I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description of the Program

Mission

The Political Science program serves students in diverse ways. One focus is preparing students for a major or minor in Political Science upon transferring to a four-year institution by providing a strong grounding in the discipline, knowledge of key actors, institutions, and processes, the vocabulary of the field, and its theoretical foundations. Another is preparing students more broadly with a base of knowledge and critical thinking skills that are a core to student success in any field. Additionally, the program endeavors to instill the knowledge and desire to be an active citizen.

Political Science offers an almost unlimited range of career options from politics and public service to business, law, journalism, and communications to name just a few.

History

In the time since the completion of the previous CPPR, the Political Science program has undergone some significant changes. The faculty in the program has seen a change with the retirement of one long standing member (Kent Brudney) and the hiring of a new member (Sarah Spengeman) with a relatively short gap between the two events. The part time ranks have changed significantly with several new members circulating through the pool of active instructors to help fill the void after Kent Brudney’s retirement. This was
then followed by course cuts that have seen an almost complete elimination of part time faculty in the program. This is due to decreasing enrollments across the college that appear to be caused by a combination of factors including a global economic downturn, state budget problems, and Cuesta’s problems with accreditation.

Despite the difficult circumstances, the program continues to move forward. The Political Science AA-T degree has been completed, received internal approval at Cuesta, and is only awaiting final approval by the Chancellor’s Office.

Current Faculty

Current Political Science faculty are; Brian Kreowski (PT), Victor Krulikowski (FT), Kathryn Logan (PT), Gary Peters (PT), Aaron Rodrigues (FT), Sarah Spengeman (FT), Mark Weber (FT, joint assignment with History).

While the percentage of classes in Political Science being taught by full time faculty is a strength relative to many other programs, the current loss of experienced and well-qualified part time instructors is a concern. When circumstances improve and enrollments increase the program will likely find it challenging to find high quality part time instructors to fill the need.

Program Review

The current program review was developed primarily as a cooperative effort among Victor Krulikowski, Aaron Rodrigues, and Sarah Spengeman. Significant feedback was also provided by Kathryn Logan. Additional guidance was provided by Jane Morgan (Social Sciences Division Chair) and Pamela Ralston (Arts and Humanities Dean).

B. Program Objectives

The Political Science program’s objectives are as follows:

1. To offer courses and provide the knowledge needed to successfully transfer and major in Political Science.
   a. All courses offered in Political Science fulfill CSU general education requirements. 
      POLS 202 itself is part of a special CSU graduation requirement (AI).
   b. All courses offered in Political Science fulfill UC IGETC (Intersegmental General Education Transfer Curriculum) requirements.
2. To promote critical thinking and knowledge of the field of Political Science as part of the General Education curriculum at Cuesta.

3. To provide the knowledge and incentive for students to become active and engaged citizens.

C. Program Outcomes

The outcomes for the Political Science program are:

1. Define core terminology integral to the study of politics.
2. Analyze the roles of individuals, groups, and institutions in political processes.
3. Explain the interrelationships among political processes.
4. Interpret empirical data and qualitative claims.
5. Evaluate the strengths and weaknesses of descriptive and normative theories about politics.
6. Formulate practical responses to political issues and problems.
7. Recognize the wide array of political experiences and perspectives.
8. Value the importance of increased knowledge of the political world.

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS AND INSTITUTIONAL OBJECTIVES

A. Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote students’ successful completion of transfer requirements, degrees, certificates, and courses.

Institutional Objective 1.1: Increase the percentage of transfer-directed students who are transfer prepared by 2% annually.

All courses offered by the Political Science program satisfy both CSU and UC transfer requirements and POLS 202 is part of a mandatory CSU graduation requirement. The program, therefore, plays a huge role in preparing students for transfer both in terms of general, system-wide requirements as well as those seeking to be Political Science majors. We’ve seen the percentage of students in our program who identify their educational goal as transfer directed increase from 2008-2009 (51%) to 2011-2012 (63.9%). That represents an increase of 25.3% from 2008-2010 to 2011-2012.
Institutional Objective 1.2: Increase the percentage of degree- or certificate-directed students who complete degrees or certificates by 2% annually.

The Political Science program has had an A.A. degree already in place for a number of years and is now in the final stage (awaiting only final approval from the Chancellor’s office) of having its Associate in Arts for Transfer degree approved. The transfer degree in particular should prove desirable for many of our students and contribute to the achievement of this objective.

B. Institutional Goal 2: San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

Institutional Objective 2.1: Increase the capture rate of the local 24-40 age cohort by 2% annually.

The Political Science Department contributes to the college’s attainment of Institutional Objective 2.1 by drawing students in the specified age cohort. In the past four academic years, students in the 25-39 age cohort constituted an average 10.3% of the students enrolled in Political Science courses annually. This represents an increase of 5.9% from 2008-2010 to 2011-2012.

Institutional Objective 2.2: Increase the local high school capture rate by 2% annually.

Political Science has long been one of the most popular collegiate majors. Having a vibrant program with varied course offerings combined with the practical benefit of the AA-T degree will contribute to the achievement of this objective.

Political Science faculty will continue their past practice of doing in-person outreach at local high schools.
C. Institutional Learning Outcomes

The Political Science Department supports the following Cuesta College Institutional Learning Outcomes:

<table>
<thead>
<tr>
<th>ILO Categories</th>
<th>Representative Outcomes—Students achieving these outcomes will be able to . . .</th>
<th>POLS Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Critical Thinking and Communication</td>
<td>a. Analyze and evaluate their own thinking processes and those of others</td>
<td>Program SLOs 1, 2, 3, 4, 5, &amp; 6</td>
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<tr>
<td></td>
<td>b. Communicate and interpret complex information in a clear, ethical, and logical manner.</td>
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<tr>
<td>3. Scientific and Environmental Understanding</td>
<td>a. Draw conclusions based on the scientific method, computations or experimental and observational evidence.</td>
<td>Program SLOs 3, 4, &amp; 5</td>
</tr>
<tr>
<td>4. Social, Historical, and Global Knowledge and Engagement</td>
<td>a. Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world</td>
<td>Program SLOs 2, 6, 7, &amp; 8</td>
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<tr>
<td></td>
<td>b. Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures</td>
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</table>
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Program data is available at the Cuesta College Institutional Research web site:
http://cuesta.edu/aboutcc/planning/research/Program_Review_Data.html

A. Data Summary

This section summarizes and provides comment and analysis of the Political Science program
Data covering a full five year span from 2006 -2011. This data can be found at
http://academic.cuesta.edu/research/programadata.html and will include summer sessions,
distance education, North County campus, and South County center.

Course sections offered (total)
- 2006-07, 52 political science courses were offered.
- 2007-08, 47 political science courses were offered.
- 2008-09, 51 political science courses were offered
- 2009-10, 47 political science courses were offered
- 2010-11, 44 political science courses were offered

The decrease in the number of sections is reflective of the budget cuts imposed by the state.
Summer school was not offered in 2010-2011.

Course enrollment (total)
- 2006-07, 1,972 students were enrolled
- 2007-08, 1,895 students were enrolled
- 2008-09, 1,925 students were enrolled
- 2009-10, 2,099 students were enrolled
- 2010-11, 1,791 students were enrolled

The steep decline in 2010-11 can be attributed to summer school not being offered that year.

Course enrollment by course:
- Political Science 201: Introduction to Political Science
  - 2006-07, 73 students were enrolled
  - 2007-08, 78 students were enrolled
  - 2008-09, 70 students were enrolled
  - 2009-10, 84 students were enrolled
  - 2010-11, 68 students were enrolled
Political Science 202: American Government and Politics
2006-07, 1,590 students were enrolled
2007-08, 1,503 students were enrolled
2008-09, 1,532 students were enrolled
2009-10, 1,647 students were enrolled
2010-11, 1,578 students were enrolled

Political Science 204: World Politics
2006-07, 60 students were enrolled
2007-08, 71 students were enrolled
2008-09, 63 students were enrolled
2009-10, 80 students were enrolled
2010-11, 68 students were enrolled

Political Science 205: Law and Politics (is offered only in the fall term)
2006-07, 19 students were enrolled
2007-08, 26 students were enrolled
2008-09, 22 students were enrolled
2009-10, 33 students were enrolled
2010-11, course was not offered due to instructor’s retirement

Political Science 206: Comparative Government (is offered only in the spring term)
2006-07, 39 students were enrolled
2007-08, 35 students were enrolled
2008-09, 42 students were enrolled
2009-10, 41 students were enrolled
2010-11, 38 students were enrolled

Political Science 209: Introduction to Political Theory (is offered only in the spring term)
2006-07, 30 students were enrolled
2007-08, 37 students were enrolled
2008-09, 42 students were enrolled
2009-10, 38 students were enrolled
2010-11, 39 students were enrolled
Fill rates

2006-07, 84.3%
2007-08, 89.1%
2008-09, 87.1%
2009-10, 99.8%
2010-11, 94.7%

Fill rates for political science courses were consistent and high during this period. Political science classes are very much in demand due to their role in G.E. requirements, as well as their versatility and application to various liberal arts careers. Summer school was not offered in 2010-11.

FTES

2006-07, 192.13
2007-08, 186.72
2008-09, 198.83
2009-10, 215.26
2010-11, 186.47

The drop in FTES is likely a result of fewer sections offered due to budget cuts. Summer school was not offered in 2010-11.

TSHC/FTEF

2006-07, 546.3
2007-08, 571.6
2008-09, 573.5
2009-10, 694.4
2010-11, 650.5

Summer school was not offered in 2010-11.

Course success and retention

2006-07, Success rate—71.2% and Retention rate—87.8%
2007-08, Success rate—69.3% and Retention rate—84.2%
2008-09, Success rate—69.5% and Retention rate—85.8%
2009-10, Success rate—72.9% and Retention rate—87.7%
2010-11, Success rate—68.7% and Retention rate—84.7%
Success and retention by campus

Distance education
2008-09, Success rate—53.8% and Retention rate—70.0%
2009-10, Success rate—65.4% and Retention rate—77.8%
2010-11, Success rate—55.1% and Retention rate—69.2%

North County campus
2006-07, Success rate—72.5% and Retention rate—86.9%
2007-08, Success rate—69.8% and Retention rate—82.9%
2008-09, Success rate—70.1% and Retention rate—87.5%
2009-10, Success rate—79.4% and Retention rate—91.6%
2010-11, Success rate—69.4% and Retention rate—87.7%

South County center
2006-07, Success rate—65.7% and Retention rate—82.9%
2007-08, Success rate—54.2% and Retention rate—81.3%
2009-09, Success rate—66.7% and Retention rate—89.5%
2009-10, Success rate—66.7% and Retention rate—85.0%
2010-11, Success rate—55.4% and Retention rate—86.5%

San Luis Obispo campus
2006-07, Success rate—71.1% and Retention rate—88.1%
2007-08, Success rate—69.7% and Retention rate—84.6%
2008-09, Success rate—70.3% and Retention rate—86.2%
2009-10, Success rate—72.2% and Retention rate—87.5%
2010-11, Success rate—70.1% and Retention rate—84.9%
Success and retention by course

The following chart shows success and retention rates for offered political science courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tbody>
<tr>
<td>POLS 201</td>
<td>35.8%</td>
<td>38.5%</td>
<td>45.7%</td>
<td>48.8%</td>
<td>47.1%</td>
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<td>63.6%</td>
<td>66.7%</td>
<td>81.4%</td>
<td>77.4%</td>
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</tr>
<tr>
<td>POLS 202</td>
<td>72.4%</td>
<td>70.7%</td>
<td>70.9%</td>
<td>74.1</td>
<td>69.1%</td>
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<td></td>
<td>88.4%</td>
<td>85.3%</td>
<td>86.5%</td>
<td>88.2%</td>
<td>85.0%</td>
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<tr>
<td>POLS 204</td>
<td>82.5%</td>
<td>76.1%</td>
<td>66.7%</td>
<td>72.5%</td>
<td>82.4%</td>
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<td></td>
<td>96.5%</td>
<td>83.1%</td>
<td>87.3%</td>
<td>88.8%</td>
<td>94.1%</td>
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<tr>
<td>POLS 205</td>
<td>66.7%</td>
<td>73.1%</td>
<td>72.7%</td>
<td>69.7%</td>
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<td></td>
<td>83.3%</td>
<td>76.9%</td>
<td>77.3%</td>
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<tr>
<td>POLS 206</td>
<td>57.9%</td>
<td>60.0%</td>
<td>64.3%</td>
<td>70.7%</td>
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<td></td>
<td>86.8%</td>
<td>88.6%</td>
<td>83.3%</td>
<td>92.5%</td>
<td>84.2%</td>
</tr>
<tr>
<td>POLS 209</td>
<td>82.1%</td>
<td>69.4%</td>
<td>59.5%</td>
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<tr>
<td></td>
<td>96.4%</td>
<td>75.0%</td>
<td>69.0%</td>
<td>84.2%</td>
<td>79.5%</td>
</tr>
</tbody>
</table>

Degrees—Associate of Arts in political science

2006-07, 1
2007-08, 4
2008-09, 1
2009-10, 1
2010-11, 1

Overall summary of data:

The data suggests a successful program with strong student demand.

- The Political Science program is offering an approximately 48 courses per year with an average of 1936 students enrolled in those courses. That comes to an average of 40.3 students per class which is among the highest on campus.
- The bulk of student enrollment in Political Science classes comes from POLS 202, Introduction to American Government and Politics. That course averages 1570 students per year.
The fill rate of Political Science courses averages at 91% per year.
- Retention in Political Science courses averages just above 86% annually. This compares favorably with rates in other disciplines within the Social Sciences, for example, Psychology (84.62%) and Sociology (83.87%), and Philosophy (82.92).
- The success rate in Political Science courses has averaged 70.32% a year.
- The number of FTES in Political Science courses has averaged 196 per year.
- The number of TSCH/FTEF in Political Science has averaged 610.4 per year.
- Students taking Political Science courses who identify transfer to a four-year university as their educational goal (with or without an AA degree) averaged nearly 64% annually.

B. **Offer interpretations of data, and identify areas for change to facilitate program quality and growth.**

The data indicates that Political Science is a successful program in a variety of ways. Student demand is high, enrollment numbers and fill rates are strong. The results in terms of student success and retention not only indicate the popularity of the program but also effective teaching in the program and successful outcomes in terms of student learning. The high rate at which Political Science students indicate transfer to a 4-year institution as a goal suggests students see the program as a successful and effective part of their overall educational goals and experience.

External factors such as the state budget crisis combined with internal issues like the cancelling of a summer session and Cuesta’s problems with accreditation have undoubtedly influenced some of the numbers in the data set. This has made identifying clear, informative patterns more difficult. Ongoing assessment of both program and course level SLO’s will help to ensure the continued quality of the program.

The high percentage of full time faculty teaching classes in Political Science bodes well for the strength and success of the program in the long run. A solid core is present which should provide numerous benefits for students. Yet, retaining our high quality part time instructors remains a concern moving forward.
C. Describe program efforts to improve graduation rates, transfer rates and/or certificate completion

The final approval of the Political Science AA-T degree should provide a boost to the already robust number of students in the program who self-identify as likely transfer students and the number of students who pursue and complete the degree in our program.

IV. CURRICULUM REVIEW

Since the last CPPR all courses were reviewed. Textbook updates and corrections/revisions for SLO’s were the main changes and were made to coordinate with the articulation process and align with C-ID course descriptors. All courses are current with respect to teaching practices and are in compliance with current policies and standards.

Since 2008, POLS 202 has been offered as a distance education class. No other major modifications have occurred in terms of course offerings since the last CPPR.

Faculty will continue to evaluate the need, or lack thereof, for prerequisites and co-requisites in the program. Currently, no Political Science course has any prerequisites or co-requisites though all have an advisory for English 156.

In November 2012, the Curriculum Committee approved the Associate in Arts in Political Science Transfer degree. In December 2012, it was approved by the Board of Trustees. It has been submitted to the Chancellor’s office for final approval. When the degree is approved COR’s for all Political Science courses will need to be modified to include the degree information.

COR information for all classes will be reviewed again as part of the next CPPR cycle due in 2017-18.
V. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS NARRATIVE

A. Summarize assessment results for program-level Student Learning Outcomes (SLOs).

The assessment process for almost all classes in Political Science is nearing completion of one full cycle. The assessment process began with student self-assessment surveys. The results of those surveys were evaluated by faculty with the focus on considering possible reasons for the strengths and weaknesses in achieving various outcomes. The information from that process is available below in the CPAS documents for each individual course (see section VI.).

Overwhelmingly, the results from this process demonstrate a high level of success in achieving all SLOs. Many areas achieved results that would be difficult to improve upon and all areas would be evaluated as achieving something equivalent to “good” success in achieving the outcomes.

The Political Science program is working on developing direct assessment tools to be utilized in addition to the student self surveys. In the long run a hybrid approach combining student self surveys and some direct assessment tools will be utilized.

B. Program SLO Mapping Document

The correlation of Program SLOs and Course SLOs is outlined below.

Political Science Program Outcomes

1. Define core terminology integral to the study of politics.
2. Analyze the roles of individuals, groups, and institution in political processes.
3. Explain the interrelationships among political processes.
4. Interpret empirical data and qualitative claims.
5. Evaluate the strengths and weaknesses of descriptive and normative theories about politics.
6. Formulate practical responses to political issues/problems.
7. Recognize the wide array of political experiences and perspectives.
8. Value the importance of increased knowledge of the political world.
201 Course SLOs

Analyze the political nature and significance of current world events and personalities. (Program SLO 2)

Identify the vocabulary of political science in order to communicate political ideas with clarity and precision. (Program SLO 1)

Assess student’s own life experiences in terms of the concepts of politics and power. (Program SLOs 2, 6, & 7)

Distinguish the functions, structures and practices of the American political system with other democratic and non-democratic models. (Program SLOs 3 & 7)

Recognize normative theories in order to analyze the relationship between individuals’ personal values and political attitudes. (Program SLO 5)

Differentiate between acceptable and non-acceptable political behavior. (Program SLOs 5 & 6)

Appraise the symbiotic relationship of economics and politics. (Program SLOs 3 & 5)

202 Course SLOs

Describe the structure and function of U.S. and California governmental institutions and political processes. (Program SLOs 1, 2, & 3)

Generalize about the distribution of power in American Politics. (Program SLOs 2 & 3)

Appraise the extent of democratic participation in American Politics. (Program SLOs 2, 5, & 7)

Explain how personal and group advantage is pursued in American Politics. (Program SLO 2 & 3)

Analyze critically and objectively contemporary political issues and public policies. (Program SLOs 1, 4, & 8)

Explain the historical context of contemporary political issues and public policies. (Program SLO 3)

Value informed democratic citizenship. (Program SLO 8)

Demonstrate empirically based political judgment. (Program SLOs 4 & 5)
**204 Course SLOs**

Identify and explain concepts necessary to understand the unique field of World Politics. (Program SLO 1)

Differentiate between core philosophical approaches to understanding international relations. (Program SLOs 1 & 5)

Analyze the various objectives of states both nationally and internationally. (Program SLOs 2 & 7)

Explain the role of sovereignty and how it impacts relations between different forms of political systems. (Program SLOs 1, 2, 3, & 7)

Distinguish the different types of actors that influence world affairs. (Program SLOs 2 & 7)

Describe the institutions and processes that create and implement US foreign policy. (Program SLOs 2 & 3)

Evaluate the policies and actions of the US and other actors in an objective manner. (Program SLOs 2, 4, 5, & 6)

**205 Course SLOs**

Describe the structure and function of the federal and state judiciaries. (Program SLOs 1, 2, & 3)

Explain the political and non-political characteristics of federal courts. (Program SLOs 1, 2, & 3)

Explain and evaluate arguments about the use of judicial review. (Program SLO 5)

Apply philosophical and jurisprudential arguments incorporating liberty, government authority, individual responsibility and punishment. (Program SLO 5 & 6)

Apply philosophical and jurisprudential arguments involving civil liberties and civil rights. (Program SLO 5 & 6)

Describe the roles and obligations of the different actors within the legal system/process. (Program SLOs 2 & 7)

Explain the differences between original and appellate jurisdiction. (Program SLO 1)
206 Course SLOs

Develop the skill of critical/analytical thinking, and the ability to apply such skills in studying political processes, structures and practices. (Program SLOs 2, 3, & 4)

Compare and contrast the essential components and variations in foreign government systems. (Program SLOs 1, 2, 3, & 7)

Identify and appraise the historical and recent problems that democracies and non-democratic societies have confronted and will have to face. (Program SLOs 4, 5, 6, 7)

Construct and critique terms and concepts that are required for further study in comparative politics. (Program SLOs 1, 4, & 5)

Evaluate the impact that globalization is having on political and economic systems, and the information-age and technology. (Program SLOs 4, 6, & 8)

209 Course SLOs

Identify and explain major approaches in political theory. (Program SLOs 1 & 7)

Describe and differentiate among diverse approaches to major concepts in political theory and inquiry: e.g., political obligation, liberty, authority, power, and equality. (Program SLOs 1 & 7)

Apply diverse approaches about major concepts in political thought to hypothetical and U.S. Supreme Court cases. (Program SLOs 5 & 6)

Evaluate political arguments about major concepts in political thought and inquiry. (Program SLO 5)

Recognize the relationship between political thought and its political and historical context. (Program SLO 3)

Recognize the diversity of political ideas. (Program SLOs 7 & 8)

Recognize the theoretical foundations of their own political values. (Program SLOs 6 & 8)
C. Describe improvement efforts that have resulted from SLO assessment

See the CPAS documents below (Section VI.) for more detail on individual classes.

Most of the faculty discussions of the SLO results focused on plans for addressing items from the self assessments that had lower means relative to the other items in individual courses. Plans for improvement centered on instructors placing more emphasis on concretely and expressly addressing the topic of the outcomes in questions. There was also a plan for further discussion and consideration of the outcomes themselves. Some of the outcomes could be revised for greater clarity and specificity.

D. Describe ongoing and future planned improvements based on SLO assessment.

Planned improvements include the following:

- Continued effort to more effectively address the SLOs with lower relative results.
- Continued consideration of the SLOs themselves and possible revisions.
- Development of direct assessment tools to be used in addition to student self surveys as a way to more accurately assess learning outcomes.

E. Recommend changes and updates to program funding based on assessment of SLOs

- New computers in classrooms
- Increased support for DE instruction
- A media resource library for Political Science
- Increased tutoring support in Political Science
- Increased opportunities for technology training and professional development
- Funding for conference attendance
- An instructional mentoring program in Political Science
- Funding for access to a Political Science database
- Funding for readers
VI. STUDENT LEARNING OUTCOMES/ASSESSMENTS

The following items are provided below:

1. Program Assessment Cycle Calendar
2. CPAS for POLS 201
3. CPAS for POLS 202
4. CPAS for POLS 204
5. CPAS for POLS 205
6. CPAS for POLS 206
7. CPAS for POLS 209

Program Assessment Cycle Calendar

<table>
<thead>
<tr>
<th>CYCLE STAGE</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
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<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
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<td>Analyze Results &amp; Plan Improvements</td>
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<td>Post-Implementation SLO Assessment</td>
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This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

**Division:** Social Sciences  
**Program:** Political Science  
**Date:** 4/30/12

Courses in program, or course:  
POLS 201 Introduction to Political Science

**Faculty involved with the assessment and analysis:** Aaron Rodrigues

Course-to-program outcome mapping document** is completed  
Yes____  
No____

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</table>
| 1 | **Student Learning Outcome Statements** | 1. To analyze the political nature and significance of current events and political personalities  
2. To identify the vocabulary of political science in order to communicate political ideas with clarity and precision  
3. To assess her/his own life experiences in terms of the concepts of politics and power  
4. To distinguish the functions, structures and practices of the American political system with other democratic and non-democratic models  
5. To recognize normative theories in order to analyze the relationship between individuals’ personal values and political attitudes  
6. To differentiate between acceptable and non-acceptable political behavior  
7. To appraise the symbiotic relationship of economics and politics  
8. To critique classical political philosophers |
| 2 | **Assessment Methods Plan**  
(identify assessment instruments, scoring rubrics, SLO mapping diagrams) | Student self assessment forms |
| 3 | **Assessment Administration Plan**  
(date(s), sample size or selection of course sections, scoring procedures, etc.) | Student self assessment Spring 2010. Assessment will be conducted every 2.5 years, thereafter to a minimum of 75 students. |
| 4 | **Assessment Results Summary**  
(summarize Data) | 29 students were assessed. There were originally 10 questions on the assessment but only the first 6 questions provided statistical results; the last 4 questions, the statistical results were lost.  
(a) Students have a strong grasp of the political nature and significance of current political world events  
(b) Students have a strong grasp of the political nature and significance of historical and... |
1. Students have a strong grasp of the vocabulary of political science
2. Students have a strong grasp of their own life’s experiences in terms of the concepts of politics and power
3. Students have a strong grasp of the functions, structures and practices of the American political system with other democratic and non-democratic models
4. Students have a solid grasp of normative/subjective theories
5. The following questions statistical results were lost: a) differentiating between acceptable and non-acceptable political behavior; b) appraising the relationship between economics and politics; c) understanding the importance of international relations; d) recognizing the significance of cultural diversity and its impact on politics

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**Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans**

Assessment highlighted that 5 out of the 6 questions indicated a strong student performance, and only one question indicated a solid student performance. Overall, the assessment was very positive, with the disclaimer that it did not include the other four questions whose statistical results were lost.

Will incorporate more specific objective questions on exams that incorporate our SLO outcomes.

**Recommended Changes & Plans for Implementation of Improvements**

Will spend more time in defining and clarifying the terms of normative and subjective in relation to political theories; instead of one lecture for the topic, will increase it to two lectures; will assign more written and group discussion-oriented critical-thinking assignments.

**Description or evidence of dialog among course or program-level faculty about assessment plan and results**

I am the only full-time instructor teaching this course. There is no pre-requisite sequential course before this course or no post sequential course after this course. Instructor has discussed the results with the other full-time political science instructor.

---

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at [http://academic.cuesta.edu/sloa](http://academic.cuesta.edu/sloa)**
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**Division:** Social Science  
**Program:** Political Science  
**Date:** 4/29/2012

Courses in program, or course: POLS 202

Faculty involved with the assessment and analysis: Aaron Rodrigues, Victor Krulikowski, Kathryn Logan

Course-to-program outcome mapping document** is completed Yes____X______ No____

| 1 | Student Learning Outcome Statements | 1. Describe the structure and function of U.S. governmental institutions and political processes (for example, elections).  
2. Generalize about who holds powers in American politics.  
3. Describe and evaluate the extent of democratic participation in American politics.  
4. Explain how self-and group-interests are pursued in American government and politics.  
5. Think critically and objectively about contemporary political issues.  
6. Explain the historical origins of contemporary governmental institutions and political issues.  
7. Appreciate the value of democratic citizenship.  
8. Make political judgments based on evidence. |
| 2 | Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams) | Student self-assessments administered at the end of the semester. |
| 3 | Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) | Student self-assessment administered Spring 2010. Surveys were conducted in six sections with approximately 170 student responses. |
| 4 | Assessment Results Summary (summarize Data) | Seven of the eight questions yielded a result with a mean of 4.21 or better, with the highest (SLO 2) at 4.53. The lowest item (SLO 6) yielded a mean of 3.94. |
| 5 | Discussion of Assessment Procedure and Results, and Effectiveness of Previous | The results would suggest students are learning the material effectively, with the results for each item ranging from good to excellent. The one low item, SLO 6 which is about the historical origins of political |
Improvement Plans

Institutions and issues, is not that surprising. This is an introductory class with no prerequisites and many students would come in with much less knowledge of that historical information than with more contemporary issues.

6. Recommended Changes & Plans for Implementation of Improvements

Program faculty to share thoughts about how they already try to address this issue and share ideas for improvements.

7. Description or evidence of dialog among course or program-level faculty about assessment plan and results

Met in breakout session after division meeting, Fall 2011, to look at and discuss student survey results (as did all programs in the division).

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at [http://academic.cuesta.edu/sloa](http://academic.cuesta.edu/sloa)**
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**Division:** Social Science  
**Program:** Political Science  
**Date:** 4/29/2012

Courses in program, or course: POLS 204

**Faculty involved with the assessment and analysis:** Aaron Rodrigues, Kathryn Logan, Victor Krulikowski

**Course-to-program outcome mapping document** is completed  
Yes __X__  
No ______

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
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</table>
| 1   | Student Learning Outcome Statements | 1. Identify and explain concepts specific to understanding world politics.  
2. Differentiate between the core philosophical approaches to understanding international relations.  
3. Analyze the various objectives of nation-states.  
4. Explain the role of sovereignty and how it impacts relations between different forms of political systems  
5. Distinguish different types of actors that influence world affairs.  
6. Describe the institutions and processes that create and implement US foreign policy.  
7. Objectively evaluate the policies and actions of the US and other actors. |
| 2   | Assessment Methods Plan | Student self-assessments administered at the end of the semester. |
|     | (identify assessment instruments, scoring rubrics, SLO mapping diagrams) | |
| 3   | Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) | Course was assessed in Fall 2011 in one section (only one section is taught per semester) with approximately 30 students responding. |
| 4   | Assessment Results Summary (summarize Data) | The mean response on the seven items in the survey ranged from 4.00 to 4.48. The lowest item (4.00, SLO 6) relates to describing institutions and processes creating US foreign policy while the highest (4.48, SLO 4) refers to explaining the role of sovereignty and how it effects relations between states with different types of political systems. |
| 5 | **Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans** | The mean scores on all items suggest students are learning the material effectively and would be prepared for further courses in the field. The item with the lowest mean score is one of the areas that is the most detailed and nuanced and one with which students generally don’t enter the class with much prior knowledge. That the students assess themselves as strongly as they did suggests they learned that material fairly well. |
| 6 | **Recommended Changes & Plans for Implementation of Improvements** | Continued attention should be paid to making sure the learning outcomes are informing the material covered in the class and that any new assignments that might be created concretely address those issues. |
| 7 | **Description or evidence of dialog among course or program-level faculty about assessment plan and results** | There is currently only one full-time instructor teaching this course and the course is not part of a formal sequence. In the past year a part-time instructor has had the opportunity to teach a few sections of this class. Victor Krulikowski and Kathryn Logan did meet to discuss the implications of the survey results. |

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at [http://academic.cuesta.edu/sloa](http://academic.cuesta.edu/sloa)**
This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

**Division:** Social Sciences  **Program:** Political Science  **Date:** 4/30/12

Courses in program, or course: _____________________ POLS 205 Law and Politics

Faculty involved with the assessment and analysis: Aaron Rodrigues

Course-to-program outcome mapping document** is completed  Yes_____  No______

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<tr>
<th></th>
<th>Student Learning Outcome Statements</th>
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<tbody>
<tr>
<td>□</td>
<td>Program</td>
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<td>X</td>
<td>Course</td>
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<tr>
<th></th>
<th>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</th>
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<tbody>
<tr>
<td></td>
<td>Student self assessment forms.</td>
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<thead>
<tr>
<th></th>
<th>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</th>
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<tbody>
<tr>
<td></td>
<td>Student self assessment Fall 2011. Assessment will be conducted once every year, since this course is only taught once a year.</td>
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<thead>
<tr>
<th></th>
<th>Assessment Results Summary (summarize Data)</th>
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<tbody>
<tr>
<td></td>
<td>Survey data attached.</td>
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<tr>
<td></td>
<td>a. 16 students were surveyed.</td>
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<td></td>
<td>b. Students have a strong grasp of the structural, procedural, jurisdictional, institutional mechanisms, and the legal actors in the</td>
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</table>
|   |   | administration of justice in America.  
c. Students have a solid understanding of the importance of a legal education.  
d. Students’ scores on specifically criminal law and civil law procedures, and the various types of laws and legal systems were the weakest. |
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<tr>
<td>5</td>
<td>Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans</td>
<td>Assessment highlighted the strong areas of student performance and the weak areas that need to be strengthened. Overall, the assessment was positive. Will incorporate more specific objective questions on exams that incorporate our SLO outcomes.</td>
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<tr>
<td>6</td>
<td>Recommended Changes &amp; Plans for Implementation of Improvements</td>
<td>Will spend more time on criminal law and civil procedures, and the various types of laws and legal systems; instead of two lectures for each specific topic, will increase it to three lectures; will assign more practical exercises in criminal law and civil law procedures to reinforce the lecture/theoretical material; will highlight and reinforce the differences amongst the various legal systems.</td>
</tr>
<tr>
<td>7</td>
<td>Description or evidence of dialog among course or program-level faculty about assessment plan and results</td>
<td>I am the only full-time faculty teaching this course. There is no pre-requisite sequential course before this course or no post sequential course after this course. Instructor has discussed the results with other full-time political science instructor.</td>
</tr>
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</table>

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at [http://academic.cuesta.edu/sloa](http://academic.cuesta.edu/sloa)**
This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

**Division:** Social Sciences  **Program:** Political Science  **Date:** May 2012

Courses in program, or course: **Comparative Government and Politics (POLS 206)**

**Faculty involved with the assessment and analysis:** Kathryn Logan, Aaron Rodrigues

Course-to-program outcome mapping document** is completed: Yes ___ X ___  No ______

|   | Student Learning Outcome Statements | 1. Identify and assess the Systems Analysis approach to political processes, structure, practices, and behavior  
|___| Program | 2. Compare and contrast the essential components and variations in foreign government systems  
|   | Course | 3. Identify and evaluate the core differences between democratic and non-democratic nation-states  
|   |     | 4. Analyze and appraise the role that history and culture plays in the shaping of democratic and non-democratic nation-states  
|   |     | 5. Recognize the current problems that democratic and non-democratic nation-states will have to confront  
|   |     | 6. Construct and critique terms and concepts that are required for further study in comparative politics  
|   |     | 7. Evaluate the impact that globalization is having on political and economic systems  
|   |     | 8. Evaluate the impact that globalization is having on the information-age and technology  
|   |     | 9. Recognize the importance of multiculturalism and diversity in analysis of foreign government systems |

|   | Assessment Methods Plan | ○ Student self-assessment surveys administered at the end of the semester  
|   | (identify assessment instruments, scoring rubrics, SLO mapping diagrams) | ○ Term papers in which individual students had to write a research paper that explored a political system, while applying the Systems Analysis Model |

|   | Assessment Administration Plan | ○ Course was assessed in the Spring 2012 semester (there is only one section taught per semester) with approximately 35 students responding to the student self-assessment surveys  
|   | (date(s), sample size or selection of course sections, scoring procedures, etc.) | ○ Term papers were collected in the 14th week of the semester and assessed using a grading rubric (34 students turned them in) |

|   | Assessment Results Summary | ○ On the student self-assessment surveys, the mean response on the 9 items in the survey ranged from 4.00 to 4.69. The lowest item (4.00, SLO 6) relates to constructing and critiquing terms and concepts required for further study in comparative politics, whereas the highest item (4.69, SLO 3), refers to identifying and evaluating the core differences between democratic and non-democratic nation-states. |

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<tr>
<th>5</th>
<th>Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans</th>
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<td>The mean scores on all items within the student assessment survey suggest that students feel they are learning the material effectively and would be prepared for further courses in the field. The item with the lowest score (SLO 6) is an area that challenges students to critique and construct terms and concepts that are required for further study in comparative politics. Since students entering this course generally do not have much prior knowledge of the Systems Analysis model used in the study of different political systems, and they are introduced to new terminology/concepts particular to this course, students may find it challenging to critique terms/concepts, and even more challenging, to construct terms/concepts on their own. That students assess themselves as strongly as they did for SLO 6 suggests that they learned the material fairly well. The strong score for SLO 3 suggests that students feel very confident in identifying and evaluating the core differences between democratic and non-democratic nations. The case-study method applied in this course gave students many opportunities to compare and contrast different political regimes, both democratic and non-democratic.</td>
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<td>The average score of 83% on the term papers shows that students are able to demonstrate their knowledge of key concepts/terminology, and that they are confident in their ability to critique terms/concepts fundamental to the study of comparative politics. The concepts of interest articulation and aggregation can be more nuanced, as there are various institutions that carry out both of these processes, and in varying degrees (i.e. political parties). The ability to construct terms and concepts that are necessary for further study in comparative politics requires a higher level of critical thinking, and some students were able to demonstrate this effectively. For instance, one student referred to South Sudan as a “satellite” state, recognizing its historical legacy of colonialism and tethered relationship with the northern Sudanese government in Khartoum. Another student inquired why Iran was identified as the only theocracy in the world. This brought forth a critique of the term “theocracy”, and whether or not there should be newly constructed terminology to differentiate de facto theocracies from institutionalized theocratic regimes.</td>
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<tr>
<td>6</td>
<td>Recommended Changes &amp; Plans for Implementation of</td>
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<td>There should be continued attention towards making sure that learning outcomes are informing the material in the course and that any new</td>
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| Improvements | assignments that might be created concretely address those issues.  
With respect to SLO 6, giving students more opportunities to critique and construct terminology and concepts may help to improve learning outcomes in this area, as well as more emphasis on the effectiveness of the processes of interest articulation and aggregation. |
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**Course or Program Assessment Summary**

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**Division:** Social Science  **Program:** Political Science  **Date:** 4/29/2012

Courses in program, or course: POLS 209 Introduction to Political Theory

**Faculty involved with the assessment and analysis:** Victor Krulikowski

Course-to-program outcome mapping document** is completed  Yes__X__  No____

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</table>
| 1 | Student Learning Outcome Statements | 1. Describe and differentiate among diverse approaches to major concepts in political theory and inquiry; for example, political obligation, liberty, authority, rights, and equality  
2. Apply diverse approaches about major concepts in political thought to hypothetical and U.S. Supreme Court cases.  
3. Understand and evaluate theoretical arguments about major concepts in political thought and inquiry.  
4. Recognize the relationship between political thought and its political and historical context.  
5. Recognize the theoretical foundations of my own political ideas and values. |
|   | □ Program |   |
|   | □ Course |   |
| 2 | Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams) | Student self-assessments administered at the end of the semester. A pilot version of a direct assessment is being planned for Spring 2013. |
| 3 | Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) | Course was assessed in Spring 2012 in one section. Only one section of this course is taught in an entire academic year. Data is, therefore, relatively limited. |
| 4 | Assessment Results Summary (summarize Data) | Three of the five items had a mean above 4.0 with the highest reaching 4.44. Both of the other two responses were near the 4.0 mark with scores of 3.81 and 3.96. |
| 5 | Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans | All of the question items received the highest number of scores in either the “fairly well” or “very well” categories suggesting that the students were learning effectively. This is arguably the most challenging Political Science course offered at Cuesta given the theoretical nature of the material and the |
limited exposure of many students to such high level abstract thinking at this level in their academic career. The item that got the lowest rating from the students pertained to historical context which was also the case for POLS 202 and isn’t surprising given the introductory nature of these classes. Still, more emphasis on making concrete historical connections could be made to help further fill in some of those gaps.

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<th>6</th>
<th>Recommended Changes &amp; Plans for Implementation of Improvements</th>
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<td>Attempt to more concretely and overtly link abstract theories to their historical context.</td>
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<tr>
<th>7</th>
<th>Description or evidence of dialog among course or program-level faculty about assessment plan and results</th>
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<tbody>
<tr>
<td></td>
<td>There is currently only one full-time instructor teaching this course and the course is not part of a formal sequence.</td>
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</tbody>
</table>

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