

Oklahoma City Community College

Program Review Self Study Year: 2017

Division of Social Sciences

Associate in Arts in Political Science/Pre-Law (031)

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I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

Introduction

General Information:

Oklahoma City Community College (OCCC) offers an Associate of Arts Degree in the academic discipline of political science. The two emphases in the program are political science and pre-law.

The political science program provides courses that transfer to four-year colleges fulfilling lower division requirements for a bachelor's degree in political science programs. Most graduates of the OCCC program transfer to area colleges and universities.

The program's curriculum aims to provide a basic foundation for knowledge in the field of political science as well as expose students to several sub-fields in the discipline. Multiple sections of on-campus and online American Federal Government (POLSC 1113) are

offered every semester. From 2012-2016, all program majors were required to complete POLSC 2613, Scope and Methods of Political Science, along with nine hours of 2000-level political science courses. Two-thousand-level courses offered include POLSC 2113 - Introduction to State and Local Government, POLSC 2123 - Introduction to American Politics, POLSC 2223 - Introduction to Law, POLSC 2303 - Introduction to International Relations, POLSC 2603 - Introduction to Comparative Politics, POLSC 2103 - Introduction to Public Administration, POLSC 2213 - Contemporary Issues, POLSC 2543 - Religion and Politics, and POLSC 1000 and POLSC 2000 - Special Topics. In the fall of 2015, POLSC 2623 - Introduction to Political Theory was added to the department's curriculum.

Classes in the subfields are offered once every academic year. No 2000-level courses are offered during the summer semester as previous attempts to offer 2000-level courses during the summer were canceled for lack of enrollment. No 2000-level courses are offered online due to program faculty insistence that the online format is an inappropriate academic forum given the nature of in-class assignments and concerns regarding student success.

The political science program has five full-time faculty members. All of them have a minimum of a Masters Degree in either political science or public administration. In addition, adjunct faculty, who meet the same minimum requirements of full-time faculty, teach on-campus as well as offsite and concurrent sections, but have not traditionally taught online sections. Online courses for POLSC 1113 are offered and taught exclusively by full-time faculty. This provides a measure of quality control for online POLSC 1113. Adjuncts teach mostly POLSC 1113, American Federal Government, but on occasion have taught a 2000-level course if the adjunct has completed graduate coursework and/or has previous teaching experience in the sub-field. Beginning in the spring of 2016, all 2000-level courses are being taught by full-time faculty because a new faculty member who began in the fall 2013 has the expertise and educational background to teach courses previously taught by an adjunct. The number of adjuncts varies semester to semester depending on the demand for POLSC 1113 course sections. During the spring 2016 semester, adjunct faculty taught thirty-eight percent of the daytime credit hours (twenty-seven of a total seventy-two credit hours). During fall 2016, political science had a sixteen percent increase in demand for courses. Because of the increased demand along with budget cuts, this required additional students to be added to both online and on campus courses depending on room capacity. Across the College, online courses increased from a maximum enrollment of twenty-five students to thirty in the fall of 2016 to as many as thirty-five students per section, when accepted by faculty.

Prior Recommendations:

In the FY 2012 Political Science Program Review, the following concerns were identified:

Recommendation 1: 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 consistency and quality control.

A review of qualified available adjunct faculty applicants for the spring 2016 semester showed the difficulty of finding adjunct faculty available to teach during the day as most have full-time jobs or live out-of-state and want online courses. Along with the availability, the use of adjunct faculty continues to be a concern because students do not have as much access to them as they do full-time faculty. Also, there have been concerns about the degree of their commitment to the program's goals, course rigor, availability of quality academic advisement and student retention.

Unresolved: Currently, the department still consists of five full-time faculty members. A faculty member was added during the 2013-2014 academic year as a replacement for Professor Rick Vollmer who retired in May 2012. Another faculty member was added in the 2016-2017 academic year as the replacement of Professor Nate Vanden Brook who resigned in May of 2016. While it will not be possible because of current budget constraints to hire an additional faculty member, the department must be allowed to replace anyone who leaves because there are not enough qualified adjunct faculty to staff POLSC 1113 courses during the day and the ratio of full-time to adjunct faculty continues to erode.

Recommendation 2: 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 credit hours required for graduation.

Resolved: First, this statement was incorrect as it appeared in the previous program review. The proper statement was that the International Relations course would not be offered in the regular course rotation as it was reported that surrounding colleges and universities were de-emphasizing the sub-field of International Relations. While the accuracy of that statement was debatable, the program also did not possess a full-time faculty member at the time who was properly credentialed and experienced in teaching in that sub-field.

Modifications have been made to the curriculum offered in the political science program. A course in political theory was initiated in the fall semester of 2015 with the intent of the class being offered every fall semester. After reviewing course curriculum at state colleges and universities, the decision was made to offer International Relations every other spring and it was offered for the first time in many years in spring 2016. Comparative Politics will be rotated with International Relations and it will be offered during the spring 2017 semester. Two courses are being eliminated from the program: Religion and Politics and the Scope and Methods course, which was a required capstone course. Neither of these courses were on the Course Equivalency Plan (CEP) for state colleges and universities. Thus, they transferred only as elective credit. Also, Scope was

necessary for required portfolio program outcomes assessment and to address the lack of a political theory course. Since outcomes assessment by the program no longer will use portfolios and Introduction to Political Theory is now offered in the regular course rotation every fall, there was no longer a need for this class. Curriculum Committee approval was obtained and approved for the removal of both courses from the program in fall 2016.

The faculty has concluded that a regular course rotation will be put in place for the 2000-level courses. In the fall semester, Law, Political Theory and International Relations will be offered. In the spring semester, State and Local Government, Comparative Politics, and Public Administration will be offered.

Recommendation 3: The faculty should occasionally offer some 2000-level courses during the summer semester.

Resolved: Summer 2000 level course offerings were attempted, but were canceled due to inadequate enrollment. The department will assess this issue as needed but for now, no 2000-level summer sections are being offered.

Recommendation 4: The department should pursue institutional membership for both the American Political Science Association (APSA) and the Oklahoma Political Science Association (OPSA). Membership in both would allow access to information related to furthering opportunities for program majors.

Partially Resolved: The department is an institutional member of the OPSA. There is not funding available for the department to be an institutional member of APSA.

Recommendation 5: The college is urged to consider reallocation 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: There are some conference-style seminar classrooms in Social Sciences. They are not reserved for political science courses, however, and are assigned on a first-request basis although every effort is made by staff to assign these sections to the classrooms of choice, 1H9, 3K6 and 3K7 will also be added soon. Due to budget constraints at the current time, a dedicated, permanent academic space for the program is not realistic.



II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

Part One: Program's Connection to the Institution's Mission and Program Objectives:

Faculty in the Department of Political Science have increased their understanding of student success and retention methods through professional development training, resulting in increased student completion and graduation rates. The department continues to serve as an integral part of the general education curriculum of the college and instructs thousands of students each academic year. It serves as one of the most cost-effective academic programs within the college. Evidence of that fact is that based on enrollment capacity, for the fall 2016 semester, POLSC 1113 sections averaged a capacity of 35 in 52 total sections. Based upon a review of departments within the college offering comparably large numbers of seats (Economics, freshmen English, HIST 1483 and 1493, freshmen Mathematics, POLSC 1113, PSY 1113 and SOC 1113) capacity enrollment in POLSC 1113 was second only to the History Department in terms of average capacity per section. This analysis excluded off-site/concurrent sections (see following).

Average enrollment capacity	Total number of sections	Total seat capacity	
ECON	27	26	695
ENGL freshmen level courses			
	18	191	3430
HIST 1483/1493 - 36			
		62	2228
Math freshmen level courses			
	34	76	2559
POLSC 1113 -	35	52	1862
PSY 1113 -	34	41	1410
SOC 1113 -	34	31	730

The responsibility for providing high caliber instruction means that the department constantly assesses its pedagogy and methodology for effectiveness. The department has made improvements to its course offerings during the past five years. Focus has shifted to providing majors with sophomore-level courses, which are listed on the Course Equivalency Project (CEP) to facilitate student transfer within the Oklahoma System of Higher Education. During the fall 2016 semester, faculty solidified a regular course rotation schedule, which will provide majors and non-majors who take 2000-level courses with dependable course offering information so they may matriculate more easily. Two courses, Religion and Politics and Scope and Methods of Politics have been removed from the department's course offerings. Introduction to International Relations (IR), POLSC 2303, which is included on the CEP, had not been offered in the last 10 years. It is now being offered on a regular basis. The IR Course, POLSC 2303, along with Introduction to Comparative Politics, POLSC 2603, will make a significantly enhanced contribution to the college's general education Human Heritage, Culture, and Institutions outcome of helping students to understand the ideas, values, and beliefs that shape global communities and the function of major social institutions in them.

Part Two: Program's Strengths:

In addition to being one of the most cost-effective programs and noting its outsized contribution to the college's general education outcomes, the Department added Introduction to Political Theory (POLSC 2623) to its course offerings during the fall 2015 semester. This had been an important foundational course that was absent from the course offerings. It has enjoyed robust enrollment during both the fall 2015 and fall 2016 semesters. Moreover, it provides the theoretical underpinnings for other courses such as IR and Introduction to American Politics and increases the potential for increased numbers of program majors.

During the fall 2016 semester, faculty completed an entire restructuring of the department's student learning outcomes assessment process, improving measures, artifact collection and number of majors assessed. Although this is a recent accomplishment, benefits have already been realized through program major's increased ability to demonstrate knowledge of the world, have better cultural appreciation, as well as better understanding of theoretical foundations. These gains better position the program for a more successful future.

Finally, members of the political science faculty have taken leadership roles and been active participants in providing quality programming for students, faculty, staff and the community by being extremely engaged in the college community. Esteemed guest lecturers Dr. Josh Landis and Dr. James Morone were brought to campus with Professor Vaughan's initiative at little or no cost to the institution. Due to free local media advertisement, program majors, campus students, as well as community members in attendance benefited from university-level exposure to these experts in international relations and American political development. Program faculty published a number of scholarly works that enhanced visibility of the program and the college. Professor Dana Glencross co-authored *Gateways to Democracy, Essentials*, 1st and 2nd editions, along with John Geer, Wendy Schiller, Jeffrey Segal, and Eric Herrera (3rd edition only) (Cengage Education). This text was the required American Federal Government textbook for all sections of POLSC 1113 on campus for four years and was adopted by many colleges and universities nationwide. All royalties from sales of the textbook on campus were donated to the OCCC Foundation for use by the Social Science Division. Professors Sharon Vaughan and Dana Glencross co-authored a chapter on Public Policy, specifically highlighting immigration, in the textbook *Oklahoma Government and Politics, An Introduction*, 6th edition (Kendall Hunt publishing). Professor Markus Smith also co-authored a chapter in the same textbook on higher education policy in Oklahoma. Professor Vaughan published a book review of *Rousseau's Social Contract: An Introduction*, David Lay Williams, New York: Cambridge University Press, *The Review of Metaphysics*, in September, 2015. Professor Vaughan organized and was a panel participant discussing Robert Putnam's book, *Our Kids: The American Dream in Crisis*, November 6, 2105, at the annual Oklahoma Political Science Association conference. Professor Glencross chaired that panel. Numerous appearances were made by Professors Vaughan and Glencross on local media, including local radio station KTOK and local Fox television affiliate KOKH, primarily discussing elections and current events. Professor Vaughan continues to serve as a regular faculty resource for the Students Connecting with Mentors for Success program. Finally, many on campus brown bag lectures and other speaking

engagements were fulfilled upon outside request by Professors Vaughan, Glencross and Smith.

Part Three: Program's Areas of Improvement:

Adjunct Faculty Staffing:

Referenced herein in the prior program review summary as well as in the Recommendations section following, high caliber adjunct staffing of American Federal Government sections, especially during the day, will remain a challenge. This not only will impact quality control, but will require diligence on behalf of the full-time faculty and department chair to ensure that students are not adversely affected by constant turnover and that program objectives and goals are met consistently. While the program has attempted to diversify its faculty demographics with new hires, specific attention should be given to the hiring of adjunct professors of Hispanic background, if possible, given the changing demographics of OCCC students. While all online sections have been staffed with full-time professors to date, the reality is that adjunct faculty may be needed soon to provide online instruction in the AFG sections. Creation of a Master online AFG course should be an immediate priority of the program. Despite current college practice, compensation should be available to the full-time faculty member assigned the task of creating this Master course and should continue so that regular updates can be made consistently and easily to the course.

Program Outcomes and Measurements:

Also referenced herein, program faculty recently have completed a thorough revision of the program's outcomes and measurements, specifically tying those outcomes to learning activities in 2000 level courses. As data is collected from program majors using these newly-established outcomes, program faculty must continue to monitor results and utilize those results for future improvement and vitality of the program. This has also been accomplished with new course creation as well as course revisions which must also be evaluated for results.

Program Retention and Success:

In the Recommendations section which concludes this program review, full-time faculty remain vigilant concerning the retention and completion rates of students in AFG sections, especially online. While training via the Title III grant will occur next year for all full-time program faculty which may further aid faculty in devising means to increase student success, program faculty know that a more hands-on approach would best address this effort. As maximum class sizes, both on campus (which has increased with instructor permission on an as-needed basis) and online, are increased, and more adjunct faculty are employed to meet this demand, this initiative becomes more and more difficult to maintain. Program faculty will continue to urge the creation of a dedicated lab space, with a part-time student worker, to ensure that poorly performing students receive more individualized instruction and academic assistance.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

Oklahoma City Community College Mission Statement:

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 political science program makes significant contributions to the college's mission by providing quality instruction particularly emphasizing domestic and global politics. The program also provides 2000-level courses in the subfields of political science that transfer to four-year colleges fulfilling lower division requirements for a bachelor's degree in political science programs. Through course assignments, presentations, class discussions and projects students are continually challenged to grow intellectually and make contributions to the community as engaged citizenry.

The political science department contributes to the general education courses at OCCC thus adding to the knowledge about our community, state, nation and the world. American Federal Government (POLSC 1113) is a State Regent's requirement and the political science department offers numerous sections in multiple formats to provide students with a variety of ways to satisfy that requirement. A number of programs at OCCC require social science courses for their majors among which political science courses are options. Courses like Politics and Religion, State and Local Government, International Relations, Comparative Politics and Political Theory attract students from other disciplines providing co-curricular training and understanding.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

1. Upon completion of the Political Science program of study at Oklahoma City Community College, students will demonstrate an understanding of the ideas, values, and beliefs that shape global communities and the function of major political institutions in them.
2. Upon completion of the Political Science program of study at Oklahoma City Community College, students will demonstrate the ability to think critically: to analyze, critique, and draw reasoned conclusions.
3. Upon completion of the Political Science program of study at Oklahoma City Community College, students will demonstrate effective writing skills.
4. Upon completion of the Political Science program of study at Oklahoma City Community College, students will demonstrate effective public speaking skills.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

Outcome 1. Upon completion of the Political Science program of study at Oklahoma City Community College, students will demonstrate an understanding of the ideas, values, and beliefs that shape global communities and the function of major political institutions in them.

Criteria for Outcome 1:

Students will be able to

demonstrate an understanding of political issues, events and figures of selected global communities in a political context.

analyze how political systems affect a society.

analyze how philosophical ideas help to shape the norms of a society.

demonstrate an understanding of how economic systems affect a society.

demonstrate an understanding of American political institutions and processes.

Outcome 2. Upon completion of the Political Science program of study at Oklahoma City Community College, students will demonstrate the ability to think critically: to analyze, critique, and draw reasoned conclusions.

Criteria for Outcome 2:

Students will be able to

analyze arguments, evidence, data, or case studies thoroughly, in context, and without bias before reaching a conclusion or stating a position.

develop reasoned and logical conclusions from that analysis.

provide evidence to support the conclusion or position logically and communicate that support effectively.

Outcome 3. Upon completion of the Political Science program of study at Oklahoma City Community College, students will demonstrate effective writing skills.

Criteria for Outcome 3:

Students will be able to

generate a clear thesis statement.

provide evidence and examples to support the thesis.

use logical organization in the paper.

demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

document sources in an acceptable format for an academic paper.

Outcome 4. Upon completion of the Political Science program of study at Oklahoma City Community College, students will demonstrate effective public speaking skills.

Criteria for Outcome 4:

Students will be able to

demonstrate the effective use of an introduction, body, and conclusion in a formal presentation.

demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech.

deliver the presentation with use of presentational aids (when applicable).

vary the tone of voice appropriate to the content of the speech and context of the audience.

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

The department's outcomes above represent a complete revision of the previous program outcomes and have not been used in an assessment process. The process to revise the existing program objectives spanned at least two years and was hindered by a lack of leadership and direction by the former department chair despite numerous attempts by program faculty to address concerns about the existing assessment processes and measures.

What follows in this section are assessment results of 2016 utilizing the previous measures. Results from the two previous years were not obtained because program faculty were engaged in revision of the outcomes and measurements. One of the primary reasons for the revision after 2016 was program faculty knowledge that the previous measures were not all being assessed properly because there was no specific correlation between some of the measures and course assignments. However, this fact does not lessen the results obtained, necessarily. The outcomes were used to evaluate student learning, even if the process was undergoing substantial revision. Program faculty were still requiring and assessing student results even though formal reporting was not possible. Thus, the results of these years of assessment demonstrate that students in the program did successfully accomplish the outcomes the program set forth, and the program utilized these results to affect positive change, particularly evidenced by the development of a new assessment system.

1. Demonstrate the ability to apply the ideas, values and beliefs that shape the institutions and processes of American Federal Government.

2. Demonstrate the ability to evaluate the relationship between the actions of governmental institutions and actors and the effects of those actions upon individuals in a society.

3. Demonstrate the ability to analyze the development, evolution, and applications of the major political institutions of American Federal Government and subfields of study within the discipline.
4. Analyze multiple national governments from a theoretical and structural perspective.
5. Demonstrate the ability to perform a variety of light research tasks at an acceptable college level.

Measurement used for Assessment of Learning Outcomes/Program Outputs:

During the 2015-16 academic year (FY '16) individual artifacts were collected in six 2000-level Political Science courses. The courses considered during the academic year in question were Introduction American Politics (2123), Introduction to Law (2223), Introduction to Political Theory (2623), Scope and Methods of Political Science (2613), Introduction to International Relations (2303), and Religion and Politics (2543). In order to be considered satisfactory each artifact considered should receive a minimum score of 3.00 as determined by program faculty.

Political Science artifacts may be comprised of papers, case studies, or presentations submitted in a 2000-level Political Science course. While assessing this particular outcome all artifacts collected from the six sections stated were considered.

Criteria Used:

During the 2015-16 academic year (FY '16) 60% of collected individual artifacts will be rated "Satisfactory" or higher utilizing the "Rubric for Assessing Political Science Artifacts" as scored by all full-time Political Science faculty.

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

A total of seventy-four students were assessed. 90% of artifacts collected rated satisfactory or higher. Thus, the program exceeded its goal.

During the 2015-16 academic year the Political Science Department moved away from collecting student portfolios in favor of mandatory paper/presentation submission. The intent was to increase the number of artifacts assessed so that a more accurate assessment of outcomes would be possible. The results were quite positive.

There was a bit of difficulty in assessing Outcome 4. Two current courses (International Relations, POLSC 2303, and Comparative Politics, POLSC 2603) may be able to produce artifacts that directly relate to the outcome as stated. In addition to a required paper, student presentations may be considered in each of those courses as well. There has been some debate about the proper method of assessment of those required presentations. The department is currently discussing the possibility of video recording all student presentations. If this is implemented the department must then agree on a proper method of assessment. This outcome will be addressed in the future. As a result, Outcome 4 was not included in this report.

For the future, program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments. Continued emphasis on organizational structure of submissions, especially the development of a proper thesis and essay format, will continue. Use of the OCCC Communications Lab or individual tutoring by their professor will be encouraged in all POLSC sections.

Faculty will encourage an appropriate collegiate appearance of all submitted artifacts.

Faculty will emphasize to program majors the importance and refinement of technological skills including best practices related to current digital platforms. This may include, but will not be limited to, PowerPoint, organization of presentations, textual and graphic content, and proper slide reference to borrowed graphic material.

Faculty will emphasize proper format and content of all documentation and scholarly citation.

Over the past 5 years, the political science program faculty have worked through a variety of assessment plans and processes. The following is a record of this history.

Assessment results from FY11-FY15

FY 11

Learning Outcomes/Program Outputs: Student Learning Outcome being assessed.

1. Political Science graduates will be able to explain understanding of the principles, structure, processes and functions of the U.S. federal government.
 2. Political Science graduates will be able to explain an understanding of how government affects individuals in a society and how internal and external factors affect the government.
 3. Political Science graduates will have a broad understanding of the overall discipline of political science and its major subfields.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY10 a student portfolio must receive a composite of 3.00 in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. A lecture, including an annotated bibliography, prepared by the student under the guidance, supervision, and evaluation of a faculty member.
2. A PowerPoint or web-based project compiled on a political science issue, to include a bibliography.
3. A legislative analysis or proposal.
4. A written assignment analyzing a fiscal policy dilemma.
5. A written assignment comparing and contrasting an aspect of American federal government with that of a foreign nation state.

N=13

Criteria for Success:

In FY11 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 76.9% Of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard was met, Program faculty will continue to evaluate the portfolio process for improvements. In addition, Program faculty are committed to improvement in other related areas of student performance.
2. Program faculty should continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as stronger organization, especially the developed thesis.
3. Program faculty should encourage and emphasize a more professional appearance to submitted work products.
4. Program Faculty should emphasize to majors the importance of and refinement of PowerPoint skills, to include focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; proper slide references to borrowed graphic material.
5. Program faculty should strongly emphasize the requirement for proper form and content for documentation and citation methods on all written assignments.

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY11 a student portfolio must receive a composite score of 3.00 in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. 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.
2. 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.).
3. A written assignment in the form of a reflection paper based on a minimum of 3 hours of community service or activity.
4. 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.
5. A letter to a current state or federal officeholder espousing a clear position and a defense of that position on an issue of importance.

n=13

Criteria for Success:

In FY11 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science. 76.9% Of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard was met, Program faculty will continue to evaluate the portfolio process for improvements. In addition, Program faculty are committed to improvement in other related areas of student performance.
2. Program faculty should continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as stronger organization, especially the developed thesis.
3. Program faculty should encourage and emphasize a more professional appearance to submitted work products.
4. Program Faculty should emphasize to majors the importance of and refinement of PowerPoint skills, to include focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; proper slide references to borrowed graphic material.
5. Program faculty should strongly emphasize the requirement for proper form and content for documentation and citation methods on all written assignments.

3. Measurement Used to Assess Learning Outcomes/Program Outputs:

In FY11 a student portfolio must receive a composite score of 3.00 in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. An individually written brief prepared for course work in a law class.
2. A written analysis paper based on a political philosopher or theorist.
3. 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. Any original project completed for fulfillment of the requirements of a 2000 level political science class.

N=13

Criteria for Success:

In FY 11 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

76.9% Of students assessed rated Satisfactory or higher.

Use of Results:

1. While the standard was met, Program faculty will continue to evaluate the portfolio process for improvements. In addition, Program faculty is committed to improvement in other related areas of student performance.
2. Program faculty should continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as stronger organization, especially the developed thesis.
3. Program faculty should encourage and emphasize a more professional appearance to submitted work products.

4. Program Faculty should emphasize to majors the importance of and refinement of PowerPoint skills, to include focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; proper slide references to borrowed graphic material.
5. Program faculty should strongly emphasize the requirement for proper form and content for documentation and citation methods on all written assignments.

Learning Outcomes/Program Outputs: Student

Learning Outcome being assessed.

1. Political Science graduates will be able to explain an understanding of government on the local, state, national and international levels.
2. Political Science graduates will be able to critically analyze government issues in both oral and written formats at an acceptable college level.

PROGRAM OUTPUT

Political Science graduates who choose to do so will successfully transfer into a four-year program.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY11 a student portfolio must receive a composite score of 3.00 in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

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

N=13

Criteria for Success:

In FY11 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 76.9% Of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard was met, Program faculty will continue to evaluate the portfolio process for improvements. In addition, Program faculty are committed to improvement in other related areas of student performance.
2. Program faculty should continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as stronger organization, especially the developed thesis.
3. Program faculty should encourage and emphasize a more professional appearance to

submitted work products.

4. Program Faculty should emphasize to majors the importance of and refinement of PowerPoint skills, to include focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; proper slide references to borrowed graphic material.

5. Program faculty should strongly emphasize the requirement for proper form and content for documentation and citation methods on all written assignments.

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY11 a student portfolio must receive a composite score of 3.00 in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. 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.
2. A written assignment addressing a situational analysis completed as required course work in a political science class.
3. A book review of a current, substantive work in the field of political science.
4. A critique from an article from a scholarly journal or credible news source.

N=13

Criteria for Success: In FY11 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 76.9% Of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard was met, Program faculty will continue to evaluate the portfolio process for improvements. In addition, Program faculty are committed to improvement in other related areas of student performance.
2. Program faculty should continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as stronger organization, especially the developed thesis.
3. Program faculty should encourage and emphasize a more professional appearance to submitted work products.
4. Program Faculty should emphasize to majors the importance of and refinement of PowerPoint skills, to include focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; proper slide references to borrowed graphic material.
5. Program faculty should strongly emphasize the requirement for proper form and content for documentation and citation methods on all written assignments.

3. Measurement Used to Assess Learning Outcomes/Program Outputs: In FY 11 70% of

graduates who choose to do so will successfully transfer to a four-year program.

N=13

Criteria for Success: In FY 11 70% of graduates who choose to do so will successfully transfer to a four-year program.

Summary of Assessment Data Collected: Data not currently available.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.

1. All political science courses including POLSC 1113 should require a writing component in order for students to develop and improve writing and analysis skills.
2. Program faculty revised the measurements to better associate the portfolio artifacts with the outcome being assessed. Program faculty revised the grading rubric based on the recommendations from the Academic Outcomes Assessment Committee (AOAC).
3. Program faculty require more dedicated revisions of original assignments in portfolios submitted in the Scope and Methods capstone course.

2. How will you communicate the importance of these changes in your program to:

A. Faculty- Program meetings. Informational memo to all POLSC adjunct instructors.

B. Students

1. Portfolio process requirements in course syllabi in all POLSC major courses, to include results of previous year's outcomes assessment.

A letter from the program chair to all active majors each fall emphasizing the importance of the outcomes assessment process and the goal of using that data to improve the program including program expectations and requirements.

C. Others-Program website; Division meetings; Pioneer newspaper

FY 12

Learning Outcomes/Program Outputs: Student

Learning Outcome being assessed.

1. Political Science graduates will be able to explain understanding of the principles, structure, processes and functions of the U.S. federal government.
2. Political Science graduates will be able to explain an understanding of how government affects individuals in a society and how internal and external factors affect the government.
3. Political Science graduates will have a broad understanding of the overall discipline of political science and its major subfields.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY12 a student portfolio must receive a composite of 3.00 (on a 5.0 scale) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. A lecture, including an annotated bibliography, prepared by the student under the guidance, supervision, and evaluation of a faculty member.
2. A PowerPoint or web-based project compiled on a political science issue, to include a bibliography.
3. A legislative analysis or proposal.
4. A written assignment analyzing a fiscal policy dilemma.
5. A written assignment comparing and contrasting an aspect of American federal government with that of a foreign nation state.

N=14

Criteria for Success: In FY12 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 71.43% (n = 10) of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the composite average from the year prior and will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.
1. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
2. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
3. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
4. Program faculty will emphasize proper format and content of all documentation and citation.

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY12 a student portfolio must receive a composite score of 3.00 (on a 5.0 scale) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. 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.

2. 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.).
3. A written assignment in the form of a reflection paper based on a minimum of 3 hours of community service or activity.
4. 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.
5. A letter to a current state or federal officeholder espousing a clear position and a defense of that position on an issue of importance.

N-14

Criteria for Success: In FY12 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 71.43% (n = 10) of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the composite average from the year prior and will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.
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5. Program faculty will emphasize proper format and content of all documentation and citation.

3. Measurement Used to Assess Learning Outcomes/Program Outputs:

In FY12 a student portfolio must receive a composite score of 3.00 (on a scale of 5.0) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are

selected from among the following:

1. An individually written brief prepared for course work in a law class.
2. A written analysis paper based on a political philosopher or theorist.
3. 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. Any original project completed for fulfillment of the requirements of a 2000 level political science class.

N=14

Criteria for Success: In FY12 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 71.43% (n = 10) of students assessed rated Satisfactory or higher.

Use of Results:

1. While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the composite average from the year prior and will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
4. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
5. Program faculty will emphasize proper format and content of all documentation and citation.

Learning Outcomes/Program Outputs: Student

Learning Outcome being assessed.

1. Political Science graduates will be able to explain an understanding of government on the local, state, national and international levels.
2. Political Science graduates will be able to critically analyze government issues in both oral and written formats at an acceptable college level.

PROGRAM OUTPUT

6. Political Science graduates who choose to do so will successfully transfer into a four-year program.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY12 a student portfolio must receive a composite score of 3.00 (on a scale of 5.0) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

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

N=14

Criteria for Success: In FY12 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 71.43% of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the composite average from the year prior and will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
4. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
5. Program faculty will emphasize proper format and content of all documentation and citation.

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY12 a student portfolio must receive a composite score of 3.00 (on a scale of 5.0) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. 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.
2. A written assignment addressing a situational analysis completed as required course work in a political science class.
3. A book review of a current, substantive work in the field of political science.
4. A critique from an article from a scholarly journal or credible news source.

N=14

Criteria for Success: In FY12 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 71.43% of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the composite average from the year prior and will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
4. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.

Program faculty will emphasize proper format and content of all documentation and citation.

3. Measurement Used to Assess Learning Outcomes/Program Outputs: In FY 12 70% of graduates who choose to do so will successfully transfer to a four-year program.

N=14

Criteria for Success: In FY 12 70% of graduates who choose to do so will successfully transfer to a four-year program.

Summary of Assessment Data Collected: Data not currently available. Anecdotal information suggests that the standard has been exceeded.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.

All political science courses including POLSC 1113 should continue to require a writing component in order for students to develop and improve written and analytical skills.

Program faculty reviewed the portfolio measurements to better associate the portfolio artifacts with the outcome being assessed. Program faculty agreed that the revised grading rubric based upon the recommendations from the Academic Outcomes Assessment Committee (AOAC) yielded a clearer understanding of the outcomes measured.

Program faculty continue to require more dedicated revisions of original assignments in portfolios submitted in the Scope and Methods capstone course.

Program faculty discussed and agreed upon improved course sequencing of the 2000 level courses to better serve majors.

2. How will you communicate the importance of these changes in your program to:

A. Faculty- Program meetings. Informational memo to all POLSC adjunct instructors.

B. Students

Portfolio process requirements in course syllabi in all POLSC major courses, to include results of the previous year's outcomes assessment.

Emphasis in all 2000 level political science courses of the portfolio artifacts and measurement standards for submitted assignments.

A letter from the program chair to all active majors each fall emphasizing the importance of the outcomes assessment process and the goal of using that data to improve the program including program expectations and requirements.

C. Others

Program website; Division meetings; "Pioneer" newspaper

FY13

Learning Outcomes/Program Outputs:

Student Learning Outcome being

assessed.

1. Political Science graduates will be able to explain understanding of the principles, structure, processes and functions of the U.S. federal government.
2. Political Science graduates will be able to explain an understanding of how government affects individuals in a society and how internal and external factors affect the government.
3. Political Science graduates will have a broad understanding of the overall discipline of political science and its major subfields.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY12 a student portfolio must receive a composite of 3.00 (on a 5.0 scale) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. A lecture, including an annotated bibliography, prepared by the student under the guidance, supervision, and evaluation of a faculty member.
2. A PowerPoint or web-based project compiled on a political science issue, to include a bibliography.
3. A legislative analysis or proposal.
4. A written assignment analyzing a fiscal policy dilemma.
5. A written assignment comparing and contrasting an aspect of American federal government

N-4

Criteria for Success: In FY13 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the number of portfolios submitted this year. Faculty will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
4. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
5. Program faculty will emphasize proper format and content of all documentation and citation.

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY13 a student portfolio must receive a composite score of 3.00 (on a 5.0 scale) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. 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.
2. 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.).
3. A written assignment in the form of a reflection paper based on a minimum of 3 hours of community service or activity.
4. 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.
5. A letter to a current state or federal officeholder espousing a clear position and a defense of that position on an issue of importance.

Criteria for Success:

In FY13 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 100% Of students assessed rated "Satisfactory" or higher.

Use of Results:

While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the number of portfolios submitted. Faculty will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.

1. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
 2. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
 3. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
-
1. Program faculty will emphasize proper format and content of all documentation and citation.

3. Measurement Used to Assess Learning Outcomes/Program Outputs:

In FY13 a student portfolio must receive a composite score of 3.00 (on a scale of 5.0) in order to be

considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. An individually written brief prepared for course work in a law class.
2. A written analysis paper based on a political philosopher or theorist.
3. 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. Any original project completed for fulfillment of the requirements of a 2000 level political science class.

N=4

Criteria for Success:

In FY13 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 100% of students assessed rated Satisfactory or higher.

Use of Results:

1. While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the number of portfolios submitted. Faculty will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.
1. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
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3. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
4. Program faculty will emphasize proper format and content of all documentation and citation.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.

1. All political science courses including POLSC 1113 should continue to require a writing component in order for students to develop and improve written and analytical skills.
2. Program faculty reviewed the portfolio measurements to better associate the portfolio

artifacts with the outcome being assessed. Program faculty agreed that the revised grading rubric based upon the recommendations from the Academic Outcomes Assessment Committee (AOAC) yielded a clearer understanding of the outcomes measured.

3. Program faculty continue to require more dedicated revisions of original assignments in portfolios submitted in the Scope and Methods capstone course.
4. Program faculty discussed and agreed upon improved course sequencing of the 2000 level courses to better serve majors.

2. How will you communicate the importance of these changes in your program to:

A. Faculty -Program meetings. Informational memo to all POLSC adjunct instructors.

B. Students

1. Portfolio process requirements in course syllabi in all POLSC major courses, to include results of the previous year's outcomes assessment.
2. Emphasis in all 2000 level political science courses of the portfolio artifacts and measurement standards for submitted assignments.

A letter from the program chair to all active majors each fall emphasizing the importance of the outcomes assessment process and the goal of using that data to improve the program including program expectations and requirements.

C. Others -Program website; Division meetings; "Pioneer" newspaper

FY14

Learning Outcomes/Program Outputs: Student

Learning Outcome being assessed.

1. Political Science graduates will be able to explain understanding of the principles, structure, processes and functions of the U.S. federal government.
2. Political Science graduates will be able to explain an understanding of how government affects individuals in a society and how internal and external factors affect the government.
3. Political Science graduates will have a broad understanding of the overall discipline of political science and its major subfields.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY14 a student portfolio must receive a composite of 3.00 (on a 5.0 scale) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

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

3. A legislative analysis or proposal.
4. A written assignment analyzing a fiscal policy dilemma.
5. A written assignment comparing and contrasting an aspect of American federal government with that of a foreign nation state.

N=6

Criteria for Success: In FY14 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 83.3% of students assessed rated "Satisfactory" or higher.

Use of Results:

1. While the standard for success was realized, program faculty will continue to evaluate the portfolio process for possible improvement. Program faculty noted the decline in the number of portfolios submitted this year. Faculty will consider changes in upper division political science course content to improve student knowledge weaknesses and/or deficiencies.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
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5. Program faculty will emphasize proper format and content of all documentation and citation.

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY14 a student portfolio must receive a composite score of 3.00 (on a 5.0 scale) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. 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.
2. 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.).
3. A written assignment in the form of a reflection paper based on a minimum of 3 hours of community service or activity.

4. 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.
5. A letter to a current state or federal officeholder espousing a clear position and a defense of that position on an issue of importance.

n-6

Criteria for Success:

In FY14 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 83.3% Of students assessed rated "Satisfactory" or higher.

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5. Program faculty will emphasize proper format and content of all documentation and citation.

3. Measurement Used to Assess Learning Outcomes/Program Outputs:

In FY14 a student portfolio must receive a composite score of 3.00 (on a scale of 5.0) in order to be considered satisfactory. Political Science program portfolio process item/task numbers are selected from among the following:

1. An individually written brief prepared for course work in a law class.
2. A written analysis paper based on a political philosopher or theorist.
3. 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. Any original project completed for fulfillment of the requirements of a 2000 level political science class.

N-6

Criteria for Success: In FY14 70% of graduates' portfolios will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Portfolios" by all full-time faculty members in Political Science.

Summary of Assessment Data Collected: 83.3% of students assessed rated Satisfactory or higher.

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5. Program faculty will emphasize proper format and content of all documentation and citation.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.
 1. All political science courses including POLSC 1113 should continue to require a writing component in order for students to develop and improve written and analytical skills.
 2. Program faculty reviewed the portfolio measurements to better associate the portfolio artifacts with the outcome being assessed. Program faculty agreed that the revised grading rubric based upon the recommendations from the Academic Outcomes Assessment Committee (AOAC) yielded a clearer understanding of the outcomes measured.
 3. Program faculty continue to require more dedicated revisions of original assignments in portfolios submitted in the Scope and Methods capstone course.

Program faculty discussed and agreed upon improved course sequencing of the 2000 level courses to better serve majors.

2. How will you communicate the importance of these changes in your program to:

A. Faculty- Program meetings. Informational memo to all POLSC adjunct instructors.

B. Students

1. Portfolio process requirements in course syllabi in all POLSC major courses, to include results of the previous year's outcomes assessment.
2. Emphasis in all 2000 level political science courses of the portfolio artifacts and measurement standards for submitted assignments.
3. A letter from the program chair to all active majors each fall emphasizing the importance of the outcomes assessment process and the goal of using that data to improve the program including program expectations and requirements.

C. Others-Program website; Division meetings; "Pioneer" newspaper

FY-15

Learning Outcomes/Program Outputs:

Student Learning Outcome being

assessed.

1. Demonstrate the ability to apply the ideas, values and beliefs that shape the institutions and processes of The American Federal Government.
2. Demonstrate the ability to evaluate the relationship between the actions of governmental institutions and actors and the effects of those actions upon individuals in a society.
3. Demonstrate the ability to analyze the development, evolution, and applications of the major political institutions of the American Federal Government, and subfields of study within the discipline.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

1. In FY16, collected individual artifacts from all 2000 Level Political Science courses must receive a score of 3.00 in order to be considered satisfactory. Political Science program artifacts are selected from among the following (see Appendix A):
2. Artifacts such as a paper or presentation which tracks how a bill becomes a law in either state or national legislatures, from its inception to its final disposition. The finished product should analyze the background and political context of the bill.
3. Artifacts that are comprised of papers, case studies, or presentations from a 2000-level Political Science course that illustrate the effect of governmental institutions and actors upon individuals and society.
4. Artifacts that are comprised of a presentation, or paper that detail a book review of a current, substantive work in one of the major subfields of Political Science
5. A research paper and/or presentation that analyzes a current or historical event utilizing

one of the major theoretical approaches to international relations.

6. Artifacts that demonstrate the ability to apply scholarly resources in order to construct a research paper.

N-49

Criteria for Success: In FY16, 60% of collected individual artifacts from all 2000 Level Political Science courses will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Artifacts" by all full-time faculty members in Political Science. (see Appendix B)

Summary of Assessment Data Collected: 93% of artifacts assessed rated Satisfactory or higher.

Use of Results:

1. Over the last year the program faculty restructured how we collect and grade artifacts for outcomes assessment. The process was designed to provide program faculty with data that would provide a more robust view of the program. Given that the artifacts collected from a single semester provided results that far exceeded our expectations, the program faculty will strive to maintain these results over the coming year.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
4. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
5. Program faculty will emphasize proper format and content of all documentation and citation.

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

1. In FY 16 , collected individual artifacts from all 2000 Level Political Science courses must receive a composite score of 3.00 in order to be considered satisfactory. Political Science program artifacts are selected from among the following (see Appendix A):
2. Artifacts that describe through either short essays, papers, or presentation information related, but not limited, to the philosophical ideas behind the founding the American system of government, major political institutions and events, the evolutions of American political institutions.
3. Artifacts that illustrate examples of the actions of governmental institutions and actors in short answer or essay responses on exams, papers, case studies, or presentations. The submitted artifact should contain information gained by the student pertaining to the effects of governmental institutions or actors upon individuals in a society.
4. Artifacts that are comprised of a required research paper or case studies that illustrates the analysis of the development, evolution or applications of major political institutions from a 2000-level Political Science course.

5. A research paper or case study analyzing the application of a specific theory or theories to a global political crisis.
6. .Artifacts that demonstrate the ability to construct a literature review from a 2000-level

N-49

Criteria for Success:

In FY16, 60% of collected individual artifacts from all 2000 Level Political Science courses will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Artifacts" by all full-time faculty members in Political Science. (see Appendix B)

Summary of Assessment Data Collected: 93% of artifacts assessed rated Satisfactory or higher.

Use of Results:

1. Over the last year the program faculty restructured how we collect and grade artifacts for outcomes assessment. The process was designed to provide program faculty with data that would provide a more robust view of the program. Given that the artifacts collected from a single semester provided results that far exceeded our expectations, the program faculty will strive to maintain these results over the coming year.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
4. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
5. Program faculty will emphasize proper format and content of all documentation and citation.

3. Measurement Used to Assess Learning Outcomes/Program Outputs:

In FY16, collected individual artifacts from all 2000 Level Political Science courses must receive a composite score of 3.00 in order to be considered satisfactory. Political Science program artifacts are selected from among the following (see Appendix A):

1. Artifacts that address in a short essay, presentation, or paper how Marbury v. Madison contributed to the practice of judicial review.
2. Artifacts that may be comprised of reflective paper or presentation which describes a service learning experience. The submitted artifact should contain information gained by the student pertaining to the effects of governmental institutions or actors upon individuals in a society.
3. Artifacts that are comprised of an annotated bibliography prepared for a 2000- level Political Science course.
4. A research paper and/or presentation that analyzes a given country's government and

institutions.

5. Artifacts that demonstrate the ability to apply credible scholarly resources into an annotated bibliography from a 2000-level Political Science course.

N-49

Criteria for Success: In FY16, 60% of collected individual artifacts from all 2000 Level Political Science courses will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Artifacts" by all full-time faculty members in Political Science. (see Appendix B)

Summary of Assessment Data Collected: 93% of artifacts assessed rated Satisfactory or higher.

Use of Results:

1. Over the last year the program faculty restructured how we collect and grade artifacts for outcomes assessment. The process was designed to provide program faculty with data that would provide a more robust view of the program. Given that the artifacts collected from a single semester provided results that far exceeded our expectations, the program faculty will strive to maintain these results over the coming year.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
4. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.
5. Program faculty will emphasize proper format and content of all documentation

Learning Outcomes/Program Outputs:

Student Learning Outcome being

assessed.

1. Analyze multiple countries' governments from a theoretical and structural perspective.
2. Demonstrate the ability to perform a variety of light research tasks at an acceptable college level.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

In FY16, collected individual artifacts from all 2000 Level Political Science courses must receive a composite score of 3.00 in order to be considered satisfactory. Political Science program artifacts are selected from among the following (see Appendix A):

1. Artifacts that demonstrate through either a paper or presentation the evolution of civil rights and liberties over the history of the United States.

2. Artifacts that describe specific examples of actions of governmental institutions and actors.
3. Artifacts that are comprised of a presentation that illustrates the analysis of the development, evolution or applications of major political institutions given in a
4. 2000-level Political Science course.
5. A comparative research paper that analyzes at least two different country's governments.
6. Artifacts that analyze through a paper, case studies, or presentation, that includes reference citations, the effects of governmental institutions and actors upon individuals in society.

N-49

Criteria for Success:

In FY16, 60% of collected individual artifacts from all 2000 Level Political Science courses will be rated "Satisfactory" or higher according to the "Rubric for Assessing Political Science Artifacts" by all full-time faculty members in Political Science. (see Appendix B)

Summary of Assessment Data Collected: 93% of artifacts assessed rated Satisfactory or higher.

Use of Results:

1. Over the last year the program faculty restructured how we collect and grade artifacts for outcomes assessment. The process was designed to provide program faculty with data that would provide a more robust view of the program. Given that the artifacts collected from a single semester provided results that far exceeded our expectations, the program faculty will strive to maintain these results over the coming year.
2. Program faculty will continue to emphasize proper grammar, punctuation, and spelling on all written assignments, as well as organizational structure, especially the developed thesis. Requiring students to use the Communications Labs' resources will be strongly encouraged of all program faculty.
3. Program faculty will encourage and emphasize a more professional appearance to submitted work products.
4. Program faculty will emphasize to majors the importance of and refinement of PowerPoint skills, to include best practices, including focus on effective visual presentation; textual and graphic content of individual slides; organization of presentations; and proper slide references to borrowed graphic material.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.
 1. All political science courses including POLSC 1113 should continue to require a writing component in order for students to develop and improve written and analytical skills.
 2. Program faculty reviewed the previous portfolio process and determined that that data

collected was not accurately capturing the outcomes of the program. Over a year long process the faculty overhauled their program assessment process. The new process captures artifacts from every 2000 Level political science course to be assessed by program faculty. As the results of this trial run suggest the new outcomes process is providing the faculty with a more robust look at the political science program.

3. Program faculty will continue to be encouraged to take part in professional conferences inside and outside the discipline.
4. Program faculty will continue to work with The Office of Student Life in providing our students and campus a variety of programs pertaining to the field of political science
5. Based on student input program faculty either began offering or created several new course offerings.
6. Continued encouragement of program majors, from faculty for the newly created United Political Society.

2. How will you communicate the importance of these changes in your program to:

A. Faculty-Program meetings. Informational memo to all POLSC adjunct instructors.

B. Students

1. A yearly survey to program majors seeking their input on the direction the program should take in regards to course offerings, course times, and activities.
2. Regular contact with program majors from the department chair, and faculty discussing opportunities for internships, on campus programs, and job opportunities.

C. Others Program website; Division meetings; "Pioneer" newspaper

Appendix A

OCCC Political Science Program Portfolio Process for Assessment

Faculty in the Political Science Program will collect artifacts from each of the 2000 level Political Science courses offered each semester. These artifacts will be reviewed by program faculty for the purpose of assessing the rigor and currency of courses in the program and graduate's knowledge.

Requirements For Submitted Artifacts

All submitted artifacts must contain at least one component from each of the five sections below, and must reflect course work from at least 2 different program faculty.

Objective One

Upon completion of the Political Science program of study at Oklahoma City Community College the student will demonstrate the ability to apply the ideas, values and beliefs that shape the institutions and processes of the American Federal Government

Subcomponents

- Demonstrate knowledge of some of the contributors and their ideas to the philosophical

foundations for the American system of government, such as social contract theory and contributing theorists including, but not limited to, John Locke, Thomas Hobbes, Jean Jacque Rousseau.

- Discuss some of the major political issues, events, and figures in the context of The American Federal Government.
- Analyze how American political institutions, have evolved since the Founding period.
- Analyze how shifts in American political institutions have affected American politics.
- Illustrate some of the critical processes (e.g. judicial review, how a bill becomes a law) in the context of national, state, or local political institutions.

Objective One Measurements

Sample Artifacts:

- Artifacts that describe through either short essays, papers, or presentation information related, but not limited, to the philosophical ideas behind the founding the American system of government, major political institutions and events, the evolutions of American political institutions.
- Artifacts that address in a short essay, presentation, or paper how *Marbury v. Madison* contributed to the practice of judicial review.
- Artifacts such as a paper or presentation which tracks how a bill becomes a law in either state or national legislatures, from its inception to its final disposition. The finished product should analyze the background and political context of the bill.
- Artifacts that demonstrate through either a paper or presentation the evolution of civil rights and liberties over the history of the United States.

Objective Two

Upon completion of the Political Science program of study at Oklahoma City Community College the student will demonstrate the ability to evaluate the relationship between the actions of governmental institutions and actors and the effects of those actions upon individuals in a society.

Subcomponents

- Describe specific examples of actions of governmental institutions and actors.
- Illustrate the effects of governmental institutions and actors upon individuals and society.
- Analyze the relationship between the actions of governmental institutions and actors.

Outcome Two Measurements

Sample Artifacts:

- Artifacts that illustrate examples of the actions of governmental institutions and actors in short answer or essay responses on exams, papers, case studies, or presentations. The submitted artifact should contain information gained by the student pertaining to the effects of governmental institutions or actors upon individuals in a society.
- Artifacts that are comprised of papers, case studies, or presentations from a 2000-level Political Science course that illustrate the effect of governmental institutions and actors upon individuals and society.
- Artifacts that may be comprised of reflective paper or presentation which describes a service learning experience. The submitted artifact should contain information gained by the student pertaining to the effects of governmental institutions or actors upon individuals in a society.
- Artifacts that analyze through a paper, case studies, or presentation, that includes

reference citations, the effects of governmental institutions and actors upon individuals in society.

Objective Three

Upon completion of the Political Science program of study at Oklahoma City Community College the student will demonstrate the ability to analyze the development, evolution, and applications of the major political institutions of the American Federal Government, and subfields of study within the discipline.

Subcomponents

There are no subcomponents of this outcome.

Outcome Three Measurements

Sample artifacts

- Artifacts that are comprised of a required research paper or case studies that illustrates the comprehension, application, or analysis of the development, evolution or applications of major political institutions from a 2000-level Political Science course.
- Artifacts that are comprised of a presentation that illustrates the comprehension, application, or analysis of the development, evolution or applications of major political institutions given in a 2000-level Political Science course.
- Artifacts that are comprised of an annotated bibliography prepared for a 2000-level Political Science course.
- Artifacts that are comprised of a presentation, or paper that detail a book review of a current, substantive work in one of the major subfields of Political Science.

Objective Four

Upon completion of the political science program of study at OCCC, the student will analyze multiple countries' governments from a theoretical and structural perspective.

Subcomponents:

- Analyze different theories of international relations.
- Analyze countries' governments and institutions.
- Analyze the role that history, political actors and theoretical approaches play in international relations.
- Analyze the causes and process of modern international issues.

Outcome Four Measurements

Sample Artifacts:

- A research paper or case study analyzing the application of a specific theory or theories to a global political crisis.
- A research paper and/or presentation that analyzes a current or historical event utilizing various theoretical approaches.
- A research paper and/or presentation that analyzes a given country's government and institutions.

- A comparative research paper that analyzes at least two different country's governments.

Objective Five

Upon completion of the Political Science program of study at Oklahoma City Community College the student will demonstrate the ability to perform a variety of light research tasks at an acceptable college level.

Subcomponents

- Demonstrate the ability to apply credible and scholarly resources.
- Demonstrate the ability to properly report on citation practices as applicable to the American Political Science Style Manual.
- Demonstrate the ability to report information in a professional and scholarly manner.

Outcome Five Measurements

Sample Artifacts

- Artifacts that demonstrate the ability to construct a literature review from a 2000-level Political Science course.
- Artifacts that demonstrate the ability to apply credible scholarly resources into an annotated bibliography from a 2000-level Political Science course.
- Artifacts that demonstrate the ability to apply scholarly resources in order to construct a research paper.

No incomplete works are to be submitted for review. All work must be the student's own. Plagiarism could result in academic discipline by the program.

Portfolio requirements, assessment and maintenance

Program faculty will collect assessment artifacts and place them in a shared folder on the OCCC I Drive. 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 not be graded but will be used to assess program and course competency achievement and to identify areas for improvement in program studies. Each faculty member is responsible for removing all names and identifying markers from each submitted artifact.

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 (see Appendix B).

Appendix B

Rubric for Assessing Political Science Portfolios

Portfolio #: _____ Reviewer: _____ Year: _____

Outcome

Measured

Novice (=2) Satisfactory (=3) Distinguished (=4)

Demonstrate the ability to apply the ideas, values and beliefs that shape the institutions and processes of The American 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.

Demonstrate the ability to evaluate the relationship between the actions of governmental institutions and actors and the effects of those actions upon individuals in a society.

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.

Demonstrate the ability to analyze, the development, evolution, and applications of the major political institutions of the American Federal Government, and subfields of study within the discipline.

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.

Analyze multiple countries' governments from a theoretical and structural perspective 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.

Additional

Measures

Novice

(=C)

Satisfactory (=B)

Distinguished (=A)

Demonstrate the ability to perform a variety of light research tasks 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: _____

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.

- Human Heritage, Culture, and Institutions
- Public Speaking
- Writing
- Mathematical Methods
- Critical Thinking

Strategy:

The General Education Committee will create five 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 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

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

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.

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 artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

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. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

Program faculty have noted the difficulty of submitting a large collection of general education artifacts from this program due to the requirements that submissions be obtained from students who have completed more than thirty credit hours. This requirement renders a majority of students in POLSC 1113 courses ineligible to participate since they do not satisfy this threshold requirement. Early submission criteria, as conveyed to program faculty by the general education committee, also excluded group projects from consideration. Although this requirement has changed, faculty have been reluctant to submit group project artifacts as it is likely that one of the participants would fail to meet the stipulated credit hour requirement. Having noted these challenges, Dr. Markus Smith has long submitted artifacts from both the Religion and Politics as well as the program's Scope and Methods capstone courses. In many discussions concerning the need to submit quality artifacts for general education assessment, program faculty agreed that the capstone class best reflected the purposes of general education assessment from this program.

Submitted artifacts typically included the final research paper in both the Religion and Politics and the Scope and Methods courses. These artifacts would have enabled the General Education Committee to evaluate critical thinking and writing abilities, including research skills. Depending upon the paper topic, human heritage, culture, and institutions would also have been evaluated. The artifacts submitted from the Scope and Methods course would have been reviewed by

program faculty as part of the previous portfolio process for program assessment.

Thus, many substantive changes have been made by program faculty to address refinement of research and writing skills. The addition of Dr. Vaughan as program faculty also has greatly increased the emphasis and student understanding of human heritage, culture, and institutions through her political theory, comparative politics, and international relations course offerings. Program faculty already note that students completing these newly-offered courses are more well rounded in their knowledge of global political situations. They are more broad-based in their analysis of world events as they relate to American politics. Therefore, real substantive gains have been made and will continue to be made in more effectively addressing critical general education outcomes.

b. The program values and supports effective teaching.

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.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

Given the college's emphasis on retention and graduation rates, program faculty have spent many hours dialoging about teaching pedagogy and methodology in department meetings. Input also has been gleaned from program faculty who have attended conference seminars focused upon teaching and learning. Program faculty have completed training in collaborative learning instruction, as well. Many student learning styles are accommodated in a variety of faculty teaching styles, particularly including collaborative learning, group projects, debates, and moot court. These teaching styles provide enhanced opportunities for students to succeed far beyond traditional exam formats.

All program faculty make use of PowerPoint presentations to convey information. Most program faculty even make these presentations available to students through the Moodle learning management system. This affords students better cognitive structures upon which to base their learning.

As the co-author of the textbook used for her American Federal Government courses, Professor Glencross required student use of the MindTap learning resource tool from Cengage Education. This resource includes many student-friendly features that have proven to be of much benefit, including an e-book. Students are able to access the e-book at no initial cost for a trial period of two weeks. This means that students who cannot afford a textbook initially do not sacrifice instructional learning time and can complete course assignments where previously they could not. MindTap access also includes a smart phone app, which can be downloaded and includes practice quizzes and vocabulary flashcards, a particular benefit for international students.

Program faculty also require class presentations as regular practice. This fulfills the college's General Education Learning Outcome for students to "demonstrate effective public speaking skills." Professors Julie Corff and Gwin Faulconer-Lippert, who teach public speaking courses, serve annually as judges in Introduction to Law's Moot Court exercise. Classroom presentations are also an integral part of the Religion and Politics, International Relations and the Introduction to State and Local Government courses, where faculty not only emphasize speech content, but also affective presentation delivery. Introduction to Public Speaking continues to be emphasized to program majors during advisement as a preferred elective in their degree plan.

All program full-time faculty have completed nine hours each of required training in online instruction. This training provided enhanced attention to course design and delivery, as well as student utilization. Faculty adjusted various items in their courses to better suit the outcomes of this training. The Master course for American Federal Government was also reviewed for compliance with this training.

As a component of the Scope and Methods course, program majors were introduced to career

opportunities in the discipline. This information is also provided on the program's bulletin board. For peer modeling to majors, one program graduate's career is also highlighted on the board on a rotating basis.

Finally, program faculty have engaged many program majors in service learning opportunities offered on campus through Student Life, such as the Regional Food Bank. This serves majors particularly well because they realize the practical application of the concepts they are taught in class and in other disciplines like Sociology or Psychology. External campus get-togethers for dinner and conversation also have been met with great success and have fostered more collegial relationships with faculty.

d. The program's learning resources support student learning and effective teaching.

Political Science Library Review

Fall 2016

Instruction and Reference

Reference librarians (5.5 FTE) provide instruction and reference assistance to students. Students should receive an introduction to the Library's resources as well as instruction on selecting and evaluating sources in the required Success in College and Life course. Additional instruction is provided to individual classes, usually with a focus on the appropriate resources for that discipline. Some political science instructors bring their classes to the Library for hands-on instruction with the Social Sciences Librarian on specific political science resources, evaluating information, and formulating a topic.

Librarians are available at the Library Assistance Desk 50 hours per week. Additionally, students may contact librarians via email or the Library website for additional research help. Video tutorials and online LibGuides on the Library's website also supplement instruction by providing "just-in-time" research tips. The Social Sciences librarian created a special LibGuide for the political science capstone research class.

Print and Electronic Resources

The Social Sciences librarian selects and purchases political science related materials. Items are evaluated for content and to ensure they are appropriate for college freshman and sophomores. Most purchases are based on reviews in *Choice*, *Booklist* and scholarly political science journals. Recommendations by faculty are also encouraged. The collection is weeded periodically to maintain currency. Ebooks are also purchased but have not yet been fully embraced by students.

Course textbooks are available at the Library Circulation Desk for in-library use. Texts for *American Federal Government* are heavily utilized.

Print periodicals for political science have mostly been eliminated in favor of electronic access. The *MasterFile Premier* and *Academic Search Premier* databases available via *EBSCOhost* are a substantial source of relevant mass market periodicals and full text, peer-reviewed scholarly political science journals. A complete list of full-text political science periodicals accessible via the Library's databases is at <http://bit.ly/2cyW7w4>. The *CQ Researcher* database provides objective information on public policy topics. The *CQ Supreme Court Collection* was also utilized by some American Federal Government sections researching court cases.

Films on Demand, a collection of academic and scholarly videos, is utilized by faculty teaching online courses as well as in the on-campus classroom. Over 1,600 videos related to political

science are available.

The Library also strives to support the professional development of faculty. The circulating book collection (print and electronic) is updated with books on teaching, learning, technology in the classroom and curriculum development. Additionally, in 2014 the Library added the *Education Source* database (available via *EBSCOhost*) to provide faculty access to periodical literature on teaching and andragogy.

In summary, the Library supports the Political Science program and faculty comprehensively and well.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

The Department of Political Science has seven courses on the Oklahoma State Regents for Higher Education Course Equivalency Table. Program students who transfer to receiving four-year institutions and universities thus have assurance that these courses will transfer:

POLSC 1113 - American Federal Government

POLSC 2103 - Introduction to Public Administration

POLSC 2303 - Introduction to International Relations

POLSC 2603 - Introduction to Comparative Politics

POLSC 2223 - Introduction to Law

POLSC 2113 - Introduction to State and Local Government

POLSC 2613 - Scope and Methods of Political Science

Additional courses, such as POLSC 2213, Contemporary Issues, and POLSC 2123, Introduction to American Politics, transfer to receiving institutions as elective credit.

Alumni of the program are regularly consulted by program faculty to ensure that course transfer results in a smooth process. Any identified issues are addressed immediately by program faculty. Prof. Vanden Brook served on the Oklahoma State Regents for Higher Education's Transfer Equivalency Committee for the discipline of Political Science which provided verification of program course offerings and their transferability. Led by Dr. Smith, program faculty have developed a "2 + 2" course articulation agreement with the University of Central Oklahoma so that OCCC students transferring to that institution experience a seamless process.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

N/A

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Number of degrees conferred - Between FY 2012-2016, the five-year average of the numbers of degrees conferred in Political Science was 8.6. This exceeded the minimum standard of 5 by 3.6.

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

Number of majors enrolled - Between FY 2012-2016, the five-year average of the numbers of majors enrolled in Political Science was 262. This exceeded the minimum standard of 25 by 237.

4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

Course	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
POLSC-2003	59.2%	52.8%	64.7%	37.5%	88.9%
POLSC-2103	60.0%	70.4%	68.4%	n/a	76.9%
POLSC-2113	41.7%	31.6%	75.0%	93.8%	n/a
POLSC-2123	n/a	n/a	n/a	85.7%	57.9%
POLSC-2213	n/a	n/a	70.6%	55.6%	n/a
POLSC-2223	46.9%	40.0%	63.6%	46.2%	82.6%
POLSC-2543	n/a	n/a	n/a	n/a	73.7%
POLSC-2603	n/a	80.0%	69.2%	85.7%	n/a
POLSC-2613	59.1%	44.4%	54.5%	100.0%	66.7%

- b. Report the successful completion rates of all general education courses in the program.

Course	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
POLSC 1113	61.7%	64.1%	71.6%	74.6%	75.0%

c. Describe program student success initiatives.

In the past five years, political science faculty have implemented a wide variety of strategies for student success.

1. Greater attention has been paid by the department chair and program faculty towards hiring better quality adjunct professors. Newly hired adjunct faculty are now included in a mentoring process under the supervision of full-time faculty. Program faculty continue to seek student input regarding adjunct faculty instruction from program majors. Diligence in this area is critical for successful student outcomes as well as the success and reputation of the department and OCCC.
2. Use of ancillary electronic resources by Prof. Glencross, such as MindTap and the MindTap app, increases student readiness for daily class activities as well as exam preparedness. More frequently, students are purchasing the e-book rather than the traditional text. Practice quizzes in the MindTap app, as well as weekly quiz requirements in MindTap, force students to remain engaged in the material on a consistent basis. This results in greater course retention as well as increasing higher order skills such as the ability to think critically, analyze, evaluate, and synthesize material. The interactive nature of MindTap provides immediate student feedback and increases reflective learning. Additionally, since MindTap enrollment is available the first day classes begin up to a maximum of two weeks into the course, students who cannot afford to buy a textbook no longer fall behind. A final benefit to students is that MindTap, including the e-book, may be purchased for less than half of the price of a hardcopy text.
3. Program faculty continue to complete training in alternate pedagogical approaches to teaching material. This better serves all students as more learning styles are incorporated.
4. Program faculty have emphasized use of the Early Alert system for reporting at-risk students. This results in earlier intervention and has increased retention and course success.
5. Program faculty continue to require utilization of the Communications Lab or individual tutoring by their professor for assigned course papers. This increases the quality of student writing as well as student understanding of grammatical errors and structural organization.
6. Students have greatly benefited from the hiring of new program faculty. The addition of new courses such as political theory and the refinement of the comparative politics and international relations courses mean that students are more culturally aware and are increasing their abilities to understand and analyze political events in a more global context.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

More qualified adjunct faculty instruction in POLSC 1113 means greater preparation and success of students in 2000-level coursework.

Course retention and completion rates should continue to improve with the use of supplemental instructional learning tools, such as MindTap and the MindTap app.

Course retention and completion rates should continue to improve with utilization of an early warning system for at-risk students.

A Title III redesign of POLSC 1113 is scheduled for fall 2017.

Course retention and completion rates should continue to improve with the emphasis on writing skills through use of the Communications Lab or individual tutoring by their professor for written assignments.

Program majors will continue to improve their understanding and analysis of human heritage and cultural knowledge as more complete international relations, comparative politics, and political theory. Additionally, their ease of transfer and success should also increase.

5. Other Quantitative Measures

a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

Number of courses taught exclusively/class size:					
AA degree					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Number of Courses Taught	2	2	3	3	3
Average Class Size	20.5	13.5	14.3	5.7*	16.3

* The number for this fiscal year is negatively weighted because the department offered three independent study courses, consisting of congressional internships, to one student each. When those single student sections are omitted, the adjusted average is 10.

b. Student credit hours by level generated in all major courses that make up the degree program for five years.

Student credit hours by level generated in all major courses:					
AA degree					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
1000 Level Courses within Program	12,477	11,232	10,227	11,106	11,493
2000 Level Courses within Program	420	363	399	228	324

c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) 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 (LMS). We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$42,196. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$70,500.00 (not including staff salaries 7:00-6:00). Students are provided support for the LMS and email usage via many online resources found on the online student resources page. They can also receive personal support for issues of increased complexity Monday- Friday 8:00 a.m.-5:00p.m.

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia, additional equipment can be provided on an as needed basis to make every classroom a high-tech classroom. The cost incurred with this multiyear effort was \$1.55 Million. A classroom design committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of \$150,000 were spent to redesign three classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style. Faculty members are continuing to utilize student response systems, SmartBoards, interactive projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. 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, Moodlerooms. The CLT team has strategically worked to meet the needs of our 151 full-time faculty as well as the 460 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 instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

- d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

Number of credits and credit hours generated in the degree program supporting Gen Ed

FY 2016

General Education Courses - Number of Credits	12
General Education Course Hours Generated	11,649

- e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Full-time Faculty:

Dana K. Glencross

Markus S. Smith

Randy Hopkins

Shanna Padgham - FY 2017

Nate Vanden Brook - FY 2011-2016

Sharon Vaughan - FY 2013-2017

Rick Vollmer - FY 2012

FTE 2015: 6

POLSC-2003 - 3

POLSC-2103 - 3

POLSC-2123 - 3

POLSC-2223 - 3

POLSC-2543 - 3

POLSC-2613 - 3

f. If available, information about employment or advanced studies of graduates of the program over the past five years.

Only one graduate survey was received concerning this program which thanked faculty for their efforts on behalf of the student. No other information is available.

g. If available, information about the success of students from this program who have transferred to another institution.

Transfer Student Performance

Type of Student	2012 GPA	2013 GPA	2014 GPA	2015 GPA	2016 GPA
UCO					
OCCC Transfer	2.9	2.8	2.9	2.9	2.9
All Undergraduates	2.8	3.0	2.9	2.9	3.0
OSU					
OCCC Transfer	3.0	3.1	3.0	3.1	3.2
All Undergraduates	3.0	3.1	3.0	3.0	3.0
OU					
OCCC Transfer	3.2	3.2	3.0	2.9	3.0
All Undergraduates	3.1	3.0	3.2	3.2	3.2

Anecdotally, program faculty are aware of the success of several prior year program graduates. Two graduates from FY 2011 are in law school at Boston University, after graduating from the University of Oklahoma as a Truman Scholar, and Berkley, after graduating summa cum laude from the University of Colorado. One graduate from FY 2013 was recently accepted at the University of Oklahoma College of Law. Three graduates from the class of FY 2015 are completing bachelor's degrees from the University of Oklahoma (one who received a full academic scholarship), two more are completing studies at the University of Central Oklahoma, and one program graduate is enrolled at the University of Michigan, Dearborn.

6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

The discipline of Political Science is a broad-based social science program which prepares its graduates to critically analyze and apply knowledge. The Political Science/Pre-Law degree program continues to attract students who intend to become attorneys. Program faculty advise and counsel program majors about the over saturation of attorneys in Oklahoma. Faculty also continue to advise students about the broad-based nature of the discipline and other opportunities for employment in the discipline subfields.

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

Most program majors, upon completion of a bachelor's degree in Political Science, will secure employment in an occupation outside of the discipline. Program majors are advised of this and are counseled to broaden their academic preparation through use of elective classes to include skills better suited for employability. Additionally, program faculty educate majors about seeking government employment on a federal, state, and local basis.

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

N/A

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Program faculty, as noted herein, have increased emphasis on bringing in academic speakers in the discipline for little or no cost. Service learning opportunities, as well as completion of the civic honors degree, are also emphasized. Faculty provide many campus brown bag lectures and make many appearances on local television and radio outlets to discuss elections or current events.

- e. The process of program review should address meeting demands through alternative forms of delivery.

All program faculty comply with OCCC requirements for serving students in need of accommodations. All program faculty are in compliance with OCCC requirements for sexual harassment and Title IX training. MindTap availability also provides alternate delivery form access. Finally, course offering variability accommodates all student needs for day and time availability.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The yearly department budget is approximately \$400 per year. Primarily, these funds have been used by the department to secure an institutional membership in the Oklahoma Political Science Association. This membership provides free conference registration for all program majors, enabling them to attend a professional conference as well as conference seminars at little cost. The conference has been held in the Oklahoma City metro area recently and several students have attended.

Program faculty, including adjunct faculty, teach thousands of students per year. Class sizes are routinely increased beyond the maximum by full-time faculty, both on campus and online, to accommodate enrollment needs. All current online course offerings are taught by full-time faculty, ensuring better student assistance. The program prides itself on its outsized contribution to general education instruction as well as preparing students for success in all courses of study at OCCC.

Faculty have served on numerous institutional committees including:

Faculty Development Committee
Curriculum Committee
Benefits Committee
President's Advisory Council
Grade Appeal Committee
Policies and Procedures Committee
and numerous hiring committees.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

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

The political science department provides cost-effective instruction for large numbers of students enrolled in POLSC 1113, American Federal Government. During the fall 2016, there was a sixteen percent increase in demand for this gateway course. The past five years have been a time of change for the department as two full-time faculty members left the program and two new full-time faculty members were hired.

The department has made significant progress on completely revising its assessment of student learning outcomes since its last program review. The portfolio artifact has been replaced with artifacts collected from 2000-level political science courses. Faculty-generated new outcomes and objectives will significantly improve the department's ability to measure student learning. The department is working together to solidify during the fall 2016 semester learning outcomes and objectives, which will be reflected and directly tied to the 2000-level course offerings. Faculty will use these student learning outcome results to improve the program and learn from one another by sharing their syllabi, strategies, assignments and classroom experiences.

The department has made improvements to its course offerings during the past five years. Focus has shifted to providing majors with sophomore-level courses, which are listed on the Course Equivalency Project (CEP) to facilitate student transfer within the Oklahoma System of Higher Education. During the fall 2016 semester, faculty will solidify a regular course rotation schedule, which will provide majors and non-majors who take 2000-level courses with dependable course offering information so they may plan ahead. Two courses, Religion and Politics and Scope and Methods of Politics have been removed from the department's course offerings. Introduction to International Relations, (IR) POLSC 2303, which is included on the CEP, had not been offered in the last 10 years. It is now being offered on a regular basis. The IR Course, POLSC 2302, along with Introduction to Comparative Politics, POLSC 2603, will make a significant contribution to the college's general education Human Heritage, Culture, and Institutions outcome of helping students to understand the ideas, values, and beliefs that shape global communities and the function of major social institutions in them. During the fall 2016 semester, faculty will solidify a regular course rotation schedule, providing majors and non-majors who take 2000-level courses with dependable course offering information so they may plan ahead.

Introduction to Political Theory was added to the Department's Course offerings during the fall 2015 semester. This had been an important foundational course that was missing from the department's offerings. It has enjoyed robust enrollment during both the fall 2015 and fall 2016 semesters. Moreover, it provides the theoretical underpinnings for other courses such as IR and Introduction to American Politics.

Members of the political science faculty have been leaders in providing quality programming for students, faculty and staff by being extremely engaged in the college community. Faculty has provided quality programming for the college to commemorate the 50th anniversary of the 1963 March on Washington and the Kennedy assassination. In addition, political science faculty were active participants for Black History Month programs, such as giving talks on Rosa Parks, Gandhi, King and Mandela as well as providing a talk for Women's History Month. Political science faculty were active participants in the Arts and Humanities month-long celebration of the 1960s. In addition, political science faculty and majors facilitated and organized a well-attended scholarly presentation on Syria by Dr. Joshua Landis during the fall 2015 semester. Finally, political science faculty have provided numerous interviews to the *Pioneer* and other media outlets.

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

The political science faculty have concerns about their own program as well as broader concerns about the department's and faculty's relation to the college.

1. While program faculty are now making significant progress on the assessment process, this is the area of most concern since past assessments have been inadequate and learning objectives were not relevant in some cases to the artifacts collected. It is critical that the political science program solidify their assessment process with relevant learning outcomes, subcomponents, and sample artifacts. Every faculty member teaching 2000-level political science courses must participate in this process with stated learning objectives, outcomes, and artifacts that will be

collected.

2. The department relies heavily on adjunct instructors, who are quite limited in their availability as well as the number of classes they can teach. It is becoming increasingly difficult to recruit qualified faculty to teach and meet the demands of American Federal Government, POLSC 1113. This is especially true for day courses. Complicating this factor is that in the past, the department was required to provide professors to local high schools during the day for as few as two or three students. This occasionally resulted in the loss of an on-campus class of thirty to forty students due to a shortage of available faculty. Finally, the adjunct job posting was not being advertised by Human Resources during the 2016 spring and summer semesters. When it was advertised, there was often no follow-up in the past two years from the department chair. As a result, possible qualified adjuncts were never contacted.
3. The demands on some full-time faculty members have increased significantly because of the number of students enrolling in American Federal Government, POLSC 1113. During the fall 2016 semester, a minimum of 30 students were enrolled in POLSC 1113 online courses with some courses having as many as 35 students. Some on-campus courses were filled to the maximum capacity of the room for students. While the work load has increased, compensation has not increased. The median salary for a teacher in the Oklahoma City Public School District is \$52,478.00 While Oklahoma City Public Schools is ranked 48th in teacher pay, the median salary for teachers in that system is more than an individual with a doctorate in political science from a top 20 university makes for teaching full-time at OCCC. There appears to be no salary increases available in the foreseeable future, which leads to concerns about attracting and keeping first-rate professors. While faculty are motivated to provide quality education and advising while also serving on committees and participating as a full member of the OCCC community, low morale is a concern as well as the increased workloads without additional compensation.
4. Although more than 200 program majors exist of record, the Political Science program needs to increase the number of program majors and certainly the numbers of program graduates. Moreover, because of inaccurate lists of majors provided by the college, it is difficult to know the number of current, active majors in the program. The low number of majors and program graduates may be due to multiple causes. The capstone course, Scope and Methods of Political Science, was a required course which some students in the program either had difficulty arranging their schedules to complete it or chose another route to graduation to avoid it. The elimination of the Scope and Methods course from program requirements should help resolve this issue. A number of students changed their major to diversified studies, which also lowers the number of graduating program majors. Academic advising bears some responsibility for this since students are being advised that they may have an easier time graduating and can graduate more quickly with a diversified studies major. Program faculty are aware that receiving institutions do not treat the Diversified Studies degree favorably and are working to ensure that program majors fully understand this situation.
5. The political science department has not had strong or organized leadership in the past two years and as a result, internal problems in the program have been exacerbated or have not been addressed in a timely manner. Department meetings were canceled where work on the assessment criteria should have been completed. Also, assessment data was collected in a last-minute rush and the process was flawed. As of fall 2016 semester, the department chair position is being filled by the Dean of Social Sciences. It is the desire of program faculty that this situation be remedied immediately for the good of the program.
6. Program faculty, despite budgetary constraints, would eventually and ideally like to achieve a dedicated space for Political Science courses to enhance faculty/student interaction, as well as peer-to-peer student interaction and enhanced program visibility. A seminar room would allow program faculty to provide increased opportunities for external speakers and activities related to elections and other special events.
7. As increased attention is paid by the College and program to completion rates among POLSC 1113 courses, both on campus and online, the creation of a dedicated lab space with part-time staff, via a student worker, will be discussed amongst departmental/divisional colleagues that could possibly serve as a retention tool, especially given the availability of quality textbook ancillary learning supplements which could easily provide needed remediation for at-risk students.
8. Program faculty are aware that a dedicated community service component as part of the program would provide practical application of essential concepts as well as reflective learning opportunities. Further discussion of such a component is needed.

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

Planned Action for Concern 1. Political science faculty will complete and fully implement their new assessment process by the end of the fall 2016 semester.

Planned Action for Concern 2. The department chair needs to make sure the adjunct position is properly posted by Human Resources and applications need to be reviewed and followed up on in a timely manner. More outreach to area graduate programs needs to take place to recruit qualified applicants.

Planned Action for Concern 3. Political science faculty will continue to provide quality instruction and advisement as well as support for institutional committees and other activities. At the same time, however, faculty also requests greater support for faculty and recognition of their commitments and increased workloads without compensation. In addition, Political Science faculty continue to urge replacement of full-time faculty positions with full-time faculty.

Planned Action for Concern 4. The political science department has eliminated the required capstone course, Scope and Methods of Politics. Instead, majors will now select 12 hours of 2000-level political science courses. In addition, by the end of the fall 2016 semester, there will be a plan in place for the regular rotation of political science course offerings, which will provide students the knowledge about the availability of 2000-level course offerings. Faculty will continue to engage students with quality presentations and extracurricular activities related to political science. Finally, work needs to be done on getting an accurate list of current majors.

Planned Action for Concern 5. Regular department meetings will be held with advanced agendas in place so that better dialog of program matters can occur. The chair will communicate in a timely manner with faculty about deadlines and especially the assessment process. Identification of a permanent program chair from among the program faculty is needed.

Planned Action for Concern 6. Program faculty will continue to seek ways to redesign current instructional space at low cost to achieve a dedicated academic space for the program as well as a room for seminar activities.

Planned Action for Concern 7. Program faculty will continue to seek ways to redesign current instructional space at low cost to achieve a dedicated academic lab space for the program.

Planned Action for Concern 8. Program faculty will attempt to construct an action plan for the addition of a required service learning component as a program requirement.

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

Institutional Recommendation for Concern One: The political science faculty requests that outcome assessment instructions and any year-to-year changes in expectations be communicated to faculty in a timely manner with opportunity for input.

Institutional Recommendation for Concern Two: The political science faculty requests that as in the past, any adjunct faculty vacancies should be authorized to be filled immediately so that the department can realize the goal of staffing POLSC 1113 courses with qualified professors.

Institutional Recommendation for Concern Three: The college administration should focus on making recruiting and retention of high quality educators a priority. Replacement of vacant full-time faculty positions is essential despite budgetary constraints. The college's administration should acknowledge the increased workloads and think of creative ways to show appreciation for faculty.

Institutional Recommendation for Concern Four: The political science faculty requests greater coordination and support from other college offices such as admissions and advising. Accurate records should be kept and shared so that the department can easily identify current and active political science majors. Faculty also recommend that the policy of steering students away from majors like sociology or political science and into the diversified studies program involve advisement from full-time faculty so that the student is receiving the best advice and information concerning his or her major program of study.

Institutional Recommendation for Concern Five: The political science faculty appreciates the support of administration as it moves forward to completing its assessment criteria, course rotation, and future plans for the department, especially

the identification of a program chair.

Institutional Recommendation for Concern Six: Program faculty request administrative support in securing a dedicated academic space for the program.

Institutional Recommendation for Concern Seven: Program faculty request administrative support in securing a dedicated academic lab space for the program.

Institutional Recommendation for Concern Eight: Program faculty will seek administrative approval for a plan to require a service learning component as part of the program's requirements, which could include assistance from the Office of Student Life.

