

I. Political Science Internal Stakeholders

- Dr. Rodger McGinness, Rodger McGinness, Ed.D. Chief Instructional Officer, Copper Mountain College
- Glenda Case, Chair, Career Development and Social Sciences Division
- Cathy Itnyre, Lead Instructor, History, Philosophy Departments
- Arthur C. Mitz, Interim Fulltime instructor, Political Science/U.S. History
- Adjunct faculty member Joseph Radzikowski (on line)
- Greenleaf Library for information resources, printed and online, student workshops on library resources, MLA and APA paper formatting, and on-line site access and evaluation
- Student Success Center for tutoring services
- Disabled Disabled Students Programs and Services for special needs students

II. Political Science Department History

From the creation of Copper Mountain Campus as the Morongo Basin site for College of the Desert in the 1970's, a full-time faculty member has taught Political Science classes for the college. However, none of the full-time instructors to date has taught solely in the field, splitting their instructional duties with U.S. History primarily, but other areas as well.

Merle Merritt, the first full-time faculty member, taught Political Science, U.S. History *and* Sociology. When Merritt retired from the college in 1995, his replacement, Bill Reeske, also split his time between political science and history, as did his successor Paul Cook, who took over the position when Reeske died in 1999. When Cook was elected to the California Assembly in 2006 he was replaced on an interim basis by Art Mitz, who continues to split duties between political science and U.S. history, as well as teaching a course in Mass Media and American Culture each spring semester.

Augmenting the full-time instructor throughout the department's history have been a number of adjunct faculty—in fact, both Cook and Mitz started out as adjunct faculty. Current adjunct staff consists of Joseph Radzikowski, who teaches on line. Courses are taught in a variety of formats, including full semester, once-a-week classes, accelerated five –week classes, and on-line.

The core class in the department remains PS 1, Introduction to Government, which covers both the federal government and California state government. Also offered on a once-a-school-year basis are PS 2, Comparative Government, and PS 4, Introduction to International Relations. Student Government, in the form of PS 55, Principles of Student Leadership, is also listed as part of the political science curriculum, but has been taught only intermittently by someone from the department—presently it is being conducted by faculty from the business and sociology departments.

III. Political Science Program Data and Input

Data Element/Source (Fall 2004-Spring 2007)
1) Course Attrition and GPA by Instructor Status: Political Science (COCO)
2) Six Semester Trend for Success as a percentage of Day 1 enrollment: Political Science (COCO)
3) Six Semester Trend for Success as a percentage of Census: Political Science (COCO)
4) By Course, total number of students and number of sections run each semester (COCO)
5) Success percentage of Census and GPA, By Format: Political Science Success percentage Average Format Course of Census Course GPA (COCO)
6) Successful Completion by Course and Time of Day: Political Science (COCO)
7) Attrition trend: Political Science (COCO)
Input Element/Source
Political Science Advisory Committee of Dec. 12, 2008
Discussions with Greg Gilbert, Communications Department, SLO Coordinator, Program Review Mentor
Discussions with Glenda Case, Chair, Career Development, Social Sciences Division (Fall 2008)
Discussions with Cathy Itnyre, Lead Instructor, History, Philosophy Departments (Fall 2008)
Discussions with Carolyn Hopkins, Chief Librarian, CMC (Fall 2008)
Discussions with Discussions with Jackie Hanselman, DSPS director (Fall 2008)
Discussions with Cheryl Munsey, Adult Education/Student Success Center (2008)

Use the table below to record and organize program data & input received from constituents (surveys, discussions, data from COCO, meeting minutes, etc.). Cite the sources for all data/input. Attach any documentation to this form.

Instructional programs might include such data as initial enrollment, first census, number completed, number passed with grade of C or better, number of sections offered by semester, days of week and times offered. Direct instructional support programs might include such data as total number of students served broken out by type of service, hours of operation, number of faculty/staff providing a service. Indirect instructional support programs might include hours of operation, number of faculty/staff providing a service.

In the first section, list data sources. Include the relevant timeframe covered by the data, and why you are using it.

The second section is where you would list other sources of information collected/solicited for use in your Program Review. Input can be from large or small scale surveys, individual observation and feedback, etc.

Be certain to assign a reference number to each data element and, when possible, to attach records to support your data (surveys, discussions, data from COCO, minutes, etc).

IV. Political Science program integration with Social Science Depart. SLOs, College Core Competencies

A. Core Competencies and Social Science Department Programs

Core Competency	Program elements that contribute to/teach the Core Competencies
<ul style="list-style-type: none"> ■ Communication Skills 	<ul style="list-style-type: none"> ■ Essays and research papers assigned in PS 1, Introduction to Government, PS 2, Comparative Government, and PS 4, Introduction to International Relations, for written skills ■ Classroom debates and discussions in all three classes for oral skills
<ul style="list-style-type: none"> ■ Critical Thinking Skills 	<ul style="list-style-type: none"> ■ Essay and or research paper assignments requiring analysis and evaluation of major issues in U.S. political history, such as the struggle for minority rights in PS 1, and the role of the United States in world affairs in PS4 in PS 1 and PS 2 ■ Classroom discussions and debates on such issues
<ul style="list-style-type: none"> ■ Ethics 	<ul style="list-style-type: none"> ■ Analysis of conflicting values systems in PS 1, PS2 and PS4 ■ Discussion and evaluation of conflicting cultural and religious values as they shape international relations in PS 4 ■ Emphasis on tolerance toward differing or foreign points of view when dealing with above topics ■ An appreciation of the evolution of values, beliefs and political structures over time
<ul style="list-style-type: none"> ■ Personal Development 	<ul style="list-style-type: none"> ■ Examination of topics, such as the contribution of various groups in American political development in PS 1 and the clash of cultures in world affairs in PS 4, that enhance awareness of and appreciation of diversity ■ In all classes, clear statements of course goals, assignment requirements and schedules, and testing methodology to build organizational and time management skills
<ul style="list-style-type: none"> ■ Information Competency 	<ul style="list-style-type: none"> ■ Essay and/or research paper assignments requiring both conventional library and on-line research analysis in all classes ■ Discussion of evaluating sources for research papers, especially on line sources, in all classes ■ Library workshops on MLA, APA documentation styles and use of available data bases

B. Political Science program's utilization of Social Science Department SLOs

Student Learning Outcomes For Social Science Department	Political Science courses that measure these outcomes
<ul style="list-style-type: none"> ■ Ability to fairly and accurately articulate and evaluate both sides of important contemporary issues 	<ul style="list-style-type: none"> ■ Essay and or research paper assignments requiring analysis and evaluation of major issues in U.S. political history, such as the struggle for minority rights in PS 1, and the role of the United States in world affairs in PS4 in PS 1 and PS 2 ■ Classroom discussions and debates on such issues
<ul style="list-style-type: none"> ■ Cognizance of the contributions of diverse groups 	<ul style="list-style-type: none"> ■ Analysis of conflicting values systems in PS 1, PS2 and PS4 ■ Discussion and evaluation of conflicting cultural and religious values as they shape international relations in PS 4 ■ Emphasis on tolerance toward differing or foreign points of view when dealing with above topics ■ An appreciation of the evolution of values, beliefs and political structures over time ■ Examination of topics, such as the contribution of various groups in American political development in PS 1 and the clash of cultures in world affairs in PS 4, that enhance awareness of and appreciation of diversity
<ul style="list-style-type: none"> ■ Skills and motivation to actively pursue a life of questioning 	<ul style="list-style-type: none"> ■ In all classes, clear statements of course goals, assignment requirements and schedules, and testing methodology to build organizational and time management skills

C. (1) Student Learning Outcomes Assessment Form For PS 01 Introduction to Government

SLOs for PS 1 Introduction to Government	Assessment Methodology	Results	Commentary/ Work Plan
<ul style="list-style-type: none"> ■ Demonstrate a command of key concepts related to federal and state governments, such as the nature of constitutional government, the federal system, fundamental rights guaranteed to citizens, the nature the political process 	<ul style="list-style-type: none"> ■ Periodic objective tests emphasizing key concepts rather than trivial minutia ■ Written assignments requiring clear demonstration of such command 	<ul style="list-style-type: none"> ■ None available beyond individual class grade average 	<ul style="list-style-type: none"> ■ Need to develop credible longitudinal measuring devices for outcome—possibilities include standard core objective items and rubrics for written assignments and research papers
<ul style="list-style-type: none"> ■ Understand the evolution of American politics as it was affected by social, cultural, and demographic changes in the country and in the state 	<ul style="list-style-type: none"> ■ Periodic objective tests targeting clear, objective understanding of social, cultural, and demographic changes ■ Essay and/or research paper assignments requiring analysis and evaluation of major shifts U.S. and state political history ■ Classroom discussions and debates on such issues 	<p>“ “ “ “ “ “</p>	<p>“ “ “ “ “ “</p>
<ul style="list-style-type: none"> ■ Develop the ability to fairly and accurately articulate and evaluate both sides of important contemporary political issues 	<ul style="list-style-type: none"> ■ Essay and/or research paper assignments requiring analysis and evaluation of major issues grounded in credible evidence ■ Classroom discussion and/or debate of conflicting values systems ■ Emphasis on tolerance for differing points of view when dealing with above topics 	<p>“ “ “ “ “ “</p>	<p>“ “ “ “ “ “</p>

C. (1) Student Learning Outcomes Assessment Form For PS 01 Introduction to Government

SLOs for PS 1 Introduction to Government	Assessment Methodology	Results	Commentary/ Work Plan
<ul style="list-style-type: none"> ■ Gain an appreciation of the contributions of diverse groups to America's and California's political culture 	<ul style="list-style-type: none"> ■ Examination of topics in American political development that enhance awareness and appreciation of diversity 	<p style="text-align: center;">"</p>	<p style="text-align: center;">"</p>

C. (2) Student Learning Outcomes Assessment Form For PS 04 Introduction to International Relations

SLOs for PS 4 Introduction to International Relations	Assessment Methodology	Results	Commentary/ Work Plan
<ul style="list-style-type: none"> ■ Demonstrate a command of key concepts related to international relations, such as the nature of the nation state, political, cultural, economic ■ Show an understanding of the economic, cultural, religious environmental and military factors that influence global relations ■ Grasp and apply theories of global relations, including realism, liberalism (idealism), balance of power systems, and constructivism 	<ul style="list-style-type: none"> ■ Periodic objective tests emphasizing key concepts rather than trivial minutia ■ Written assignments requiring clear demonstration of such command ■ Classroom discussions and debates on such issues using role-playing 	<ul style="list-style-type: none"> ■ None available beyond individual class grade average 	<ul style="list-style-type: none"> ■ Need to develop credible longitudinal measuring devices for outcome—possibilities include standard core objective items and rubrics for written assignments and research papers
<ul style="list-style-type: none"> ■ Develop the ability to fairly and accurately articulate and evaluate both sides of major controversies and conflicts in international relations 	<ul style="list-style-type: none"> ■ Discussion and evaluation of conflicting cultural and religious values as they shape international relations ■ Classroom discussions and debates on such issues using role-playing 	<p style="text-align: center;">“ “</p>	<p style="text-align: center;">“ “</p>
<ul style="list-style-type: none"> ■ Appreciate the diversity and complexity of international relations to promote a continuing interest in world affairs 	<ul style="list-style-type: none"> ■ Classroom discussions and debates on such issues emphasizing relevance to contemporary world 	<p style="text-align: center;">“ “</p>	<p style="text-align: center;">“ “</p>