

## 2019-20 Political Science Annual Program Plan

### I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

#### **Narrative**

The Program of Political Science introduces students to critical analysis of the ideals, the principles and the concepts that form the foundations of political systems, regimes and institutions at local, state, national and international levels. It draws the attention of the students to the efforts towards implementing these ideals, principles and concepts through the reality of politics. The course offerings in this program focus on the essentially dynamic nature of political process as exemplified by the transformations that have taken place within the various -isms and paradigms relative to politics and government.

One of the Program's goals is to offer courses that provide an opportunity for students to critically analyze past and current political theories, institutions and regimes. To emphasize students' role as intelligent, independently thinking and acting young women and men cognizant of their inherent power in impacting the political process and decisions that affect their lives as residents of a democratic society.

The Program contributes to the mission and the priorities of the College and the District by offering courses that enable students to meet part of their graduation package including courses which satisfy General Education and Transfer to four-year educational institutions requirements. In this respect, the Program does indeed contribute to the College's mission of providing an environment which enables students to understand their social responsibilities and the realization of their individual potential and the goal of providing lower division transfer courses which prepare students for continued education in four-year Colleges and Universities.

The Program has created an AA-T degree in Political Science for transfer to the California State University System.

**I.B. Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

**Narrative**

There is no such thing as a "Planning Team" in the Program of Political Science, who prepared the report, there is only one full-time faculty who prepared this Annual Program Report --

Dr. Johannes Masare, Professor of Political Science. There is no team, there is only one person.

## **II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities**

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

### **Narrative**

Two of the main curricular goals mentioned in the previous Program Planning Reports were the articulation for the units earned in PLSC 301, State and Local Government to be transferable to both the CSU and the UC systems.

1. In the past units earned in PLSC 301 were only transferable to the CSU system and not to the UC system. With the help and cooperation of the former Articulation Officer, Jacquie Escobar, we succeeded in enabling the units earned in PLSC 301 to be transferable to the UC system as well.
2. In compliance with the Student Transfer Achievement Reform Act SB 1440 of 2010, with the help of Marianne Beck, Program Service Coordinator – Articulation and Counseling, we have succeeded in creating an Associate in Arts in Political Science for Transfer Degree. We identified Skyline College courses', titles, their units and their corresponding C-ID Descriptors. Skyline College's Curriculum Committee has approved PLSC AA-T. Transfer to the CSU system.
3. Catalog rights for this degree begin with the 2018-2019 Skyline College Catalog.  
Requirements for this degree are subject to change.

**II.B. Analysis: Program Environment**

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

**Narrative**

Program Environment:

I do not see any significant external or internal changes, which might impact the Department of Political Science in the next year.

## II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

### Narrative

1. During the Spring Semester, 2018, I conducted SLO for my students in PLSC 210 AA: American Politics, CRN: 40593.

I used the multiple choices questions through Pre-Test and the Post-Test method.

2. There are 20 questions and twenty-four students did the Pre-Test and the

Post-Test exam. If all the twenty-four students got all the twenty questions correct, there would have been 480 correct questions.

3. I set a benchmark of 15% for the Post-Test to be at least higher than the Pre-Test scores. I tested the twenty-four students on all the three SLOs listed below.

Note: In my view, it is a meaningless and a useless exercise to test one cohort of students on one SLO and another cohort of students with a different SLO. The course does not address itself to one SLO – the course deals with all the SLOs as listed in the syllabus. Therefore, I tested my students on all the three SLOs for PLSC 210 – American Politics.

4. In the Pre-Test, the twenty-four students scored 233 correct answers out of the possible 480 correct answers – the 233 correct answers represented 48.5% of correct answers.

5. In the Post-Test, the twenty-four students scored 394 correct answers out of the possible 480 correct answers – the 394 correct answers represented 82.0% of correct answers.

6. The 82% correct answers in the Post-Test is 33.5% greater than the 48.5% of the Pre-Test score.

7. Thus, the 33.5% is more than twice the benchmark of 15%.

8. Therefore, the SLO's benchmark of 15% was met and exceeded by 18.5%.

9. The three SLOs for PLSC 210 are as follows:

Student Learning Outcomes:

Upon completion of this course, students are expected to be able to:

1. Demonstrate an understanding of the principles and practices of American political institutions.
2. Demonstrate an understanding of the role of socio-political movements, race and ethnicity, political parties and interest groups in American politics.
3. Demonstrate an understanding of some of the central issues in American politics.

### III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

#### **Narrative**

In respect to Key Findings:

1. Regarding LOAD, Department of Political Science's average LOAD of 552 during the last five academic years is higher by 14 points than that of 538 for the college as a whole.
2. The Success and Retention rates for Skyline College and the Department of Political Science are within the same range: For the College, 72.3% and 86.0% and for the Department of Political Science, 69.2% and 81.4 % respectively.
3. The success and retention rates for female students for Skyline College and the Department of Political Science are within the same range: For Skyline College 73.4% and 86.0% while the figures for the Department of Political Science are as follows: 71.1% and 81.2% respectively.
4. There is however, a noticeable difference between the college as a whole and the Department of Political Science in respect to the success and the retention rates of African-American students.
5. The success and the retention rates for African-American students for the college as a whole: are, 59.0% and 81% respectively, while the corresponding figures for the Department of Political Science are, 67% and 78% respectively.

### III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

#### Narrative

Note: In respect to ISLOs, the following analysis remains.

1. In addition to the three regular SLOs for Political Science 210: **American Politics**, PLSC 210 AQ students during Fall Semester 2016, also participated in one of the ISLOs, the **Information Literacy**. This ISLO includes the ability to-
  - Effectively locate and access information in numerous formats ...
  - Evaluate the relevance, quality, and credibility of a wide variety of sources of information ...
  - Use information ethically and legally...
2. Students were assigned to write a critical research paper on:  
**“The Role of the Electoral College in the election of the President of the United States.”**
3. On Tuesday, September 20, 2016, Professor Eric Brenner, for an hour and a quarter, in the Library, guided my students as how to conduct a scholarly information search for a critical thinking research paper.
4. Professor Karen Wong, Coordinator of Institutional Effectiveness provided me with a rubric for evaluating my students' performance in writing their research papers. The rubric included the following levels of proficiency:-
  - \* High Proficiency
  - \* Proficiency
  - \* Some Proficiency and
  - \* No/Limited Proficiency.
5. I then assigned grades (A), (B) and (C) respectively to the above proficiencies. Applying the above rubric, the results were as follows in respect to the twenty-six students who did the research paper.
  - \* Four students, (A) grades, High Proficiency – 15%.
  - \* Seventeen students, (B) grades, Proficiency – 65% and
  - \* Five students, (C) grades, Some Proficiency – 20%.
6. Note: No student scored below (C) grade.
7. In the light of the above findings, the Program does not intend to make any changes or do any further investigation in respect to this ISLOs.

8. In Fall 2016, in respect to the three regular SLOs for PLSC 210: American Politics, 25 students in PLSC 210 AQ, took the Pre-Test and the Post-Test tests based on the three SLOS. I had set a benchmark of 10% for the Post-Test results to be at least higher than the Pre-Test scores. The results were as follows: -

In the Pre-Test, 122 out of possible 275 answers were correct, representing 44.4%.

In the Post-Test, 185 out of possible 275 answers were correct, representing 67.3%

$67.3\% \text{ minus } 44.4\% = 23.0\%$ .

Thus, the three SLOS for PLSC 210 AQ, American Government were fully met.

#### IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

##### Narrative

1. The data provided in Standards III.A and III.B indicate that the averages of quantifiable data of the relevant data for the Department of Political Science compared to those of the Skyline College as a whole are within the same ranges in terms of success, retention and LOAD. There are no shortcomings or deficiencies in this department, which need to be corrected as a matter of urgency with deadlines for their respective rectifications.
2. The common assessments we have used are the Pre-test and the Post-test method and written assignments.  
We have used a written assignment assessment using relevant rubrics for the ISLO on Information Literacy.

To me, this is the most objective method of assessing our students: To test their knowledge of specific topics before they take the course and then test them on the same topics after they have completed the course and statistically measure the difference between their knowledge before they took the course and their knowledge after they have taken the course.

3. We are also continuing to enhance and facilitate disciplinary cooperation between the Department of Political Science and the departments of History, Economics and Philosophy. Indeed, two of Political Science courses are cross-listed with two other departments:

PLSC 280: Introduction to Political Philosophy, with the Department of Philosophy and

PLSC 335: History and Politics of the Middle East with the Department of History.

#### **IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests**

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

#### **Narrative**

See Planning Module.

#### **Associated Objectives**

[828-Raising students' success and the retention rates in the Department of Political Science.](#)