For although the instructor is quite willing to work for students success it must be understood that the college has a major responsibility in ensuring that crucial student support services are available so that students can succeed without asking the professor to be all things to all students. The success in this course measured in terms of letter grades for students, are integrally linked to the extraordinary efforts that go over and beyond the call of duty on the part of the instructor. This level of effort cannot continue because no one can continue to perform at this level of effort without "burning out." Thus the college has to act quickly and come up with tangible efforts that can help students to utilize fully learning resources that will help them to succeed.</p>
	<p>Assessment Method: 20 page critical, analytical, research paper assignment for Honors Students and a 15 page paper for Non-Honors.</p>	<p>10/24/2016 - This course was taught in Winter 2016. Like all Honors courses, it is combined with the regular section (POLI 03.01). for WSCH purposes.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>This course was taught in Winter 2016 combining POLI 03.01 and POLI 03H as a single seminar. Like all other Honors courses, the Honors and regular sections are taught together to meet WSCH needs. It was one of the other political science courses that had a cohort of outstanding students in that majority of them were adequately prepared to make the transition to the next level of their education that would take them to the UC's, Georgetown, Stanford, Columbia, NYU and several other outstanding institutions of higher education. A number of these students had taken other classes with me and so they knew the expectations they needed to have of themselves and of course requirements.</p> <p>The seminar sessions were very lively with strong participation, insightful contributions, and a cooperative spirit. The seminar papers for the most part reflected strong analytical, research and writing skills demonstrating that many of them were ready to transfer and would perform competitively at their receiving institutions. Several of them chose to remain in close communication with me and some would come in for a visit when they came home for holidays.</p> <p>As a class, students worked hard to build a strong relationship with each other and many even acknowledged how grateful they were for the learning experience.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Continued funding of the TLC to enhance student success</p> <p>Resource Request:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Continued funding of the TLC to enhance student success</p> <p>GE/IL-SLO Reflection:</p> <p>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.</p>	
<p>Department - Political Science (POLI) - POLI 3H - HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY - SLO 2 - analysis of political models - Critically analyze any of the models of political justification, forms of the state, civil and political society, and their institutional manifestation in government. (Created By Department - Political Science (POLI))</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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</p> <p>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.</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 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.</p> <p>Pairing Honors with Non-Honors within the class and making them work together</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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.</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, Santa Clara and others.</p> <p>(Created By Department - Political Science (POLI))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 09/22/2014</p> <p>End Date: 12/12/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Department - Political Science (POLI) - POLI 54H - HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE - 1 - Discuss the topic critically in connection with the discipline. (Created By Department - Political Science (POLI))</p>	<p>Assessment Method: No less than five page paper based on five resources. Check to see if student applies fundamental concepts and theory correctly. Check that the student views the topic from more than one theoretical perspective.</p> <p>Assessment Method Type:</p>	
<p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>Research Paper</p> <p>Target for Success:</p> <p>75% of students receive a B or better on the paper.</p>		
<p>Department - Political Science (POLI) - POLI 54H - HONORS INSTITUTE SEMINAR IN POLITICAL SCIENCE - 2 - Improve research skills. (Created By Department - Political Science (POLI))</p> <p>Course-Level SLO Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Review bibliography to check for items such as peer reviewed journals, peer reviewed books, think tank generate web sites (not individuals' blogs), etc.</p> <p>Assessment Method Type:</p> <p>Research Paper</p> <p>Target for Success:</p> <p>75% of students fit this criteria when final paper is submitted.</p>		
<p>Department - Political Science (POLI) - POLI 9 - POLITICAL ECONOMY - SLO 1 - International political economy - Critically Analyze contending Theoretical Formulations of the International Political Economy (Created By Department - Political Science (POLI))</p> <p>Course-Level SLO Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>15 page critical, analytical, research paper assignment</p> <p>Seminar leadership and discussion</p> <p>Assessment Method Type:</p> <p>Research Paper</p> <p>Target for Success:</p> <p>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>been addressed in Political Economy 09H and submitted earlier.</p> <p>Since the assessment has already been 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.</p> <p>(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>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 "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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>1990's.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Tutorial Assistance for students</p> <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.</p> <p>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</p>	

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Tutorial Assistance for students	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 20 page critical, analytical, research paper assignment Seminar leadership and discussion</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 75% of students will earn a letter grade of B or higher</p>	<p>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 a 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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - Political Science (POLI) - POLI 9H - HONORS POLITICAL ECONOMY - SLO 2- development and underdevelopment - Critically Analyze contending Theoretical Formulations of the International Political Economy</p> <p>This course taught in Spring 2016 had some of the most unusual group of students I have taught at Foothill College. 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</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 90% 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 a work in progress: not well developed study skills, time management problems, difficulties understanding material and undertaking 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 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 A. Over 50% of these students enrolled in other classes in Winter</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>and Spring, performed quite well and have now transferred to universities like NYU, UC's, Georgetown, Santa Clara, UCLA, UCB and others.</p> <p>(Created By Department - Political Science (POLI))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 04/04/2016</p> <p>End Date: 06/10/2016</p> <p>Course-Level SLO Status: Active</p>			

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
<p>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.</p> <p>Year PL-SLO implemented: End of Academic Year</p> <p>Start Date: 10/10/2014</p> <p>End Date: 10/10/2015</p> <p>SLO Status: Active</p>	<p>Assessment Method: I will report on department/individual meeting results at the end of the 2014-15 year.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target: At least one meeting called for the full department with over 50% of the entire faculty attending.</p>	<p>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.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: 100 dollars for each part-time faculty member who participates or (at a minimum) lunch.</p>	
<p>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.</p> <p>SLO Status: Active</p>	<p>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.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 60 % of students will be able to successfully complete this assignment.</p>	<p>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</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>"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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>Program (BSS-POLI) - Political Science AA</p> <p>- 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.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Faculty will read and evaluate the assignment and results from pre-selected courses.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 60% of students will be able to analyze the major theoretical formulations.</p>		
<p>Program (BSS-POLI) - Political Science AA</p> <p>- Synchronize 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.</p> <p>Year PL-SLO implemented: End of Quarter</p> <p>Start Date: 11/23/2015</p> <p>End Date: 06/29/2018</p> <p>SLO Status: Active</p>			

