### Department Information

#### Overview - Directions

<table>
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<tr>
<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
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<td>Political Science</td>
<td>4/27/18</td>
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#### List of Contributors

<table>
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<tr>
<th>Name</th>
<th>Title/Position</th>
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<tr>
<td>Lawrence Adams</td>
<td>Political Science Instructor (tenured)</td>
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#### Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

Dr. Celine Pinet - 5/21/2018
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

The political science program is not an awards producer nor is it a feeder program, rather it is a program of academic study that prepares students to successfully complete a bachelor's degree in political science. The academic program has produced a number of valedictorians however that achievement is a direct result of the behavior of that particular student as opposed to the production of awards or designation as feeder status.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

The college catalog is the primary source for student information regarding the academic program of political science. The catalog provides the sequence of courses as scheduled in the fall or spring semester and it provides a copy of the degree(s) offered by the college.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?
Students in political science are on-track to a relatively speedy completion of this field of study.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?

The college schedules enough sections of political science and a predictable sequence of elective courses.
Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

The scheduling is near-perfect.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

Quite frankly, we treat each student the same as another; the program is academic with a core purpose to prepare students for academic success at a four-year university and even graduate school. The program believes in assisting underprepared students best by encouragement accompanied by academic rigor, however if a student is noticeably failing the response is to forward that student to the appropriate support services on campus.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

The program is smaller than some of the programs offered by the College and larger than others.

What interactions do you have with students about transfer options? Please give examples.

Interactions with students regarding transfer options are discussed in lecture, office hours, and during one-on-one conversations before or after class.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?

The program learning outcomes are near prefectly aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate programs.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?

The data does not provide any insights into this particular program.
How and when do you inform students about prospective employment opportunities?
In regard to informing students about prospective employment opportunities, as stated previously they are discussed in lecture, office hours, and during one-on-one conversations before or after class.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
The program learning outcomes are near-perfectly aligned with the skills and knowledge students will need to succeed in their future employment opportunities.

A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
There are no recommendations to be noted.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
The students majoring in political science, assisted by faculty, are to be commended for their commitment to excellence, academic rigor, and successful completion of the program of study.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?
The program is successful with no changes required.