

PROGRAM: POLITICAL SCIENCE

Outcome 1 Student Academic Performance	Measurable Criteria	Measurement Tool	Time Frame
For this year, we assessed student understanding not only of the basic political science concepts, topics and methods of analysis, but their ability to apply the concepts and methods in their written assignments. We concentrated on Poli Sci 101.	70% or more of the students will receive 60% or better on the assignment cumulatively.	Several short papers requiring the student to “use” the concept in responding to a current event as reported in a recognized news media.	Academic Year 2005-2006
Results: The objective was met in all sections of Political Science 101 throughout the year. However, a SGID evaluation was done in Fall Quarter, 2005, which revealed improvement potential for the assignment. Following revisions in the assignment in line with the evaluation, performance of both quality and timeliness increased.			
Analysis and Action: The assignment as revised will be retained for the Political Science 101 courses. For the academic year 2006-2007, we will assess the short paper assignments in all American Government sections designed to meet the college wide objective of enabling students to function more knowledgeably as responsible citizens in our democratic society.			

Outcome 2 Student Satisfaction	Measurable Criteria	Measurement Tool	Time Frame
Students will indicate satisfaction with learning objectives and courses in political science	Scores on the student evaluations will average 3.5 or above on at least 90% of the questions	Student Evaluations and Feedback	Academic Year 2005-2006
Results: For the academic year 2005-2006, the objective has been met. Four classes were evaluated. There were only five scores below 3.5, four of the five in Political Science 200 in the fall and one in Political Science 101 in the spring. In all those cases, on the same questions in the other sections, scores were above 4.0. In the International Relations course, all scores were above 4.0.			

Analysis and Action: Comments on the evaluations to be addressed centered on “too hard,” or similar versions which indicated a difficulty in understanding and grasping the material. We will continue to try to simplify and clarify without losing the college level information which needs to be conveyed. We have changed the American Government textbook to a more basic, somewhat less complicated, though still rigorous text and will assess its effectiveness for the academic year 2006-2007.

Outcome 3 Instructor Satisfaction	Measurable Criteria	Measurement Tool	Time Frame
Professor will indicate satisfaction with course outcomes and internal/external factors which impact student accomplishment	Subjective interpretation of instructional quality and other factors impacting success	Professor’s assessments of program	Academic Year 2005-2006

Results:
 In general, instructor satisfaction with the program is high. Adjuncts also indicate satisfaction with the quality and level of their classes. The exception to the general rule is the spring quarter American Government courses. Due to the large number of Running Start students, “senioritis” appears to be a major problem. As one of our adjuncts reported: “A significant number did not bother to turn in all the required papers ... and test scores .. were also extremely disappointing. ... yet (two who received “F”s) begged me to pass them saying that failure in the course would mean not graduating from high school.” This issue also plagued the spring American Government and Political Science 101 classes, with the instructor receiving the same pleading from at least five students.

Analysis and Action: It is important to continue trying to “set the tone” early on in the courses, convincing students it is a college level course and emphasizing appropriate classroom decorum and the expectation that “for every hour of class time, there should be at least two hours of out of class” study. Spring quarter is especially challenging. As the adjunct stated: “I can see that I am going to have to be more of a taskmaster in keeping the Running Start students focused.” We will also add a “midterm” reality check for all students by letting them know where they stand to date.

Overall, the program is doing well. Each course contributes to the college wide ability of enabling students to “understand themselves and others as they interact in a social, **political**, and economic world.” The “shadow an intern” program in winter quarter has expanded to the point where we are having to “double up” students. We are hoping to expand extracurricular opportunities for students to participate in civic engagement activities. There is a student club being formed around “building social capital” and we are exploring the option of putting together a “youth legislature” delegation among the Running Start students, with college students as advisors.