

Oklahoma City Community College

Program Review Self Study Year

Division:

Prepared by:

Dr. Markus Smith

Position: Department Chair/Professor,
Political Science

With Assistance From:

Prof. Dana Glencross

Prof. Rick Vollmer

Prof. Randy Hopkins

Prof. Nate VandenBrook

Library Information Provided By: Dana
Tuley-Williams

I. Program Curriculum

Program Name Political Science/Pre-Law 031

Options:

II. Program Requirements

Minimum Required Hours

61

Major Courses		
Prefix & Number	Course Title	Credit Hours
POLSC 2613	Scope and Methods of Political Science	3
	Political Science Electives	9
	Total	12

General Education Courses

Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483	U.S. History to the Civil War	3
HIST 1493	U.S. History Since the Civil War	3
GEOG 2603	World Regional Geography	3
MATH 1503	Contemporary Mathematics --OR	
MATH 1513	College Algebra --OR	
MATH 2013	Introduction to Statistics	3
POLSC 1113	American Federal Government	3
	Biological Science*	3-4
	Physical Science*	3-4
ECON 2143	2143 Principles of Macroeconomics	
	(in process of change to ECON 1013)	3
	Humanities Electives	6
	* One course must have a lab component	
	Total	37

Support Courses

Prefix & Number	Course Title	Credit Hours
	Faculty Approved Electives	11
	Total	11

Life Skills Courses

Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1
	Total	1

2. General description of review process and participants assisting with and conducting the review.

- a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.
- b. A list of the student learning outcomes

1. Political Science graduates will demonstrate an understanding of the principles, structure, processes and functions of the U.S. federal government.
2. Political Science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect the government.
3. Political Science graduates will demonstrate a broad understanding of the overall discipline of political science and its major subfields.
4. Political Science graduates will demonstrate knowledge of government on the local, state, national and international levels.
5. Political science graduates will demonstrate an ability to critically analyze government issues in both oral and written formats at an acceptable college level.

- c. A list of program outcomes for the program

1. Political Science majors who choose to graduate from the program will successfully transfer into a four year program.

- d. Well defined the criteria for measurement and how the criteria were used in the program.

Outcome 1. Political Science graduates will demonstrate an understanding of the principles, structure, processes and functions of the U.S. federal government:

Measurement and Criteria for Success

In order to complete the Political Science program's portfolio process, the student will submit an item from among the following:

- A written assignment comparing and contrasting an aspect of American federal government with that of a foreign nation state.
- A legislative analysis or proposal.

- A lecture, including an annotated bibliography, prepared by the student under the guidance, supervision, and evaluation of the faculty member.
- A written assignment analyzing a fiscal policy dilemma.
- A PowerPoint or web-based project compiled on a political science issue, to include a bibliography.

The student portfolio must receive a composite score of 3.00 in order to be considered satisfactory.

Outcome 2. Political Science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect the government:

Measurement and Criteria for Success

In order to complete the Political Science program's portfolio process, the student will submit an item from among the following:

- A courtroom observation of no less than 2 hours duration which identifies the parties to the case, the judge and court observed, the nature of the dispute and an evaluation of legal procedures and principles learned.
- Synthesized, annotated research materials compiled on a subject from scholarly journals and materials accessed from a collegiate library search engine (e.g. EbscoHost, Academic Search Premier, JSTOR, etc.).
- A written assignment in the form of a reflection paper based on a minimum of 3 hours of community service or activity.
- Evidentiary materials compiled in the completion of an internship (paid or unpaid), campaign volunteer work, or volunteer activities for a not-for-profit institution, to include a brief summary of political science concepts learned or employed in the work and a signed statement from an immediate supervisor attesting to the nature of responsibilities and performance. This summary should be no less than three pages and the activities should constitute no less than twenty-five hours of field work.
- A letter to a current state or federal officeholder espousing a clear position and a defense of that position on an issue of importance.

The student portfolio must receive a composite score of 3.00 in order to be considered satisfactory.

Outcome 3. Political Science graduates will demonstrate a broad understanding of the overall discipline of Political Science and its major subfields:

Measure and Criteria for Success

In order to complete the Political Science program's portfolio process the student will submit an item from among the following:

- Any original project completed for fulfillment of the requirements of a 2000 level political science class.
- An individually written brief prepared for course work in a law class.
- A written analysis paper based upon the works of a political philosopher or theorist.
- An individually written assignment which identifies a problem within a specific public policy, and using the policy stages to outline a solution. If the artifact was originally a group project, it must be submitted as well.

The student portfolio must receive a composite score of 3.00 in order to be considered satisfactory.

Outcome 4. Political Science graduates will demonstrate knowledge of government on a global or international level:

Measure and Criteria for Success

In order to complete the Political Science program's portfolio process the student will submit an item from among the following:

- A written assignment analyzing a global or international issue.
- Synthesized, annotated research materials compiled on a subject from scholarly journals and materials accessed from a collegiate library search engine (e.g. EbscoHost, Academic Search Premier, JSTOR, etc.).

The student portfolio must receive a composite score of 3.00 in order to be considered satisfactory.

Outcome 5. Political science graduates will demonstrate an ability to critically analyze government issues in both oral and written formats at an acceptable college level:

Measure and Criteria for Success

In order to complete the Political Science program's portfolio process the student will submit an item from among the following:

- Research papers completed as required course work in a political science class which received no less than a grade of B on a standard grading scale.

- A written assignment addressing a situational analysis completed as required course work in a class.
- A book review of a current, substantive work in the field of political science.
- A critique from an article from a scholarly journal or credible news source.

The student portfolio must receive a composite score of 3.00 in order to be considered satisfactory.

e. The evaluation, results and recommendations based on the criteria used.

Beginning in FY09, the department had access to data that significantly increased the validity of the outcomes being measured. The reason for this was due to a capstone course being added to the curriculum in the Fall 08 semester, which requires program majors to submit artifacts (in the form of a portfolio - see Appendix A) to fulfill one of their grading components. Prior to implementing the capstone, portfolios were simply submitted on a voluntary basis, which resulted in minimal data to draw a valid assessment. However, over the past three fiscal years, the numbers of portfolios have gradually increased, which has improved our ability to acquire significant assessment data, e.g., in FY09 seven portfolios were assessed; in FY10 ten portfolios were assessed; and in FY11 thirteen portfolios were assessed.

The longitudinal data, based on the portfolios, was as follows:

· In FY09, 71.4% of students assessed rated "Satisfactory" or higher. The benchmark for "Satisfactory" was set at 60%.

· In FY10, 63.6% of students assessed rated "Satisfactory" or higher. The benchmark for "Satisfactory" was set at 60%.

· In FY11, 76.9 % of students assessed rated "Satisfactory" or higher. The benchmark for "Satisfactory" was set at 70%.

The portfolios were assessed based on a grading rubric (see Appendix B). Based on the results for any given fiscal year, the faculty carefully examines areas in which to improve the quality of works submitted by program majors. In addition, beginning in FY12, faculty have reached out to adjunct faculty to assist in the assessment process by requiring written components in all POLSC 1113 sections that connect directly to the outcomes being measured by the department. Lastly, the department utilizes standardized course competencies in all of the POLSC 1113 sections, especially as they relate to some of the outcomes being measured (see Appendix C).

3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:

a. is central to the institution's mission:

Mission

Oklahoma City Community College provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality, empowering our students to achieve their educational goals and our community to thrive in an increasingly global society.

The mission of the Political Science program is to facilitate student learning about the historical and political systems of the United States and the world by providing program courses to students who are completing general education requirements or electives for other programs. Additionally, the program will provide program curricula, academic advisement, and career information to prepare program graduates to succeed in parallel programs at four-year institutions and to transfer degree credits into such programs.

Vision

OCCC aspires to be one of the most significant community colleges in the nation - known for the amazing success of our students and for our prominent role in creating our community's future.

The Political Science program strives to be recognized as the premier community college program of its type in the state of Oklahoma.

Values

OCCC strives to achieve its mission and ENDS and fulfill its vision by operation in a culture that is committed to:

Innovation: Creative and forward-thinking

Integrity: Honest, ethical, and respectful to all

Diversity: Embrace and appreciate the value of differences

Stewardship: Wise and efficient use of resources

Accountability: Data-driven evidence of mission accomplishment

Ends

Access - Our Community has broad and equitable access to a valuable college education.

Student Preparation - Our students are prepared to succeed in college.

Student Success - Our students achieve their individual educational aspirations.

Graduate Success - Our students succeed at four-year institutions and/or in their careers.

Community Development - Our community is enriched economically and socially by our educational and cultural programs.

The Political Science program adheres to the stated values of Oklahoma City Community College and meets expectations (Ends) by providing access to a college education, preparing students for success in their coursework at OCCC as well as upon transfer or graduation. The results of the FY 2010 Graduate Survey concerning the Political Science program were quite positive. Of the students responding, eighty-three and three tenths percent (83.3%) were continuing their studies at a four-year institution. Seventy-five percent were employed on a part-time basis. One hundred percent of the respondents stated that they would recommend OCCC to another person. Additionally, when responding to the statement that "Education improved perspective of other cultures", our graduates averaged a score of 8.8 on a scale of 1 to 10. When asked if they were "Overall satisfied with their experience at OCCC", our graduates averaged a score of 9.4 on a scale of 1 to 10. Through review of the Graduate Surveys, the program does receive some feedback from students transferring to other institutions regarding how well the program prepares them for continuing their education. Data seems to indicate that the Political Science program curriculum is supportive of curricular requirements at transfer institutions. In addition, the program faculty engages in periodic review of Political Science programs at other state colleges and universities. Program faculty participate in Oklahoma State Curriculum Transfer Committee meetings. This has helped to keep faculty abreast of developments at other institutions in Oklahoma.

The program offers a rigorous curriculum incorporated within eight courses, as well as the option of special topics. The capstone course, POLSC 2613 Scope and Methods of Political Sciences, creates an opportunity for students to demonstrate their knowledge of the objectives as well as an opportunity to share their knowledge amongst peers, their professors, and the invited public. The concluding presentations made by students in their capstone enrich the community as well, the final End statement identified by the College. Additionally, for the benefit of students as well as the public, program faculty have sponsored debates regarding topics such as the justifiability of the death penalty.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

The OCCC Office of Institutional Effectiveness administers annual surveys to program graduates. From the survey reports issued 2007-2010, an average of 83.3% of respondents responded they were currently enrolled in continued higher education. No one reported problems with transferring to another institution of higher education. Many students transfer to university before completing a degree at OCCC. As a result, the number of program graduates has been small, and the survey return rate minimal.

Success of students and former students within the program is also assessed anecdotally through contact with students after they leave the program and with faculty colleagues at receiving institutions. Program faculty advise students and graduates about transfer opportunities and encourage transfer to baccalaureate programs. The responses received are very positive about the program.

d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities

Programs of Study

OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

University Parallel/Transfer Programs

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC “may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion.”

In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at <http://www.okhighered.org/transfer-students/>. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees.

e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean and/or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.

2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.
 3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.
- f. Is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience.**

Service-Learning

Incorporating service-learning as a part of a course's curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can generally be used as a part of any course's learning objectives and tailored to desired learning outcomes. The Student Life Service-Learning Center partners with over 80 community agencies, so there is something for every course and interest area. Office of Student Life coordinates student involvement in service learning.

- g. Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

Print & A-V resources

The political science/government print monograph collection remains strong. The number of circulating titles classified in political science and law (J & K, Library of Congress classification) has risen to 3,269 (3,579 volumes). Reference titles number 76 (341 volumes) and the Audio-Visual area (primarily DVD and VHS) has 45 titles (99 volumes). New titles are purchased by the Social Sciences Librarian based primarily on reviews in *Choice*, *Booklist*, *New York Review of Books*, various bestseller lists and scholarly political science journals. Professor Glencross has requested materials to support her law class and Professor Vanden Brook has requested general interest print materials as well as DVDs.

The Reference and Audio-Visual collections were weeded within the past 18 months. The circulating collection on the 2nd floor is scheduled for weeding this fall. In Reference and A-V, duplicates of low usage items as well as items in poor repair were pulled and replaced as needed. In some cases, an item was removed if it was deemed inappropriate for the collection (content was too advanced or elementary, inaccurate or poorly reviewed). VHS tapes that are still used by faculty are being replaced with DVDs when possible. Political Science faculty have requested that additional *PBS Frontline* documentaries be added as well.

A significant number of titles related to health care reform, immigration, elections, political philosophers, the U.S. Constitution, same-sex marriage and copyright have been added. Faculty in both Political Science and History have requested additional materials on specific amendments to the U.S. Constitution.

Course textbooks available at the Library Circulation Desk are extremely popular. The textbook on reserve for POLSC 1113 is one of the most heavily used reserve items, averaging over 300 uses per semester.

The Library continues to subscribe to a number of print magazines and journals to support the Political Science curriculum (see list of titles below). Usage of print titles is extremely low, as students favor electronic resources. Several Political Science journals were cancelled following the last program review in 2006. Additional cancellations may be made in the future for items that are duplicated in electronic resources.

Current Library print subscriptions for core political science periodicals

The Economist

Dissent

Foreign Policy

Governing

Middle East Journal

Mother Jones

Progressive

Public Administration Review

American Journal of Political Science

Political Science Quarterly

Electronic resources

Student use of electronic access to magazines, journals and newspapers continues to grow. *EbscoHost* is the primary electronic resource used by most political science students. *EbscoHost* provides full-text access to 300+ political science periodicals. This number does not include related disciplines such as history. A list of all online full-text political science periodicals available to OCCC students may be found at <http://bit.ly/qaq7Da>.

At the request of Professor Vanden Brook, the Library purchased access to the *CQ Press Supreme Court Collection*. The *CQ Press Political Reference Suite* was also added. This resource provides electronic access to popular CQ Press products previously only available in print. A third CQ Press product, *CQResearcher Plus Archive*, provides historical resources back to the 1920s and is heavily used by numerous disciplines.

The *Opposing Viewpoints* database provides access to periodicals, statistics, and scholarly essays on topics relevant to Political Science students.

Films on Demand, a streaming video service, was added in 2010. While *Films on Demand* is multi-disciplinary, over 530+ political science/government titles are available, including those distributed by *PBS* and *Films for the Humanities*. Faculty feedback has been positive and integration into the online learning platform appears to be working.

Political Science faculty have indicated that additional *CQ Press* databases would be

useful to students.

Instructional Resources

The Social Sciences Librarian continues to be available for library instruction. Announcements are made at division meetings and the annual adjunct meeting to encourage professors to schedule an instruction session for classes doing research. In recent years, the librarian has given instruction to classes taught by Professors Vanden Brook, Shivers and Hermansen.

In Fall 2011, a new electronic resource, OCCC LibGuides will be available. The Social Sciences Librarian will create a number of web pages with information and links to resources specific to political science and government. A LibGuide for an assignment in Professor Vanden Brook's class may be viewed at <http://libguides.occc.edu/vandenbrook>. Work is underway to create a LibGuide to assist in the location of public record information. The Librarian would also like to work with Political Science faculty to create a LibGuide for the PS capstone course. LibGuides are not intended to replace in-class instruction, but rather supplement it.

The Library has 76 public computers for student use for research, online coursework, email, etc. More than half of these are set up with DVD players and headphones. From the Library's webpage, students both on and off-campus can use the catalog of books and DVD/videos, search for quality information in many online article databases, link to recommended websites, and make online requests.

Since the previous program review, the Library has employed an Electronic Services / Reference Librarian to strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created in addition to the online Research Paper Help module. These can be found from the Library front page or directly from the Library YouTube channel (<http://www.youtube.com/occlibrary>).

The Library is currently beta-testing a new ebook service, Overdrive. While Overdrive will primarily be used for leisure reading, a number of non-fiction titles, including those related to political science, will be available for download.

The Library has developed new ways for students to request assistance through the "Ask a Librarian" link, i.e. chat and text. Since many faculty members use the ANGEL online course management system to teach online or as a tool for regular classes, and provide students course information through that portal, the Library is going where the students are. The Library has created simple, new tools (widgets) for faculty to insert into their ANGEL course materials, making it convenient for students to search the article databases, Library catalog or other resources without exiting the course platform.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. Librarians staffing the Library Assistance desk answer questions and provide one-on-one instruction, as well as teaching research skills to classes in a variety of subject areas. Instruction sessions are adjusted to faculty members' assignments and needs.

- h. Provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.**

The Political Science program currently has five full-time faculty members. Four of the full-time faculty members have at least a Masters Degree in Political Science, one has a Masters Degree in Public Administration, and one has a Ph.D. All of the full-time faculty have completed at least eighteen hours of graduate study in either the field of Political Science or one of the major subfields.

In addition to teaching responsibilities, full-time faculty serve as advisors to program majors, providing enrollment advice and current information on transfer requirements. Each full-time faculty member maintains ten office hours per week for student consultation and is often available at other times on campus. In addition, faculty members can be reached by e-mail or voice mail. The faculty are active in college committees, the Faculty Association, and student organizations. The faculty are also active in professional organizations.

The Political Science program utilizes a significant number of qualified adjunct faculty members (thirteen during the fall, 2011 semester.) All adjunct faculty members are required to hold at least a masters degree (or equivalent, i.e. Juris Doctorate) in Political Science or Public Administration and at least eighteen hours in the discipline. The backgrounds and work experiences of the adjuncts are varied and include both education and applied fields. Adjunct faculty are required by college policy to maintain two office hours per week for student access for each three credit hours course taught. This is difficult to monitor due to the limited amount of dedicated space for adjunct offices and the work schedules that many adjuncts have. The Department Chair reviews applications and conducts interviews. Adjunct faculty attend required orientations at the beginning of each semester. An Adjunct Faculty Handbook is provided as a basic reference.

- I. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:**

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 36 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

Method:

Developed rubrics will provide common criteria for assessing “artifacts” gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect data.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included “artifacts” relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

I. Human Heritage, Culture, Values, and Beliefs

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

Demonstrate understanding of basic world geography; Demonstrate familiarity with major cultural issues of selected global communities; Demonstrate knowledge of significant historical events and figures of selected global communities; and Demonstrate an understanding of ethical concerns of selected global communities.

II. Communication and Symbols

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

Generate a clear, specific, and arguable thesis or dominant idea; Formulate evidence and examples to support the topic idea; Construct a logical pattern of paragraph development; and Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

Demonstrate the effective use of an introduction, body, and conclusion of a formal speech; Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; Vary the tone of voice appropriate to the content of the speech and context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

III. Social, Political, and Economic Institutions

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

Analyze how political systems impact society; Analyze how economic systems impact society; Analyze how religion serves to shape the norms of a society; Analyze how

education interacts with cultural values and norms; and Analyze how shifts in social institutions impact the family.

IV. Relationships in Nature and Science

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

Analyze a set of data or qualitative observations using previously learned tools; Draw reasoned conclusions based on the results of the analysis; and Support conclusions logically and communicate them effectively.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. Provide evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

POLSC 1000 Special Topics in Political Science, POLSC 1113 American Federal Government, POLSC 2103 Introduction to Public Administration, POLSC 2113 Introduction to State and Local Government, POLSC 2223 Introduction to Law, POLSC 2303 Introduction to International Relations, POLSC 2603 Introduction to Comparative Politics, and POLSC 2613 Introduction to Political Science have all been identified as meeting the requirements of general education courses at Oklahoma City Community College. These various Political Science Program courses emphasize analytical thinking and problem solving through various assignments in the gateway courses, as well as the upper-division courses. For example, students in many *American Federal Government* (1113) sections are asked (via paper and/or presentation) to critically analyze and formulate solutions to contentious issues such as same sex marriage, religion and politics, the death penalty, etc. In addition, the program's capstone course, *Scope and Methods in Political Science* (2613), requires students to submit a total of four critical analysis papers which ask them to identify a problem within some area of political science, to analyze it, and then to propose a solution to ameliorating it.

Regarding Social Institutions, in 2009 the General Education Committee assessed eleven artifacts using a self-developed rubric. A passing score consists of making a 3 or better on the Social Institutions Rubric. The goal is that 70% of the students pass. Student mastery was assessed on three categories: 1) characteristics of social institutions; 2) the role and functions of social institutions; 3) the relationship between social institutions. Each category was ranked on a Likert Scale of 5-1: 5 - "synthesize or compare/contrast multiple characteristics of social institutions"; 4 - "analyze multiple characteristics of social institutions"; 3 - "explain multiple characteristics of social institutions"; 2 - "identify at least two characteristics of social institutions" and 1 - "identifies less than two characteristics of social institutions". The committee found 9% (1 student) of students were proficient in social institutions and 91% (10 students) scored a 2 on the rubric. It was recommended that the College, as a whole, implement strategies to increase student knowledge and understanding of social institutions.

In 2010 the General Education committee conducted their second assessment of learning. Ninety-seven artifacts were evaluated. Artifacts originated across the disciplines. In 2010,

70% (68 out of 97 artifacts) met the requirements of the evaluation rubric. In 2011, 74% (67 of 91) met the requirements of the evaluation rubric and 26% (24 of 91) failed.

As clearly illustrated by the last three years of assessment, students at OCCC have consistently become more proficient in their understanding and application of social institutions and the political science program has contributed to these findings.

The department also encourages and emphasizes public speaking as an important component for our program. For example, in many of our *American Federal Government* (1113) sections, students are required to give multiple presentations over article critiques, chapter summaries, book reviews, etc. In *Introduction to Law* (2223), students are required to present their arguments before a panel of judges in a moot court assignment. Lastly, in *Scope*, students are required to present their scholarly research papers before an audience of approximately one hundred students and faculty, which takes place in the college union at the conclusion of every semester.

Based on the recommendations from the Gen. Ed. committee in the past, the department is strongly considering making public speaking (e.g. COM 2213: *Introduction to Public Speaking*) a required component within our curriculum. In addition, beginning in the spring 2012 semester, all *American Federal Government* courses must include a written component that ties directly to one or more of the outcomes being measured by the department.

Finally, the faculty have always done our best to take into consideration the Gen. Ed. Outcomes which are applicable to our program. These considerations are best reflected through the standardized course competencies which are placed in all gateway courses, coupled with the individualized course competencies within the upper-division courses. Many of the course competencies are connected directly to the outcomes being measured by the department.

4. Provide a summary of how concerns and recommendations identified in the last program review were addressed.

In the FY2007 Political Science Program Review the following concerns were identified:

- The college is urged to consider the addition of one full-time Political Science faculty. This would reduce the dependence on adjunct faculty as well as increase instructional consistency and quality control.

UNRESOLVED: Currently, the department still consists of five full-time faculty. A faculty member was added during the 2010-2011 academic year as a replacement position for Dr. John Hughes, who passed away in January of 2009.

- The faculty should consider some modifications to the curriculum that is currently offered. The department should consider phasing out the Comparative Politics course. The information covered in that course overlaps somewhat with the International Relations course. This would allow for the addition of either a Political Theory course or a Contemporary Policy Issues course without increasing the number of credits required for graduation.

RESOLVED: The department no longer offers International Relations. This is consistent

with the surrounding universities who are phasing out this course as well, and leaning more towards offering Comparative Politics. In addition, the department added Contemporary Issues in American Politics as a permanent course within the curriculum (effective Fall of 2009) without increasing the number of credits required for graduation.

- The faculty should consider rotating the availability of elective courses. All Political Science electives are taught at least once per academic year. However, as there is typically only one section of a particular course offered each semester there is some concern that the time is not often convenient for students.

RESOLVED: The faculty thoroughly examined the availability of electives and required courses. The department has agreed upon a rotation that is beneficial to our program majors. For example, elective courses are rotated in a manner each semester to ensure program majors have at least two daytime classes to choose, while also pairing evening courses to provide students with a six credit-hour time block. This change should offer students more scheduling alternatives for the elective courses.

- The faculty should occasionally offer some 2000-level courses during the summer semester.

RESOLVED: The department offered a 2000-level course in the SUM 2009 and SUM 2011 semesters in which none of the sections received adequate enrollment, so they were both cancelled. The department will continue to occasionally offer 2000-level courses in the future.

- The department should pursue institutional memberships for both the American Political Science Association and the Oklahoma Political Science Association. Membership in both of the organizations would allow access to information related to furthering opportunities for program majors.

RESOLVED: The department has gained institutional memberships for both the American Political Science Association (APSA) and the Oklahoma Political Science Association (OPSA).

- The college is urged to consider re-allocation of classroom space for the Political Science program, including the establishment of dedicated space for seminars. The classrooms that are currently assigned to the department are spread throughout the college rather than being in a particular designated area. This poses an inconvenience for students and faculty.

UNRESOLVED: The completion of the Health Technology Center has made it possible to have more dedicated space for the Social Sciences division. However, the addition of some of these classrooms were converted more for the purposes of collaborative learning, as opposed to an actual conference-style seminar classroom.

5. Describe the strengths of the program identified through this review.

- Student success:

The results of the latest Graduate Survey concerning the Political Science program were quite positive. Of the students responding:

83.3% were continuing their studies at a four-year institution.
75% were employed on a part-time basis.
8.8% education improved perspective of other cultures (1-10 scale).
100% stated that they would recommend OCCC.

When asked if they were —Overall satisfied with their experience at OCCC, program graduates averaged a score of 9.4 on a scale of 1 to 10.

- The addition of a capstone course:

The department offered a capstone course *Scope and Methods in Political Science* beginning in the Fall 2008 semester. The capstone was created to assist the department in enhancing the validity of data for purposes of outcome assessment. A vital component in the course requires students to submit a portfolio containing artifacts that coincide with the rubric used to measure the program's outcomes.

- Increased enrollment in online sections:

The full-time faculty and several adjuncts have realized the opportunity to grow the program through the availability of online courses. As this new technology has been embraced by both faculty and students the department should be well prepared to meet future student demand.

- Cooperation with transfer institutions:

The faculty strives to maintain good working relationships with area universities that tend to be the next destinations for our students. For example, the program has a working arrangement with the Oklahoma City University Law Library in order to assist our pre-law students with research relevant to our Introduction to Law course.

- Well-qualified faculty:

Two full-time faculty members (i.e. a new position in 2006 and a replacement position in 2010) have been hired since the last program review. They have expressed interest in and have developed some relevant special topics courses. The addition of these new faculty members has helped with instructional quality control, course integrity, and increased discipline sub-field knowledge of program majors. In addition, most of the full-time faculty have either presented papers at national conferences or have publications within the areas of our discipline. The most recent and significant publication was the *Gateways to Democracy* (The Essentials, 2012 Ed.) textbook co-authored by Professor Dana Glencross. This textbook has been adopted by various academic institutions throughout the nation. Lastly, Professors Dana Glencross and Dr. Markus Smith have co-authored a public policy chapter in the *Oklahoma Government & Politics* textbook for the second year in a row.

- Standardized competencies:

The department utilizes standardized competencies in our *American Federal Government* gateway course. The use of the competencies helps to ensure consistency throughout the entire department, especially for purposes of outcome assessment. In addition, adjunct

faculty are required to assign at least one written assignment that fulfills one of the measures being assessed by the department.

· Online master course:

The department has developed and continued to use a master course for our online sections. The master course helps to ensure consistency, and meets established OCCC standards for "best practices" in online courses, which should help to improve student success.

6. Describe the concerns regarding the program that have been identified through this review.

1. The college is strongly urged to consider the addition of one full-time Political Science faculty member.

2. A dedicated Social Sciences Center (SSC) building for purposes of being able to include seminar classrooms. Seminar-style classrooms, which also permit program faculty and program majors increased interaction, should be an institutional priority. This dedicated learning space would permit program majors increased exposure to external scholars and community resources.

3. Continued development of a comprehensive department service learning program, utilizing existing college resources, should remain a priority.

7. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

(Responses refer to Question 6 - Concerns regarding the program that have been identified by this review.)

1. The addition of a sixth full-time Political Science professor would reduce the dependence on adjunct faculty as well as increase instructional consistency and quality control. For example, the percentage of classes taught by full-time faculty members since the last program review is well below the goal of 50% or more. In FY 2009, 37% of sections were taught by full-time faculty; in FY 2010 (30%); in FY 11 (37%); and FY 12 (41%) respectively. (See Appendix D).

In addition, there has been a significant increase in online students since the last program review: F07/250 students versus F11/430 students. The overall trend is that online students have increased 72% since the last program review.

Also, when comparatively viewing other departments in the division in terms of the number of faculty and sections offered, our department does not compare favorably. For example, other departments offered fewer courses in F11 (i.e. 45 sections), with a total of seven full-time faculty, when compared to the Political Science department offering 56 sections with only five full-time faculty.

2. Seminar-style classrooms, which also permit program faculty and program majors increased interaction, should be an institutional priority. This dedicated learning space would permit program majors increased exposure to external scholars and community resources.

3. Increased emphasis on development of a comprehensive service learning program would allow our program majors to form networks in areas relating to their studies in political science. The service learning program would also assist majors in meeting certain requirements when applying for scholarships and admissions to universities, as well as gaining needed field experience.

III. Institutional Requirements

1. Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.

Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as a regular degree seeking student will meet the following admissions requirements:

- graduated from high school or earned a GED;
- completed the ACT, SAT or a similar acceptable battery of tests; and
- completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

- 3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.**

Faculty from each program work very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Student Development Counselors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Student Development Center include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise.

Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including:

a. The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.

The number of political science majors in the Fall 2008 was 157; Fall 2009, 209; and Fall 2010, 215. It is expected the projected enrollment will stay within this range for the next years, at approximately 195 majors annually. The FTE for Fall 2008 was 141; Fall 2009 184 and FY 2010 143.

b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.

Data provided by OCCC - Office of Institutional Effectiveness (July 28, 2011):
FY 2009 - 13 classes (average) (2000-level)
FY 2010 - 19 classes (average) (2000-level)
FY 2011 - 17 classes (average) (2000-level)
In sum, an average of two sections were added over the course of three years. Due to socioeconomic conditions, the College has seen record enrollment which is consistent for the program. Due to limited physical space, class sizes have been systematically increased to accommodate all learners. The size of the capstone course sections are however, limited generally to fifteen.

c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.

Oklahoma City Community College offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We are also in the early stages of implementing virtual tutoring in the Math and Communication labs to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$17,000.00. OCCC has also dedicated a specialized team of student technology support to provide assistance to students seven days a week as they work within the learning management team which costs the College \$120,034.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort is \$1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, and slates. OCCC continues to support this utilization by purchasing additional classroom sets to allow faculty to continue to engage students through this technology use. The classroom technologies are part of a new effort on campus so the cost thus far has only been \$15,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to

strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, ANGEL. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 489 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives. Data will be collected in the upcoming months on the impact of these efforts to assist with the assessment of the expenditure of funds and direct further efforts.

d. The number of FTE faculty in specialized (program major) courses within the curriculum

Oklahoma City Community College has five FTE political sciences faculty for the specialized courses offered in the curriculum. All of the specialized courses are taught by FTE faculty.

e. Projected job market for graduates in occupational programs during the next two years.

Political Science program graduates are not likely to terminate their educational programs at the two year level. Most plan to go on for further education to earn at least a baccalaureate degree. Many will complete the master's or doctorate to find employment in this field, or alternatively, choose to attend law school.

f. The success of transfer students based on GPA comparisons.

Transfer Student Performance

Type of Student	2007 GPA	2008 GPA	2009 GPA	2010 GPA	2011 GPA
To UCO					
OCCC Transfer	2.85	3.02	2.95	2.86	2.91
All Undergraduates	2.77	2.87	2.89	2.89	2.83
To OSU					
OCCC Transfer	3.00	3.01	3.03	3.09	2.98
All Undergraduates	2.90	2.92	2.92	2.95	3.00
To OU*					
OCCC Transfer	2.77	2.77	2.72	NA	In progress
All Undergraduates	3.08	3.08	3.09	NA	In progress

Source: UCO, OSU and OU (*Data from OU not available at publication)

5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.

The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

7. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

The Oklahoma City Community College Political Science faculty is to be commended for its efforts to provide a program of excellence for the students it serves. The faculty thoughtfully utilizes data to make programmatic improvements. As a result of this program review, the Division of Social Sciences will request the creation of a seminar style classroom as part of 2013 initiatives. Additionally, a sixth Political Science faculty member position will be requested. This review has highlighted the need for greater linkage between assessment of general education instruction and the faculty departments that provide the instruction and artifacts to be assessed for general education purposes. It is difficult for faculty to garner insight from the data when it is unknown what portion of the data was generated by the department. The program is encouraged to continue to develop a comprehensive department service learning program.

Appendix A

Program Portfolio Process

Dr. Markus Smith, Chair, Political Science
Office: 1H13(F) – SSC
(405) 682-1611, Ext. 7730
E-mail: mssmith@occc.edu
August 22, 2011

Dear Political Science Program Major,

You have been identified as having selected Political Science as your academic major. This letter will serve as a reminder that all program majors are required to submit a portfolio representing their academic work in the program. Though the portfolio will be a **REQUIRED** component in the required capstone course: *Scope and Methods of Political Science** (2613), which will be graded, it will **NOT** affect your program completion in any way. The portfolio will also be used by program faculty for the purpose of assessing the rigor and currency of courses in the program and graduates' knowledge. *It is therefore important that you be aware of this expectation now in order to complete the portfolio in the semester you intend to graduate.*

In order to help the program faculty to assess student's success in completion of the program courses and program requirements, you are asked to submit the following:

A portfolio to consist of at least one assignment/artifact from EACH of the five sections below, and which reflect coursework from at least two different program faculty. In addition, NO group or joint assignments/artifacts may be submitted.

1. Political science graduates will demonstrate an understanding of the principles, structure, processes, and functions of the U.S. federal government;
 - A written assignment comparing and contrasting an aspect of American federal government with that of a foreign nation state.
 - A legislative analysis or proposal.
 - A lecture, including an annotated bibliography, prepared by the student under the guidance, supervision, and evaluation of the faculty member.
 - A written assignment analyzing a fiscal policy dilemma.
 - A PowerPoint or web-based project compiled on a political science issue, to include a bibliography.

2. Political science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect the government;
 - A courtroom observation of no less than 2 hours duration which identifies the parties to the case, the judge and court observed, the nature of the dispute and an evaluation of legal procedures and principles learned.

- Synthesized, annotated research materials compiled on a subject from scholarly journals and materials accessed from a collegiate library search engine (e.g. EbscoHost, Academic Search Premier, JSTOR, etc.).
 - A written assignment in the form of a reflection paper based on a minimum of 3 hours of community service or activity.
 - Evidentiary materials compiled in the completion of an internship (paid or unpaid), campaign volunteer work, or volunteer activities for a not-for-profit institution, to include a brief summary of political science concepts learned or employed in the work and a signed statement from an immediate supervisor attesting to the nature of responsibilities and performance. This summary should be no less than three pages and the activities should constitute no less than twenty-five hours of field work.
 - A letter to a current state or federal officeholder espousing a clear position and a defense of that position on an issue of importance.
- 3. Political science graduates will demonstrate a broad understanding of the overall discipline of political science and its major subfields;**
- Any original project completed for fulfillment of the requirements of a 2000 level political science class.
 - An individually written brief prepared for course work in a law class.
 - A written analysis paper based upon the works of a political philosopher or theorist.
 - An individually written assignment which identifies a problem within a specific public policy, and using the policy stages to outline a solution. If the artifact was originally a group project, it must be submitted as well.
- 4. Political science graduates will demonstrate an understanding of government on a global or international level; and**
- A written assignment analyzing a global or international issue.
 - Synthesized, annotated research materials compiled on a subject from scholarly journals and materials accessed from a collegiate library search engine (e.g. EbscoHost, Academic Search Premier, JSTOR, etc.).
- 5. Political science graduates will demonstrate an ability to critically analyze government issues in both oral and written formats at an acceptable college level.**
- Research papers completed as required course work in a political science class which received no less than a grade of B on a standard grading scale.
 - A written assignment addressing a situational analysis completed as required course work in a class.
 - A book review of a current, substantive work in the field of political science.
 - A critique from an article from a scholarly journal or credible news source.

To make the process of constructing your portfolio more feasible, it is encouraged that you keep digital backup copies on file (e.g. jump drives, hard disks, floppy disks, etc.) of all written academic work submitted in your political science courses, as well as any other assignments which will fulfill the requirements for the portfolio.

No incomplete works are to be submitted for review. Not all submitted works are required to be in-class graded assignments. **All work must be the student's own.** Plagiarism could result in disciplinary action by the program.

Portfolio requirements, assessment, and maintenance

Each portfolio is to be submitted in a suitable folder with the student's name and college identification number located **INSIDE THE BACK COVER ONLY**. Professor Smith will then deliver the portfolios to the Department Chair/Program Director who will hide the student's name and identification number from view prior to the portfolio assessment. Each portfolio should clearly identify each entry as to the item from the above listing and the item description. Professional appearance of these materials is also important. Handwritten work is not acceptable.

These materials will be evaluated by all full-time program faculty no later than early May or December of each calendar year. The materials will be used to assess program and course competency achievement and to identify areas for improvement in program studies.

The portfolios will be submitted to Dr. Markus Smith via the capstone course: *Scope and Methods of Political Science* (2613) since it is a required component for the course. **For spring semester graduates, the deadline for submission of the portfolio is MAY 1; for fall semester graduates, the deadline for submission of the portfolio is DECEMBER 1.**

The Department Chair/Political Science Program Director will assemble and store submitted portfolios and, after review by program faculty, will make the portfolios available for students to reclaim for a period of at least three months. Any questions about submitted materials should be directed to the student's political science program advisor of record.

The materials you assemble for your portfolio, for the purposes of program assessment, will be assessed according to the following terminal program objectives:

1. Political science graduates will demonstrate an understanding of the principles, structure, processes, and functions of the U.S. federal government;
2. Political science graduates will demonstrate an understanding of how government affects individuals in a society and how internal and external factors affect the government;
3. Political science graduates will demonstrate a broad understanding of the overall discipline of political science and its major subfields;
4. Political science graduates will demonstrate an understanding of government on a global or international level; and
5. Political science graduates will demonstrate an ability to critically analyze government issues in both oral and written formats at an acceptable college level.

Each Program faculty member will determine independently whether the student's work as submitted in the portfolio adequately represents satisfactory progress in achieving program

competencies. These determinations will then be forwarded to the Department Chair/Program Director for compilation and reporting. A rubric is used for evaluation of portfolio materials by all Program faculty.

Thank you for your attention to this matter. We appreciate your willingness to assist program faculty and future program graduates in the successful maintenance of the academic integrity of your program.

Sincerely,

Your POLSC program faculty

***It is important to note that the capstone course, as of the Fall 2008 semester, has replaced the *Introduction to Political Science course*. Please check the revised course catalog (2008-2009) to identify the changes made within the Political Science (Pre-Law) program (i.e. catalog descriptions, suggested course placement, prerequisites, etc.).**

Appendix B

Rubric for Assessing Political Science Portfolios

Portfolio #: _____ Reviewer: _____ Year: _____

<u>Outcome Measured</u>	Novice (=2)	Satisfactory (=3)	Distinguished (=4)
Demonstrated understanding of the principles, structure, processes, and functions of the U.S. federal government	Expresses awareness of the principles, structure, processes and functions of the U.S. federal government.	Applies some awareness of the principles, structure, processes and functions of the U.S. federal government.	Takes applied knowledge of most of the principles, structures, processes and functions of the U.S. federal government and creates self-initiated examples.
Demonstrated understanding of how government affects individuals in a society and how internal and external factors affect government	Demonstrates minimal understanding of how government affects individuals in a society and how internal and external factors affect government.	Applies a good understanding of how government affects individuals in a society and is able to specifically demonstrate how internal and external factors affect government.	Not only possesses a keen understanding of how government affects individuals in a society but is able to create self-initiated examples of how internal and external factors affect government.
Demonstrated broad understanding of the discipline of political science and its major subfields	Expresses awareness of the fundamental discipline of political science and its major subfields but they appear not to be applied.	Applies a fundamental understanding to the overall discipline of political science well, including its major subfields, and demonstrates application.	Takes applied knowledge of most of the fundamental discipline of political science and its subfields and creates self-initiated examples.
Demonstrated knowledge of government on a global or international level	Expresses minimal knowledge of government on the local, state, national, and international levels	Applies a fundamental understanding of government on the local, state, national and international levels	Takes an applied understanding of government on the local, state, national and international levels and creates self-initiated examples.

<u>Additional Measures</u>	Novice (=C)	Satisfactory (=B)	Distinguished (=A)
Demonstrated an ability to critically analyze government issues in both oral and written formats at an acceptable college level.	Expresses minimal ability to communicate ideas and concepts in writing/orally; has the ability to ask questions and tries to see different perspectives.	The ability to write/express self orally is well developed with few grammatical errors although the overall communication of ideas may lack conciseness or clarity. Has the ability to argue for conclusions based on evidence. Arguments are concrete.	Written/Oral work is grammatically accurate and evidences a high level of ability to communicate ideas effectively. Expresses abstract level of reasoning; requires objective evidence, demonstrates awareness of different perspectives, weighs evidence to successfully argue to a conclusion/opinion.

- Portfolios must receive a composite score of 3.00 or better in all areas of measurement to be considered successful.

Composite Score Assessed: _____

Appendix C

Political Science Department Course Competencies

Upon completion of the course, students will be able to:

- Demonstrate an understanding of fundamental constitutional principles, such as democracy, federalism, separation of powers and checks and balances, determining the extent to which the U.S. conforms to the definition of democracy.
- List and describe the characteristics of the major political institutions in the U.S., legislative, executive and judicial, including the roles and powers of each. Analyze the functions of each political institution and their relationship to each other.
- Identify and discuss the roles of political parties, interest groups, and political action committees. Demonstrate how the public's demands are conveyed to the political system and how they provide opportunities for public representation. Demonstrate knowledge of the federal elections process and the role of citizens in that process.
- Describe the processes which produce government policies in the U.S. and analyze the impact of major policies on citizens and on society.
- Demonstrate an ability to do some light research and to critically analyze government issues.

Appendix D

Adjunct Versus Faculty Teaching Workload

	Hours on Adjunct Contract	Hours on FT Workload
Summer 2012	48 (estimated)	0
May Int 2012	6	0
Spring 2012	99	75
Jan Int 2012	6	0
Fall 2011	99	75
Aug Int 2011	6	0
FY 12 Total	216 (59%)	150 (41%)
Summer 2011	48	0
May Int 2011	6	0
Spring 2011	93	75
Jan Int 2011	6	0
Fall 2010	90	72
Aug Int 2010	6	0
FY 11 Total	249 (63%)	149 (37%)
Summer 2010	51	0
May Int 2010	6	0
Spring 2010	102	60
Jan Int 2010	6	0
Fall 2009	105	60
Aug Int 2009	6	0
FY 2010 Total	276 (70%)	120 (30%)
Summer 2009	36	0
May Int 2009	6	0
Spring 2009	99	60
Jan Int 2009	6	0
Fall 2008	78	75
Aug Int 2008	6	0
FY 2009 Total	231 (63%)	135 (37%)