Search Standards By User

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The undergraduate major in Political Science aims to provide understanding of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between national states, the changing character of the relations between citizens and governments, and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in political science, public administration, law, and other professional fields, and the student preparing for specialized roles in political and public organizations. In order to be in compliance with the AA-T (ADT) all Course Outline of Records are up to date and articulated with the CSUs and UCs. Additionally, our Political Science faculty worked with CSU faculty to establish the Area of Emphasis (AOE) Transfer Model Curriculum (TMC) of "Law, Public Policy and Society" in compliance with SB 1440.

Moreover, this Program seeks to build an increasingly stronger Political Science Department with increasing enrollments and classes that meet the needs of the students. Completed through the redesign of the major with emphases that are aligned with our major transfer universities (AA-T and ADT).

Fortunately, the Political Science Department is part of the Social Sciences Division, which benefits from the support of a coordinator.

Fortunately, the Social Sciences Hub is currently being regularly used by Social Science students and faculty. After approximately 6 years we now have proper signage for the SS HUB and expect an increase use of the room

We have a continued need for a Social Sciences Coordinator. And, note that the duties that are set forth for this position are in excess of the amount of release time that has been granted by the college thus the coordinator(s) has/have not be able to completed the job and core duties. To fully meet all of the core duties of this position the request FTE of .2 is needed.

Our Social Science Departments are requesting that the Marketing Department create a new college video to include all Social Science Departments and the Humanities.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

The undergraduate major in Political Science aims to provide an understanding of the basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the relations between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administration, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The mission of the Political Science Department interconnects with the Social Sciences' Statement, which includes a mission, vision and values.

Mission:
The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.
The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.
Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:
Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.
Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:
The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:
Nurturing new generations of social scientists;
Fostering innovative research;
Mobilizing necessary knowledge on important public issues.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

2	Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative
The Political Science Department regularly maintains updated articulation agreements in order for students to successfully transfer to 4-year institutions once entering Cañada from high school.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3   Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group?s recommendations for your program.

Response Detail
No Response Information to Display

Narrative
The increasing number of Political Science majors continues to create the need for a strong commitment to maintain current articulation agreements with the 4-year institutions. And, in Fall 2017 a new C-ID degree was created (Law, Public Policy and Society) in response to the CSUs and UCs.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3	**Looking Back**

4   Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail
No Response Information to Display

Narrative
Since the last Political Science Program Review (2016), there have not been any major changes except for adding an Area of Emphasis (AOE) Transfer Model Curriculum (TMC) of "Law, Public Policy and Society" in compliance with SB 1440.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

5.A.   Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail
No Response Information to Display

Narrative
Program Context: **2. The Political Science Department's courses are all articulated with the CSUs and UCs. The outcome of these agreements are noted on the CORs.** **3. Community and Labor Needs are addressed through the CSU general education and IGETC transfer paths.**

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail
No Response Information to Display

Narrative
The Political Science Department has aggressively responded to efficiency reports by reducing the number of courses offered this semester as well as a decrease in adjunct assignments.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.A.   Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Response Detail
No Response Information to Display

Narrative
The Political Science Department lead distance education faculty requested an iPad in order to stay more connected with online students, but it was denied by the budget administration. These types of technology would aid in supporting success and retention for students.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.B.   Impact of Staffing Changes

Search Standards By User

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

The following hiring justification was submitted (2013/14) and was denied:

We currently do not have sufficient faculty to support the current program because 1-2 less classes are offered each semester based on limited availability of current Political Science part-time faculty. This current limitation affects our Distance Education offerings because if we had at least a second full-time faculty member we could expand our online offerings to fulfill the AA and/or full transfer curriculum. Furthermore, with four adjuncts and only one full time professor we lack the stability to fulfill the Political Science Department's goals and vision for the future of Cañada College. Our part time professors are certainly talented, but they teach at multiple colleges and universities and/or hold an additional full-time position elsewhere and cannot be expected to perform administrative functions, attend department meetings, work on department projects, complete SLOs, and develop programs and workshops for underprepared students. Perhaps more importantly, having only one full time professor in a large program puts the entire structure of the department at risk. As a result of frequently trying to fill specific positions at the last minute due to scheduling conflicts, we do find ourselves cancelling courses or the full-time faculty member is forced into overload situations in order to maintain continuity and reliability for studets at the last minute and not being able to sufficiently plan ahead in order to address the needs of our students. This is a certainty, and the question is really "when" and not "if." This issue stems from the fact that Political Science as a discipline is extremely broad, and requires specialists to teach specific courses. A Latin Americanist cannot necessarily teach Comparative Politics, and a Comparativist cannot necessarily teach California and Local Governments. If we end up cancelling courses after students have already enrolled, we will seriously damage the reputation of the department and the college. Students need to know that they can count on following the educational path they have created, and that we will offer the courses we advertise in our catalog and schedule.

The Political Science Department is an up to date department that reflects the structure of the CSU and UC systems. We offer both core courses essential to all majors, and an array of selectives that include the most common subfields such as Law, Public Administration and Public Service as well as courses fundamental to every Political Science Department such as International Relations, Political Theory, Comparative Politics and Latin American Politics and that support the college with Social and Behavioral Sciences, International Studies and Latin American Studies majors. In seeking a new full time faculty member we would look for someone who could teach a combination of key subjects and distance education courses in order to reduce the threat to the integrity of the department. This in turn will help us to meet the demands of our rapidly growing transfer student population, and enhance Canada College's reputation in the Bay Area.

With only one full time person in the Political Science Department it is difficult to fulfill department responsibilities and promote innovation within the program. It is unreasonable to depend upon part time faculty to advance the agenda of the department given that they teach in multiple locations and, thus are rarely available. Again, our part time professors are excellent at what they do; they simply cannot be expected to do more than teach and hold office hours since these are the limits of their compensation. With a second full time faculty member we would be able to fulfill the Department's administrative obligations more successfully and timely, plus develop and implement projects that will benefit our various student constituencies and the college as a whole. Examples include:

Distance Education: Due to limited training and scheduling conflicts, the full-time faculty member is the only one that can teach all, but one course in the department on-line. This scenario can create semesters where the only full-time faculty member has a completely on line schedule, which limits the valuable interaction students (especially in the major) could have with the most rooted member of the department.

Honors: Currently, there is 1 honors course option in the Political Science Department with an additional option becoming available this Fall 2014. The Department has been slow to add these valuable options since the entire responsibility of the Department falls on one full-time faculty member who must meet all other responsibilities and requirements.

Learning Communities: The Political Science Department has wanted to created a Learning Community with the English Department for over 5 years. A spontaneous learning community was created and offered once. Since there is not additional department support this valuable option has not been fully developed. Additionally, the Political Science Department has been working closely with the Communication Studies Department to create a mainstream and honors learning communities emphasizing Public Speaking. Again these desires remain so without proper staffing support beyond one full-time faculty member. Also, the Political Science and History Departments would like to create both formal links and informal curricular connections given that they are so closely related (Examples: The history of the Supreme Court and important Supreme Court decisions, the influence of the Enlightenment on the creation of the Constitution, etc.).

Support for the Majors: Although we have a modest number of declared Political Science majors, when we combine our Political Science and Social Science (History, Communication Studies, Economics, Geography, Sociology, Psychology, Philosophy and Anthropology) numbers it becomes clear that we need to work on advising our students and helping them to develop clear major and career paths.

Service Learning: Further, it has been a long standing goal of the Political Science Department to foster the development of an academic community that inspires students to engage in activities related to their education outside of the classroom as well as inside. Conferences, trips to museums, concerts, plays, film series, speaking engagements, the future development of a robust semester abroad program explicitly linked to our curriculum, and shorter seminar trips within California and other places in the United States should be available to all of our students so that they become more broadly educated active learners.

The Political Science Department is large and growing. As the number of transfer students in the program increase there is a need for more full time faculty so that more stability can be created within the Department. As we lose key part time faculty without enough time to replace them with someone who is both qualified and talented, an unwanted occurrence takes place where classes are cancelled and much repeated time is spent interviewing in order to hire additional part-time faculty. If any 2 part time professors simultaneously leave Canada, the Political Science Department loses momentum on its scheduled course offerings with a drop in the number of students enrolled in classes with new (and unknown) faculty members. As this happens, students needs are left unmet and unaddressed. The damage to the reputation of the Political Science Department can be extreme as well as impact the reputation of the college. Further, if we truly want to move towards a culture of innovation and excellence, we definitely need another professor who is interested in joining those on campus who are engaged in the types of projects that will further both the Political Science Department's goals, and the goals of the college as a whole. This person would be the type of professor who has broad experience in terms of meeting the needs of our various student constituencies, experience developing learning communities, experience teaching online courses, experience developing and teaching honors courses and linked courses, and experience developing curricula and pedagogy that will help underprepared students acquire the skills they need to succeed and transfer.

The Political Science Department is currently staffed with one full-time professor and between six to eight part time professors. With such high enrollment numbers and important transfer course offerings, we are constantly worried that key individuals will not be able to teach specific courses due to scheduling conflicts. In fact, it is already fairly common for us to have to search for new part time faculty at the last minute. To ensure quality instruction, we really need an additional full time instructor so that we can count on both continuity and innovation. To gain this stability we would be willing to reduce the number of part time faculty. In the long run this could save the college money in time and resources since the current 4 part-time faculty members equal at least 1 full-time faculty member in direct classes taught. Additional if these 4 became 1 then a broader measure of work could be completed that relate to required full-time duties as well as directly creating growth in the Political Science Department. Unfortunately, this request was denied!

Thus, since this denial the Political Science Department has chosen to answer to efficiency by reducing the number of course offerings and decreasing the number of adjunct faculty in the department.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

4	Current State of the Program
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail
No Response Information to Display

Narrative

Enrollment trends have remained consistent over the past number of years including load rates.
From Summer 2012 - Spring 2017, 283 students earned an Associate of Arts Degree in "Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences". (The next most commonly awarded degree was the AA in "Interdisciplinary Studies with Emphasis in Natural Sciences & Mathematics"with 134 degrees awarded.)
For 2013-2014: 99 AAs, Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences
For 2015-2016: 169 AAs, Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences
Please see the report titled, "Cañada College: Degrees / Certificates Awarded"on the Program Review web pages for all the details.

Moreover, The Bureau of Labor Statistics predicts an above-average (average = 7%) growth rate of 11% in jobs for "social scientists and related workers" 2016-2026 ("Occupational Outlook Handbook" 2016).

Search Standards By User

Source: IPR
Cycle: Instructional Program Review 2017-18
User Name: Lead Faculty, Social Sciences
Response Types: All Responses Types

Source: IPR
Cycle: Instructional Program Review 2017-18
User Name: Lead Faculty, Social Sciences
Response Types: All Responses Types

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

The largest inequity gaps are with Black and Polynesian students. This can best be addressed with increased ethnic diversity in our counseling department as a first meaningful step.
From Summer 2012 - Spring 2017, 283 students earned an Associate of Arts Degree in "Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences". (The next most commonly awarded degree was the AA in "Interdisciplinary Studies with Emphasis in Natural Sciences & Mathematics"with 134 degrees awarded.)
For 2013-2014: 99 AAs, Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences
For 2015-2016: 169 AAs, Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences
Please see the report titled, "Cañada College: Degrees / Certificates Awarded"on the Program Review web pages for all the details.

Moreover, The Bureau of Labor Statistics predicts an above-average (average = 7%) growth rate of 11% in jobs for "social scientists and related workers" 2016-2026 ("Occupational Outlook Handbook" 2016).

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

8-B.   Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

The retention and success rates are comparable between online and face to face students. However, online student needs could be addressed more fully with technical support with an iPad Pro for both written and oral communication.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

9.A.   SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

 Yes, the one full-time faculty member in the Political Science Department coordinates and collects the SLO data for all courses and inputs them into TracDat.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

 Since the Political Science Department consists of one full-time faculty member, there is no dialogue regarding SLOs. However, it appears from the SLO assessment data that students are entering the program with a more complete government foundation resulting in being able to spend less time on a pre-requisite material.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

10   PLO Assessment

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail
No Response Information to Display

Narrative

10A. PLO Assessment - Plan
Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.
The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

10B. PLO Assessment - Impact
Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?
NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.
During the last 2 assessment periods (2016-2017) 90 papers and exams were assessed. 87% (78/90) of the papers/exams received at least a 1 "acceptable" score, which is an increase from the previous assessment. The average score was 1.44 which was the same as the previous assessment. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated an improvement in both random sampling and in identifying social science theories that the writing assignments were targeting. However, concern was noted that there was some difficulty in assessment of evaluating diverse viewpoints as some assignments had limited ability to adequately assess this goal, which may have altered the results. Continued improvement in identifying papers/exams which will allow for adequate assessment of PLO, while using random a selection from those papers/exams during the next assessment period was discussed. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

5   **Looking Ahead**

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: **Lead Faculty, Social Sciences**

Response Types: All Responses Types

11   Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Search Standards By User

Response Detail
No Response Information to Display

Narrative

If the one full-time faculty member continues to only teach a full-load of classes (and not take time away from the Political Science Department to be an union-chair or Social Sciences coordinator, for example)the department will run more efficiently and the success and retention rates of the students will increase. Furthermore, the department will run most efficiently by offering no more than 8 sections per semester (excluding summer).

10A. PLO Assessment - Plan

Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

10B. PLO Assessment - Impact

Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

During the last 2 assessment periods (2016-2017) 90 papers and exams were assessed. 87% (78/90) of the papers/exams received at least a 1 "acceptable" score, which is an increase from the previous assessment. The average score was 1.44 which was the same as the previous assessment. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated an improvement in both random sampling and in identifying social science theories that the writing assignments were targeting. However, concern was noted that there was some difficulty in assessment of evaluating diverse viewpoints as some assignments had limited ability to adequately assess this goal, which may have altered the results. Continued improvement in identifying papers/exams which will allow for adequate assessment of PLO, while using random a selection from those papers/exams during the next assessment period was discussed. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

Fortunately, the Social Sciences Hub is currently being regularly used by Social Science students and faculty. After approximately 6 years we now have proper signage for the SS HUB and expect an increase use of the room

We have a continued need for a Social Sciences Coordinator. And, note that the duties that are set forth for this position are in excess of the amount of release time that has been granted by the college thus the coordinator(s) has/have not be able to completed the job and core duties. To fully meet all of the core duties of this position the request FTE of .2 is needed.

Our Social Science Departments are requesting that the Marketing Department create a new college video to include all Social Science Departments and the Humanities.

Source: IPR
Cycle: Instructional Program Review 2017-18
User Name: Lead Faculty, Social Sciences
Response Types: All Responses Types

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

12   Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail
No Response Information to Display
Narrative
There is no Narrative Entered.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	