

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

POLITICAL SCIENCE

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
PSCI G100	x	x	x	x
PSCI G101	x			
PSCI G105		x	x	x
PSCI G110	x	x	x	x
PSCI G130	x	x	x	x
PSCI G150	x	x	x	x
PSCI G180	x	x	x	x
PSCI G185	x	x	x	x
PSCI G205		x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status		Last Term Offered
PSCI G100	3	1 out of 3	Partially Assessed	↔	Fall 2018
PSCI G101	3	1 out of 3	Partially Assessed	↔	Spring 2016
PSCI G105	4	0 out of 4	No Assessment	↓	Fall 2018
PSCI G110	3	3 out of 3	Fully Assessed	↑	Spring 2019
PSCI G130	3	2 out of 3	Partially Assessed	↔	Spring 2019
PSCI G150	3	2 out of 3	Partially Assessed	↔	Spring 2019
PSCI G180	5	3 out of 5	Partially Assessed	↔	Spring 2019
PSCI G185	3	3 out of 3	Fully Assessed	↑	Spring 2019
PSCI G205	3	3 out of 3	Fully Assessed	↑	Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
PSCI G100	cSLO 1	Identify the difference between the terms nation and state.
PSCI G100	cSLO 2	Define power and identify types of political power.
PSCI G101	cSLO 1	Identify opposing viewpoints concerning a global issues.
PSCI G101	cSLO 2	Utilize appropriate investigative methods and analyze global issues.
PSCI G105	cSLO 1	Identify and describe various definitions and meanings of globalization.
PSCI G105	cSLO 2	Describe globalization's history and identify regional differences.

Course Name	cSLO Name	cSLO to Assessed
PSCI G105	cSLO 3	Analyze the economic, political, cultural, and ecological dimensions of globalization, including controversies associated with each.
PSCI G105	cSLO 4	Connect the various aspects of globalization with contemporary world developments and problems.
PSCI G130	cSLO 2	Identify the rule (as opposed to dicta or facts) from selected landmark court cases.
PSCI G150	cSLO 1	Identify the position of at least one philosopher regarding the legitimacy of the state.
PSCI G180	cSLO 1	Identify the three branches of the national government and the constitutional powers with which each branch is endowed.
PSCI G180	cSLO 5	Demonstrate critical thinking through analysis, synthesis, and evaluation of the course content relative to contemporary American political issues and present their work effectively

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSCI G100	cSLO 3	Fall 2015	Students were more successful on the written interactive assignment than on objective questions. Moreover, students were less successful regarding objective questions that required application of the terms than simple identification questions.
PSCI G101	cSLO 3	Spring 2016	This issues course has been broken down into two Global Studies courses as part of a AAT. This particular course's COR will need to be revised. I will be looking at a Survey of Current Issues course offered at OCC. The focus of this course is on American issues. I will work with our articulation officer to decide whether or not to revise this course or to suspend it.
PSCI G110	cSLO 1	Spring 2018	Out of 36 students, 30 satisfactorily completed the assessment. For the most part I am happy with the number of students who satisfactorily completed the assignment. This SLO was evaluated in both essay and multiple choice format.
PSCI G110	cSLO 2	Fall 2017	Out of 19 students 18 satisfactorily completed the assessment. For the most part I am happy with the number of students who satisfactorily completed the assignment. The essay question I chose asked students to analyze the international relations theory of realism, compare it to other theories such as liberalism and constructivism, and give real-life examples showing which theory is the most accurate.
PSCI G110	cSLO 2	Spring 2018	The essay question I chose asked students to analyze the international relations theory of realism, compare it to other theories such as liberalism and constructivism, and give real-life examples showing which theory is the most accurate. Out of 36 students, 30 satisfactorily completed the assessment. For the most part I am happy with the number of students who satisfactorily completed the assignment. Last semester I offered this question as a written essay assignment, this semester I used it as a part of a test question on an exam. I feel that this better assessed the students knowledge of the material. I added OER material and videos so that students had more resources to draw from. I also worked to more closely associated my lesson plans with the SLOs. I believe this helped students to focus on the necessary curriculum. I have not found a method to improve student writing capabilities.
PSCI G110	cSLO 3	Spring 2018	Out of 36 students, 30 satisfactorily completed the assessment. For the most part I am happy with the number of students who satisfactorily completed the assignment. This SLO was evaluated in both essay and multiple choice format
PSCI G130	cSLO 1	Spring 2017	An overwhelming majority of the students satisfactorily completed the assessment, which is a great result for this SLO. These results indicate to me that not only do students have a good understanding of the relevant concepts,

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			but they are also able to critically analyze such concepts when asked to apply to it to their own decision-making when thinking about civil rights and liberties in the U.S.
PSCI G130	cSLO 3	Spring 2017	An overwhelming majority of the students satisfactorily completed the assessment, which is a great result for this SLO. These results indicate to me that not only do students have a good understanding of the relevant concepts, but they are also able to critically analyze such concepts when asked to juxtapose it with both presidential and judicial actions.
PSCI G150	cSLO 2	Spring 2018	An overwhelming majority of the students satisfactorily completed the assessment, which is a great result for this SLO. These results indicate to me that not only do students have a good understanding of the relevant concepts, but they are also able to critically analyze such concepts when asked to compare and contrast various philosophers and when asked to evaluate the arguments that their classmates made.
PSCI G150	cSLO 3	Spring 2018	An overwhelming majority of the students satisfactorily completed the assessment, which is a great result for this SLO. These results indicate to me that not only do students have a good understanding of the relevant concepts, but they are also able to critically analyze such concepts when asked to compare and contrast various philosophers.
PSCI G180	cSLO 2	Fall 2015	The use of SafeAssign has decreased plagiarism.PSCI faculty will need to have all papers run through SafeAssign in the future. On campus LCF sections saw an increase to the success rate for this SLO. Partial explanation for improved success can be attributed to SIA and Course Assistant assistance. One notable concern is that online students' test scores used to be much higher than on campus students with the same instructor.A report was brought to CCI and the Academic Senate regarding online cheating.This semester online students had to take exams on campus.This seriously reduced test scores and was very problematic for online students. The second serious concern is grade inflation.Students and even our administrators use Rate My Professor.This site affects enrollment and possibly faculty evaluations since there is a correlation between "easy" faculty and higher ratings. The size of these classes continues to be an issue.
PSCI G180	cSLO 2	Summer 2016	Partial explanation for improved success can be attributed to SIA and Course Assistant assistance. The size of these classes continues to be an issue.
PSCI G180	cSLO 3	Fall 2017	Out of 67 students 62 satisfactorily completed the assessment. For the most part I am happy with the number of students who satisfactorily completed the assignment. I believe that the number of students satisfactorily completing the SLO's will increase as the online class becomes more interactive.
PSCI G180	cSLO 3*	Spring 2016	- As most PSCI faculty require a written assignment(s) for this SLO, writing skills continue to be a problem. - The use of SafeAssign has decreased plagiarism.PSCI faculty now have all papers run through SafeAssign .The new LMS, Canvas, does NOT have SafeAssign.The college will need to figure this out before PSCI faculty and students use this new LMS. - Of note is that one faculty member had a regular size class with 42/46 student success and 162/196 in an LCF size class.This provides support that as the size of the class goes up, student success goes down. - Faculty did notice an increase in student success that correlates to SIA assistance. - PSCI faculty have discussed the problem of grade inflation.Only one faculty member had very high (above 95%) success rates.
PSCI G180	cSLO 4	Spring 2018	1. The data demonstrated that the objective student assessment success rate of 73% exceeded the standard of 70% for SLO #2 which equaled previous semesters. 2. Partial explanation for improved success can be attributed to SIA

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			assistance answering student questions related to course content and preparing online review sessions. The SIA was extremely valuable in helping students structure their essays and showing them how to appropriately apply research sources. 3. Implementing Canvas modules and McGraw Hill Connect LMS most likely enhanced student performance.
PSCI G180	cSLO 4	Spring 2018	1. The data demonstrated that the objective student assessment success rate of 75.1% exceeded the standard of 70% for SLO #2 which equaled or exceeded previous semesters. 2. Partial explanation for improved success can be attributed to SIA assistance answering student questions related to course content and preparing online review sessions. The SIA was extremely valuable in helping students structure their essays and showing them how to appropriately apply research sources. 3. Implementing Canvas modules and McGraw Hill Connect LMS most likely enhanced student performance.
PSCI G180	cSLO 4	Spring 2018	In order to ensure compliance with the stated SLO standards, essay questions were asked in addition to multiple choice questions, during the final exam. Students were reminded of the importance of the SLOs as stated in the course syllabus. The essays accounted for 57% of the final examination. The essays were read and scored appropriately.
PSCI G180	cSLO 4	Spring 2018	In order to ensure compliance with the stated SLO standards, essay questions were asked in addition to multiple choice questions, during the final exam. Students were reminded of the importance of the SLOs as stated in the course syllabus. The essays accounted for 57% of the final examination. The essays were read and scored appropriately.
PSCI G180	cSLO 4	Spring 2018	Of 11 Questions earmarked to measure student knowledge of separation of state and federal powers and the powers of the differences between the California and US government structure, the median success rate was 78.5% (11 of 14) and students answered 76.8% of the total questions correctly (133 of 173) 1. The data demonstrated that some portions of the objective assessment success rates of 75% or above for SLO #2 which exceeded my expectations. 2. Partial explanation for this success could be attributed to a small class size (19 total, 16 took the first midterm, 15 took the final). 3. This number makes me more confident in my teaching skills.
PSCI G180	cSLO 4	Summer 2017	87% of the students successfully completed this SLO.
PSCI G185	cSLO 1	Spring 2018	This SLO was evaluated through essay question. Out of 20 students, 18 satisfactorily completed the assessment. For the most part I am happy with the number of students who satisfactorily completed the assignment.
PSCI G185	cSLO 2	Spring 2016	1. 86% of the students demonstrated an understanding of the topic covered in SLO#2. 2. The data generally supported the course standards of 70% or higher successful completion of the objective knowledge assessment of the SLO.
PSCI G185	cSLO 2	Spring 2018	Out of 20 students, 18 satisfactorily completed the assessment. For the most part I am happy with the number of students who satisfactorily completed the assignment.
PSCI G185	cSLO 3	Spring 2018	Out of 20 students, 18 satisfactorily completed the assessment. For the most part, I am happy with the number of students who satisfactorily completed the assignment.
PSCI G205	cSLO 1	Spring 2018	There was a low number of students who completed this discussion, although the median is 82.9 for those that did complete it.
PSCI G205	cSLO 2	Spring 2018	Student success is high for those students who completed this discussion assignment.
PSCI G205	cSLO 3	Spring 2017	More student completed this final paper than the participation in the written discussions. For those that completed this final paper, the median grade was 86%.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PSCI G100	cSLO 3	Fall 2015	This SLO was assessed towards the end of the semester. Students should have been able to apply terms and concepts. More emphasis will be placed on teaching students the difference between identifying/defining terms and applying them to real-world situations. This course is only offered in the Fall Semester. Fall 2016 course should assess SLO #2.
PSCI G101	cSLO 3	Spring 2016	Consider with PSCI faculty ways to address low retention rates. This course may become part of a AA/AAT in Global Studies. This may improve retention. Consider offering this course as a hybrid.
PSCI G110	cSLO 1	Spring 2018	I would like to improve the percentage of students who successfully complete the SLO. I believe this can be achieved by 1. Offering compensation for instructors to hold on campus study groups/tutoring. This will be especially helpful for an online class. 2. Combining the SLO into one essay question. 3. I believe the SLO is too vague to be properly analyzed. 4. Emphasizing the importance of SLOs to students at the beginning of the semester.
PSCI G110	cSLO 2	Fall 2017	Actual faculty notations: <ul style="list-style-type: none"> • In the future, I might offer this same question as an exam question to be sure that students are satisfactorily learning the material. • I am currently looking for more resources that show how each theory of international relations is applicable to today's world. • In the future, I would like to more closely associate lessons with SLOs, the SLOs are outlined clearly in the syllabus but I would like to more clearly identify to the students where the SLOs will be satisfied in the course. I believe this will cause them to more critically think about the information. • Student learning can be improved through more material being presented to students. The Political science department is currently researching OERs to improve student learning. • The students need work on their writing ability, many were not able to clearly articulate their ideas
PSCI G110	cSLO 2	Spring 2018	In the future I would like to perhaps segment this SLO into multiple questions. This will give students a chance to answer the question in more detail. I still believe that student learning can be improved through more material being presented to students. The Political Science department is currently researching OERs to improve student learning. The students need work on their writing ability, many were not able to clearly articulate their ideas. In an online class, there is the danger that students do not accurately grasp the purpose of the SLOs. Next semester I would like to implement an introductory segment to the course that explains what SLOs are and what we will be analyzing in the upcoming semester.
PSCI G110	cSLO 3	Spring 2018	While I am happy with the results, I feel that the completion rate can be improved. In the future I will focus more on NGOs. It is sometimes difficult to emphasize the importance SLOs in an online class. I would like to incorporate SLOs in my introductory assignment. I believe that optional study groups would help student comprehension, especially for online classes. Incorporate this into an essay question.
PSCI G130	cSLO 1	Spring 2017	While the assessment for this SLO yielded to great success, other forms of assessment can also prove to be beneficial in further fleshing out the concepts we are learning, either by delving further in the various concepts and judicial doctrines through writing a more analytical term/short paper or by learning

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			practical applications of such philosophies through class discussions and presentations.
PSCI G130	cSLO 3	Spring 2017	While the assessment for this SLO yielded to great success, other forms of assessment can also prove to be beneficial in further fleshing out the concepts we are learning, either by delving further in the various concepts and judicial doctrines through writing a more analytical term/short paper or by learning practical applications of such philosophies through class discussions and presentations.
PSCI G150	cSLO 2	Spring 2018	While the assessment for this SLO yielded to great success, other forms of assessment (like a short paper or class discussions) can also prove to be beneficial in further fleshing out the concepts we are learning, either by delving further in the various philosophies through writing a paper or by learning practical applications of such philosophies through class discussions and presentations.
PSCI G150	cSLO 3	Spring 2018	While the assessment for this SLO yielded to great success, other forms of assessment can also prove to be beneficial in further fleshing out the concepts we are learning, either by delving further in the various philosophies through writing a more analytical term paper or by learning practical applications of such philosophies through class discussions and presentations.
PSCI G180	cSLO 2	Fall 2015	The size of these classes continues to be an issue. LCF faculty need to continue to discuss with Administration and faculty committees the problems created by LCF classes. PSCI faculty must continue to note that this course is a Cal State requirement and more "regular" size sections must be offered to our students. -Faculty notice an increase in student success that correlates to SIA assistance. The college needs to extend SIA assistance to all PSCI LCF faculty AND increase SIA hours. This will enable SIA's to perform in a broader range of functions associated with student success, including essay preparations, content review sessions, and group assignments. Additional compensation for adjunct faculty to accommodate one-on-one student contact outside of the classroom would also help facilitate higher student comprehension of SLOs. - Checking the statewide course descriptor, a 4th SLO concerning California politics should be considered by faculty. -PSCI faculty need to discuss the problem of grade inflation. Administrators should NOT use RateMyProfessor to evaluate faculty!!!!!! But it's doubtful that this problem will be resolved. Faculty, concerned with enrollments and teaching assignments, realize how important RateMyProfessor is. Moreover, faculty cannot instruct administrators on what they can/cannot use when evaluating faculty and in allocating teaching assignments. -Writing skills continues to be an issue. While not used in this SLO assessment, most of the papers assigned to assess SLO #3 require analysis. Our students are poorly equipped to research, analyze and write a well-constructed paper. Most do not even have basic writing skills. GWC needs to offer a full drop-in Writing Center or this course may need an English 100 prerequisite. -A campus-wide testing center must be a priority. Online students' objective test scores in previous semesters compared to this semester seem to indicate prolific cheating. PSCI faculty are deeply concerned with the integrity of test grades and now require on site testing or online proctored testing. However, trying to schedule on campus times (which causes numerous problems for online students) OR online proctoring (which has its own set of problems) aren't the best possible solutions. Moreover, neither addresses the problem of make-up exams. The Assessment Center has stepped up and offers some time slots for some students who currently use online proctoring in a couple of classes. But the need is too great; the demand will grow exponentially. The college needs to provide an on-site testing facility

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			<p>NOW. -Faculty were made aware during finals week that “quiz let” is a website that contains many of our faculty’s objective and subjective questions AND answers. PSCI faculty will need to discuss how to make changes without substantially changing the content and assessment of PSCI course; otherwise, data analysis will be useless.</p>
PSCI G180	cSLO 2	Summer 2016	<p>The size of these classes continues to be an issue. LCF faculty need to continue to discuss with Administration and faculty committees the problems created by LCF classes. PSCI faculty must continue to note that this course is a Cal State requirement and more “regular” size sections must be offered to our students. -Faculty noticed an increase in student success that correlates to SIA assistance. The college needs to extend SIA assistance to all PSCI LCF faculty AND increase SIA hours. This will enable SIA’s to perform in a broader range of functions associated with student success, including essay preparations, content review sessions, and group assignments. -Writing skills continues to be an issue. Our students are poorly equipped to research, analyze and write a well-constructed paper. Most do not even have basic writing skills. PSCI faculty will discuss this concern and determine whether or not to add Eng 100 as a prerequisite -A campus-wide testing center must be a priority. The Assessment Center has stepped up and offers some time slots for some students who currently use online proctoring in a couple of classes. But the need is too great; the demand will grow exponentially. The college needs to provide an on-site testing facility as does our sister college and most colleges in S. California.</p>
PSCI G180	cSLO 3	Fall 2017	<p>Actual faculty notations: • I would like to make the class more interactive. It has thus far been difficult due to the limited format and large number of students in the online class. • I plan on providing a wider variety of material for students to engage with, I believe that this will improve the student learning experience. • We did employ an SIA; in the future, I would like the SIA to work with students more in helping to write their essays and studying for tests • We should continue to extend more SIA assistance in the future. • In the future, I would like to more closely associate lessons with SLOs, the SLOs are outlined clearly in the syllabus but I would like to more clearly identify to the students where the SLOs will be satisfied in the course. I believe this will cause them to more critically think about the information. • Student learning can be improved through more material being presented to students. The Political science department is currently researching OERs to improve student learning. • The students need work on their writing ability, many were not able to clearly articulate their ideas</p>
PSCI G180	cSLO 3*	Spring 2016	<p>- PSCI faculty continue to note that this course is a Cal State requirement and more “regular” size sections must be offered to our students. The college relies too heavily on LCF to fulfill its FTES requirements. Other disciplines in other departments/divisions will need to find a way to 1) neutralize the cost of their discipline’s course offerings and 2) generate more FTES so that this required course can offer more regular size sections. As noted in Step 4, student success goes down as class size goes up. -Grade inflation will need to be discussed yet again. Unfortunately, this seems to have an effect on faculty evaluations. Students are rating “easy” instructors with high marks and visa-versa. Our Department Chair will work with our Dean to ensure that faculty are not negatively affected because they will not inflate grades. -Faculty note that writing skills continue to be an issue. Our students are poorly equipped to research, analyze and write a well-constructed paper. Most do not even have basic writing skills. The current Writing Lab courses deter students from obtaining the help they need. GWC needs to offer a drop-in Writing Center</p>

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			and/or PSCI faculty will need to discuss making English 100 prerequisite. -All PSCI courses with online exams will be utilizing an online proctoring service. This requirement seems to have affected enrollment in fully online classes. Perhaps word got out that students could no longer cheat on the exams. Some students have also complained that having an online proctor "watch" through the webcam is "weird." The online proctoring service has proven to be a bit of a nightmare for PSCI faculty. Thus, the online proctoring service should be a second choice. The first choice should be an on campus testing center. The Assessment Center is helping a bit, but there are just too many students (and the Assessment Center's forms/processing are too cumbersome and hours are too limited) to have all online students take the exams at the Assessment Center. A campus-wide testing center must be a priority. -Faculty across our Division are concerned that the completion of these SLO assessments have no other ramifications than to mark the checkbox complete for accreditation purposes. Several are thus finding this a useless, yet time-consuming, endeavor. Faculty within our Division also have found that Administrators are violating our contract by using these assessments as part of faculty evaluations.
PSCI G180	cSLO 4	Spring 2018	1. Students with poor writing skills must have more support. 2. I did employ a SIA for this LCF course for a broad range of functions including exam reviews, essay preparations and group assignments, which the results of the data did show improvement of overall success rates. 3. We should still continue to extend more SIA assistance. 4. I highly recommend that we increase outreach to help students write essays or term papers by utilizing the writing center for basic skills.
PSCI G180	cSLO 4	Spring 2018	1. Students with poor writing skills must have more support. 2. I did employ a SIA for this LCF course for a broad range of functions including exam reviews, essay preparations and group assignments, which the results of the data did show improvement of overall success rates. 3. We should still continue to extend more SIA assistance. 4. I highly recommend that we increase outreach to help students write essays or term papers by utilizing the writing center for basic skills.
PSCI G180	cSLO 4	Spring 2018	Throughout the semester an emphasis was placed on the knowing the differences between the roles and the federal and state government. An essay assignment was given in order to show evidence that students understood the differences. During the final exam, students were again asked to write a short essay about this SLO and it clear students understood the differences between these two roles of the federal and state governments.
PSCI G180	cSLO 4	Spring 2018	It was apparent this semester, that some students were not clear on the difference between the state and federal governments roles and responsibilities. In order to achieve a better understanding of the SLO, an essay assignment may be introduced next semester to ensure students are aware of the differences. It is hoped that this extra assignment will assist students with knowing the differences
PSCI G180	cSLO 4	Spring 2018	1. The next time I teach this course I want to do a better job of teaching California government. 2. Perhaps that could be done by teaching it as a separate unit rather than weaving it into the rest of the curriculum.
PSCI G180	cSLO 4	Summer 2017	Based on previous evaluations, I included a specific lecture on California Government. This seems to have increased student success rates from previous semesters. I will continue to include relevant issues (i.e. legalization of marijuana) to increase student interest/knowledge. The use of study guides for on campus students and access to our SIA has proven essential for students

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			who struggle with studying for exams. This was the first semester using OER for the online sections. Students did relatively well. I hope to improve these courses as the OER provides reading material only. The number of students in the online sections continues to be a problem, especially in terms of REC and RSI.
PSCI G185	cSLO 1	Spring 2018	I believe that SLO comprehension, and thereby SLO completion, results can be improved by 1. Emphasizing the importance of SLOs to students at the beginning of the semester. 2. . Additional attention will be given to the role of the state. This semester I focused more on the principles of democracy.
PSCI G185	cSLO 2	Spring 2016	1. Student learning of SLO is threaded throughout the course and this seems to be working in terms of student retention of material. 2. Higher rates of comprehension might be facilitated through additional extra credit activities utilizing real-world examples. 3. Additional compensation for adjunct faculty to accommodate one-on-one student contact outside of the classroom would help facilitate higher student comprehension of SLOs.
PSCI G185	cSLO 2	Spring 2018	This semester this SLO was assessed by test essay question. In the future I would like to assess the SLO through take home essay. I believe that this will give students a chance to expand on their ideas. I would also like to take more time discussing institutional arrangements. I think SLO completion rates can be increased if SLOs are presented to the class in a way that emphasizes the goal of SLOs. I would like to do this next semester.
PSCI G185	cSLO 3	Spring 2018	While I am generally happy with the results I believe that a higher completion rate can be achieved. I would like to focus in class presentations to complete this objective, as of now presentation are not very structured. I could tailor the discussions to complete this SLO. Include this into a test essay instead of multiple choice test questions. Emphasize the importance and goals of SLOs to students at the beginning of the semester.
PSCI G205	cSLO 1	Spring 2018	Need to emphasis more student interaction in the discussions.
PSCI G205	cSLO 2	Spring 2018	Emphasize more student participation.
PSCI G205	cSLO 3	Spring 2017	This course needs to be more widely publicized to increase enrollments. That should improve discussion participation. Students provided good feedback on the course and on the final paper topics.