

**O'Connor, Patrick J**

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**From:** Dubin, Bryan M  
**Sent:** Wednesday, November 28, 2007 12:54 PM  
**To:** O'Connor, Patrick J  
**Subject:** RE: URGENT Response Needed  
**Importance:** High

Pat,

I have, indeed, had a chance to peruse the report, and commend you for the thorough job you have done. I approve the report without reservation. In my discussions with those adjuncts who, like myself, use written instruments to assess social responsibility, my sense is that we all use the assignments to generate additional means to discuss, and further assess, social responsibility.

Thanks again for a job well done!!!

BMD

Bryan M. Dubin, Chair  
 Behavioral Science Dept.  
 Highland Lakes Campus

-----Original Message-----

**From:** O'Connor, Patrick J  
**Sent:** Tuesday, November 27, 2007 12:01 AM  
**To:** O'Connor, Patrick J; Farrah, Jeffrey S; Dubin, Bryan M; Bartleman, Dennis R; grfaye@oaklandcc.edu  
**Subject:** URGENT Response Needed  
**Importance:** High

Hello Gentlemen:

I am attaching the draft report of the POL Discipline for the Curriculum Review Committee. The report is due this Thursday, and I would like you to review it before I pass it along to the members of the committee.

In reviewing it, I would ask you to do three things-- and they all need to be done by Thursday (I am sorry about the late notice):

1. Read the contents. I don't think there is anything too unusual or alarming in the report-- the only common thread I could see is some of our adjuncts would like some additional guidance on what Social Responsibility means, and how to assess it. We also have a couple of instructors who don't put a tentative schedule in their syllabi.
2. Acknowledge the report exists. The last page of the attachment asks you to approve the report. You can do this either by e-mailing me back to let me know you approve of the report, or printing out page 10 of the attachment, filling it out, and sending it to me via inter-campus mail. **Please do this by Thursday...**
3. Answer one last question, and ask your adjuncts to do so as well. In collecting examples of Social Responsibility, I neglected to ask you if you use the results of these examples to improve classroom instruction-- in other words, do you use the papers and discussions generated in your Social Responsibility activities to determine how well students understand Social Responsibility, then use that determination in developing plans for future classes? A simple "Yes" or "No" is all that's needed-- again, **if you could e-mail me back by Thursday, that would be great.**

♂

11/29/2007



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COMMUNITY  
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## WELCOME TO THE CURRICULUM REVIEW SELF-STUDY PROCESS

Discipline/Program Political Science Coordinator(s) Patrick O'Connor

CRC Mentor: Gail Mays

Review Date: 7 December 07

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program colleagues and 2) Data Analysis forms with summary sections. Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

### College Curriculum Review Membership 2006-2007

Imagene Bailey (OR)  
Thomas Boozer (AH)  
Nadia Boulos (HL)  
Charlott Couch (RO/SF)  
Diane Hill (OR)

Tony Ingram (OR)  
Shelley Larson (RO/SF)  
Darlene Levinson (OR)  
Gail Mays (AH)-Chair  
Michele Merritt (AH)

Janet Peart (AH)  
Letyna Roberts (ex-officio)  
Karen Robinson (HL)  
Beverly Stanbrough (RO/SF)  
David Mathews (RO/SF)

## DATA ANALYSIS

### CORE REVIEW

#### A. CATALOG COURSE DESCRIPTION

*Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.*

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

Revision needed    No Revision necessary

Course Number POL 1510	X
Course Number POL 2610	X
Course Number POL 2530	X
Course Number POL 2520	X

#### CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

Catalog Descriptions seem to be in order.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: POC 1510  
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please Return to Patrick O'Connor, AH Campus, by October 19<sup>th</sup>, 2007.

*W. Barthman*

**DATA COLLECTION**

**CORE REVIEW**

**A. CATALOG COURSE DESCRIPTION**

**FOR:** Pa 2610  
Course Number

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>NUMBER OF CREDITS</b>		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Please Return to Patrick O'Connor, AH Campus, by October 19<sup>th</sup>, 2007.

**DATA COLLECTION**

**CORE REVIEW**

A. CATALOG COURSE DESCRIPTION

FOR: Pol 2530  
Course Number

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please Return to Patrick O'Connor, AH Campus, by October 19<sup>th</sup>, 2007.

**DATA COLLECTION**

**CORE REVIEW**

A. CATALOG COURSE DESCRIPTION

FOR: POL 2520  
Course Number

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

**CATALOG COURSE DESCRIPTION:**

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>NUMBER OF CREDITS</b>		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Please Return to Patrick O'Connor, AH Campus, by October 19<sup>th</sup>, 2007.

## DATA COLLECTION

### CORE REVIEW

#### A. CATALOG COURSE DESCRIPTION

FOR: POL 1510  
Course Number

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

#### CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>NUMBER OF CREDITS</b>		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Please Return to Patrick O'Connor, AH Campus, by October 19<sup>th</sup>, 2007.



Paul- only you complete this form.

## DATA COLLECTION

### CORE REVIEW

#### A. CATALOG COURSE DESCRIPTION

FOR: \_\_\_\_\_

POL 1510  
POL 2610

Course Number

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

#### CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please Return to Patrick O'Connor, AH Campus, by October 19<sup>th</sup>, 2007.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: 2530  
Course Number

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please Return to Patrick O'Connor, AH Campus, by October 19<sup>th</sup>, 2007.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: POL1510  
Course Number

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please Return to Patrick O'Connor, AH Campus, by October 19<sup>th</sup>, 2007.

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

I think the resources are fine at this time.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

I think the focus on social responsibility as an outcome is an important one and should be retained, and perhaps more disciplinary discussion of how to bring that into the classroom (especially for adjuncts) would be a useful exercise.

Please return to Patrick O'Connor at AH by October 20<sup>th</sup>.

**POL 1510**

**American Government**

**3 Credits**

General Education Attributes: 9

This course focuses on the structure and functioning of American government; introductory analysis of the process of decision-making, the relationship of the state and the individual, and the degree and nature of popular control.

**POL 2520**

**Urban and State Politics**

**3 Credits**

General Education Attributes: 8, 9

The will focus on the problems of urban living within the structure of the American states. The role of political parties and the behavior of urban, suburban, and rural residents and the interests which they represent within the framework of the state and metropolitan government will be examined.

**POL 2530****International Relations****3 Credits**

General Education Attributes: 8, 9, 10

This course is designed to encourage students to understand the global environment in a political context and to think critically about how political, economic and technological changes affect it. Students will be introduced to the basic principles of national development, international law and international organizations. They will also study the influences which shape the foreign policy of modern states and the impact of policy decisions on the contemporary world.

**POL 2610**

**Comparative World Politics**

**3 Credits**

General Education Attributes: 8

This course will introduce criteria for the comparison of social systems. It will demonstrate political patterns, ideologies and structures in selected systems. There will be an effort to promote the appreciation of the great diversity in political approaches and political culture, as well as the great commonality of political striving throughout the world.



## DATA ANALYSIS

### CORE REVIEW

#### B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

#### SYLLABUS REVIEW SUMMARY:

For POL 1510, the number of instructors providing the mandatory syllabus items is quite high—all but one provide ADA notification and grading standards information. Three omit the mandatory tentative schedule; these items will be addressed through notification to the instructors.

The recommended and optional items are well represented, especially information about how and when to contact the instructor. Plagiarism notification is less than half, as is articulation of the course's General Education Attribute; these areas deserve closer scrutiny.

For the remaining POL courses, the only significant need on the syllabus is consistent explanation of the tentative schedule of assignments and tests.

**DATA ANALYSIS**

**CORE REVIEW**

**B. SYLLABUS REVIEW**

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
POL 1510	<sup>Instructors</sup>	
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	11	92
Course Goals	12	100
Grading Standards and Practices	11	92
Tentative Schedule of Assignments and Tests	9	75
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	12	100
Instructor, Office Location, Method of Contact	11	92
Office Hours	9	75
Available Assistance	10	83
Course Catalog Description with Prerequisites	0	0
General Education Attributes (where pertinent)	5	42
Required Books and Supplies	12	100
List of Supportive Materials (where available)	0	0
Evaluation/Testing System & Policies	10	83
Attendance Policy	6	50
Safety Instructions	0	0
Disclaimer Allowing for Reasonable Revisions	7	58
<b>Optional Items</b>		
Semester Meeting Times & Room	3	25
Teaching/Learning Strategies	5	42
Applicable Forms Pertinent to Course	0	0
Reference to Student Policies in OCC Catalog	2	17
Policy on Use of Computing Resources	1	8
Description of Required Computing Skills	2	17
Policy on Plagiarism	5	42
Student Bill of Responsibilities	3	25

**DATA ANALYSIS**

**CORE REVIEW**

**B. SYLLABUS REVIEW**

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
PO 2520		
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	0	0
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	0	0
General Education Attributes (where pertinent)	NA	—
Required Books and Supplies	1	100
List of Supportive Materials (where available)	NA	—
Evaluation/Testing System & Policies	1	100
Attendance Policy	0	0
Safety Instructions	NA	—
Disclaimer Allowing for Reasonable Revisions	0	0
<b>Optional Items</b>		
Semester Meeting Times & Room	0	0
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	0	0
Reference to Student Policies in OCC Catalog	0	0
Policy on Use of Computing Resources	0	0
Description of Required Computing Skills	0	0
Policy on Plagiarism	0	0
Student Bill of Responsibilities	0	0

**DATA ANALYSIS**

**CORE REVIEW**

**B. SYLLABUS REVIEW**

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
POL 2530		
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	2	100
Course Goals	2	100
Grading Standards and Practices	2	100
Tentative Schedule of Assignments and Tests	2	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	2	100
Instructor, Office Location, Method of Contact	2	100
Office Hours	2	100
Available Assistance	2	100
Course Catalog Description with Prerequisites	0	0
General Education Attributes (where pertinent)	NA	-
Required Books and Supplies	2	100
List of Supportive Materials (where available)	NA	-
Evaluation/Testing System & Policies	2	100
Attendance Policy	2	100
Safety Instructions	NA	
Disclaimer Allowing for Reasonable Revisions	2	100
<b>Optional Items</b>		
Semester Meeting Times & Room	2	100
Teaching/Learning Strategies	2	100
Applicable Forms Pertinent to Course	0	0
Reference to Student Policies in OCC Catalog	0	0
Policy on Use of Computing Resources	0	0
Description of Required Computing Skills	0	0
Policy on Plagiarism	0	0
Student Bill of Responsibilities	0	0

DATA ANALYSIS

**CORE REVIEW**

**B. SYLLABUS REVIEW**

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
2610		
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	2	100
Course Goals	2	100
Grading Standards and Practices	0	0
Tentative Schedule of Assignments and Tests	0	0
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	2	100
Instructor, Office Location, Method of Contact	2	100
Office Hours	2	100
Available Assistance	2	100
Course Catalog Description with Prerequisites	0	0
General Education Attributes (where pertinent)	NA	—
Required Books and Supplies	2	100
List of Supportive Materials (where available)	NA	—
Evaluation/Testing System & Policies	2	100
Attendance Policy	0	0
Safety Instructions	NA	—
Disclaimer Allowing for Reasonable Revisions	0	0
<b>Optional Items</b>		
Semester Meeting Times & Room	0	—
Teaching/Learning Strategies	2	100
Applicable Forms Pertinent to Course	0	0
Reference to Student Policies in OCC Catalog	0	0
Policy on Use of Computing Resources	0	0
Description of Required Computing Skills	0	0
Policy on Plagiarism	0	0
Student Bill of Responsibilities	0	0

Please see Appendix A for sample syllabi!

## DATA ANALYSIS

### CORE REVIEW

#### C. ENROLLMENT TRENDS AND STUDENT RETENTION

*Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.*

**Enrollment** (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Political Science's overall dashboard score is considered relatively high by the Office of Assessment and Effectiveness, ranging from 9.66 to 9.78. Section capacity has been at least 94%, minority student enrollment is at least 27% (well above the college average), and percent of withdrawals, while slightly higher than the 15% benchmark (our rate is 15.2%) is lower than the average for the college of 18%.

Notably, enrollment in POL courses other than the required POL 1510 is also quite strong, as sections of the higher numbered courses nearly fill every semester.

**Minority Students** (Use the Dashboard data on Minority Students to discuss this area.)

Minority student enrollment is at least 27% , well above the college average of 18%.

**Student and Course Success** (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

Course completion rate stands at 91% of the target achieved, and incompletes stand at 99% of the target. These areas indicate strong success in the discipline; while the completion rate could always be higher, the challenge of helping students complete a required course exists in part because students often choose to take this course before they have achieved the necessary literacy level to succeed.

**ENROLLMENT TRENDS AND STUDENT RETENTION  
REVIEW SUMMARY:**

Sections of Political Science courses enjoy strong enrollment, participation, retention, and completion rates. Faculty continue to consider how to meet the ever expanding needs of the student body in order to complete the degree-required POL 1510.

*Please see sections 1 and 2 of the binder for  
statistical analysis.*

## DATA ANALYSIS

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.*

What resources or services does your Discipline/Program need?

Enlargement of videotape/DVD libraries (2 responses)

Increased Adjunct Office Space and Technology (2 responses)

Greater assistance with teaching of Social Responsibility

Access to classrooms with greater technology options

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

Since the discipline added the Topic in Political Science course offering this past spring, opportunities to include new courses, such as a course in Elections or Constitutional Law, are now readily available to faculty. This also expands the discipline's opportunities to engage in interdisciplinary studies; as an example, a topics course on the Politics of the Global Economy is being considered that would draw on the elements of Political Science, History, Economics, Psychology, and Renewable Energy. The creation of these courses will advance the discipline's abilities to offer timely, relevant information to students with a wide variety of interests, a goal that has long been the cornerstone of the discipline's instructional methods.

#### DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

Additional funding for video libraries would be in order.

As a minor point, some adjunct faculty would like access to classrooms with advanced technology options.



## CORE REVIEW

### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

*I BELIEVE, BY WAY OF SERVICE, ADJUNCT FACULTY NEED TO HAVE ACCESS TO THEIR CLASSROOM'S TECHNOLOGY. NEW TECHNOLOGY PERIODICALLY MAKES ITS WAY INTO OUR CLASSROOMS, BUT WE ARE EITHER LIMITED OR IGNORANT OF ITS MAXIMUM PERFORMANCE POTENTIAL. SOME MEANINGFUL TRAINING WOULD BE HELPFUL, FROM WHICH WE CAN ALSO RECEIVE STAFF DEVELOPMENT CREDIT.*

What curriculum revisions or development would enhance instruction in your Discipline/Program?

*IS THERE ANY POSSIBILITY THAT OUR CLASSROOMS WILL HAVE ACCESS TO SMART BOARDS? THIS TECHNOLOGY ALLOWS VISUAL INTERACTION TO BE INSTANTLY CREATED IN WAYS THAT ARE INSTRUCTIONALLY DIRECTIONAL, PURPOSEFUL, RELEVANT, & FUN FOR THE STUDENT - INTERESTING. POSITIVE VISUAL ENHANCEMENT HELPS STUDENT ACHIEVEMENT. AGAIN, IF WE SHOULD MOVE IN THIS DIRECTION, THE ADJUNCT FACULTY WOULD NEED TO LEARN HOW TO USE THIS TECHNOLOGY RESPONSIBLY & CREATIVELY.*

Please return to Patrick O'Connor at AH by October 20<sup>th</sup>.

*Thanks  
Jerald Meati  
Adjunct Faculty for  
U.S. Government*

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

✓ Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

1. Need a copy of existing guidelines if they are readily available.
2. What existing resources are currently available?

What curriculum revisions or development would enhance instruction in your Discipline/Program?

Cannot respond appropriately to this question unless I am adequately informed regarding the above.

I began working here as an adjunct in the Fall of 2005

Larry Rosso

Please return to Patrick O'Connor at AH by October 20<sup>th</sup>.

**CORE REVIEW**

**D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES**

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

Cannot think of any at this time.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

Same as above.

Please return to Patrick O'Connor at AH by October 20<sup>th</sup>.

**CORE REVIEW**

**D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES**

**Coordinator: Distribute this form to all full-time and adjunct faculty.**

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

- ① The addition of a resource room for adjunct faculty with computer/printer access would assist us with class preparation.
- ② At least one department adjunct faculty meeting per year to share concerns and network.
- ③ Video library on subjects related to class

What curriculum revisions or development would enhance instruction in your Discipline/Program?

*None Noted*

Please return to Patrick O'Connor at AH by October 20<sup>th</sup>.

## CORE REVIEW

### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?  
Please explain the reason you are requesting each resource.

If the Gen Ed attribute to be conveyed  
is Social Responsibility ---- the front line  
providers need more to go on than the words  
social responsibility on web site

What curriculum revisions or development would enhance instruction in your Discipline/Program?

If other courses are to be offered in Pol. Science,  
it seems logical to offer an Elections class  
(this will be the political way most of our  
students will exercise social responsibility)

Please return to Patrick O'Connor at AH by October 20<sup>th</sup>.

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction?

Please explain the reason you are requesting each resource.

*Need to review LRC holdings in the discipline.  
I could use a list of video tapes available.  
(those ordered during the last 10 years).  
perhaps, I am not aware of one that  
is better than what I have been  
using.*

What curriculum revisions or development would enhance instruction in your Discipline/Program?

*No curriculum revision needed,  
The full-timers and adjuncts might  
meet once a year to discuss  
ideas, problems etc.*

Please return to Patrick O'Connor at AH by October 20<sup>th</sup>.

## DATA ANALYSIS

### DISCIPLINE REVIEW

#### E. INTERDISCIPLINARY INTERACTIONS

*Coordinator: Please use the data from the Interdisciplinary Interactions Data Collection forms to answer the following questions:*

4. Describe the use of your courses by other disciplines/programs. Discuss the effectiveness of support and prerequisite courses your discipline offers in their areas.

Political Science courses offer students a significant foundation for students in two ways. First, POL gives students the foundation necessary to be thoughtful, active participants in the political process—this would include:

Learning critical thinking skills to discern the validity of campaign material;

Using the same critical thinking skills to determine sources of bias in media descriptions of political events;

Using math skills to determine the accuracy of polling information and the tendencies of voting trends;

Developing an understanding of the importance of ethical behavior for all participants in the political process, from voters to elected officials to bureaucrats to special interest groups;

Developing reading, writing, speaking and listening skills in order to engage others in political discussions that are meaningful and respectful;

Establishing an understanding of the policy development process to recognize its relevance to a student's family, community, and vocation;

Synthesizing the tools of the studies of History, Economics, Business, Philosophy, and Literature to develop an appreciation for the underpinnings of the politics of different societies and the purpose of government;

Expanding the student's view of community to develop greater empathy with fellow citizens of the neighborhood, state, nation, and globe;

Creating a greater appreciation for the vital skills of negotiation and compromise in politics at the local, state, national, and international levels;

Realizing the similarities and differences of the political and governmental structures of countries;

Experiencing the importance of being active in the development, implementation, and evaluation of policy, government activity, and societal change.

A comment from one faculty member best expresses this relationship:

“...I wish (Social Work) students had a more positive attitude towards the relevance of political science in their lives and their clients’ lives. I would hope for a stronger emphasis on the social responsibility of every citizen. I also hope our students are helped to understand the relationship of national, local and international politics on the social and economic forces that affect the quality of life of social work clients. I would also like our students to understand their role as advocates in the political system and the power and opportunities they have for doing so.”

This comment leads to the second foundation POL classes offer students—the foundation as a politically engaged worker. Given the large percentage of students who attend OCC to expand their employment opportunities, Political Science courses—especially the required course of POL 1510—must be relevant to students in the workplace, as well as in their role as citizen-participants. This relevance is easier to see in some cases than others; an Economics instructor points out the benefits of POL courses for the many OCC students who go into business for themselves, and the interdisciplinary nature of POL classes lends itself well to students who wish to become educators or academics in a wide number of fields, including History, Economics, Sociology, Psychology, Business, and Philosophy.

In addition to these relationships, POL has powerful relevance in all vocations. The growing field of health care has a rich political thread that includes everything from the politics of interest groups and unions to the political tools used in policy discussions surrounding universal health care and the graying of the Baby Boomer generation. The emerging field of nanotechnology is strong with policy implications in everything from legislating the limits of this technology to determining the appropriate role of government in making sure nanotechnology is used in an ethical way; OCC graduates engaged in this profession must have an appreciation of the political elements of these discussions. Finally, everyone from educators to respiratory therapists to auto repair experts to massage therapists are involved in the policy-making decisions that govern their places of work and their clients; understanding the elements of policy making at all levels, and practice in those activities at OCC, makes those students stronger professionals and more informed participants in the workplace, strengthening our industries, our economies, and our culture.

5. Describe interdisciplinary initiatives by your discipline/program (e.g. interdisciplinary courses, learning communities).

The Social Responsibility General Education attribute provides POL students with ample opportunities to participate in many learning communities. Some of these communities are more formal; students in some sections of POL 1510 interact with Political Science students through a consortium centered at Henry Ford Community College, while other students interact with Political Science students across the globe through an online discussion and interaction program, and still others bring political voices to the campus through participation in activities such as Voter Awareness Day.

Other learning communities and interdisciplinary activities can be seen through the initiatives of individual students. Many POL students engage in independent projects that involve working with campaigns, analyzing voter behavior, supporting an interest group, educating younger children in the importance of good citizenship, discussing political issues with groups in the workplace and in local communities, registering others to vote, and producing classroom presentations that draw on skills from English, Speech, History, Business, and Psychology. By requiring students to be engaged, POL faculty are bringing the mission of Political Science and the essence of the Social Responsibility attribute to life—students are not simply being told why involvement is important, but get to experience it first hand.



## DATA COLLECTION

### DISCIPLINE REVIEW

#### E. INTERDISCIPLINARY INTERACTIONS

*Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.*

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline

1. Please respond whether the course(s) listed below serve students in your Discipline/Program as:

	Requirement	Support	Elective	No Role
_____ POL 1510 _____ _____	_____	<input checked="" type="checkbox"/>	_____	_____
Course				
Comparative government_ _____	_____	<input checked="" type="checkbox"/>	_____	_____
Course				
State and Local Politics _____	_____	<input checked="" type="checkbox"/>	_____	_____
Course				
International Relations _____	_____	<input checked="" type="checkbox"/>	_____	_____
Course				

2. To fulfill the needs of the students in your program discipline list each course that:

Is working well:

all courses \_\_\_\_\_

Needs revision:

\_\_\_\_\_

Give reasons for necessary revisions in your Interdisciplinary Interactions Review Summary

*n/a*

3. How do these courses contribute to the goals and desired outcomes of your Discipline/ Program?

*Increase global awareness*

*Improve knowledge of relationship between  
Politics and economic systems.*

Return to Patrick O'Connor by noon Thursday, November 29th.

1. Please respond whether the course(s) listed below serve students in your Discipline/Program as:

	Requirement	Support	Elective	No Role
<u>    POL 1510    </u> Course	<u>    X    </u>	<u>          </u>	<u>          </u>	<u>          </u>
Comparative government_ Course	<u>          </u>	<u>          </u>	<u>    X    </u>	<u>          </u>
State and Local Politics Course	<u>          </u>	<u>          </u>	<u>    X    </u>	<u>          </u>
International Relations Course	<u>          </u>	<u>          </u>	<u>    X    </u>	<u>          </u>

2. To fulfill the needs of the students in your program discipline list each course that:

Is working well:     Not sure                            
Needs revision:                                 

Give reasons for necessary revisions in your Interdisciplinary Interactions Review Summary

3. How do these courses contribute to the goals and desired outcomes of your Discipline/ Program?

All of these course are relavent to the field of social work. I wish students had a more positive attitude toward the relevance of political science in their lives and in their client's lives. I would hope for a stronger emphasis on the social responsibility of every citizen. I also hope our students are helped to understand the relationship of national, local, and international politics on the social and economic forces that effect the quality of life of social work clients. I also would like our students to understand their role as advocates in the political system and the power and opportunities they have for doing so.

Mel Chudnof Ph.D., LMSW.  
Professor, Coordinator  
Mental Health/Social Work  
Associate Degree Program

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

## DATA COLLECTION

### DISCIPLINE REVIEW

#### E. INTERDISCIPLINARY INTERACTIONS

*Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.*

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline

1. Please respond whether the course(s) listed below serve students in your Discipline/Program as:

	Requirement	Support	Elective	No Role
POL 1510	_____	_____	_____	__X__
Course				
Comparative government	_____	_____	_____	__X__
Course				
State and Local Politics	_____	_____	_____	__X__
Course				
International Relations	_____	_____	_____	__X__
Course				

2. To fulfill the needs of the students in your program discipline list each course that:

Is working well:

Needs revision:

_____	_____	_____
_____	_____	_____

Give reasons for necessary revisions in your Interdisciplinary Interactions Review Summary

3. How do these courses contribute to the goals and desired outcomes of your Discipline/ Program?

My students are developmental and should not be taking any POL classes until they finish their ESL courses; therefore, I cannot comment on this.

Return to Patrick O'Connor by noon Thursday, November 29th.

# DATA COLLECTION

## DISCIPLINE REVIEW

### E. INTERDISCIPLINARY INTERACTIONS

*Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.*

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline

1. Please respond whether the course(s) listed below serve students in your Discipline/Program as:

	Requirement	Support	Elective	No Role
_____ POL 1510 _____ _____	_X_	_____	_____	_____
Course				
Comparative government_ _____X_____	_____	_____	_____	_____
Course				
State and Local Politics _____X_____	_____	_____	_____	_____
Course				
International Relations _____X_____	_____	_____	_____	_____
Course				

2. To fulfill the needs of the students in your program discipline list each course that:

Is working well:

Needs revision:

_____	_____	_____
_____	_____	_____

Give reasons for necessary revisions in your Interdisciplinary Interactions Review Summary

3. How do these courses contribute to the goals and desired outcomes of your Discipline/ Program?

a. The POL 1510 is in our program because it is a required General Education course. This is the main reason for it being in the program.

b. Many of our program graduates end up being in business for themselves. A course that makes them aware of the process by which laws are made and how they can impact that process is important for the small business person.

Return to Patrick O'Connor by noon Thursday, November 29th.

**O'Connor, Patrick J**

---

**From:** Peart, Janet E  
**Sent:** Tuesday, November 27, 2007 2:45 PM  
**To:** O'Connor, Patrick J  
**Subject:** RE: POL-- Easier Form to Open

We don't use any POL in our math classes.

*Janet Peart*  
*Mathematics*  
*Oakland Community College*  
*Auburn Hills Campus*  
*(248)232-4451*

-----Original Message-----

**From:** O'Connor, Patrick J  
**Sent:** Tuesday, November 27, 2007 9:29 AM  
**To:** O'Connor, Patrick J; AH Faculty  
**Subject:** POL-- Easier Form to Open

Thanks to Jennifer Craft for pointing out the previous attachment was a little tough to open. Here's an easier version-- again, feel free to e-mail your response in a narrative format that addresses the questions, if that's easier-- we don't want the form to stand in the way of receiving your comments.

Thank you!

---

**From:** O'Connor, Patrick J  
**Sent:** Tue 11/27/2007 8:55 AM  
**To:** AH Faculty  
**Subject:** A little help for your POL colleagues!

Hello Everyone:

POL is going through the Curriculum Review Process, and part of the process involves getting feedback from faculty outside the discipline on the relevance of POL to your curriculum.

I'm hoping you can take three minutes to review the information (attached, and below) and respond before noon this Thursday-- I'm sorry about the late notice, but I didn't realize this was part of the process until yesterday (it's my first time through this!) Please feel free to e-mail your responses if that's easier for you.

The questions are really trying to determine what role, if any, the content of the Political Science courses lends to the courses, programs, and degrees taught in your discipline. Simply put, we hope to find out how POL relates to students' work and understanding of your field-- and if it doesn't, it's more than OK to say that.

Again, thank you for your help, especially on such short notice.

Pat

DATA COLLECTION

DISCIPLINE REVIEW

11/29/2007



**O'Connor, Patrick J**

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**From:** Chudnof, Melvin B  
**Sent:** Wednesday, November 28, 2007 2:27 PM  
**To:** O'Connor, Patrick J  
**Subject:** RE: A little help for your POL colleagues

Patrick,  
See my responses below.

I was unable to open the attachment, because I have a different version of Word on my computer.

Is this enough?

Mel

-----Original Message-----

**From:** O'Connor, Patrick J

**Sent:** Tuesday, November 27, 2007 8:52 AM

**To:** O'Connor, Patrick J; Ston, Randolph G; Allen, Joel J; Chudnof, Melvin B; Dry, Shawn D; Farrah, Jeffrey S; Granthen, Julie L; Higgins, Robert R; McRitchie, James E; Palmer, Gail A

**Subject:** A little help for your POL colleagues

**Importance:** High

Hello Everyone:

POL is going through the Curriculum Review Process, and part of the process involves getting feedback from faculty outside the discipline on the relevance of POL to your curriculum.

I'm hoping you can take three minutes to review the information (attached, and below) and respond before noon this Thursday-- I'm sorry about the late notice, but I didn't realize this was part of the process until yesterday (it's my first time through this!) Please feel free to e-mail your responses if that's easier for you.

The questions are really trying to determine what role, if any, the content of the Political Science courses lends to the courses, programs, and degrees taught in your discipline. Simply put, we hope to find out how POL relates to students' work and understanding of your field.

Again, thank you for your help, especially on such short notice.

Pat

### DATA COLLECTION

#### DISCIPLINE REVIEW

##### E. INTERDISCIPLINARY INTERACTIONS

*Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.*

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline

## INTERDISCIPLINARY INTERACTIONS REVIEW SUMMARY:

In helping students develop foundations for success as both citizens and workers, Political Science supports and embraces the work and curriculum of all fields at OCC. In addition to the strong interdisciplinary work that exists in so many ways at the informal level, the department is looking forward to establishing more formal interdisciplinary activities through the development of Special Topics courses that were initiated this spring. It is expected much of this work will be modeled after the successful program used for many years at the Royal Oak Campus, where students in Psychology and Political Science developed an appreciation for Global Awareness and Conflict resolution in an interdisciplinary fashion.

## DATA ANALYSIS

### DISCIPLINE REVIEW

#### F. COMPARABLE COURSES AND TRANSFERABILITY

*Coordinator: Please use the data from the Comparable Courses/Programs and Transfer Data Collection form to answer the following questions:*

1. Discuss whether or not the courses in your discipline are comparable to those offered at other institutions, and if they are not comparable, discuss how they serve our students.

All four courses are offered at other institutions with great regularity.

2. Describe the extent to which your course offerings will transfer to other institutions.

All four courses, especially POL 1510, are freely transferable.

### COMPARABLE COURSES AND TRANSFERABILITY REVIEW SUMMARY:

The discipline is in good stead in this area.

**DATA ANALYSIS**

**DISCIPLINE REVIEW**

**G. GENERAL EDUCATION/OUTCOMES ASSESSMENT**

*Coordinator: Complete this form after reviewing the General Education Data Collection forms filled in by the members of your Discipline on all the courses in the catalog which have GE Attributes indicated in the Catalog.*

<i>Course Number</i>	<i>% of Faculty Teaching</i>	<i>% of Faculty Assessing GE Attributes</i>	<i>% of Faculty information to improve instruction</i>
<b>POL 1510</b>	<b>100</b>	<b>83</b>	<b>83</b>

**GENERAL EDUCATION/OUTCOMES ASSESSMENT REVIEW SUMMARY:**

*Coordinator: Comment on the above data as well as on any SAGE findings that apply to the instruction in your Discipline.*

Almost all faculty are engaged in the teaching of the Gen Ed attribute of Social Responsibility; one adjunct faculty member is not currently engaged in this practice, as the field work his students used to demonstrated this attribute is not available this year. The assessment methods used vary from the production of formal papers to the qualities of classroom instructions to the analysis of voting behavior, demonstrating a diversity of approaches to the topic that reflects the many meanings of the attribute.

It should be noted that some respondents indicated a desire to learn more about how to include Social Responsibility in their instruction methods; at least one respondent asked for more assistance in broadening his classroom definition of Social Responsibility.

*Please see Appendix B for samples of student work in assessing Social Responsibility.*

**O'Connor, Patrick J**

---

**From:** Keranen, Sharon L  
**Sent:** Tuesday, November 27, 2007 10:51 AM  
**To:** O'Connor, Patrick J  
**Subject:** RE: URGENT OCC Help needed

Patrick,

Yes, I use classroom discussions and student questions as benchmarks of whether students are understanding their social responsibility and civic duties in a democracy. I also use student feedback to craft for future discussions / semesters as well. Example: Instead of asking "why vote", I ask the class "should some people not vote and why" appears to jar their attention more.

Regards,

Sharon Keranen

Highland Lakes Campus - PS1510

---

**From:** O'Connor, Patrick J  
**Sent:** Tue 11/27/2007 12:10 AM  
**To:** O'Connor, Patrick J  
**Subject:** URGENT OCC Help needed

Hello POL Adjuncts:

I'm writing to ask you for a quick "Yes" or "No" response to a question that requires a little background.

In October, your department chair/POL contact asked you to provide examples of how you teach the OCC General Education attribute of Social Responsibility as part of the POL 1510 class at OCC. You provided some great examples, and I very much appreciate hearing about them-- and I look forward to sharing them with you.

In collecting examples of Social Responsibility, I neglected to ask you if you use the results of these examples to improve classroom instruction-- in other words, do you use the papers and discussions generated in your Social Responsibility activities to determine how well students understand the idea Social Responsibility, then use that determination in developing plans for future classes?

An example may help. I have my students do an essay on "Why Vote?", and I analyze the responses to see if the notion of the civic duty of voting comes through. If it doesn't, I make plans to emphasize that in a future class meeting, and I plan to emphasize it more in future semesters with all classes.

So, the question is -- do you use the papers and discussions generated in your Social Responsibility activities to determine how well students understand the idea Social Responsibility, then use that determination in developing plans for future classes?

A simple "Yes" or "No" is all that's needed-- and if you could e-mail me back by this Thursday, that would be great.

I do hope this is just the beginning of a discussion on this important topic-- thank you again for your help, and if you have any questions, please let me know.

Sincerely,

Patrick O'Connor  
Curriculum Review Coordinator,  
Political Science

11/29/2007

**O'Connor, Patrick J**

---

**From:** Foley, Paul E  
**Sent:** Wednesday, November 28, 2007 11:33 AM  
**To:** O'Connor, Patrick J  
**Subject:** RE: URGENT OCC Help needed

Dear Patrick,  
No

Paul

---

**From:** O'Connor, Patrick J  
**Sent:** Tue 11/27/2007 12:10 AM  
**To:** O'Connor, Patrick J  
**Subject:** URGENT OCC Help needed

Hello POL Adjuncts:

I'm writing to ask you for a quick "Yes" or "No" response to a question that requires a little background.

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A simple "Yes" or "No" is all that's needed-- and **if you could e-mail me back by this Thursday, that would be great.**

I do hope this is just the beginning of a discussion on this important topic-- thank you again for your help, and if you have any questions, please let me know.

Sincerely,

Patrick O'Connor  
Curriculum Review Coordinator,  
Political Science

11/29/2007

**O'Connor, Patrick J**

---

**From:** Joe Lawless [jrnabbs@comcast.net]  
**Sent:** Tuesday, November 27, 2007 10:20 AM  
**To:** O'Connor, Patrick J  
**Subject:** Re: URGENT OCC Help needed

Patrick:

In response to your question, yes I do.

Joe Lawless  
Adjunct Instructor  
Political Science  
Highland Lakes

----- Original Message -----

**From:** O'Connor, Patrick J  
**To:** O'Connor, Patrick J  
**Sent:** Tuesday, November 27, 2007 12:10 AM  
**Subject:** URGENT OCC Help needed

Hello POL Adjuncts:

I'm writing to ask you for a quick "Yes" or "No" response to a question that requires a little background.

In October, your department chair/POL contact asked you to provide examples of how you teach the OCC General Education attribute of Social Responsibility as part of the POL 1510 class at OCC. You provided some great examples, and I very much appreciate hearing about them-- and I look forward to sharing them with you.

In collecting examples of Social Responsibility, I neglected to ask you if you use the results of these examples to improve classroom instruction-- in other words, do you use the papers and discussions generated in your Social Responsibility activities to determine how well students understand the idea Social Responsibility, then use that determination in developing plans for future classes?

An example may help. I have my students do an essay on "Why Vote?", and I analyze the responses to see if the notion of the civic duty of voting comes through. If it doesn't, I make plans to emphasize that in a future class meeting, and I plan to emphasize it more in future semesters with all classes.

So, the question is -- do you use the papers and discussions generated in your Social Responsibility activities to determine how well students understand the idea Social Responsibility, then use that determination in developing plans for future classes?

A simple "Yes" or "No" is all that's needed-- and **if you could e-mail me back by this Thursday, that would be great.**

I do hope this is just the beginning of a discussion on this important topic-- thank you again for your help, and if you have any questions, please let me know.

Sincerely,

Patrick O'Connor  
Curriculum Review Coordinator,  
Political Science

11/29/2007

**O'Connor, Patrick J**

---

**From:** susan ellis [se100200@yahoo.com]  
**Sent:** Tuesday, November 27, 2007 7:09 AM  
**To:** O'Connor, Patrick J  
**Subject:** Re: URGENT OCC Help needed

Hi Patrick,

I do emphasize social responsibility within the framework of American politics - I do discuss it and emphasize its importance - especially with regard to voting.

One thing I particularly stress throughout the course, especially in the media and public opinion and voting sections - is the importance of being informed, and, considering the current configuration of the media, how to be well-informed (not just paying attention to one media outlet). To the extent that a citizen has an understanding of what's really going on, participation of any kind is more meaningful. I bring in many examples of media coverage of stories.

So the answer is "yes" but could do more.

Susan Ellis

**"O'Connor, Patrick J" <PJOCONNO@oaklandcc.edu> wrote:**

Hello POL Adjuncts:

I'm writing to ask you for a quick "Yes" or "No" response to a question that requires a little background.

In October, your department chair/POL contact asked you to provide examples of how you teach the OCC General Education attribute of Social Responsibility as part of the POL 1510 class at OCC. You provided some great examples, and I very much appreciate hearing about them-- and I look forward to sharing them with you.

In collecting examples of Social Responsibility, I neglected to ask you if you use the results of these examples to improve classroom instruction-- in other words, do you use the papers and discussions generated in your Social Responsibility activities to determine how well students understand the idea Social Responsibility, then use that determination in developing plans for future classes?

An example may help. I have my students do an essay on "Why Vote?", and I analyze the responses to see if the notion of the civic duty of voting comes through. If it doesn't, I make plans to emphasize that in a future class meeting, and I plan to emphasize it more in future semesters with all classes.

So, the question is -- do you use the papers and discussions generated in your Social Responsibility activities to determine how well students understand the idea Social Responsibility, then use that determination in developing plans for future classes?

A simple "Yes" or "No" is all that's needed-- and **if you could e-mail me back by this Thursday, that would be great.**

I do hope this is just the beginning of a discussion on this important topic-- thank you again for your help, and if you have any questions, please let me know.

Sincerely,

11/29/2007

**Olszewski, Mary A**

**From:** O'Connor, Patrick J  
**nt:** Tuesday, November 27, 2007 8:39 AM  
**To:** Olszewski, Mary A  
**Subject:** FW: URGENT Response Needed  
**Importance:** High

I SIGNED EVERY PAGE!  
 PAUL

Mary, thank you for your help with this!

Patrick

---

**From:** O'Connor, Patrick J  
**Sent:** Tue 11/27/2007 12:00 AM  
**To:** O'Connor, Patrick J; Farrah, Jeffrey S; Dubin, Bryan M; Bartleman, Dennis R; grfaye@oaklandcc.edu  
**Subject:** URGENT Response Needed

Hello Gentlemen:

I am attaching the draft report of the POL Discipline for the Curriculum Review Committee. The report is due this Thursday, and I would like you to review it before I pass it along to the members of the committee.

In reviewing it, I would ask you to do three things-- and they all need to be done by Thursday (I am sorry about the late notice):

1. Read the contents. I don't think there is anything too unusual or alarming in the report-- the only common thread I could see is e of our adjuncts would like some additional guidance on what Social Responsibility means, and how to assess it. We also a couple of instructors who don't put a tentative schedule in their syllabi.
2. Acknowledge the report exists. The last page of the attachment asks you to approve the report. You can do this either by e-mailing me back to let me know you approve of the report, or printing out page 10 of the attachment, filling it out, and sending it to me via inter-campus mail. **Please do this by Thursday...**
3. Answer one last question, and ask your adjuncts to do so as well. In collecting examples of Social Responsibility, I neglected to ask you if you use the results of these examples to improve classroom instruction-- in other words, do you use the papers and discussions generated in your Social Responsibility activities to determine how well students understand Social Responsibility, then use that determination in developing plans for future classes? A simple "Yes" or "No" is all that's needed-- again, **if you could e-mail me back by Thursday, that would be great.**

YES (DIDNT SEE WHERE INSIDE)

Please let me know of any questions you might have-- and thanks for your help with this!



DATA ANALYSIS

**DISCIPLINE REVIEW**

**G. GENERAL EDUCATION/OUTCOMES ASSESSMENT**

*Coordinator: Complete this form after reviewing the General Education Data Collection forms filled in by the members of your Discipline on all the courses in the catalog which have GE Attributes indicated in the Catalog.*

<i>Course Number</i>	<i>% of Faculty Teaching</i>	<i>% of Faculty Assessing GE Attributes</i>	<i>% of Faculty information to improve instruction</i>
<b>POL 1510</b>	<b>92</b>	<b>92</b>	

**GENERAL EDUCATION/OUTCOMES ASSESSMENT REVIEW SUMMARY:**

*Coordinator: Comment on the above data as well as on any SAGE findings that apply to the instruction in your Discipline.*

Almost all faculty are engaged in the teaching of the Gen Ed attribute of Social Responsibility; one adjunct faculty member is not currently engaged in this practice, as the field work his students used to demonstrated this attribute is not available this year. The assessment methods used vary from the production of formal papers to the qualities of classroom instructions to the analysis of voting behavior, demonstrating a diversity of approaches to the topic that reflects the many meanings of the attribute.

It should be noted that some respondents indicated a desire to learn more about how to include Social Responsibility in their instruction methods; at least one respondent asked for more assistance in broadening his classroom definition of Social Responsibility.

materials generated in social responsibility activities are indeed used to determine student understanding of social responsibility.

W. Bartman  
11-27-07





## Faculty Sign-Off Form\*

For Curriculum Review of Discipline:

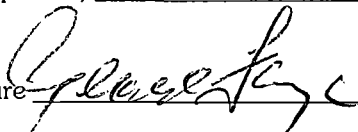
---

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes   X   No                     

Comments: (Attach additional sheets if necessary)

Name (printed) GERALD FAYE

Signature 

Date 11/21/07

\* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.

## Faculty Sign-Off Form\*

For Curriculum Review of Discipline:

---

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes  No

Comments: (Attach additional sheets if necessary)

Name (printed)

Jeffrey S. Furrh

Signature

Jeffrey S. Furrh

Date

11/27/07

\* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.

Major Highlights

Program Dashboard

Program Dashboard: Percent  
of Target Achieved

Credit Hour Trends

CRC Recommendations

CRC Follow-Up

**Political Science Curriculum Review  
Major Highlights  
November 2007**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Political Science curriculum. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the curriculum which may impact short and long term planning.

Major Highlights

- Over the past four years, Political Science has maintained a relatively high and consistent composite program dashboard score, ranging from 9.66 to 9.78. In 2006-07, Political Science ranked 29<sup>th</sup> out of 100 curriculum tracked in the Program Dashboard.
- Three of the seven program dashboard measures are helping to sustain the relatively high composite score by exceeding the college benchmarks. These measures include sections filled to capacity, percent of completed sections, and the percent of minority students.
- Over the last four years, Political Science sections generally filled to 94% to 96% of capacity, which also consistently exceeded the college-wide average of 84%. Additionally, in recent years the percent of completed Political Science sections has consistently exceeded the college-wide average ranging from 91% (2005-06) to an impressive 99% (2003-04).
- Minority student enrollment in Political Science has remained relatively consistent over the last four years ranging between 27% and 29%, which is right in line with the college-wide average of 28% and also exceeds the college-wide benchmark of 18.8%.
- Although the number of students withdrawing from Political Science sections has been declining over the last four years, the percent of withdrawals (15.2%) exceeds the benchmark of 15%. However, the withdrawal rate is below the college-wide average of 18%.
- Credit hour enrollment in Political Science remained fairly consistent between 1996-97 and 2002-03. Then steadily increased to its ten-year peak of 16,224 credit hours in 2004-05. Since that time the number of credit hours has remained close to this level.

# Program Dashboard Detail Report

**Prefix** POL  
**Title** Political Science

	<b>Program</b>				<b>College Wide</b>
	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2006-07</b>
<b>Sections Filled to Capacity</b>	96.3%	96.2%	94.3%	96.1%	84.4%
<b>Percent of Completed Sections</b>	95.5%	90.8%	97.9%	99.3%	90.7%
<b>Headcount Trend Ratio</b>	1.01	1.02	1.01	1.01	1.01
<b>Credit Hour Trend Ratio</b>	1.01	1.02	1.01	1.01	1.01
<b>Percent of Minority Students</b>	28.0%	28.6%	26.5%	26.9%	28.2%
<b>Percent of Withdrawals</b>	15.2%	15.5%	16.9%	18.4%	18.3%
<b>Percent of Incompletes</b>	0.8%	1.2%	1.0%	1.2%	1.5%
<b>Student Course Completion Rate</b>	67.9%	67.2%	67.8%	66.9%	67.7%
<b>Dashboard Score</b>	9.78	9.7	9.66	9.68	



## Sections Filled to Capacity

**Prefix** POL  
**Prefix Title** Political Science

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Students</b>	5,266	5,227	5,438	5,188
<b>Total Capacity</b>	5,466	5,435	5,769	5,399
<b>Sections Filled To Capacity</b>	96.3%	96.2%	94.3%	96.1%

**Definition:**

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

**Methodology:**

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

## Percent of Completed Sections

**Prefix** POL

**Prefix Title** Political Science

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Active Sections</b>	149	148	189	148
<b>Cancelled Sections</b>	7	15	4	1
<b>Total Sections</b>	156	163	193	149
<b>Percent of Completed Sections</b>	95.5%	90.8%	97.9%	99.3%

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### Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

### Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

## Headcount Trend Ratio

**Prefix** POL  
**Prefix Title** Political Science

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Headcount Year 1</b>	5,188	4,883	5,277	5,111
<b>Headcount Year 2</b>	5,484	5,188	4,883	5,277
<b>Headcount Year 3</b>	5,242	5,484	5,188	4,883
<b>Headcount Year 4</b>	5,272	5,242	5,484	5,188
<b>Headcount Period 1</b>	5,305	5,185	5,116	5,090
<b>Headcount Period 2</b>	5,333	5,305	5,185	5,116
<b>Headcount Ratio</b>	1.01	1.02	1.01	1.01

**Definition:**

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

**Methodology:**

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

## Credit Hour Trend Ratio

**Prefix** POL  
**Prefix Title** Political Science

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Credit Hour Year 1</b>	15,564	14,649	15,831	15,333
<b>Credit Hour Year 2</b>	16,452	15,564	14,649	15,831
<b>Credit Hour Year 3</b>	15,726	16,452	15,564	14,649
<b>Credit Hour Year 4</b>	15,816	15,726	16,452	15,564
<b>Credit Hour Period 1</b>	15,914	15,555	15,348	15,271
<b>Credit Hour Period 2</b>	15,998	15,914	15,555	15,348
<b>Credit Hour Ratio</b>	1.01	1.02	1.01	1.01

**Definition:**

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

**Methodology:**

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

## Percent of Minority Students

**Prefix** POL

**Prefix Title** Political Science

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Minority Students</b>	1,476	1,435	1,384	1,347
<b>Total Students</b>	5,278	5,010	5,231	5,000
<b>Percent of Minority Students</b>	28.0%	28.6%	26.5%	26.9%

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**Definition:**

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: end of session for each term.

**Methodology:**

Percentages are based on known data and exclude missing information.

## Percent of Withdrawals

**Prefix** POL

**Prefix Title** Political Science

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Withdrawals</b>	781	790	889	872
<b>Total Grades</b>	5,148	5,093	5,269	4,732
<b>Percent of Withdrawals</b>	15.2%	15.5%	16.9%	18.4%

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### Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

### Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

## Percent of Incompletes

**Prefix** POL

**Prefix Title** Political Science

	<b>2005-06</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Incompletes</b>	40	59	55	56
<b>Total Grades</b>	5,148	5,093	5,269	4,732
<b>Percent of Incompletes</b>	0.8%	1.2%	1.0%	1.2%

---

### Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

### Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

## Student Course Completion Rate

**Prefix** POL

**Prefix Title** Political Science

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Successful Grades</b>	3,495	3,421	3,573	3,166
<b>Total Student Grades</b>	5,148	5,093	5,269	4,732
<b>Student Course Completion Rate</b>	67.9%	67.2%	67.8%	66.9%

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**Definition:**

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

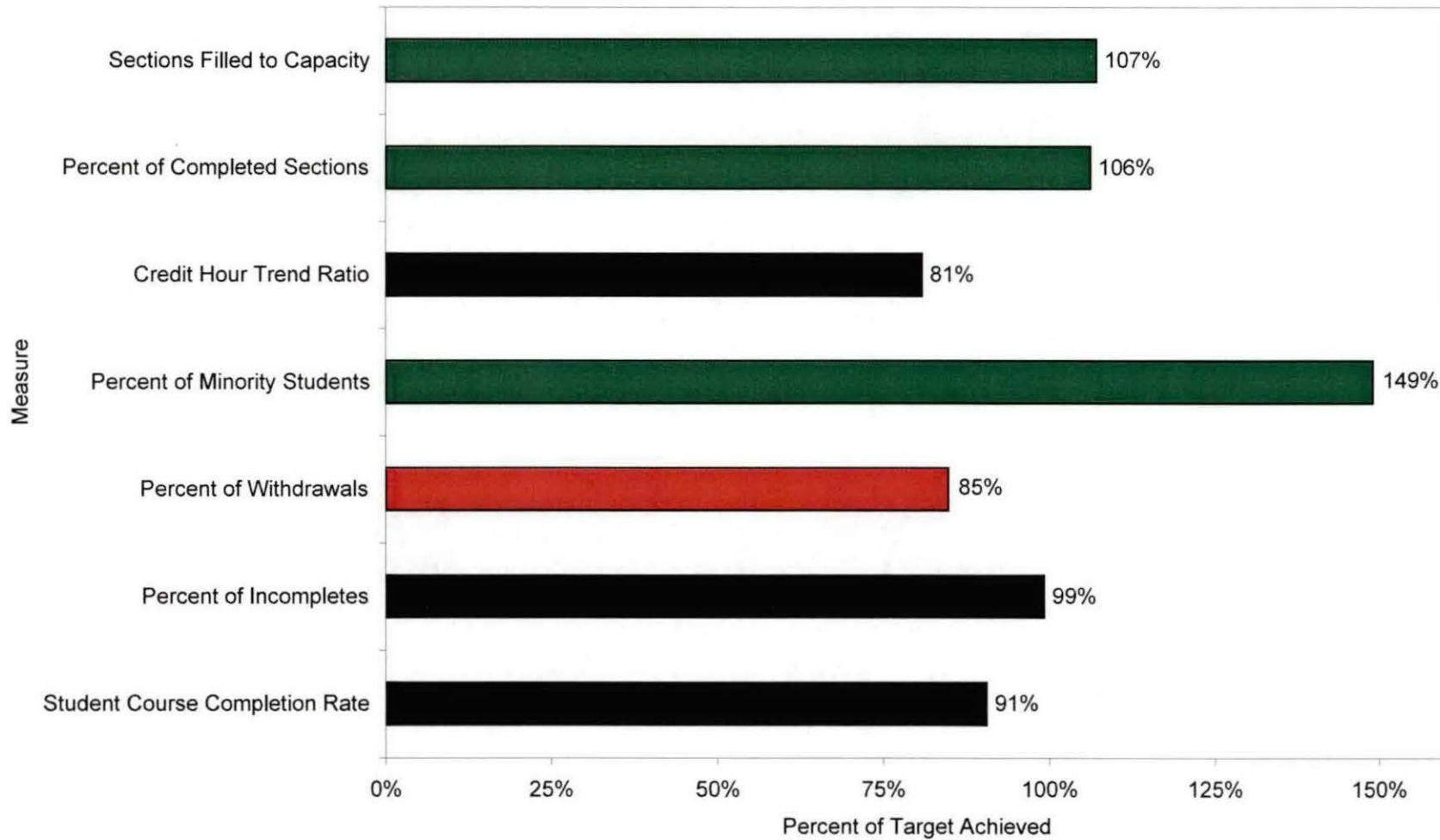
**Methodology:**

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).



# Oakland Community College Program Dashboard Report 2006-07

Political Science POL



# Oakland Community College Program Dashboard Report 2006-07

## Political Science POL Dashboard Score: 9.78

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	96.3%	75.0%	90.0%	107.0%	18.0%	1.93
Percent of Completed Sections	95.5%	75.0%	90.0%	106.1%	14.2%	1.51
Credit Hour Trend Ratio	1.01	0.71	1.25	80.8%	15.3%	1.24
Percent of Minority Students	28.0%	16.9%	18.8%	148.9%	6.1%	0.91
Percent of Withdrawals	15.2%	15.0%	0.0%	84.8%	12.0%	1.02
Percent of Incompletes	0.8%	3.0%	0.0%	99.2%	7.9%	0.78
Student Course Completion Rate	67.9%	60.0%	75.0%	90.5%	26.5%	2.40



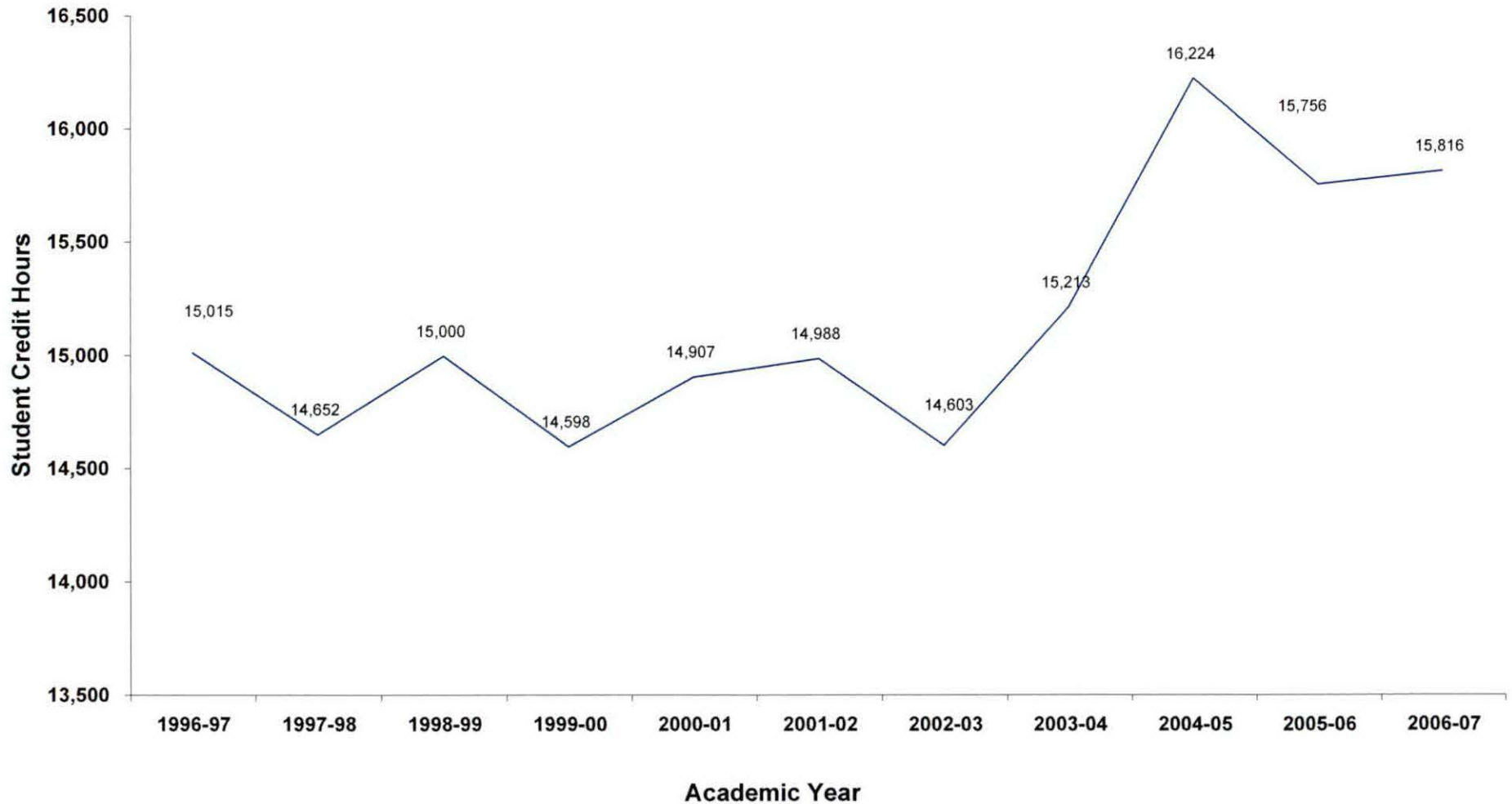
OAKLAND  
COMMUNITY  
COLLEGE

**Credit Hour Trends Report**  
**Political Science**  
**POL**  
**2006-07**

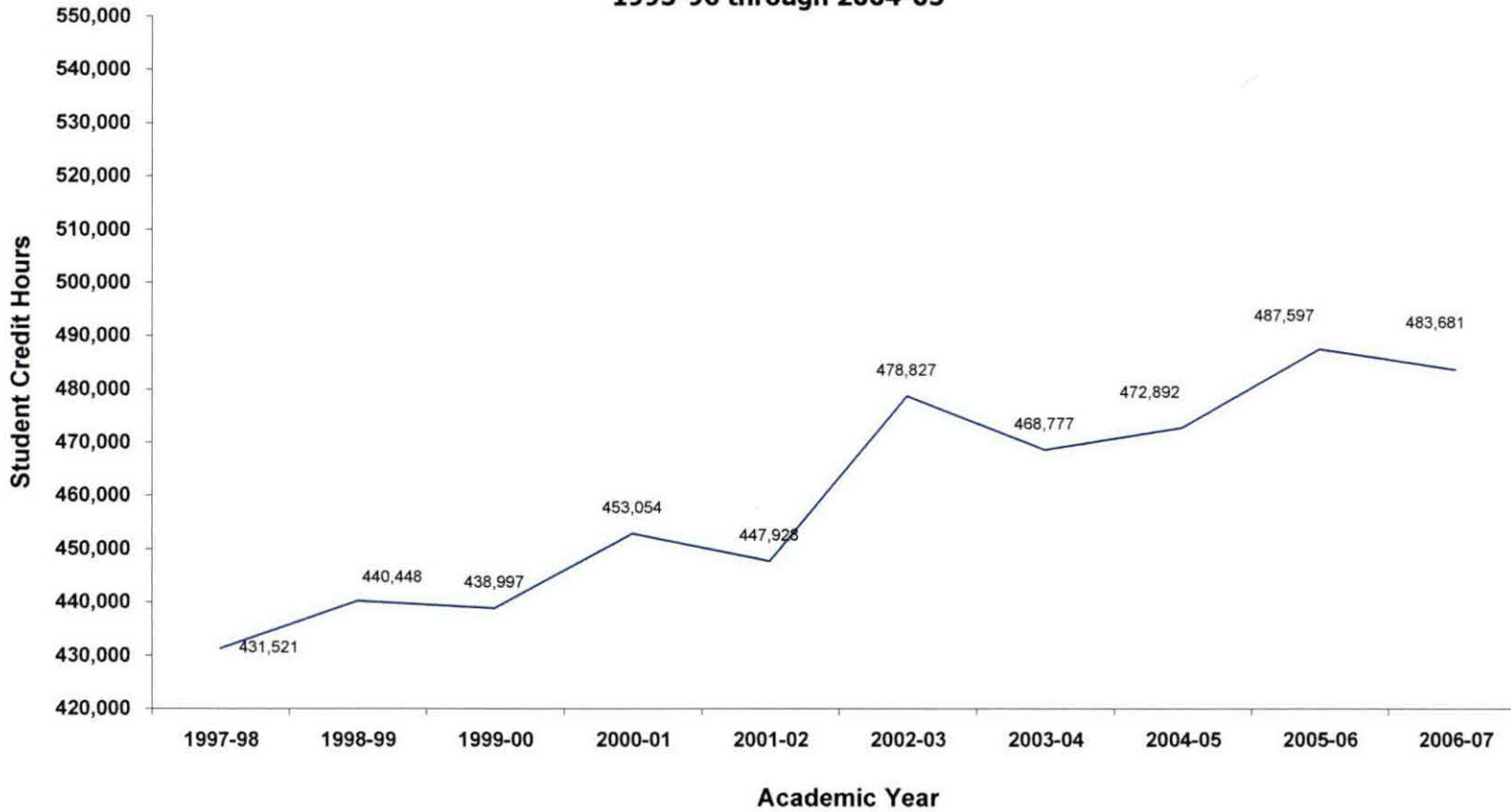
**Prepared by:**  
**Oakland Community College**  
**Office of Institutional Research**  
**August 13, 2007**

**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Political Science  
1996-97 through 2006-07**

	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	5-Year % Change	10-Year % Change
Political Science	15,015	14,652	15,000	14,598	14,907	14,988	14,603	15,213	16,224	15,756	15,816	5.5	5.3
College Wide Totals	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	483,681	8.0	9.1



**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
College-Wide  
1995-96 through 2004-05**



1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	483,681



**OAKLAND  
COMMUNITY  
COLLEGE**

**Curriculum Review Committee**

**Political Science Review**

**Faculty Coordinator: Patrick O'Connor**

**December 7, 2007**

- Continue to assess the new special topics courses such as: constitutional law, politics of global environment, and politics of global economy. (10 will be offered at 1000 level and 10 at 2000 level...2000 level courses are saved for transferability. Each course will be from 1-6 credit hours...staying closer to the 3 credits.
- Consider interdisciplinary courses (history, economics, psychology etc.)
- Need to support adjuncts more in regards to understanding assessment and how to use technology in order to be more effect in the classroom.
- Recommend the discipline help develop the college assessment rubric on Social Responsibility.
- CRC asked, "Why does POL 1510 stands alone as a graduation requirement?" After a lengthy discussion the recommendation is to review the General Education Distribution List to see if there are other courses that need to be considered as required courses and a need for the College to review the General Education requirements for all degrees.
- The discipline is in the process of exploring POL 1510 online and alternative scheduling.
- The Political Science Discipline needs to make sure mandatory items are on all syllabi.
- Consider a common final with common concepts assessed.
- Consider a discipline day of all adjuncts to come together who teach Political Science courses.