



Barstow Community College INSTRUCTIONAL PROGRAM REVIEW

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

Academic Year: **ANNUAL UPDATE #1** **Date Submitted:**

Academic Year: **ANNUAL UPDATE #2** **Date Submitted:**

By:

Faculty Lead:

Members:

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[Annual Update #1](#)

[Annual Update #2](#)

1. Program Mission and Vision

A. Program Mission

The Political Science Associates in Arts Transfer (AA-T) helps students learn about the operation of political authority at the local, national, and international levels. Besides studying American political institutions, students will examine other governments, their civil codes, policy issues, and decision making. In addition appreciation will be gained for the growing role of international actors, and importance of global issues.

B. Program Vision (*Where would you like the Program to be three years from now?*)

The Political Science department provides students with content understanding, as well as analytical and communication skills, necessary to understand our world and its political processes so they can make a positive change in an evolving global society.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

The Political Science Associates in Arts Transfer (AA-T) helps students learn about the operation of political authority at the local, national, and international levels. Besides studying American political institutions, students will examine other governments, their civil codes, policy issues, and decision making. In addition appreciation will be gained for the growing role of international actors, and importance of global issues.

Political Science Mission aligned with the BCC mission by providing studies with an appreciation for the "growing role of international actors, and importance of global issues." This along with the understanding of operations of "political authority at the local, national, and international levels." This supports the BCC mission to help students in a "changing global society" and especially for our "military population." (BCC Mission).

Also the Political Science Vision for students to gain "content understanding, as well as analytical and communication skills" which will assist them in transfer pathways for transfer that "enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society" (BCC Mission). Also the vision for students to "understand our world and its political processes so they can make a positive change in an evolving global society" will support the BCC Mission of "enabling all in the community to thrive in a changing global society"

BCC Mission:

Barstow Community College is an accredited, open access institution of higher learning committed to providing our students, community, and military population with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success, leadership development, and career opportunities, enabling all in the community to thrive in a changing global society.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

The Political Science Discipline has 1 Full-Time Instructor and 4 Part-time instructors. The faculty are under the supervision of the Dean of Instruction. Two adjuncts are exclusively online, two are online and live. The Full-timer teaches live only at the fort and the main campus.

Only one of the online instructors teaches exclusively in Political Sciences. Other teach in other disciplines as well as Political Science.

There are two POLI studies courses that have been regularly taught at the time of this Program review. POLI 3 has been approved and scheduled for Spring 2016, and POLI 5 approval is pending.

B. Who do you service (including demographics)?

This discipline serves students at main campus, fort, and online.

2010 Census	BCC 2012-2013 (Equity Plan)	BCC 2014-2014 Fact Book 5 year avg.
Latino = 42.8% White = 34.2% Afr. Am. = 13.8% Multi-Eth=3.8% All others = below 2%	Latino = 35.91% White = 35.75% Afr. Am. = 15.41% Multi-Eth = 4% All others = below 3%	Latino = 30.2% White = 35.5% Afr. Am. = 13.3% Multi-Eth = 3.2% All others = below 2.5%
Age group attending BCC 19 and under = 33% 40-49 =12% 50+ = 27% Other ages = between 7-5%	19 and under = 22.7 % 20-24 = 26.7% 25-29 =16.2% 30-34 = 11.6% 35-39 = 7.8% 40-49 = 9.8% 50+ = 5.2%	Under 18 = 9.4% 18-21 = 29.8% 22-25 = 16.4% 26-30 = 14.3% 31-39 = 14.9% 40-49 = 9.4% 50-69 = 5.4%

Enrollment over 2 year 2014 Spring & Fall / 2015 Fall & Spring based on Enrollment on end of term (EOT):

POLI 1		POL I 2
Online = 624	Online - AVG per section (EOT) = 31	Online = 66 (2 sections)
Live = 403	Live - AVG per section (EOT) = 41.6	Live = NA
Fort = 67	Fort - AVG per section (EOT) = 9.6	Fort = 12 (1 section)

Student demographics: 47% of students do not live in Barstow Service Area

Students by Residency - BCC 2014-2014 Fact Book

Barstow / Non-Barstow Areas	By CA Areas
Barstow Area Residents = 54.6%	Barstow Service Area: 52%
Greater SB = 26.1%	Victor Valley = 19%
Other Areas = 19.3%	SB/Mountains = 6%
	So. Calif. = 15%

C. What kind of services does your unit provide?

The Political Science Discipline is part of the Social Science AA degree and the GE requirements for CSU, UC, IGETC, and BCC degrees. The new Political Science AA-T was recently approved as well.

D. How do you provide them?

POLI 1 & 2 are offered online, at the main campus and at the fort satellite location.

E. Does the program have a degree or certificate?

YES. The Degree is approved as of 2014. Political Science is also part of the Social Sciences AA Degree.

3. Program Data

A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

Five adjunct faculty one FT faculty
Only one adjunct teaches exclusively in the discipline. All others teach in more areas.

	TRADITIONAL	ONLINE
2) Course Completion Rate	RET - Census /EOT FT = 91% PT = 92% Total FT & PT = 92%	RET - Census /EOT PT = 88%
3) Course Success/Retention Rate	RET - Census /EOT FT = 77% PT = 80% Students SUCC FT = 78% PT = 76% Total FT & PT RET = 92% SUCC = 77%	RET - Census /EOT PT = 88% Students SUCC PT = 78%
4) WSCH/FTEF Ratio	Full-time: Part-time: All PT & FT Efficiency WSCH = 2249.85 FTEF = 4.4 Efficiency = 511.33 Efficiency = 97% 	Full-time: NA Part-time: All PT & FT Efficiency WSCH = 2249.85 FTEF = 4.4 Efficiency = 511.33 Efficiency = 97%
5) Fill Rate	FT First Day/Max = 84% Census/Max = 78% EOT/Max = 72% PT First Day/Max = 94% Census/Max = 85% EOT/Max = 78% Total FT & PT First Day/Max = 87% Census/Max = 80% EOT/Max = 74%	PT – Only First Day/Max = 97% Census/Max = 86% EOT/Max = 78%

Reflect on the data above:

- Additional Summary POLI Discipline enrollment (2014-2015)
- POLI 1 has high efficiency with FTEF = 97%
 - Fill is also high with first day / Max for all live classes (including fort) at 87% and OL at 97%
 - Enrollment stays strong t census with fill at 80% live and 86% Online
 - Success Online and Live are equivalentents (77% and 78%)
 - Retention is high proportionally in Live classes though (92% and 88%)

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

POLI has not had PLOs in the past. New ones are listed below: (Needs to be submitted to curriculum)
Identify the institutions, players and processes in both American national, state government, local government and the democratic citizenship skills needed to navigate and actively participate in government and its decision making process.

Analyze the language, exercise of power, and technology in formal governmental institutions and non-governmental institutions, from interest groups to human rights organizations to corporate board rooms. Compare the contemporary U.S. political and economic system to its past as well as those elsewhere in the world in nations in Europe, Asia, Africa, Latin America, the Middle East.

Analyze the interaction of the various governments, including the various levels of the U.S. Government as well as relations between world governments.

2) Summarize the progress you have made on Program Level Outcomes.

No program Outcomes existed before so progress is creating POLI PLOs

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

SKLOs updated on CORs in 2013. SLO course-level reports have been submitted as required.

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

No change in discipline based on SLOs.

In the courses changes have been specific to instructors.

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

C. SUPPORTING ASSESSMENT DATA (See Handbook for additional information)

1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

No other data at this time.

POLI 1 & 2 are only regularly taught courses at this time.

The POLI AA-T is too new to have any data (approved 2014)

Only two POLI classes in the Social Sciences AA degree makes the data too small to present data on declared majors in Social Science AA

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

NA - Not CTE

2) Summarize the results of the measures listed in #1 above:

NA

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan*to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

NA

D. TWO YEAR SCHEDULING PLAN

1) What is the program’s Two-Year Scheduling Plan?

Current offerings over two years – Two active courses are offered every semester:

	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
POLI 1	<i>Live, Fort, OL</i>	<i>Live, Fort, OL</i>	<i>Live, Fort, OL</i>	<i>Live, Fort, OL</i>
POLI 2	<i>Fort</i>	<i>OL</i>	<i>Fort</i>	<i>OL</i>

Two year plan to implement ONCE POLI 3 & 5 are approved at chancellor’s office

	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring
POLI 1	<i>Live, Fort, OL</i>	<i>Live, Fort, OL</i>	<i>Live, Fort, OL</i>	<i>Live, Fort, OL</i>
POLI 2	<i>Live, OL</i>	<i>Live</i>	<i>Live, OL</i>	<i>Live, Fort</i>
POLI 3	<i>NA</i>	<i>OL</i>	<i>NA</i>	<i>OL</i>
POLI 5	<i>Live</i>	<i>NA</i>	<i>Fort</i>	<i>NA</i>

2) What changes, if any, have been made since the last Program Review?

Changes include creating POLI 3 and 5 and a POLI ADT

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

Good. POLI 1 required for graduation so always does well. POLI 2 offered less frequently and meets minimum usually but does not fill 100%.
 Until 2015-2016 no POLI ADT existed. Now data must be gathered to assess effectiveness of two year plan for degree.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

To offer POLI 3 & 5 and get data on students who took the classes and POLI ADT

4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

New ADT in Political Science , and two new courses: POLI 3 and POLI 5

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

POLI 1 was updated in Fall 2012
POLI 1 was updated in Fall 2012
POLI 3 approved locally and at chancellor's office in 2014
POLI 5 approved locally 2015 - chancellor's office approval pending

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

According to ASSIT in Fall 2015
CSU Transferable Courses = POLI 1, 2, and 3
CSU GE-Breadth Certification Courses = POLI 1, 2, and 3
IGETC for UC and CSU = POLI 1 and 2 (NOT 3)
UC Transferable Courses = POLI 1 and 2 (NOT 3)
UC Transfer Admission Eligibility Courses = POLI 1 and 2 (NOT 3)

2) **CURRICULUM DEVELOPMENT:** Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

- CORs for POLI 1, 2, and 3 have core textbooks are up-to-date and with editions within last three years.
- POLI 1 has its California government book dated 2006 on the COR, and POLI 1 some older texts listed as representative texts as well
- FT Faculty met with bookstore regarding edition changes for textbook. COR needs to be changed to show California politics update.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

ASSIST: As of Fall 2015, POLI 1 & 2 courses are approved for transfer in all areas. However, POLI 3 is only articulated for CSU Transferable Courses

BCC Requirements: POLI 1, 2, and 3 are Updated

C-ID – POLI 2 and 3 are approved for C-ID descriptors

Prerequisites - No POLI courses have prerequisites

****State Inventory:** POLI 1, 2, and 3 are on the active list at the chancellor's office. POLI 5 is still pending.

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?

Work with Articulation officer:
1. POLI 3 status/correction for articulation to CSUs and UCs
2. POLI 1 status/correction for articulation to C-ID Descriptors
Wait for State approval and articulation for POLI 5

5. Internal Factors (see Handbook for additional information)

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

- POLI 1 required for General Education
- New Associates Degree for Transfer
- POLI 1 & 2 taught regularly at the fort
- Faculty have extensive experience
- Nine week online classes are convenient for busy and non-traditional students
- American as well as California government issues prepares students to be better citizens and voters.
- Demand for POLI 1 in fall 2015 are high; all sections are at or over cap - other than fort classes
- Sections offered of POLI 1 increased from fall 2011. Preliminary statistics for spring 2015 suggests that per section number of students remains high.
- Classes are at main campus, fort, and online; students have alternative modes of instruction.
- POLI online is very popular, with all online sections consistently enrolling over cap before census.
- At EOT enrollment it is still over 80% of cap.
- Variety of course types (9 weeks, 18 weeks, live, online).
- Emphasis on writing in the curriculum, not rote memorization, helps students think politically (and helps them in all of their classes and life in turn)

B. Weaknesses: *The program or department's internal vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

- Only one Full-time faculty who also teaches in SOCI and MGMT and primarily at the fort.
- Only two courses offered regularly
- Online classes require self-disciplined students to keep up with the fast pace
- Political Science courses are Degree required and fill well, but the department continues to have only one full-time instructor. In 2012-13, most sections were taught by adjunct faculty. So possibly the department is not in keeping with the 70/30 full-time/part-time faculty ratio.
- Full-time faculty availability and access for students is limited. This affects retention and success.
- With a Full time faculty split between three disciplines it prevents further growth and collaboration, such as program growth and opportunities such as internships.
- Like to see more class options (see below).

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

- Associate Degree for transfer allow more diverse AA degrees to be offered at BCC
- New courses required for ADT means more chance to grow program
- Presidential election candidates and primaries provide a great current event laboratory for POLI 1.
- Develop an internship for Political Science which includes student placement with towns, state agencies and legislative offices. The Political Internship Program is based on the idea that it offers students opportunities for growth and also strengthens college-community (governmental) relationships.
- If offering POLI as a transfer course, requiring intro to statistics (MATH 2) may be wise as it could be of great help in future POLI classes, but making it a prerequisite is necessary though for current POLI classes.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

- Military rotational schedule impacts success for POLI courses at the fort.
- Low class enrollments at fort.
- California budget battles may leave students without options.
- The most significant threats to the continuation and development of the Political Science Department have to do with fiscal state of affairs which continues to plague the community colleges.
- As in most campus wide, the department faces the same basic skills issues as other disciplines do. That is, there exists a significant need to address student's basic academic skills (in reading and writing) as the core Political Science principles and concepts are being delivered.
- CA community college budget. See point above about need for statistics (always huge trend in the discipline of political science).

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

- BCC Moodle Training (Three adjunct faculty)
- Other online training (Adjunct faculty)
- Political Science Association Conferences (Adjunct faculty - Marietta)
- Reelected for City Commission (real world politics) (Adjunct faculty - Marietta)
- Various teaching methodology by Hesperia School District (Adjunct faculty - Lenerville)
- Post-graduate education units from the University of San Diego (Adjunct faculty - Lenerville)
- Various Saturday morning training provided by BCC (Adjunct faculty)

B. How did this benefit your department and the College?

- Online adjuncts were able to successfully teach in new Moodle platform
- Adjuncts bring real world politics experience and Political Associations
- Adjuncts bring new pedagogy and content for continual improvement in student learning and success.

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

- Adjuncts will continue with training, political positions, and education listed
- Online adjuncts will look into new opportunities in other online platforms that may be adopted by BCC or other colleges in the state (such as Canvas)

8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

No Goals or Objectives as this discipline has not done a Program Review in over 5 years.

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program’s ACTION PLAN, which must include a minimum of 3 goals:

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Revitalize the discipline with more offerings.	<i>List all that apply:</i> #1- Foster an innovative learning environment that respects diversity. #2- Provide students a successful college learning experience. #3- Promote and support student engagement.	#1	Create new POLI courses (Done and pending final approval)	Put through Curriculum – get on a two year cycle	If successful, courses will be on the schedule by the next Full program review in 2018
			#2	Offer new courses when approved	Get on a two year cycle and promote to students	If successful, courses will be on the schedule by the next Full program review in 2018
			#3	Offer courses on in multiple delivery methods	Allow adjuncts enough time to create and effectively build interest for new courses	If successful, courses will be on the schedule by the next Full program review in 2018
		<i>Additional Information:</i>				
#2		<i>List all that apply:</i>	#1			
			#2			
			#3			
		<i>Additional Information:</i>				
#3		<i>List all that apply:</i>	#1			
			#2			
			#3			
		<i>Additional Information:</i>				

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #1

Academic Year: 2015-2016 (acad. year) Submit 10/16

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) (from #3B of full PR)

A) List your Program Level Outcomes:

1. Identify the institutions, players and processes in both American national, state government, local government and the democratic citizenship skills needed to navigate and actively participate in government and its decision making process.
2. Analyze the language, exercise of power, and technology in formal governmental institutions and non-governmental institutions, from interest groups to human rights organizations to corporate board rooms.
3. Compare the contemporary U.S. political and economic system to its past as well as those elsewhere in the world in nations in Europe, Asia, Africa, Latin America, the Middle East. (See below)
4. Analyze the interaction of the various governments, including the various levels of the U.S. Government as well as relations between world governments. (See below)

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

Progress –

Based on SLOAC 2014-2015 PLO feedback, PLO 3 & 4 have been combined into one PLO:

NEW PLO # 3 -- Compare and analyze the political development, situation, experience, and interaction of various countries.

The new POLI instructor Mr. Lovato also was instrumental in the final PLO revision and mapping beyond the introductory course to the more discipline specific courses (POLI 2 & POLI 3).

No other progress has been done. The new PLOs will be submitted so PLOS will be correct in the catalog.

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

Course – Level SLOs:

Course SLOs are submitted each semester. One observation is not all faculty are submitting distinct numerical data, and will be asked to use numbers for data that can be combined (not non-numerical results such as a majority or assessment method without definite numerical results).

Overall analysis (of reports that could be averaged), shows the SLOs are being met – both online and live. Data does not include students who did not submit the assessment.

POLI 1 is the most commonly taught class. Of the 18 course SLO reports submitted, 16 were POLI 1; with only one POLI 2 and one POLI 3. **NOTE:** 81% of the reviewed POLI 1 SLO course-level reports had useable numerical data for compilation. However, 19% did not. While neither section of POLI 2 and POLI 3 had useable numerical data for compilation.

In POL 1 –(2015-2016)

SLO 1 = 80% success

SLO 2 = 94% success

SLO 3 = 96 % success

Students averaged 80-96 % success

Program Level PLOs

The Political Science Program level PLOs have been mapped to student level outcomes for assessments in the three core courses for the ADT. As only three POLI courses required for the POLI ADT degree, this seemed most appropriate and this mapping would also include the significant number of students who complete POLI 1 for other degrees and transfers as a valuable assessment data point in the program review. POLI 2 and POLI 3 are offered usually only once a year or once every two years at this time.

POLI PLO – SLO mapping:

PLO #1 Maps to POLI 1 SLO #1

PLO 1 - Identify the **institutions, players and processes** in both American national, state government, **local** government and the democratic citizenship skills **needed to navigate and actively participate in government and its decision making process.**

POLI 1 SLO #1 - Identify and describe the **structure of political issues** and **political relationships.**

PLO #2 maps to POLI 1 SLO #3

PLO 2 - Analyze the **language**, exercise of power, and **technology** in **formal governmental institutions and non-governmental institutions**, from interest groups to human rights organizations to corporate board rooms.

POLI 1 SLO #3 - Demonstrate understanding of the importance of media, **technology**, and **language** to the **formation and maintenance of the political order.**

NEW PLO #3 maps to POLI 2 SLO # 2 and POLI 3 SLO #2.

PLO #3 - *Compare and analyze the political development, situation, experience, and interaction of various countries.*

POLI 2 SLO # 2 - **Analyze the political development, situation and experience of various countries.**

POLI 3 SLO #2 - Demonstrate comprehension of key concepts in theories **in the discipline of International Relations by applying them to real-world problems**

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Changes and reflections:

PLO 1 – Maps to POLI 1 SLO #1

Plans at this time are faculty-specific, but changes made in 2015-2016 include the following: Online often focused on proctored exam restrictions or materials and timeline for submissions being lengthened. While in live classes the focus was on use of rubric and grade break done on writing assignments including reasoning, content, and style/grammar. Also adding new assignment and readings. One online change was to allow late posts for discussions throughout entire session.

PLO 2 is mapped to POLI 1 SLO #3

Plans at this time are faculty-specific, but changes made in 2015-2016 include the following: For writing assessments the plan to reinforce research (APA/MLA citations) and add smaller discrete assignments like Annotated Bibliography and outlining. Also stressing important documents such as Federalist #10 and Letter #13, and using 3C model for writing and critical thinking. For multiple Choice assessments, plans for changing how deadlines are enforced and late assignment points are calculated.

NEW PLO 3 has been mapped to POLI 2 SLO #2 and POLI 3 SLO #3

This was not assessed –PLO was recently changed and SLO data could not be compiled as submitted.

Overall: One Major change/plan will be to work with faculty to improve similar assessment data in the manner of ability to compile and discuss.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

Work with faculty to be sure numerical data is reported for better data summaries.

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Revitalize the discipline with more offerings.	#1	Create new POLI courses (Done and pending final approval)	Put through Curriculum – get on a two year cycle	If successful, courses will be on the schedule by the next Full program review in 2018
		#2	Offer new courses when approved	Get on a two year cycle and promote to students	If successful, courses will be on the schedule by the next Full program review in 2018
		#3	Offer courses on in multiple delivery methods	Allow adjuncts enough time to create and effectively build interest for new courses	If successful, courses will be on the schedule by the next Full program review in 2018

Goal #1 Annual Update: (Assess progress made toward goal attainment)

This goal has been partially met:

Two courses were approved/offered in update period (2015-2016)

- POLI 3 (International Relations) was offered online in Spring 2016.
- POLI 5 (Terrorism) was offered live at the fort and the main campus in Fall 2016.

To fully meet this goal these new course should be consistent in the two year scheduling cycle.

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source