

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: March 30, 2016

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy

2015 – 2016

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Department of Political Science

Name of Division

Social Sciences, Human Development and Physical Education

Name of Person Preparing this Report

Dr. Riase Jakpor, Faculty Chair

Extension

8586

Names of Department Members Consulted

Dr. Edward Millican
George Zaharopoulos

Names of Reviewers (names will be sent to you after the committee meets on February 19)

Dr. Diane Dusick; Dr. Todd Heibel; Maria Del Carmen Rodriguez

Work Flow	Date Submitted
Initial meeting with department	March 4, 2016
Meeting with Program Review Team	March 11, 2016
Report submitted to Program Review co-chair(s) & Dean	by midnight on March 30, 2016

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1	N/A	N/A
Faculty	2	N/A	9
Classified Staff	3	N/A	N/A
Total	6	N/A	9

Description:

Investigating how *binding decisions* are made on how things of value are allocated in human communities is the typical inquiry of Political Science. Accordingly, one widely-shared definition of Political Science, and one postulated by eminent scholar David Easton, conceives of Political Science as the “study of the authoritative allocation of values.”

Hence, institutions and processes--be they local, national or global--through which policies are made are of particular interest to the student of politics. The methodology of political inquiry includes both qualitative and quantitative theoretical methods.

The Department of Political Science offers courses that are transferrable to the UC and CSU systems. In addition, it offers an AA-T degree under the Transfer Model Curriculum which allows a student to simultaneously earn an AA degree and be able to transfer to CSU as a junior. Political Science courses help to prepare students for careers in government (including the foreign and national security bureaucracy), politics, law, journalism, business, teaching, industry, and community relations.

Assessment:

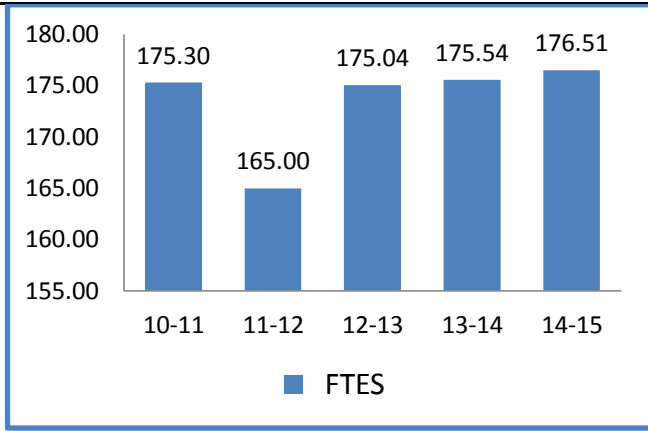
- This Department of Political Science continues to register growth in student enrollment, the (14-15) FTEs recording a slight rise over the previous year's strong showing.
- Efficiency dropped significantly from 614 in (13-14) to 546 in (14-15). This precipitous decline is pretty hard to explain. However, it may be explained, in part, by our having to cancel POLIT 141-H, when we were informed belatedly that the Articulation process with UCR had not been done.
- Success rate took a dip from 64% in (13-14) to 61% in (14-15). This is somewhat worrying since it is the second time in a row we are witnessing a dip. I have joined the Supplemental Instruction (SI) program. This has enabled me to get a tutor for our Political Science classes. I hope this will help stop the downward slide--or at least slow it down to a crawl.
- Retention rate also saw a dip, but is still higher than the (10-11) and (11-12) levels. So, while it is not what I like to see, it is not cause for major concern at present
- The number of sections we offered rose by 13% over the (13-14) level. We hope to be able to maintain or exceed this achievement in the next cycle.
- At 20% of enrollment, our online enrollment held steady at last year's level. We hope to maintain or exceed this level during the next cycle.
- In (13-14) we got approved to offer an AA-T degree. Since then we have awarded two degrees. This is the first time to my knowledge that the department has awarded any degree. We will be working to raise that number sharply.

Department Goals:

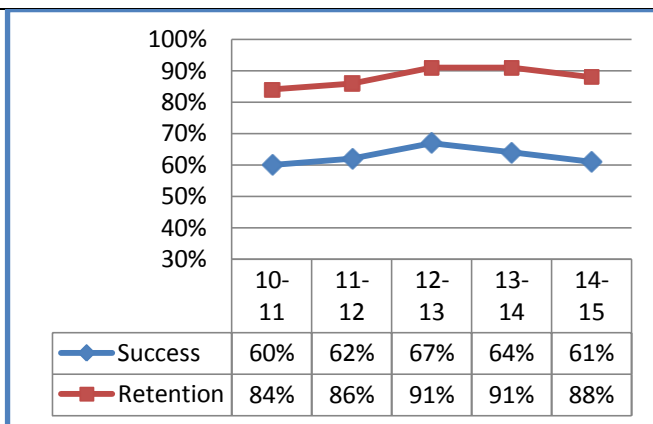
- One of our goals is to increase the number of degrees we award in Political Science. In this respect, raising awareness of our AA-T program remains a goal from the last cycle.
- A second goal is to create an internship program for our students who enroll in POLIT 139. This course is one of the two service learning courses we offer.
- A third goal is to raise the number of sections we offer—or at least maintain current levels; and promote student success rate and student retention rate.
- It continues to remain our goal to create a Model United Nations program, if we can get funding commitment from the college for the first two to three years of the program. During that time, we will be exploring alternative avenues of support.
- It continues to be our goal to create a couple of courses in Constitutional Law/Politics. This should increase our offerings and raise the appeal of our AA-T program. We have had in the past instructors with a background in law and politics who could teach such courses. We can hire new ones at the appropriate time.

Challenges & Opportunities:

- Our main challenge now as I see it is to greatly increase the number of students who major in Political Science. If we can achieve this, it will give us grounds to create new Political Science courses—and raise the levels of enrollment in existing courses. We are more likely, for example, to create courses in Constitutional Law and Politics in California if we had more students majoring in Political Science. (Right now, our course in American Government and Politics is the only course in very high demand, and this is because it is one of the courses required for graduation.)
- A challenge of long standing, as I pointed out in (13-14), is the less-than-satisfactory compensation our adjunct colleagues receive. If we want to obtain and maintain a faculty with an élan and esprit de corps as I pointed out last year, we need to continue to place this issue on the front burner.
- With respect to opportunities, I see the expected increases in the allocations the college will be getting from the state a hopeful sign. I hope we can find at least some modest money for a Model United Nations program.



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,800	1,631	1,720	1,674	1,726
FTEF	9.20	8.60	8.40	8.58	9.71
WSCH per FTEF	572	576	625	614	546



	10-11	11-12	12-13	13-14	14-15
Sections	48	45	45	45	51
% of online enrollment	19%	20%	22%	20%	20%
Degrees awarded	N/A	N/A	N/A	N/A	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Description:
 Investigating how *binding decisions* are made on how things of value are allocated in a community is the typical inquiry of Political Science. Accordingly, students have shared definitions of Political Science, and one prominent scholar David Easton, conceives of Political Science as the “study of the allocation of values.” Hence, institutions and processes are the focal point of political inquiry which include how with student success rate and student retention rates. The methodology of political inquiry includes both qualitative and quantitative theoretical methods. To ask every instructor in the department to let students know the career possibilities for Political Science majors and to make a pitch for Political Science in their classes. (Political Science is a good brand!) The Department of Political Science offers courses that are transferrable to the UC and CSU systems. In addition, it offers an AA-T degree under the Transfer Model curriculum which allows a student to simultaneously earn an AA degree and be able to transfer to CSU as a junior. Political Science courses help to prepare students for careers in government (including the foreign and national security bureaucracy), politics, law, journalism, business, teaching, industry, and community relations.

- Assessment:**
- This Department of Political Science continues to register growth in student enrollment, the (14-15) FTEs recording a slight rise over the previous year’s strong showing.
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Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

INSERT DEMOGRAPHIC DATA (PROGRAM & CAMPUS) Program Review Committee will provide this on or before February 26.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Political Science	Campus-wide
Asian	4.0%	4.9%
African-American	14.6%	13.4%
Hispanic	59.4%	61.8%
Native American	0.7%	0.3%
Pacific Islander	0.6%	0.4%
White	11.0%	15.4%
Unknown	9.7%	0.6%
Female	55.6%	55.1%
Male	44.4%	44.7%
Disability	2.9%	5.6%
Age Min:	15	15
Age Max:	78	83
Age Mean:	25	27

Does

the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

DEMOGRAPHIC DATA

The rates of student enrollment in the Political Science program generally reflect the college average rates in the various demographic cohorts. There is no significant spread between the program's numbers and those of the college, except in a couple of places. In one of them (the Unknown cohort), there is a significant spread (9.1%). But the spread favors the program because it indicates that the program has far fewer students about whom we have little to no information than the college. The other exception is the Disability cohort. As the chart above shows, students with a disability constitute 5.6% of the overall student population while the program's number at 2.9% is less than 52% of the college average. I was curious about this discrepancy. Therefore, to get some sense of what may be happening I contacted DSP&S. What I gathered from my inquiry is that, realistically speaking, students with a disability (especially reading disability) tend to avoid courses they suspect may have a high reading content. Still, I asked and got some assurance, that DSP&S would try and promote Political Science among their constituents. Despite all that has been said, it is worth noting that at 2.9%, this figure is nearly three times the number of 1% we recorded in the last efficacy review.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

PATTERN OF SERVICE

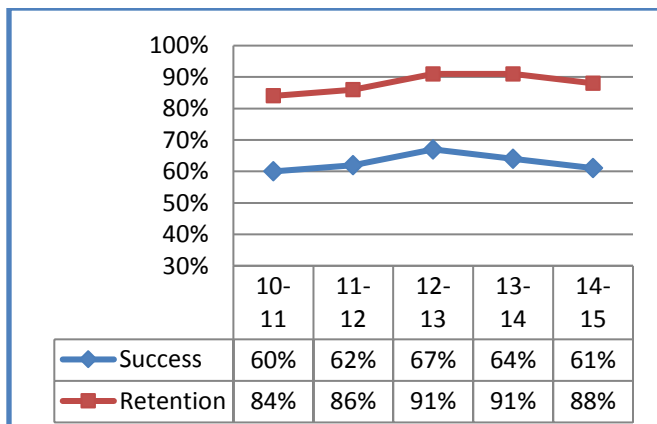
The Political Science program serves our community of learners in seven distinct ways: First, all the 6 courses we offer (8 if we include the Honors courses separately) are transferable, 4 to both the UC and CSU systems and 2 to the CSU system. Second, students routinely take one of the courses we offer (American Government and Politics), to meet a requirement for graduation. Third, each of our 6 courses can be taken for General Education. Fourth, since the last program efficacy report, the program has created an AA-T degree which allows students to transfer to the CSU system into Political Science with a junior standing. Fifth, to accommodate as many students as possible, we offer courses that meet as early as 7 a.m., and those that begin as late as 6 p.m. We also offer weekend classes on Fridays and Saturdays. Sixth, we offer online courses to accommodate students who cannot take classes on the college campus for one reason or another. Seventh, besides the courses we offer, our program helps to expand political education and awareness in the larger San Bernardino community by cooperating with various groups to sponsor a variety of political forums. These activities are important in helping to create an informed citizenry, which is critical to a flourishing democracy.

Related to how we are serving the community, we would note that the number of courses the program offers grew by 2 between the last program efficacy report and the present one. The two additional courses created are Comparative Politics (POLIT. 140) and World Politics Honors (POLIT. 141 H). With respect to our most subscribed course (American Government and Politics), the number of sections rose from 20 in spring 2012 to 23 in spring 2016, an increase of 15%. The number of Honors courses rose from 1 to 2, and instructors who can teach online courses rose from 3 to 4.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and certificates awarded.)



	10-11	11-12	12-13	13-14	14-15
Sections	48	45	45	45	51
% of online enrollment	19%	20%	22%	20%	20%

Degrees awarded	N/A	N/A	N/A	N/A	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Between the last efficacy report and the present one, the retention rates remained fairly stable, 86% (2011-2012) and 88% (2014-2015). These figures are higher than the College average of about 82%. However, there is a concern about the success rate. In doing this section of the report, I consulted the Office of Research, Planning and Institutional Effectiveness. There, I learned that our program's success rate was adjusted slightly upward recently to 62% and that the success rate for the college is 66%. Thus our program's success rate is 4% below the College average success rate. While this spread is not exactly earthshaking, we nonetheless need to see some improvements on our numbers; at least to get them to the College average--and then work to surpass the College average. But to do any of these we need to try and understand why some students are not successful, while others are. There is much speculation on this subject. Student pre-college preparation and quality of instructors are often mentioned as sources of student failure. Hours when classes are scheduled and student absenteeism have also been cited. Over some of these factors the program has no control. For example, the program cannot do anything on poor pre-college preparation of students. But where and when the program sees a ray of hope, we want to seize on it. One such area is absenteeism. Students who habitually cut classes and come to them late tend to do poorly. As educators this should come to us as no surprise. What leaves much to be desired is the fact that collectively we are yet to act strongly—and consistently.

We need to track student attendance, and if we find a pattern of slack attendance by a student, we need to report this to a counselor connected to our department for swift intervention. If we have in place an Early Alert Mechanism (EAM) or network, we could move forward on this idea. I understand that such a mechanism has been mooted in the past, and at one point, actually promised; but the promised has not yet been fulfilled. I want to use this medium to associate myself with those who are calling for the implementation of the EAM. Another technique that I think could help is for the instructor to break the class into small groups and have them work on exam study guides in the class. This, I believe, will force students to do some work towards the exam—which they might not otherwise do at all at home. I do this, and, anecdotally, I believe it helps a lot. I do not know if all my adjunct colleagues already practice this, but I will be emphasizing its value in my interactions with them.

Active use of office hours should be encouraged as well. In my experience, students who come to my office hours with their questions before an exam, tend to answer such questions correctly in the actual exam—questions they might have got wrong had they not used my office hours. We should have them know that using office hours is not a sign of weakness, but rather a sign of wisdom. However, since the majority of our sections are taught by part-time instructors who have no obligation to offer weekly office hours, we need to encourage them to see how the compensable 8 hours they now have for office hours can be used more strategically; and how they can use some compensable professional development hours toward attending departmental meetings. I used the word “encourage” because I do not know that they are obligated to use any of these compensable hours at all.

Another thing we can do is to announce that students who do well in our classes (an A or a B) will enhance their chances of getting a letter of recommendation from their instructors upon request. Since the past 3 years I have made a promise to my students--and many have taken me up on it--that those who get an A or a B have automatically earned the right to a letter of recommendation from me. Anecdotally speaking, I think it helps, but I plan to do a survey to see what students' actual response would be to such a promise. Would they say it would want to make them work harder?

I believe that besides office hours we can increase student success by making more tutoring available. To this end, I joined the Faculty Directed Tutoring (formerly known as Supplemental Instruction) and got a tutor under my supervision. He is available to all our sections in American Government and Politics. I believe this has been useful. For example, I had a student who was repeating the course. He wound up with an A, this time around. It is instructive that he also our tutor frequently.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Since 2013-2014 when the program's AA-T degree was approved, we have awarded 2 degrees. We want to raise that number significantly, and to that end we are promoting awareness of the degree program. I have asked the academic counselor attached to our program to inform students about the existence of our new degree program. Believing that students who take courses in Political Science could be motivated to do better, and, in fact, major in it if they knew the job prospects for Political Science majors, I have asked my colleagues to share with their students in every section they teach the job possibilities to which a Political Science major could aspire. The links below speak about job possibilities and skills associated with Political Science. Our program will be consulting these types of links periodically to be abreast of developments in the marketplace for Political Science majors.

What to Do with a Degree in Political Science

<http://www.apsanet.org/CAREERS/Careers-In-Political-Science>

<http://careerplanning.about.com/od/exploringoccupations/a/degree-in-communication.htm>

What Skills Do I Develop in Political Science?

<http://www.mb104.com/lnk.asp?o=9230&c=918271&a=191204>

<http://www.uwgb.edu/political-science/careers/skills.asp>

Salaries and Job Forecast

http://learn.org/articles/What_is_the_Salary_for_a_Recent_College_Graduate_with_a_Political_Science_Major.html

<http://www.forbes.com/sites/susanadams/2012/04/12/college-degrees-with-the-highest-starting-salaries/>

http://online.wsj.com/public/resources/documents/info-Degrees_that_Pay_you_Back-sort.html

<http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Political-scientists.htm>

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)

Below is ample evidence that our program has been gathering data since the last program review for all our courses: POLIT. 100 (American Government and Politics); POLIT. 110 (Political Theory); POLIT. 138 (Service Learning); POLIT. 139 (Service Learning); POLIT. 140 (Comparative Politics); POLIT. 141 (World Politics)

	Demonstrate an understanding of the constitutional structure of the United States government, by identifying and distinguishing the various different functions of the legislative, executive, and judicial branches, and their associated bureaucratic and regulatory agencies, as assessed by examinations and written reports.	2544	2113	83.06%
2	Demonstrate an understanding of the constitutional structure of the California state government, by identifying and distinguishing the various distinctive functions of the legislative, executive, and judicial branches of the state, along with associated bureaucratic and regulatory agencies, as well as local governments, as assessed by examinations and written essays and reports.	2545	1867	73.36%
3	Demonstrate an ability to participate in the American political system by means of political party affiliation, lobbying, voting, and other sorts of political activism, as assessed by examinations and written essays and reports	2436	2012	82.59%

[39 Assessment Methods & Criteria](#)

- Six multiple-choice questions (POLIT-100-01 for 2014SP)
- 3 pairs of SLOs were included in the exam, making 6 questions altogether. A question is taken from each pair to address a corresponding outcome, making a total of 3 questions on which students were evaluated in this data collection. The idea is to rotate the questions in the pair from time to time. 80% of students meeting each of the three SLO questions selected for this data collection

[3 Section\(s\)](#)

- POLIT-100-06 for 2014FA
- POLIT-100-07 for 2014FA
- POLIT-100-09 for 2014FA
- Included 6 SLO-specific questions on the final exam. The Political Science department developed questions for this purpose. A grade of 70% or better. (POLIT-100-11 for 2014FA)
- Class project, questions on the final test. Completion of all 4 parts of the project, correct answers to the 6 questions on the final (POLIT-100-01 for 2013FA)

- Course project and questions submitted by the department which were included in the final test answering 4 correct questions and completion of the 4 part final project (POLIT-100-08 for 2013FA)
- examination eighty(80) percent pass rate (POLIT-100-09 for 2013FA)
- examination 80% pass rate (POLIT-100-11 for 2013FA)
- exams 70% (POLIT-100-14 for 2013FA)
- examination 80% pass rate (POLIT-100-73 for 2013FA)
- Six multiple choice questions covering general facts about American politics. Questions divided into three SLO categories by topic. (POLIT-100-01 for 2015SP)
- Examination(s) where 90% of students assessed answer 80% of questions correctly. (POLIT-100-72 for 2015SP)
- SLO questions were included in the final exams. 80% of the students should answer the questions correctly. (POLIT-100-03 for 2015SP)
- The SLO questions were included in the final exam. 80% of students answering the questions correctly will be considered "Good enough."

2 Section(s)

- POLIT-100-10 for 2015SP
- POLIT-100-15 for 2015SP
- The SLO questions were included in the final exam. 80% of the students answering the questions correctly will be considered "Good enough." (POLIT-100-73 for 2015SP)
- Two multiple-choice questions per SLO were asked of the students at the time of the final exam, via a separate handout. The "good enough" criterion is that 80% of the students (per SLO) should answer the questions correctly.

2 Section(s)

- POLIT-100-05 for 2015SP
- POLIT-100-07 for 2015SP
- Multiple choice exams (3 during the semester) and a final examination. Short essays with all midterms and a longer book review essay with the final. (POLIT-100-02 for 2014SP)
- Two multiple-choice questions per SLO were asked of the students at the time of the final exam, via a separate handout. (POLIT-100-03 for 2014SP)
- 3 pairs of SLOs were included in the exam, making 6 questions altogether. A question is taken from each pair to address a corresponding outcome, making a total of 3 questions on which students were evaluated in this data collection. The idea is to rotate the questions in the pair from time to time. (POLIT-100-06 for 2014SP)
- Survey Quiz: Standard Grading Scale 60% or better (POLIT-100-70 for 2014SP)
- Of the 64 students who took the final, the numbers below show the number of students who answered the SLO questions correctly. 1-44 2-26 3-31 4-35 5-42 6-27 (POLIT-100-02 for 2014FA)
- Two multiple-choice questions per SLO were asked of the students at the time of the final exam, via a separate handout. The "good enough" criterion is that 80% of the students (per SLO) should answer the questions correctly. (POLIT-100-03 for 2014FA)
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of the three SLO questions selected for this data collection
(POLIT-100-10 for 2014FA)

- The SLO's are listed in the syllabus, and have been reviewed through the semester. I quizzed them two weeks before the final with six questions covering the basics. Again on the final test the SLO's were tested by written multiple choice questions.
(POLIT-100-07 for 2015FA)
- Testing essay questions.
(POLIT-100-94 for 2015FA)
- Testing. Essay questions.
(POLIT-100-12 for 2015FA)
- Six questions to assess student's comprehension of general issues in American politics and California government. A passing mark will depend answering majority of questions correctly.
(POLIT-100-01 for 2015FA)
- Six general questions covering American and California politics. A passing grade will be passing a majority of the questions.
(POLIT-100-08 for 2015FA)
- Six general question on American and California politics. A passing mark would require answering a majority of the questions correctly.
(POLIT-100-16 for 2015FA)
- SLO questions were included in the final exam. 80% of the students answering the questions correctly would be considered good enough.
(POLIT-100-15 for 2015FA)
- The SLO questions were included in the final exam. 80% of the students answering the questions correctly would be considered good enough.
(POLIT-100-09 for 2015FA)
- SLO questions were included in the final exam. 80% of students answering the SLO questions correctly would be considered "Good enough."
(POLIT-100-75 for 2015FA)
- The SLO questions were included in the final exam. 80% of students answering the questions correctly would be considered "Good enough."
(POLIT-100-06 for 2015FA)
- Students were asked multiple-choice questions on the final exam specifically tailored to measure the SLOs. Two questions were asked relating to each SLO, so the listed figure for # of students assessed actually measures the number of assessments, which is double the number of students taking the test. A rate of 70% meeting the SLO is, in my view, "good enough." The multiple choice questions are specifically listed in my comments regarding POLIT 100-10, which I also taught. This section had their final exam disrupted due to the bomb threat on Monday, December 14. I gave students in this section an option of not taking the final but accepting the grade they had earned up to that point. Most students, including the best ones, took this option, so I do not take the (relatively unfavorable) results of this section entirely seriously.
(POLIT-100-13 for 2015FA)
- The students were asked multiple-choice questions pertaining to the SLOs on the final exam. Two questions were asked to assess each of the three SLOs. Thus, the figure listed below for # of students assessed actually refers to the number of assessments, which is double the number of students taking the test. The questions were as follows: (1) American foreign policy is principally determined by the a. Supreme Court. b. U.S. Senate. c. House of Representatives. d. President. Answer: d. (2) United States Senators are elected for a term of a. two years b. four years. c. six years. d. eight years. Answer: c. (3) The Lieutenant Governor, California's state-level equivalent of the Vice President, a. is elected on a ticket with the Governor. b. is appointed by the Governor. c. must be of the same political party as the Governor. d. is independently elected, and may be a rival of the Governor. Answer: d. (4) Most political scientists would probably say that the California State Constitution is a. almost impossible to amend. b. too long and detailed. c. too short and general. d. undemocratic. Answer: b. (5) Lobbying activities are a. only legal when performed by licensed professionals. b. strictly forbidden by law, though this provision is generally ignored. c. a constitutionally protected right of all Americans. d. rarely done on the national level. Answer: c. (6) Local governments in California a. make most of their important decisions behind closed doors. b. offer very few opportunities for public participation in local boards and commissions. c. must, by law, allow time for public comment at all their meetings. d. generally do not post their meeting agendas until minutes before the meeting begins. Answer: c. The threshold for "good enough" is 70% correct.
(POLIT-100-10 for 2015FA)
- SLO questions were included in the final exam. 80% of the students answering the questions correctly would be considered "Good enough."
(POLIT-100-14 for 2015FA)

- Students were asked multiple-choice questions relating to the SLOs on the final exam. Two questions were asked relating to each SLO. Thus, the figure listed below for # of students assessed actually indicates the number of assessments, which is double the number of students taking the test. The questions used are listed in my comments on POLIT 100, section 10, which I also taught. The rubric for "good enough" is 70% or more correct answers to the questions.
(POLIT-100-17 for 2015FA)
- Students were asked multiple-choice questions on the final exam relating to the SLOs. The questions asked are specified in my comments on POLIT 100, section 10, which I also taught. Two questions were included for each SLO, so the figure listed below for # of students assessed actually reflects the number of assessments, which is double the number of students taking the exam. The rubric for "good enough" is 70% or more correct answers to the questions.
(POLIT-100-11 for 2015FA)
- Multiple Choice Survey Quiz consisting of six survey questions

3 Section(s)

- POLIT-100-70 for 2015FA
- POLIT-100-71 for 2015FA
- POLIT-100-72 for 2015FA
- Two multiple-choice questions per SLO were asked of the students at the time of the final exam, via a separate handout. The "good enough" criterion is that 80% of the students (per SLO) should answer the questions correctly.

2 Section(s)

- POLIT-100-03 for 2015FA
- POLIT-100-05 for 2015FA

36 Reflection(s)

- The primary challenge in this class was to introduce the students to the successes and challenges in this basic concepts that inform the constitutional structures of the U.S. Government while tracking the development of these structures. One successful strategy was to focus on prominent political events and explain to students how the constitutional structures were in play during the events. This tactic drew the best response for students since the students themselves provided the starting point for the specific discussions. I plan to develop this strategy further by introducing thematic topics at the start of the class while building the students "political vocabulary" as the course progresses.
(POLIT-100-01 for 2014SP)
- Unfortunately 4 students became ill and discontinued attending class for the last three weeks, and three active students did not show up for the final so assessments do not reflect the whole class. Active students however were successful in comprehending the structures and working of the California and federal government.
(POLIT-100-07 for 2014SP)
- I want to get to the point where it is routine for over 80 percent of the students to answer all the SLO questions correctly, in all my sections in American Government. This class gives me some hope it is possible.

2 Section(s)

- POLIT-100-06 for 2014FA
- POLIT-100-06 for 2014SP
- I want to get to the point where it is routine for over 80 percent of the students to answer all the SLO questions correctly in all my sections of Polit. 100. This class, like section 6, gives me some hope it is doable.
(POLIT-100-07 for 2014FA)
- I don't know why more students did not answer this SLO question correctly on who has the ultimate power to amend the Constitution of the State of California. Earlier in the semester my section 10 students (8 weeks early start) seemed to have some problem with this question. And so, I tried to focus more on it with my sections 7 and 9. Section 7 students did quite well on this question. I suppose, I will just have to give this question some

more attention in future classes.

(POLIT-100-09 for 2014FA)

- It was my first time teaching this course so I experimented with different techniques as an initial step. There are things that worked and others that didn't. I saw notable student improvement when I implemented more group discussions in classes. In the future, I will include more interactive activities to improve student learning outcomes, especially in my sections on California and lobbying. It occurred to me that these are two areas the students had a difficulty understanding.
(POLIT-100-11 for 2014FA)
- This class performed remarkably well. After fall 2013 Data Collection, I thought up some ideas that I hoped would improve student performance. I put some of them into practice this semester (spring 14). They appear to be paying off.
(POLIT-100-09 for 2014SP)

The numbers above reflect answers to questions submitted from the department to test knowledge of the US government and California government which the class was about. My class project involved the students in their neighborhood, advocacy and contact with elected officials. In that exercise students were fulfilling the 3rd SLO of the course, the SLO#1 was covered in class by lectures and quizzes. The California government book I am using is a favorite with students but unfortunately in my class I did not cover California constitution which was the question submitted to me and majority missed that. I personally do not think this is an essential knowledge of the California politics since my students are living with everyday policies and changing the constitution of a state is a rare event which if it was occurring would be covered ad nauseam. Otherwise I believe my students responded well to what was covered in class. I would like to see questions changed to things more relevant to their living not with policy makers--about their city, about their jobs, health and welfare procedural changes of the law is not where they live.

2 Section(s)

- POLIT-100-01 for 2013FA
- POLIT-100-08 for 2013FA
- Students generally performed well on questions that specifically targeted knowledge in American politics. Their performance on questions dealing with California Politics could be improved
(POLIT-100-14 for 2013FA)
- Emphasis on concepts as opposed to listing of facts helped students. Specifically, repetition of concepts in different contexts aided students' retention of facts. Students, it seems, benefit if some emphasis is placed on how to approach the subject matter and the relevance of the material to their daily lives. In short, it seemed students benefited from understanding how they unwittingly participate in American politics. Once the students became aware of their actual participation, the concepts and relevance of "political facts" to their lives was more apparent to them.
(POLIT-100-01 for 2015SP)
- I am generally satisfied with the performance of this class. However, the fact that some students were notoriously absent from or tardy to class made it somewhat difficult to teach the ideas embodied in the SLO questions with a sense of finality. I found myself having to go over the same material again and again, just so that the students who were absent in previous class meetings could catch up. Going forward, I want to inject more SLO material in every topic during the semester. That way, students will have an ongoing reminder what they need to take away from the course to be considered truly successful in my course at the end of the semester.

3 Section(s)

- POLIT-100-03 for 2015SP
- POLIT-100-10 for 2015SP
- POLIT-100-15 for 2015SP
- I am generally satisfied with the performance of this class in that they met the "Good enough" criterion. However, they generally performed slightly lower than students in my in-class sections. This was my first foray in online teaching. In future online classes, I will reflect on how to communicate the SLO content more effectively through the medium of Blackboard and other possible ways.
(POLIT-100-73 for 2015SP)

- On none of the SLOs did students achieve our 80% objective, although SLO#1 came close (77.4%). We therefore need to do better on all three SLOs.
(POLIT-100-05 for 2015SP)
- SLO #1 was the only SLO on which students achieved better than our 80% objective. Students achieved 75% on SLO #3, but that isn't quite good enough. We therefore need to do better on SLOs #2 and #3, but particularly on #2.
(POLIT-100-07 for 2015SP)
- I can confidently assert that my students understood the structure of the U.S. and California Government, because of my immense appreciation of the U.S. Constitution, and building the course on the foundation of the constitution. Every discussion was related to the social contract and the constitutional basis. However, participation on in the system had to be learned by their student project and observation and interview with elected officials. I do not know if my students for sure would vote, but they know about their elected representatives. I would like to collaborate with other social science instructors to give students opportunities to develop policy proposals and have a chance to advocate their ideas before local policymakers.
(POLIT-100-32 for 2015SM)
- I present my material without utilizing modern technology such as blackboard. I am satisfied with my teaching methods. Some of our students are not performing as well as they should for reasons that may be related to factors other than teaching methods or the content of courses. Some of my students who did not do very well in my classes are athletes and so-called middle college students whose preparation for college classes is less than adequate.

2 Section(s)

- POLIT-100-02 for 2014SP
 - POLIT-100-02 for 2014FA
- SLO #1 was the only SLO on which students achieved better than our 80% objective. We therefore need to do better on SLOs #2 and #3.
(POLIT-100-03 for 2014SP)
- N/A
(POLIT-100-11 for 2014SP)
- SLO #1 was the only SLO on which students achieved better than our 80% objective. We therefore need to do better on SLOs #2 and #3.
(POLIT-100-03 for 2014FA)
- I want to see a better result concerning this question on who has the ultimate power to amend the Constitution of the State of California. I will give more focus to it until more students get it right. I will probably have students work on it as a homework assignment so that they can actually find it for themselves—since it appears that direct lecture on this question is not yielding the desired result.
(POLIT-100-10 for 2014FA)
- I had a short semester, and with the last week event of the shooting and losing class time, did not have a chance to thoroughly go over the details of the first stated question, however I believe my students were quite aware of basic U.S. government structures. I believe students sometimes do not connect if the question is not exactly stated the way in the book In the future I will specifically address the questions as stated and discuss answers with students.
(POLIT-100-07 for 2015FA)
- It seems students would benefit from more detailed presentation of California politics.
(POLIT-100-01 for 2015FA)
- One new strategy will be to include specific assignments in California politics and participatory politics.
(POLIT-100-08 for 2015FA)
- More specific and targeted assignments in California politics will address some of the gaps in the scoring.
(POLIT-100-16 for 2015FA)
- This was a fast-moving 8-week class. I am going to give more attention to this question in spring 2016 semester and see what happens, then. However, I notice that the same students who got question #2 wrong also got many other questions in the final exam wrong and failed the class. On the other hand, many students who did well in the class also answered the SLO questions correctly
(POLIT-100-15 for 2015FA)
- A few semesters back, I contemplated raising the "Good Enough" score to some higher percentage. But I am not so sure about that now. The numbers seem to be on a see-saw ride. One semester, I see what I think is progress, then the numbers in the following semester turn out not to be so great. I have also noticed that most of the students who do badly on the SLOs tend to be the ones who frequently cut classes or stroll into class

very late.

(POLIT-100-09 for 2015FA)

- The performance of this class on the SLOs is encouraging. Online students seem to be more academically prepared, independent and mature than their in-class counterparts.
(POLIT-100-75 for 2015FA)
- I present my material without utilizing modern technology such as blackboard. I am satisfied with my teaching methods.
(POLIT-100-02 for 2015FA)
- I am satisfied with the performance of this class on the SLOs.

2 Section(s)

- POLIT-100-06 for 2015FA
- POLIT-100-14 for 2015FA
- As I said above, the rather poor results obtained for SLOs #1 and #2 probably mostly reflects the fact that the only students in this section who took the final were those who felt the need to improve their scores -- i.e. the ones who weren't doing very well. I am encouraged that, even in this unrepresentative group, the "good enough" rubric was achieved on SLO #3. Based on the results in this section, no changes in instructional strategies seem indicated.
(POLIT-100-13 for 2015FA)
- Same as section 02
(POLIT-100-04 for 2015FA)
- The 70% "good enough" rubric was only met for SLO #3. This indicates some need for improvement, although since nearly two thirds of the students did achieve SLOs #1 and #2, the improvements needed may be marginal. The results for this semester are a bit better than last semester, when I was returning to the classroom after a prolonged stint as an interim administrator. It's possible that I'm still a little rusty. I was not satisfied with the textbook used this semester and I'm changing it. Also, I will try to spark more class discussions, although that seems to be difficult these days.
(POLIT-100-10 for 2015FA)
- The 70% "good enough" level was achieved only for SLO #3, but since over two-thirds of the students did meet the rubric on the other two SLOs, I'm not sure that major corrective action is needed. These results are a bit better than last semester, when I was returning to the classroom after a prolonged stint as an interim administrator, so it's possible I'm still a little rusty. I was not happy with the textbook I used this semester, and I'm changing it. Hopefully, that will help. Also, I'm going to try to spark a bit more in the way of classroom discussions, although that seems difficult to get going these days.
(POLIT-100-17 for 2015FA)
- The 70% "good enough" rubric was only achieved on SLO #3. However, almost two thirds of the students correctly answered the questions relating to SLO #2. The low score for SLO #1 is distressing, since the main focus of the course is on national politics. Except for this section, my SLO scores this semester are a bit better than last semester, when I was returning to the classroom after a prolonged stint as an interim administrator. It's possible that I'm still a little rusty, and that this section was an outlier. I wasn't happy with the textbook I used this semester, and I'm changing it. Hopefully, that will help. Also, I will try to spark more class discussions, although that's none too easy these days.
(POLIT-100-11 for 2015FA)
- In the "# of Students Assessed" category there were actually 27 students who assessed at the time of the final exam. I count them all twice because there are two questions per SLO. This is the first time at SBVC that a class of mine did not achieve the "good enough" assessment rating on at least one SLO, though SLO #1 came close at 76%. There were only 2 A's in this entire class, so it may just have been an anomalous class. Nonetheless, we need to do better on all three SLOs.
(POLIT-100-03 for 2015FA)
- SLO #1 was the only SLO on which students achieved better than our 80% objective. Students achieved 72% on SLO #3, but that isn't quite good enough. We therefore need to do better on SLOs #2 and #3, but particularly on #2.
(POLIT-100-05 for 2015FA)

81 Section(s) Reporting

SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate an understanding of the main currents of Western political thought by identifying and distinguishing the particular contributions of leading theorists, as assessed by examinations and written essays and reports	126	94 74.60%
2	Demonstrate an ability to critically analyze these theories, by identifying their strong and weak points and their interconnections, as assessed by examinations and written essays and reports.	63	47 74.60%
3	Demonstrate an ability to apply these theoretical concepts in their own lives, by relating these ideas to current concerns, as assessed by examinations and written essays and reports as well as class discussions.	65	62 95.38%

3 Assessment Methods & Criteria

- SLOs were included in the final exam 70% of the student s meeting each of the three SLOs (POLIT-110-01 for 2014FA)
- SLO's were included in the final exam 70% of students meeting each of the three SLO's (POLIT-110-01 for 2013FA)
- All three SLOs were assessed. For SLO #1, five multiple-choice questions were asked on the final exam relating to the ideas of the theorists studied. Consequently, the figure listed below for the # of students assessed on SLO #1 actually represents the number of assessments, which is five times the number of students taking the exam. I should perhaps specify that there was in actuality no final exam in this class. The questions were asked on the last quiz administered. The rubric for "good enough" is 70% correct answers. SLO #2 is assessed via the assigned papers. A student is considered to have met the SLO if he/she turned in at least one paper receiving an A grade -- which is only given to papers showing a degree of critical thought. Students who failed to turn in any papers, or who appear to have abandoned the class midway through, are not counted as having been assessed. Again, the "good enough" rubric is 70%. SLO #3 is assessed by one multiple-choice question on the last quiz, subject to the same 70% rubric. (POLIT-110-01 for 2015FA)

3 Reflection(s)

- There was a slight improvement over the fall 2013 numbers. But frankly, overall, I don't think this crop of students performed better than the students of fall 2013. Possibly, my incorporation of the SLOs in class discussions during much of the semester may have produced this slight improvement. I will try and keep this up in subsequent semesters if I teach this class again.

2 Section(s)

- POLIT-110-01 for 2014FA
- POLIT-110-01 for 2014SP
- I might change one of the assigned reading chapters on Thucydides The Peloponnesian War and replace it with one that speaks more directly to one of the SLO's. I will also try and integrate more fully all three SLOs, where appropriate, into the entire fabric of class discussion throughout the semester (POLIT-110-01 for 2013FA)
- This class was a little disappointing. Many of the students did not do the readings, which accounts for their inability to achieve the rubric on SLO #1. Also, many students did not turn in the required number of papers, resulting in a large number of Incompletes and a failure to achieve the rubric on SLO #2. The rubric was achieved for SLO #3, but I'm not happy with the assessment instrument, and suspect that it somewhat inflates the degree of success achieved. These mediocre results confirm the impression I had of the class as it was proceeding. Next semester I will direct the students in this relatively small class to sit together -- in the past, I

have rearranged the chairs in the room seminar-style -- in hopes of sparking more discussion and greater student commitment to the class. This semester, the students were spread out around the room and many did not participate in the discussions. I have achieved far more success with this course in previous semesters. It's possible that I'm still a bit rusty, following my prolonged stint as an interim administrator.
(POLIT-110-01 for 2015FA)

4 Section(s) Reporting

- POLIT-110-01 for 2015FA on 12/22/2015 5:34 PM
- POLIT-110-01 for 2014SP on 09/22/2015 1:21 PM
- POLIT-110-01 for 2014FA on 02/27/2015 11:41 AM
- POLIT-110-01 for 2013FA on 05/01/2015 10:54 AM

2 Section(s) Not Reporting

SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1 Demonstrate an understanding of the main currents of Western political thought by identifying and distinguishing the particular contributions of leading theorists contained in important selected primary texts, as assessed by examinations and written essays and reports	47	33	70.21%
2 Demonstrate an ability to critically analyze these theories, by identifying their strong and weak points and their interconnections, as assessed by examinations and written essays and reports.	27	23	85.19%
3 Demonstrate an ability to apply these theoretical concepts in their own lives, by relating these ideas to current concerns, as assessed by examinations and written essays and reports as well as class discussions.	27	23	85.19%

2 Assessment Methods & Criteria

- SLOs were included in the final exam 70% of students meeting each of the three SLOs (POLIT-110H-01 for 2014FA)
- SLO #1 was assessed by means of five multiple-choice questions, dealing with the ideas of the theorists studied, asked on the last quiz given in this class. Consequently, the figure given below for # of students assessed really reflects the number of assessments, which is five times the number of students taking the quiz in question. The "good enough" rubric is 70% correct answers. SLO #2 was assessed by means of the assigned papers. Students are listed as having met the SLO if they were awarded at least one grade of A on these papers, since that grade is only given to papers showing a degree of critical thought. Students who submitted no papers, or who seem to have abandoned the class midway through, are not counted as having been assessed. The rubric, again, is 70%. SLO #3 was assessed by one multiple-choice question asked on the last quiz, subject to the same 70% rubric.
(POLIT-110H-01 for 2015FA)

4 Reflection(s)

- Compared to fall 2013, this Honors class showed 20-30% improvement. In 2013, the number of students enrolled was 10 whereas in 2014 it was 6. The striking improvement in 2014 over 2013 may be attributable to a

smaller class.

(POLIT-110H-01 for 2014FA)

- As indicated above SLOs were part of student's final exam. I am thinking of including them in their term papers as well so that the students can have the chance to develop their thoughts more fully on the SLOs (POLIT-110H-01 for 2013FA)
- It appears that some of the changes I indicated I would implement from the fall 2013 experience are manifesting themselves in much improved performance this semester spring 2014 (POLIT-110H-01 for 2014SP)
- This was a very small class, but the students who stuck it out seem to have done fairly well. The "good enough" rubric was achieved for SLOs #2 and #3. The class was a little below the standard on SLO #1. I had some trouble getting the students in this class to do the readings, which perhaps accounts for the mediocre showing on SLO #1. I only recently returned to the classroom after a prolonged stint as an interim administrator. It's possible that I'm still a little rusty. A problem this semester was that the students sat all over the room, and many of them did not seem entirely engaged with the class. Next semester, I will make sure that they sit closer together. In the past, I have rearranged the chairs in the room seminar-style, and that did seem to encourage more participation. (POLIT-110H-01 for 2015FA)

4 Section(s) Reporting

- POLIT-110H-01 for 2015FA on 12/22/2015 6:02 PM
- POLIT-110H-01 for 2014SP on 04/15/2015 1:27 PM
- POLIT-110H-01 for 2014FA on 02/27/2015 11:44 AM
- POLIT-110H-01 for 2013FA on 04/15/2015 1:23 PM

2 Section(s) Not Reporting

SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate an understanding of important principles of effective work in a group context, by identifying and analyzing these concepts, as assessed by examinations and written essays and reports.	26	24 92.31%
2	Demonstrate an ability to apply these principles in practice, in the context of the SBVC student government or some other appropriate situation as assessed by instructor observations and written student accounts of their activities.	26	25 96.15%

1 Assessment Methods & Criteria

- Written student assignments competed with score of 70% or better students submit written accounts that meet assignment rubric (POLIT-138-01 for 2013FA)

1 Reflection(s)

- Research on why students did not follow through on contractual commitments. This was the first time I have taught this course and I will structure it differently next time around. There was a huge drop-out rate in

attendance and participation. This was bewildering to me (POLIT-138-01 for 2013FA)

1 Section(s) Reporting

- POLIT-138-01 for 2013FA on 05/01/2015 10:58 AM

1 Section(s) Not Reporting

- POLIT-138-01 for 2014FA

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SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate an understanding of important principles of effective participation in the affairs of the larger community, by identifying and analyzing these concepts, as assessed by examinations and written essays and reports.	57	52 91.23%
2	Demonstrate an ability to apply participatory principles in practice, by effectively communicating concerns to community decision makers, as assessed by instructor observations and written student accounts of these efforts.	57	51 89.47%

2 Assessment Methods & Criteria

- Written student assignment completed with score of 70 percent or better Reflection Paper and predicted impacts assessed or 70 percent or better on the assignment. (POLIT-139-01 for 2014SP)
- Three in class test were assessed to indicate if course material was understood and learned. In addition, there were two research written assignments given that integrated the course material and a registered log for the community involvement component of the course. These methods were more than good for the course topic, it was great the students were able to put into practice the theories and information they were introduced to. (POLIT-139-01 for 2015SP)

2 Reflection(s)

- Groups or Teams of students might improve participation. Better communication concerning respect for other students will be emphasized from the beginning of class. Work on integrating the class with the activities of ASG. (POLIT-139-01 for 2014SP)
- The utilized various techniques to keep the class engaged and further develop critical thinking such as small group work, interactive discussions, classroom presentations and hands on community service.

This semester I invited a student speaker from ASG and it was well received more so than any other type of speaker that I had previously. I will definitely use the same techniques and possibly incorporate a field trip with observation component.
(POLIT-139-01 for 2015SP)

2 Section(s) Reporting

- POLIT-139-01 for 2015SP on 05/29/2015 11:06 AM
- POLIT-139-01 for 2014SP on 02/05/2015 11:57 AM

2 Section(s) Not Reporting

# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a set of parameters (or variables) the student should be able to identify the principal parameters around which scholars of comparative politics are accustomed to comparing different national political systems--and be able to evaluate why these variables have enduring and near-universal appeal to comparativists.	11 10 90.91%
2	Through a written test, the student should be able to demonstrate knowledge of Cultural and historical factors that are sometimes thought to produce authoritarian regimes and those that are thought to produce democratic regimes and their corresponding institutions of government.	11 8 72.73%
3	The student should be able to demonstrate knowledge of the major components of the political economy (public goods, social expenditures, tax policies, regulation, trade policies, money supply, employment, etc.) and the contrasting characteristic approaches by which these components of the political economy are handled respectively by liberal democracies, social democracies, and authoritarian regimes.	11 9 81.82%

1 Assessment Methods & Criteria

- SLO questions were included in the final exam. 70% of the students answering the questions correctly would be considered "Good enough."
(POLIT-140-01 for 2015FA)

1 Reflection(s)

- I am monitoring the numbers to see if I can move the "Good Enough" percentage to 75%. But I cannot move on this thought until I am able to get a consistent higher class attendance. In this particular class 11 students did not show up for the finals and were frequently absent or late to class.
(POLIT-140-01 for 2015FA)

1 Section(s) Reporting

- POLIT-140-01 for 2015FA on 12/22/2015 12:43 AM

2 Section(s) Not Reporting

	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a set of leading international organizations, the student should be able to demonstrate through a written test which international organizations are IGOs and which are NGOs; and to explain what roles they play to promote international order. In particular, the student should be able to describe the six organs of the United Nations (the world's foremost universal membership IGO) and their functions in the creation and maintenance of international peace and security	48	47	97.92%
2	Given a case study of a U.S. foreign policy decision the student should be able to use the principle of "levels of analysis" to analyze the internal and external forces that drove the decision. The student will demonstrate this ability through a written test.	47	46	97.87%
3	Through a written test, the student should be able to demonstrate knowledge of: the rival theories of the causes of war; the tenets of the "just war" principle under international law and Hugo Grotius' seminal treatise on this subject; and of the major framework for conflict resolution through mediation, conciliation and arbitration.	47	45	95.74%

1 Assessment Methods & Criteria

- The SLO questions were included in the final exam. 70% of students answering the questions correctly will be considered "Good enough."
(POLIT-141-01 for 2015SP)

2 Reflection(s)

- The performance of the students was very strong this semester. I have been thinking of raising "Good enough" to a higher level. If this trend continues, that's the way I will have to go.
(POLIT-141-01 for 2015SP)
- Given the strong performance of this class, it may be time to raise the satisfaction percentage from 75%-80%. We would see. Many of the students who took this class have been in one or more of my other courses and were strong students.
(POLIT-141-01 for 2014SP)

2 Section(s) Reporting

- POLIT-141-01 for 2015SP on 05/29/2015 4:09 PM
- POLIT-141-01 for 2014SP on 09/22/2015 2:34 PM

1 Section(s) Not Reporting

	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a world politics issue of interest to the student, the student should be able to critically appraise the suitability of the sources of primary and secondary information on that issue.	4	4	100.00%
2	Given "breaking news" on an international issue by a media outlet, the student should be able to identify reputable global news outlets, both American and foreign, that he or she needs to consult for a critical analysis of the "breaking news."	4	4	100.00%

1 Assessment Methods & Criteria

- The SLO questions were included in the research paper that the students wrote for their Honors work. The paper must show that the students consulted credible sources in their writing. In addition, the paper should reflect that in reaching their conclusions the students were able to see through biases in what is sometimes reported in the news. Scoring 70% and above in the paper will be considered "Good enough."
(POLIT-141H-01 for 2015SP)

1 Reflection(s)

- The scores that the students had in their papers ranged from 73 percent to 96.7 percent. Because this is an Honors work, I will be looking to raise what is considered "Good enough" in the very near future to about 80 percent.
(POLIT-141H-01 for 2015SP)

1 Section(s) Reporting

- POLIT-141H-01 for 2015SP on 05/29/2015 4:45 PM

1 Section(s) Not Reporting

As stated above, the program has continued to gather data for all the courses we teach since the 2011-2012 assessment and program review. But beyond that, the program has done an overall evaluation of the data. We did this just before 2016 Spring Break. Among other things, we winnowed down the number of test questions for the SLO from 6 to 3 in POLIT. 100 (Introduction to American Government and Politics). From our experience over the past 3 years we thought 3 questions would be able to capture the essence of the course. Moreover, in the past some of our instructors have been known to choose a set of 3 questions out of the 6 questions for one data gathering, and select another set of 3 questions at another data gathering occasion, doing so on a rotational basis. So, moving to 3 questions sort of formalizes something that was already occurring. I have asked my adjunct colleagues to use these 3 questions from spring 2016 and on, until we conduct another assessment. We want all our sections in POLIT. 100 to use a uniform set of test questions for the SLO in gathering data because the course has the same SLOs. It is also by far the course with the largest enrollment in our program. The criterion for success in all 3 questions would also be the

same for all sections of the course: 80% of the students answering each of the 3 test questions correctly. Below are the new test questions:

1. Which of the following institutions has no constitutional role in the American system of checks and balances?
 - A. The U.S. Congress
 - B. County government
 - C. The U.S. Presidency
 - D. State government
 - E. The U.S. Supreme Court

2. Average Americans can participate in the political process more easily than in the past due to:
 - A. The Internet
 - B. The Electoral College
 - C. Limits on campaign spending
 - D. Soft money
 - E. U.S. Supreme Court decision in *Citizens United* (2010)

3. Which of the following themes is NOT generally considered a theme in the political and economic development of California?
 - A. Statehood and the Compromise of 1850
 - B. The American War for Independence
 - C. The Gold Rush and John Sutter
 - D. The Railroads and the Big Four
 - E. The Progressive Movement and Direct Democracy

As for POLIT. 140 (Introduction to Comparative Politics) the number of test questions has always been 3 since the inception of the course in fall 2013, and we have collected data every semester it has been offered. With respect to POLIT. 141 (Introduction to World Politics), we have also cut the test questions from 6 to 3. Usually a late-start class in spring, it will start using the 3 questions in spring 2016. Data have been collected in this course since SLOs were introduced at SBVC. POLIT. 140 and POLIT. 141 have been offered on alternate semesters since POLIT. 140 was instituted, and have one section each. For both courses the criterion for success is that 70% of the students answer each of the 3 test questions correctly. The lower criterion is due to the fact that the content of these courses are generally less familiar to the average student than the content in Introduction to American Government where we have kept the success criterion at a higher percentage, 80%.

The Service Learning courses, POLIT. 138 and POLIT. 139 have 2 test questions for their respective SLO. Finally, POLIT. 110 currently asks 6 test questions. This will be reduced to 3 when next it is offered. It will not be offered in fall 2016 because student enrollment has been low of late, and Professor Millican who teaches the course suggested that we probably should be teaching the course in alternate semesters.

As for how the SLOs are used to improve student learning, we should underscore the fact that the basic tenet for having test questions is to know which SLOs our students have mastered and which ones they are struggling with. If we notice a disturbing pattern where many students are not answering a test question correctly, that will alert us to the need to attend more closely to that SLO in our class lectures and discussions. While individual instructors may seek different ways to find a remedy, it is pretty safe to assert here that instructors in our program are well aware that doing nothing is not an option. This fact is borne out in how in our reflections, our instructors often propose new ideas that they plan to implement to improve student performance on the test questions.

Another important way by which SLO can help us to improve student learning revolves around our observation that students who fail the test questions tend to be students who cut classes a lot. Parenthetically, they tend to fail the course as well. What this reinforces is the fundamental notion that absenteeism is a great problem that needs to be tackled if we are to improve student learning. Some of my thought on how we should be addressing this problem need not be repeated here. They have been laid out in an earlier section of this report, specifically, in part II.

Lastly, the fact that adjunct instructors are not obligated to participate in SLO data gathering or assessment remains a potential problem. If we want to achieve 100% collection and analysis of data all the time, the college has to find a way around this problem. As the SLO reports above show, there were some course sections that did no reporting. While I have questions of my own on the size of “Not Reporting” that I plan to have Dr. Huston clarify, still, I think, it is instructive that the sections not reporting are taught largely by adjunct instructors.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

It has been less than a year since Ed Millican and I came together to draw up a Program Learning Outcome (PLO). We have not yet had enough time to assess the PLO. Using an assessment cycle of 3 years, we hope to do an assessment in spring 2018. What we have immediately below is a map linking the PLO to the SLOs of the courses we offer in the program. The next chart has data from CLOUD on how the PLO performed in 2014-2015. The scores for each of the 3 PLOs are respectively 80.69%, 93.00% and 90.43%. They seem to point to a strong trend, but we need much more data before we break into a happy dance. We next turn to the **Program SLO Evaluation Form** to answer the questions there.

1. Program SLO Assessment Methodology
 - The methodology will be based on an integrated Departmental consideration of the most recent assessments of the SLOs of the courses linked to the respective PLOs on the map.
2. Criteria-What is “good enough”?

- What is “good enough” would be what is good enough for the respective course SLOs to which a PLO is linked. If there are 2 or more of such course SLOs, then their averages would be taken. The other questions on the form are not applicable since we have not had an assessment yet.

Program Learning Outcomes (PLOs)

PLO #1: Students completing Political Science courses included in the Political Science AA/T program will demonstrate a comprehensive understanding of the domestic governmental institutions and political practices of the United States – at the national, state, and local levels – including their Constitutional bases; the special functions of the legislative, executive, and judicial branches and their associated bureaucratic and regulatory agencies; and the activities of leading participants in the political process including organized special interest groups, political parties, and grass-roots activists.

Assessment: This will be on the basis of an integrated Departmental consideration of the most recent assessments of these course SLOs: POLIT 100, #1 and #2.

PLO #2: Students completing Political Science courses included in the Political Science AA/T program will demonstrate a keen awareness of the world beyond our national borders and know the principal players in world politics--state actors (countries) and non-state actors such as international governmental organizations (IGOs) and international non-governmental organizations (INGOs), and their respective role in creating world order; employ the principle of levels of analysis to explain a major development in world politics such as the outbreak of war or a complex foreign policy decision; understand the principal parameters around which to compare different political systems; have an understanding of how different historical and cultural forces end up creating different regimes--authoritarian regimes or democratic regimes; and have a general knowledge of the fundamental components of political economy—public goods, taxation, regulations, trade policies, employment, and money supply.

Assessment: This will be on the basis of an integrated Departmental consideration of the most recent assessments of these course SLOs: POLIT 110, #1 and #2; POLIT 110H, #1 and #2; POLIT 140, #1, #2, and #3; and POLIT 141, #1, #2, and #3.

PLO #3: Students completing Political Science courses included in the Political Science AA/T program will demonstrate an understanding of the practical skills needed for employment, or other participation, in governmental and political contexts.

Assessment: This will be on the basis of an integrated Departmental consideration of the most recent assessments of these course SLOs: POLIT 100, #3; POLIT 110, #3; POLIT 110H, #3; POLIT 138, #1 and #2; and POLIT 139, #1 and #2.

	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students completing Political Science courses included in the Political Science AA/T program will demonstrate a comprehensive understanding of the domestic governmental institutions and political practices of the	5081	4100	80.69%

United States – at the national, state, and local levels – including their Constitutional bases; the special functions of the legislative, executive, and judicial branches and their associated bureaucratic and regulatory agencies; and the activities of leading participants in the political process including organized special interest groups, political parties, and grass-roots activists.

2	<p>Students completing Political Science courses included in the Political Science AA/T program will demonstrate a keen awareness of the world beyond our national borders and know the principal players in world politics--state actors (countries) and non-state actors such as international governmental organizations (IGOs) and international non-governmental organizations (INGOs), and their respective role in creating world order; employ the principle of levels of analysis to explain a major development in world politics such as the outbreak of war or a complex foreign policy decision; understand the principal parameters around which to compare different political systems; have an understanding of how different historical and cultural forces end up creating different regimes--authoritarian regimes or democratic regimes; and have a general knowledge of the fundamental components of political economy—public goods, taxation, regulations, trade policies, employment, and money supply.</p>	300	279	93.00%
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3	<p>Students completing Political Science courses included in the Political Science AA/T program will demonstrate an understanding of the practical skills needed for employment, or other participation, in governmental and political contexts.</p>	324	293	90.43%
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4	N/A			
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Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement or purpose of the program?

The Political Science Department offers courses in American Government, World Politics (International Relations), Comparative Government and Politics, and Political Theory -- as well as service learning classes in Community and Student Leadership.

These courses will be valuable for students who are planning to transfer to a four year institution, majoring in political science, law, public administration, public relations, and related fields.

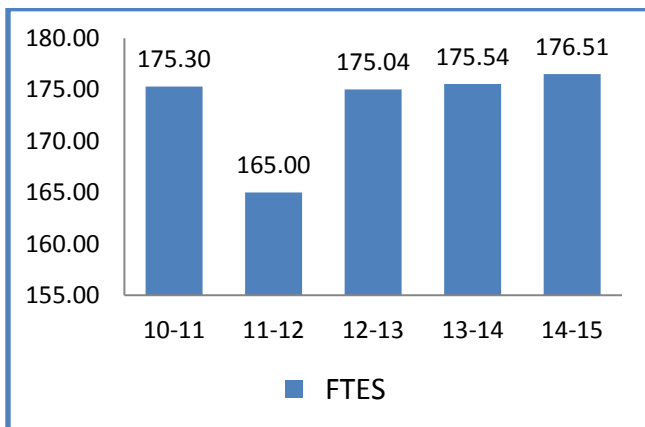
How does this purpose relate to the college mission?

San Bernardino Valley College provides quality education and services that support a diverse community of learners. The program's mission is definitely advancing the goal of the college. Here are 7 of the more important ways it does that:

- It offers numerous sections of POLIT. 100 (Introduction to American Government and Politics) to meet an ever growing demand of a course that helps the community of learners to know more of the fundamental workings of the American government. Moreover, it supports students who choose it to fulfill a requirement for graduation. The course is offered at various times and many days of the week. It is also offered on weekends and online.
- The program offers courses in World Politics (POLIT. 141) and Comparative Politics (POLIT. 140), two courses which help our diverse community of learners to be exposed to security, political and economic developments beyond the shores of the United States—developments which often have significant consequences for America’s national interests.
- The program teaches a course in Political Theory (POLIT. 110) which exposes learners to Western political thought and the basic political principles around which much of the American political system was founded.
- The program also offers Service Learning courses (POLIT. 138 and POLIT. 139). These provide our students opportunities to learn new skills of student leadership and to sharpen their awareness of the American and local political process.
- The program offers an AA-T degree that enables students to further their study in Political Science at the CSU system, entering as juniors.
- The program participates in and offers instructors to the First Year Experience (FYE), a program designed to give cohorts of young men and women a second chance to better their lives
- The program, as the demographic chart shows, attracts various demographic groups and engages them in quality education. Moreover, it does so through a faculty that is demographically diverse as well.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,800	1,631	1,720	1,674	1,726
FTEF	9.20	8.60	8.40	8.58	9.71
WSCH per FTEF	572	576	625	614	546

As the FTES chart on page 30 shows, the program saw a 7% rise in FTES from the last program efficacy review to the present; from 165 in (11-12) to 176.51 in (14-15). As the chart on page 31 shows, the program's WSCH/FTEF is much higher than the college goal of 525. However, I am somewhat concerned because the program's numbers have witnessed a downward slide for three periods. How can the slide be stopped and reversed? We first need to understand the factors that make up the numerator (WSCH) and those that make up the denominator (FTEF) and how they are calculated. **WSCH** stands for Weekly Student Contact Hours and its value is calculated by multiplying the number of hours a class meets per week by the number of students. Therefore, the WSCH for a class of 40 students that meets twice a week for 1 hour 30 minutes each time would be: $3.0/\text{week} \times 40 \text{ students} = 120 \text{ WSCH}$.

FTEF stands for Full-time Equivalent Faculty member. A faculty member teaching 3 hours per week would constitute **0.2 FTEF**; and his WSCH/FTEF would be calculated by dividing 120 by 0.2, which would be **600**. WSCH/FTEF is a productivity ratio. The higher the quotient, the higher the productivity of the faculty is held to be. One possible way to raise the quotient is to reduce the denominator. But this would not be a realistic proposition for our program. Given our very high FTEFs, our program should be entitled to 4 or more full-time instructors, yet, it has only two, one of whom is about to retire. Let us turn to the numerator. If we can raise that number, we can have a larger quotient. If SBVC keeps up a strong and growing overall student enrollment, we can expect to attract a good share of the students to our program. That way, we can have more students, and therefore, a higher WSCH. To assist in recruiting, we can set up information tables, and chat with prospective students when they are visiting the campus. With the proper arrangement, we can even have some of them visit our classes. That said, our program has very little control over the ebb and flow of overall student enrollment at SBVC. Nonetheless, we are always open to working with others to promote enrollment at SBVC. For example, in 2014, I gave a presentation to high school academic counselors about our department and offerings in an event organized by the Counseling Department of SBVC. Moreover, we have cooperated with First year Experience to make it possible for new groups of students to enroll at SBVC. We have done so by lending instructors to the program for 2 consecutive semesters.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

I have recently done the content review on the two Service Learning courses; I did a Type A modification for both. I launched them on Curricunet. The system came up with an error message. I spoke to Kay Yarbrough about it and she said she would contact the System Administrator, and that other instructors have had a similar problem. I plan to follow this up with her or the Curriculum Committee as soon as possible. We want these courses ready for offering in fall 2017. As for why we held off until now to do content review on both courses (they were due for review in spring 2015), we needed to reassess the viability of the courses especially in terms of enrollment. We also wanted to explore ways of creating internship programs through these courses. Because we think that these courses are ideally suited for student government participants, we want to collaborate with the Office of student Life and the Associated Student Government. Dr. Ed Millican and the Dean of Social Sciences, and I will soon meet with the Director of Student Life on these issues. After the meeting, we will revisit the content review of both courses now in the Curricunet pipeline only if it is truly necessary to do so.

All our GE transferable courses are active. During the 2014-2015 academic year I got all our courses to be in line with the C-ID format, except for the two Service Learning courses for which there are currently no C-ID equivalent in the system.

CURRICUNET REPORT IS PROVIDED

Social Sciences, Human Development & Physical Education				
Political Science				
	Course	Status	Last Content Review	Next Review Date
	POLIT100 American Politics	Active	12/08/2014	12/08/2020
	POLIT110 Introduction to Political Theory	Active	03/14/2011	03/14/2017
	POLIT110H Introduction to Political Theory Honors	Active	03/14/2011	03/14/2017
	POLIT138 Service Learning: Student Leadership	Active	01/26/2009	01/26/2015
	POLIT139 Service Learning: Community Leadership	Active	01/26/2009	01/26/2015
	POLIT140 Introduction to Comparative Politics	Active	10/29/2014	10/29/2020
	POLIT141 Introduction to World Politics	Active	10/29/2014	10/29/2020
	POLIT141H Introduction to World Politics - Honors	Active	12/10/2013	12/10/2019
	POLIT110H Introduction to Political Theory Honors	Pending	03/14/2011	03/14/2017
	POLIT139 Service Learning: Community Leadership	Pending	01/26/2009	01/26/2015
	POLIT110 Introduction to Political Theory	Launched	10/20/2014	10/20/2020
	POLIT100 American Politics	Historical		
	POLIT100 American Politics	Historical		
	POLIT110 Intro to Political Theory	Historical		
	POLIT110H Introduction to Political Theory Honors	Historical		
	POLIT140 Introduction to Comparative Politics	Historical		
	POLIT141 Introduction to World Politics	Historical		
	POLIT141 Introduction to World Politics	Historical		
	POLIT204 Introduction to World Politics	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
POLIT. 138		X
POLIT. 139		X

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All our courses, including the Service Learning courses, are transferable to the CSU system. (CSU accepts our Service Learning courses only as electives.) They accept the rest as GE courses. Our courses in American Government, Political Theory, Comparative Politics and World Politics articulate with equivalent courses in the UC system. In my discussion with SBVC Articulator, the UC does not seem to have courses that are equivalent to our Service Learning courses.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Yes, there are a couple of discrepancies. POLIT. 138 and POLIT. 139 are listed as "active". They should both be listed as "pending". Incidentally, 139 is listed correctly as "pending" in row 10. So why it listed elsewhere as active is hard to understand. I have done content review for both in Curricunet, and they should be ready for offering in fall 2017 after we will have had a talk with Office of Student Life. POLIT. 110H is listed as "active" in row 3 under **Course** and is listed as "pending" in row 9. The correct listing should be "active". Lastly, POLIT 110 is listed as "active" in row 2, and is also listed as "launched" in row 11. It should simply be listed as "active." I talked to Kay Yarbrough by phone on this and related issues during the Spring Break, and I intend to follow it up with her or the Curriculum Committee at the earliest chance.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

According to the Bureau of Labor Statistics (BLS), a division of the Dept. of Labor, job growth for people with a degree in Political Science will grow at 21%, in the ten-year period, 2012-2022. Median annual salary stood at \$104,920 in 2014; and in that same year some 5,640 people with a degree in Political Science were

employed across the United States. Although half of those employed were employed by the U.S. government, prospects for gainful employment in industry and non-profits exist as well.

These job trends bolster my confidence that students who major in Political Science have a reasonably bright future. In our ongoing effort to raise the number of students who major in our program, our department will be able to refer students to such a site so they can verify for themselves the job possibilities and predictions for people with a Political Science background. For more information on job forecast for Political Science majors, the reader should also visit Study.com on the internet. The American Political Science Association also maintains statistics on job prospects for Political Science majors at www.apsanet.org/CAREERS/CARE.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Since the last program review, our program has recorded some successes. These include:

- The hiring of a full-time instructor who, among other things, teaches courses in World Politics and Comparative Politics.
- Securing seed money from SBVC with which to help students start a Model United Nations Club.
- Entering an arrangement with Middle College High School to teach courses directly on the campus of the high school.
- Collaborating with First Year Experience (FYE) to teach courses to its cohorts of students
- An increase in the diversity of our faculty

Our 2015-2016 EMP planning seeks to strengthen the Model United Nations program by requesting for some \$15,000 annually to enable students in the Model United Nations Club travel to conferences for competition and participation every year. We have also talked with the Office of the Middle College High School. They seem enthusiastic about the possibility of us involving their students in the Model United Nations activities. We hope Program Review will support this annual expenditure.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Our challenge is that we may be losing a full-time instructor soon. Professor Millican has already tendered his resignation. It is not final yet, but at any rate, he doesn't plan to be here beyond one or two more semesters. If that happens we will be back to the bad old days when we had only one full-time instructor. We hope we can get the position filled as soon as possible when the resignation becomes final.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Our program takes technology very seriously. In fact one of our full-time instructors serves on the SBVC Technology Committee. Our online courses are at least 20% of our total course offerings, and we anticipate further growth there sooner than later. As for helping to promote a good campus climate, our program is working with other units and groups to share experience and promote a vibrant atmosphere for learning. As indicated elsewhere above in this report, we have a working relationship with FYE and the Liaison to Middle College High School. We work with others to sponsor debates among candidates for national, state, and local offices. Last semester, on student request, we brought students together to view and respond to a debate among presidential candidates. We plan to do more in the fall. Last semester, we brought the Political and Economic Attaché of the Mexican Consulate to campus to address our students on bilateral issues between the United States and Mexico. Our two full-time instructors have since the past three consecutive years gone with our students to Sacramento where they get hands-on experience in lobbying our legislators over there. Moreover one of us has always ridden in the same bus with the students on these trips. The other would love to, but his health would not allow it.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies,

and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program Review 2012 team efficacy report does not identify any department deficiencies.