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DISCIPLINE OVERVIEW

What are the educational goals or objectives of this program/discipline, and how do they compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

Political Science is a classical discipline: the study of political science reaches back to the beginning of human society. Questions about the nature of government, their leaders and publics, what shapes public policies, and international interactions among states have also been essential. Philosophers have addressed these issues, including: Machiavelli, St Thomas Aquinas, Hobbes, Locke, John Stuart Mill, Marx, Simone de Beauvoir, and others.

Political Science is the study of government public policies and political processes, systems, and political behavior. Political scientists use a number of methodologies and tools to investigate the political dynamics of domestic and international systems. Political Science seeks to become more rigorous in its standards of inquiry. It seeks to expand scientific inquiry, collaborating with other disciplines such as: psychology, sociology, economics, mathematical modeling, and policy analysis. The goal is to describe and explain political phenomena with greater accuracy.

Political science students gain a versatile set of skills applicable to a wide range of careers in federal, state and local government, law, business, international organizations, nonprofit organizations, campaign management and polling, journalism, pre-collegiate education, electoral politics, research and university and college teaching.

Skills and abilities that political science students acquire that are transferable to any career:

Ability to communicate

- Present ideas clearly in writing and orally
- Debate effectively
- Negotiate and mediate between different views
- Listen critically

Analytical ability

- Interpret data
- See problems/issues from a number of perspectives
- Synthesize themes from complex issues
- Think internationally
- Assess policy and propose alternative options
Planning and development group skills

- Conceptualize problems
- Implement strategies
- Demonstrate leadership
- Organize information
- Work in a team and individually
- Develop consensus
- Interact effectively within diverse environment

Personal and Civic value of studying Political Science

People need to learn about the political system in which they live. Citizens need to know about the political processes and institutions in order to participate to defend their values and preferences. The studying of political science develops skills to help the individual become an effective member of their community and participant in civic life. In addition, political science training opens doors for participation in activities that can be rewarding on a voluntary or part-time basis. The individual can participate in the political discourse on public problems and allocation of public resources. Political science study prepares them to participate in civic involvement which can be a fulfilling dimension to their lives and a vital component to sustaining a democracy.

The challenge is to inform our students that Political science can contribute to both career opportunities and personal enhancement. Political science engages the mind, the heart, and the body.

Political science is the only discipline that directly prepares individuals for their role as an effective member of their community and participation in civic life. The study of Political science directly meets the goals of the PCC Mission and Values: Our mission states that PCC offers “opportunities that foster the development of civic responsibility and engagement” and PCC Values statement, “Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy”

The PS SAC believes that we fulfill this objective better than any other discipline and prepare our students to be responsible practitioners of democratic principles. We believe that Oregon and PCC need to follow that direction as many other colleges and require at least 1 course in US government. It seems the responsible thing to do if the college is serious about fulfilling its mission and its values.

Political Scientists have an obligation to abide by professional and ethical standards in the practice of their craft. The PS faculty at PCC adheres to the American Association of University Professors Code of Ethics as advocated by the American Political Science Association. See Appendix A.
Changes in the Discipline excepted in the next 5 years?

The core principles of the discipline will remain the same. The new technology (internet, iPhones, Facebook, Twitter, etc.) may change the way we research and present political phenomena and the manner in which the candidates and the average citizen can participate in the political process. We can see that new technologies are currently affecting political behavior, as demonstrated by the changes in the Middle East and North Africa. This is something new and exciting and our faculty needs to be constantly engaged in addressing these changes and sharing them with our students.

What changes have been made as a result of the last program review?

- Four credit conversion required each of our classes to add more material
- Writing, reading, and math prerequisites have improved the quality of work we receive from students. It has also contributed to student success in our classes.
- Course offerings have increased: offer PS 111 Skill and Issues, PS 299 American Presidency, PS 299 Elections, PS 299 US Supreme Court and Civil liberties, PS 299 Middle East Geopolitics, PS 299 Geopolitics of South Asia.
- Four of our courses PS 204 Comparative Political Systems, PS 205 Global Politics, PS 211 Peace and Conflict, PS 225 Political Ideologies are now on the Cultural Literacy list.
- In order to meet the needs of the Southeast Campus we now offering 1 PS course every quarter and are likely to increase to 2.
- Michael Sonnleitner (in order to help grow the Cascade campus has moved his position from Sylvania to half-time Rock Creek and half-time Cascade. For a time he was also anchoring the SE course to develop enrollment for political science classes there.
- The Peace and Conflict Studies is working on developing a one-year mediation certificate program.
- While NEWSPEAK has not been very active on the Sylvania Campus (due to lack of energy, lack of faculty) other campuses have expanded to Open Mind OPEN MIC at Rock Creek, and SPEAKOUT at Cascade. These are forums that allow for free speech presentations by guest speakers on relevant issues of the day.
- Many of our courses have benefited from the internationalization process and from our faculty teaching and learning travels. (please see Internationalization initiatives discussed below)
**CURRICULUM**

Courses offered by PS SAC

- PS 111: Skills and Issues
- PS 203: State and Local Government
- PS 204: Comparative Political Systems
- PS 205: Global Politics
- PS 211/SOC 211 (co-listed): Peace and Conflict
- PS 225: Political Ideologies
- PS 280A: Cooperative Education: Political Science
- PS 280B: Cooperative Education: Community Service and Action Seminar
- PS 280C: Cooperative Education: Peace and Conflict

Courses offered on experimental basis

- PS 299: Elections (every 2 years)
- PS 299: Terrorism and Human Rights
- PS 299: US Presidency
- PS 299: US Supreme Court and Civil Liberties
- PS 299: Geopolitics of the Middle East
- PS 299: Geopolitics of South Asia

Please see Appendix B for Programs and Degrees that require or recommend PS courses for completion.

**Course-Level Outcomes**

*Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.*

Political Science department has written new Outcomes for ALL of our courses in the last year:
PS 201 US Government: Foundations and Principles
1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to political movements, interest groups, political parties and other political entities in the United States.

2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U.S. Constitutional traditions and practices.

3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues including the Bill of Rights, and equal rights under the law.

4. Use the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address political problems in the United States.

5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, and other opportunities for action in a democratic society.

PS 202 US Government: Institutions and Policies
1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to conflicts associated with formulating national public policy such as taxation and spending policies.

2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of national institutions of U.S. politics including the branches of government and policies associated with them.

3. Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding both domestic and foreign policy issues in the U.S.

4. Use the ability to reason quantitatively and qualitatively using analytical skills to address national problems with U.S. political institutions and policies.

5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies.

PS 203 State and Local Government
1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to controversies associated with state and local government policies.

2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of state and local government policy-making structures and policy formulation.
3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues ranging from taxation to prisons and education to environmental concerns.

4. Use the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address political problems at the state and local government levels in the U.S.

5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, and other opportunities for action at the state and local government levels in the U.S.

PS 220 U.S. Foreign Policy

1. Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others representing nation-states, organizations, and groups operating in the global environment.

2. Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from attempts of the U.S. to create world order through use of economic, military, and diplomatic power.

3. Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues including the role of democratic institutions and decision-making elites in creating foreign policy.

4. Demonstrate the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address the interdependent basis of contemporary international system and the United States’ place in it.

5. Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible global citizenship by participating in opportunities to shape U.S. foreign policy.

How Course-level Outcomes Meet PCC Core Outcomes

The 3 courses PS 201 US Government: Foundations and Principles, PS 202 US. Government: Institutions and Policies and PS 203 State and Local Government contain the same course level outcomes. They just differ in relation to the content covered in the 3 different courses. PS 220 US Foreign Policy contains the same outcomes but in relation to foreign policy study. These outcomes are also directly linked to the College Core Outcomes in the following manner:

Communication: Outcomes 2 and 4 address written and oral communication skills, as well as analytical skills. Each of the 3 courses have course work that encourages the students to practice these communication skills in the classroom, then outside of the classroom in upper division courses in other colleges or universities or in their community or workplace. Individual and group presentations, debates, discussions, papers, essay exams, and other written assignments
provide both formative and summative assessment of our course level and college core level outcomes: Please see example of assessments below.

**Community and Environmental Responsibility:** Outcomes 1 and 3 and 5 address the issue of applying cultural and political perspectives to social systems and to use student’s understanding of social change and social action to address the consequences of local and human activity.

**Critical Thinking and Problem Solving:** Outcomes 2 and 4 address the ability to identify and investigate problems, evaluate information and its sources, and use appropriate analytical tools to develop creative and practical solutions to political and community issues.

**Cultural Awareness:** Outcomes 1 and 3 address student’s ability to understand the different perspectives of human experience and use those to analyze the relationships of individuals and cultures to the history of events and ideas. Students must support their own cultural assumptions and explain those of others.

**Self-Reflection:** Outcomes 1, 3 and 5 address the student’s ability to access, analyze, examine their own political beliefs and those of others and reflect how these beliefs shape their values, choices, and actions and those of others. Every assessment is in some way structured to promote self-reflection.

**Professional Competence:** Outcomes 1-5 address student preparation for a successful transfer to 4 year institutional or entry level career related to politics. If students successfully complete these outcomes they are ready to tackle the next-level of political science courses or to engage in the workforce.

**PS 204 Comparative Political Systems**

1. Explore how culturally based assumptions shape any country’s perceptions, behaviors, and policies in relation to political systems in other countries.

2. Examine historical cases for evolving political practices, including the roles played by political socialization, cultural norms, political institutions, and economic systems.

3. Analyze how policies including issues of privilege and discrimination are impacted by diverse governmental decision-making processes.

4. Formulate and apply personal value judgments regarding social constructs and power relationships embedded in different political institutions and systems.

5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.
PS 205 Global Politics: Conflict and Cooperation

1. Explore how culturally based assumptions shape any countries’ foreign policies and international interactions, as well as, with inter-governmental organizations and non-governmental organizations.

2. Examine historical bases for evolving economic and political relationships among national states, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example, how economic globalization often includes elements of cultural imperialism).

3. Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships.

4. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view.

5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

PS 204 Comparative Political Systems and PS 205 Global Politics have similar outcomes but slightly different content material.

The course-level outcomes are in direct correlation with the PCC Core Outcomes:

Communication: Outcome 1 through 5 address this outcome through the constant research, analysis, and discussion of international issues students are required to articulate both in oral and written form their findings, views, and policy options.

Community and Environmental Responsibilities: Outcomes 1, 3, students explore how culturally based assumptions shape a country’s perspectives, its foreign policy choices, and how international institutions are also affected by certain cultural norms. Both courses address how states, institutions, and individuals interact with their environment on a local and global level. Courses provide service learning and cooperative education opportunities to engage at the local community level.

Critical Thinking and Problem Solving: Outcomes 2 and 3 address this outcome. Students must examine historical evidence, analyze and critique policies and practices of various countries and international institutions. They demonstrate critical thinking in their papers, exams, debates and presentations in class.

Professional Competence: Outcomes 1-5 address student preparation for a successful transfer to 4 year institutional or entry level career related to international politics. If students successfully complete these outcomes they are ready to tackle the next-level of political science courses or to engage in the workforce.

Self-Reflection: Outcome 4 addresses the student’s ability to reflect on the value judgments, personal beliefs in regard to international political phenomena. Every course contains within it
activities that expect the student to access the global environment and make value judgments about their role in that environment.

**PS 211 Peace and Conflict**

1. Actively participate in policymaking processes, while showing respect for diversity, equity in relationship to others, and functional interdependence as a value.

2. Examine historical and cultural contexts in which movements for social change and political liberation have succeeded in the past and communicate about how movements may succeed in the future.

3. Communicate in ways likely to encourage democratic values, while nonviolently resolving conflict among individuals and groups of people who are seeking to change social institutions which perpetuate systems of privilege and discrimination.

4. Apply critical thinking skills with regards to controversial issues that include making personal value judgments, while demonstrating empathy for other people and differing points of view.

5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.

**PS 225 Political Ideologies**

1. Distinguish among major contemporary ideologies, identifying the culturally based assumptions and influences which lead to conflict and to cooperation among them.

2. Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for other people with differing points of view.

3. Communicate clearly historical sources contributing to the evolution of different idea systems, with the ability to express opinions regarding strengths and weaknesses associated with each.

4. Apply critical thinking skills with regards to controversial issues including the impact of cultural filters on social and political interactions.

5. Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible citizenship.

PS 211 Peace and Conflict and PS 225 Political Ideologies have similar outcomes but different content material.

*The course-level outcomes are in direct correlation with the PCC Core Outcomes:*

**Communication:** Outcome 3 addresses student’s ability to identify and apply communication strategies among individuals and groups. Demonstrate a variety of written and oral
communication tools in various situations which may include resolving conflict. Conduct research and convey in written and oral form the strengths and weakness of various idea systems.

**Community and Environmental Responsibility:** Both courses directly seek to engage the students in assessing community problems and engaging in finding solutions. This outcome is really at the center of these two courses.

**Critical Thinking and Problem solving:** Outcome 4 addresses the student’s ability to employ critical thinking and problem-solving tools to identify and discuss the implications of different ideas systems, culture, and personal judgments on controversial issues of the day.

**Self-Reflection:** Students’ reflection on personal beliefs and how they integrate or clash with different idea systems is a main focus of the outcomes in these two courses. Students assess, examine and reflect on how their personal beliefs impact their community.

**Professional Competence:** Outcomes 1-5 address student preparation for a successful transfer to 4 year institutional or entry level career related to international politics. If students successfully complete these outcomes they are ready to tackle the next-level of political science courses or to engage in the workforce.

**College Core Outcomes**

Describe how the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes. [http://www.pcc.edu/resources/academic/core-outcomes/index.html](http://www.pcc.edu/resources/academic/core-outcomes/index.html)

The Political Science SAC deliberately rewrote all of our outcomes to correlate with the PCC Core Outcomes. Therefore, when we assess the course-level outcomes we are in fact assessing the Core outcomes as well. This will be clearly evident in the assessment activities listed below.

Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate. [http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html](http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html)

The PS SAC is not very comfortable with how the Core outcomes are mapped, because we are not sure what they really mean and how helpful this instrument is for assessment. We recommend just doing away with it given that we have other, more useful, assessment tools.

In the meantime, the levels indicated on the matrix are, of course, a goal rather than an accomplished fact. Some of our students are clearly at these levels and beyond, while others are only striving toward them. Regarding the Core outcome of Professional Competence, to the degree that the SAC understands this to mean that our Political Science students are ready to transfer to a junior level course at another institution, we believe that our courses are at level 3. This is a new addition, since previously we did not have any scores for this, since we are not a professional technical program. Please see Appendix C.
Assessment of College Core Outcomes

This section may refer to, include or summarize the results of annual Core Outcomes assessments carried out over the last 5 years.

The Political Science SAC has only begun to participate in the formal College–wide assessment process, along with many other SACs. We have assessed Critical Thinking and Problem-Solving in Winter 2010. We assessed Communications and Cultural Awareness in Winter 2011.

Describe the strategies that are used to determine how well students are meeting the College Core outcomes

The following list represents the types of assessment strategies practiced in our courses:

Group Oral Presentation

Students choose a political problem (policy issues) in consultation with the instructor. They are required to research and formulate a partial solution to the problem and advance strategies to achieve implementation of the group’s solutions. The group may choose the method of presentation (including role-playing, debates, small group discussions, audio-visual, etc) to their peers. It must be communicated in a clear and coherent manner. The work is assessed by the instructor and by the classmates who assess each member’s contribution to the group work. Because the grade depends on the total group presentation, each member is encouraged to contribute. The presentation is assessed for:

- accuracy and depth of content
- member contribution to the group work
- organization
- delivery
- responsiveness to the audience

This assessment activity assesses the PCC Core Outcomes of Communication, Critical Thinking and Problem Solving, and Community and Environmental Responsibility.

Group Debates:

Four member groups read a pro and con argument on a particular issue (For example: “Electoral College: Abolish or Preserve?”) Two students argue for and 2 against. The entire class is engaged in asking questions of the presenting group.

Outcomes:

- Argue a point of view not necessarily their own (empathize with the other)
• Gain valuable and necessary experience of giving an opinion in public as a presenter who must defend their opinion
• Practice the importance of supporting an opinion with research and facts
• Learn that arguing politics is ok, doesn’t mean quarrelling
• Debating politics is fun
• Encouraged to practice debating their position outside of the classroom

This assessment activity assesses the PCC Core Outcomes of Communication, Critical Thinking, Self-Reflection, and Professional Competence.

Summit Conference

Groups of students choose a country they will represent at an international summit. Group’s members become experts on the positions representing a particular country. They come to the summit prepared to present problems in the areas of economy, security, and environment, social and political policy. They then seek to work out compromises that at least 3 out of the 6 countries are willing to work on. Each student submits a written packet of materials that addresses their particular part of the project including an outline of summit discussions points, summary of other countries presentations, and a policy paper addressing a possible solution to the problem presented at the summit.

Outcomes:

• Students learn to put themselves in somebody else’s shoes, as they have to familiarize themselves with country’s worldview, and how that worldview shapes a government’s position on important international issues. (For example: certain social problems such as drug use, abortion, birth control, use of condoms to protect against HIV infection, are not up for discussion in international forums because of religious, or cultural tradition). Some governments consider these issues strictly internal and will not address them in public forums, which means important issues that affect the international community cannot be addressed.
• Support their positions by using statistical and other research information.
• Hone presentation skills: organization, practice delivery and style mechanics, audience engagement
• Use analytical skills to decipher where compromise is possible.
• Discover how difficult if not impossible it is for countries with different national interests, cultural perspective, and political systems, to achieve any meaningful compromise and jointly solve world problems.

This assessment activity meets the PCC Core Outcomes of Communication, Critical Thinking and Problem Solving, Cultural Awareness, Community and Environmental Responsibility, and Self – Reflection.

Election Project

Students take on different presidential election campaign roles. Three students run for President, assisted with media advisors, budget managers; others form interest groups; some represent particular TV and Newspaper reporters. The campaign is based on 1 issue: education, terrorism, crime, etc. Each student or
group of students researches their roles and works throughout the quarter on the campaign. Each candidate must organize their campaign, give a platform speech, produce radio, print and TV advertising, lobby for interest group support, do media interviews, fundraise, and produce a campaign budget. Each group submits a writing packet of all materials speech, budgets, advertising, reporting, platform positions, etc. Both assessments form the group members and the instructor is incorporated into the final grade. All group members receive the same grade unless, overwhelming majority of group members have evaluated the contributions of a particular member unsatisfactory.

Outcomes:

- Student get a feel of what it takes to run a campaign
- Research issues important on a personal and national level
- Engage in the democratic process
- Adopt views that are not necessarily their own and defend them, thereby empathizing with differing political perspectives
- Formulate and suggest solutions to policy problems as part of the campaigning
- Use creative means to apply course materials to real world situations
- Practice public speaking and debating

This assessment activity meets the PCC Core Outcomes of Communication, Critical Thinking and Problem Solving, Community and Environmental Responsibility, and Self-Reflection.

Field Reports:

Students visit a publicly held meeting, function, or event related to local or state government (city council, school board meeting, neighborhood, legislative hearings, court session, political party functions). Students observe and write a paper analyzing the proceedings, how they participated (if appropriate), and what they learned from the proceedings that connects to the class.

Outcomes:

- Observe and understand public proceedings
- Observe how citizens participate at the local levels of government
- Identify issues important to the community
- Contribute to the community policy debate
- Analyze varying viewpoints and priorities
- Understand the democratic process
- Engage in community problem-solving and resolution of conflict
- Evaluate causes, consequences of and solutions to social/political issues

This assessment activity meets PCC Core Outcomes: Community and Environmental Responsibility, Critical Thinking and Problem-Solving, Self Reflection, Communication, and Professional Competence.
**Research Project on Institutions**

Student chooses a current bill or federal court case. After reading the legislation or hearing or reading the court opinion students must write a paper in which they present support for and against each side of the issue. Students address such questions as: What arguments were presented from 3rd parties such as interest groups? How did these 3rd party arguments impact the legislation or the court opinion? What is the impact of the bill or the court case on Congress, the President? Interest groups? The public? Or other stakeholders?

Outcomes:

- Identify and assess differing perspectives
- Identify, evaluate and synthesize information
- Identify and discuss implications and consequences of certain policy choices
- Analyze the role of political institutions (Congress, Presidency, Supreme Court) and individuals (interest groups) in addressing political problems.
- Reflect upon their own political values
- Communicate in an effective written context.
- Evaluate the impact of decisions on local and national community

This assessment activity meets the PCC Core Outcomes of Communication, Critical Thinking and Problem Solving, Cultural Awareness, Community and Environmental Responsibility, and Self – Reflection.

**Media Analysis**

Students compare media coverage on a particular news story from different media (print and broadcast) perspectives. Students must use at least 5 domestic and 3 foreign sources. Analyze each source for point of view, bias, editorial emphasis, and summarize the quality and quantity of information. Compare all the sources and assess overall coverage by the media. Written paper requires appropriate citations and effective writing.

Outcomes:

- Connect concepts learned in class to current events
- Distinguish relevant from non-relevant information
- Recognize bias
- Analyze assumptions for fact vs. opinion.
- Recognize and self-reflect on own assumptions
- Identify implication of certain points of views in media and how they affect policy outcomes
- Understand views from different cultures (foreign news services)
- Identify assumptions of foreign media
- Analyze how various cultural views influence assumptions and points of views, accounting for different coverage of the news in different countries or regions of the world.
This assessment activity meets the PCC Core Outcomes Community and Environmental Responsibility, Cultural Awareness, Self-Reflection, Critical Thinking, and Communication.

International Interview

Students are required to systematically interview a person who was born outside of the United States. The first part of the paper helps build an appreciation of variations in human culture and conditions as the person interviewed provides information as to why they either chose to immigrate or were brought by their parents to a new land. The second part examines what their expectations were and whether their experiences in the U.S. match their expectations. The last part of the assignment requires the student/interviewer to assess for themselves whether U.S. relations with people from the interviewed person’s country of origin are now more positive than not. In addition to the paper being assessed by the instructor, each student also shares with classmates in a small group context, thus gaining a broader perspective regarding immigrant experiences in the workplace and community.

Outcomes:

- Explain and understand cultural assumptions/perspectives
- Evaluate how culture affects foreign policy and international relations
- Practice oral communication skills in group setting
- Self-reflection

This assessment activity meets the PCC Core Outcomes of Communication, Critical Thinking and Problem Solving, Cultural Awareness, Community and Environmental Responsibility, and Self – Reflection.

Paper in Political Ideologies-HERLAND

Students read a feminist socialist utopia in which three men (a liberal, a conservative, and a socialist) interact with an all-female society. The student is required to decide whether living in such a society would be better than living in our society today.

Outcomes

- Self-reflection, including examine personal beliefs
- Appreciate different worldviews
- Develop social values
- Assess their role and responsibility to a community
- Assess the value of different social organizations and structures
- Recommend solutions on a local, national, and international level
- Evaluate the impact of their beliefs and behaviors on society

This assessment activity meets the PCC Core Outcomes of Communication, Critical Thinking and Problem Solving, Cultural Awareness, Community and Environmental Responsibility, and Self – Reflection.
Weekly Current Events paper/presentation

Students select and read articles: 3 articles from a conservative and 3 articles from a liberal perspective on a current news topic. They write a brief paper synthesizing the different arguments. How does it relate to the materials read in the textbook or the class lectures? Which view do they think has more merit? They then briefly present the highlights of their paper to the class and engage in discussion through questions and comments from the member of the class.

Outcomes:

- Students exposed to different political views not necessarily their own
- Connect course work with current events
- Reassess their political views
- Develop political values
- Acquire more information to develop their own values to support or defend their own political positions

This assessment activity meets the PCC Core Outcomes of Communication, Critical Thinking and Problem Solving, Cultural Awareness, and Self –Reflection.

Service-Learning Projects

Service-learning projects can be attached to any of our courses. One of the more relevant uses is in the cross-listed course PS/SOC 211 Peace and Conflict. (Political Science and Sociology) service learning is here undertaken while concurrently studying social and ecological systems with a view to social action and change. A wide variety of options are provided to each student, who may also select another placement, with instructor approval. When the timing is right, people are especially encouraged to actively experience playing a role in any political campaign of their choice. Each student must keep a journal which may serve as data useful to their completing a written evaluation regarding consequences associated with their experience. Class time is also set aside for sharing of their insights in small groups. The journal, written evaluation, and small group sharing all contribute to the assessment process and a deeper sense of community and environmental responsibility occurs along as personal empowerment is increased.

Outcomes:

- Identify causes of and solutions to social or environmental issues
- Connect the community involvement to course work
- Evaluate impact of individual on local community
- Take active role in community problem solving
- Evaluate causes, consequences, and solutions of various issues
- Self reflection
- Communication skills practiced in both written paper and in small group presentations
This assessment activity meets the PCC Core Outcomes of Communication, Critical Thinking and Problem Solving, Cultural Awareness, Community and Environmental Responsibility, and Self – Reflection.

**Midterms and Final exams**

Exams are one of the summative ways to assess learning. Most of our exams use short answer, and longer more analytical essays. This assessment gauges student’s comprehension and grasp of the content material of the courses. Content knowledge is the building blocks for the student’s foundation in political science studies. Responses must be supported with facts, examples, and critical thinking about particular aspects of political science. If a student demonstrates competence in these exams, then they should be prepared to perform adequately in subsequent political science courses.

**Outcomes**

- competence in content knowledge of the course materials
- demonstrate critical thinking and problem solving skills
- demonstrate competence in written communication skills

**Class Discussion**

All of the PS courses contain in-class discussions. These can take the form of small group, formal or informal responses to questions, and observations from instructors or students. Often discussions are likely to connect currents events to course content. Students practice communication skills, critical thinking, and self-reflection.

**Field Trips**

State and Local Government faculty occasionally take their students to the capital Salem, to meet with legislators. This is a great opportunity for students to get “hands on” experience of the political process.

**Summarize the results of assessments of these outcomes (SACs may refer and/or link to the Annual Reports, but work should be summarized here.)**

Thus far, PS SAC has only formally assessed Critical Thinking and Problem-Solving; 2010. Cultural Awareness, and Communication(2011) Core Outcomes.

**Critical Thinking and Problem-Solving:**

**Plan of Action:** Four US Government sections were selected and administer the same essay question: “How do the biases and format constraints of information sources (print, broadcast, internet, etc) impact outcomes (e.g. voting choice, party affiliation, public opinion, etc.)?”
Five exams from each section were gathered (names of students removed). A compilation of different exams were given to 3 instructors to assess using the Holistic Critical Thinking Scoring Rubric, using a scale of 1-4 1 −weak, 2-unacceptable, 3-acceptable, 4-strong. See Appendix D.

**What Did We Learn?**

The total average score was 2.9. Clearly some students practice the desired critical thinking skills but many more were still at the unacceptable level. Upon some discussion faculty realized that the question itself could have been better written to cue students to what we were looking for. If we had discussed the rubric with students before the exam it might have helped. This might have triggered the depth of analysis desired by the faculty and measured by the rubric. Critical thinking is possibly the most difficult outcome to master. It has to be practiced extensively, yet students in our courses may have had little to no experience in critical analysis, identifying different points of view, or questioning what they hear and read. They have to practice it in our classrooms before they can be successful in transfer work at other colleges, workplace, or community.

**What Changes do we need to make?**

Students need to be given more guidance on how to recognize arguments, construct arguments, assess evidence, identify fallacies, and how to detect biases. This can be accomplished by using handouts and more in-class practice exercises and assignments. Discussing grading rubrics ahead of time can also indicate to students what is expected.

**Communication and Cultural Awareness Core Outcomes 2011**

**Plan of Action:**

During Winter term 2 sections of PS 205 Global Political and 1 section of PS 220 US Foreign Policy were given an assignment that assessed the Cultural Awareness and Communication outcomes.

Students in all 3 courses were required to interview a foreign born individual. The interview consisted of questions such as: What were the conditions abroad that influenced you to come to the US? What have been your experiences after coming to the US and has it been what you expected? : How did you view US relations with your country of origin before coming to the US and how do you view those relations now?

After the interview students wrote a 4-6 page paper discussing the responses of their interviewee and their reflection on why cultural awareness is important to good international relations among countries. The paper included discussion of their own cultural perspectives, values, and assumptions and those of their interviewee.
Students then presented their findings to small groups of fellow students. Each student was
given a rubric that assessed communication skills. Each student applied the rubric to assessing
every student presentation in the small groups.

Finally one member from each group presented to the entire class the groups general
observations.

Methods Used

A sample of these papers and peer assessment rubrics from all 3 classes were discussed by the
instructors and evaluated to determine:

How well the student identifies their own cultural perspectives, values and assumptions and
compares those to others’ perspectives, values and assumptions.

To what extent does the student’s written and oral communication demonstrates audience
awareness, demonstrates an awareness of differing points of view, and makes an effective
presentation. See the attached rubrics in Appendix E.

What We Learned?

First, students did a good job of uncovering and sharing the personal stories of the foreign-born
individuals. Many of the students were touched by the harrowing journeys taken by many of the
people to come to this country. The group sharing allowed students to begin to understand and
empathize with the different cultural perspectives beyond their own sometimes narrow
experiences. Second, students overall were better at identifying and critiquing the interviewee’s
cultural perspectives than identifying their own values and assumptions. Students’ assessment of
the communication skills were fairly generous (3 -4 on a scale of 1-4). Their assessment of each
other was 20 % of their total grade for the project. The written paper was assessed by the
instructor using roughly the guidelines for the assignment itself. Students had a difficult time
connecting how the interviewee’s experiences connected to foreign policy culture. In the future
we would like to use a separate cultural literacy rubric to assess this assignment. See Appendix
F. We think it is best to let students discuss the rubric before the start of the project, so they are
better aware of the expectations.

Identify and give examples of assessment-driven changes that have been made to improve
students’ attainment of the Core Outcomes

The PS SAC has rewritten all of our course level outcomes in the last year to deliberately
integrate the PCC Core Outcomes, the cultural literacy requirements and the general education
criteria. Therefore, when we assess the course level outcomes we are assessing the PCC Cores
outcomes, most of the cultural literacy criteria and fulfilling the General Education Criteria. The
SAC did this because we recognized that the old outcomes were not matching was we were
actually doing in the classroom. In addition, we recognized as a result of the college’s move toward accountability to various stakeholders, we need to make more transparent the work in the classroom that shapes our students’ success outside of the classroom.

Many of our assignments have been redesigned to respond to the new course outcomes, especially the courses that now qualify for cultural literacy.

We have internationalized much of the curriculum as a response to the College’s new initiatives in this area, as well, as the travel and learning opportunities of our faculty. (Please note section on Internationalization in this report).

We have diversified and increased the variety of curriculum offered on the different campuses to accommodate student needs and interests.

**Distance Learning Issues**

To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery.

Political Science was one of the first disciplines to embrace distance learning in its infancy via the Telecourse, offering PS 201 and PS 202 in that modality. Eventually the courses became full online courses. Currently, we offer only one section of these two online courses each quarter (PS 201 Fall, PS 202 Winter, PS 201 Spring, PS 202 Summer). Recently, there has been 2 quarters in which two sections have been offered due to the large wait lists.

Political Science SAC has not fully embraced distance learning because the faculty by and large is not convinced that it offers a comparable experience to the on-campus face-to-face-classes. The SAC is concerned about the quality of the experience for students and faculty. We currently have only one faculty member that is trained in DL and offers these two courses online based at the Sylvania campus.

The SAC has questions about the quality of materials online, the integrity of testing, and the lack of direct physical human interaction, among other concerns.

The SAC has recognized that the growth in the demand for more online courses has to be addressed in order for the discipline to grow and to meet the needs of our students. In many cases students would not be able to enroll in our courses were it not for the availability of online offerings. We also recognize the need for cooperation among campuses in scheduling online offerings, as plans for the future of more political science courses develop.
Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc)? If so, please describe.

**Internationalization**

Most of our courses already have a heavy component of internationalization. The nature of the study of political science is the relationship between states and non-state actors.

PS 204 Comparative Political Systems: compares the institutional structures, political cultures, and economic systems of approximately 10 to 15 countries. Students are required to explore the differences and similarities among systems and analyze how these differences might shape international interactions.

PS 205 Global Politics: Conflict and Cooperation: involves the study of how states, non-state actors interact in the international arena. It addresses war and peace, human rights and international law, economic systems in the developed and developing world, intergovernmental organizations (such as UN, EU, WTO, WB, IMF, NATO, etc) and non-governmental organizations (such as, Amenity International, the Red Cross, terrorist groups, religious groups, etc) role in shaping policy outcomes within the international community.

PS 225 Political Ideologies: covers how different idea systems have shaped the evolution of different political and social systems. All of the ideas are shaped by different cultural, racial, ethnic perceptions and experiences, therefore students are exposed to ideas that are shaped beyond simply the traditional ideas of US or Western political system.

PS 220 US Foreign Policy: students learn to self-reflect on US foreign policy political culture (how we see ourselves in the world) and how our allies and challenges see our role in the world. In order to conduct successful foreign policy it is essential to have a global view of the actors in it.

PS 211 Peace and Conflict: Students engage in the study of social justice, liberation and environmental protection movements. They examine and compare civil society nonviolent campaigns in many countries around the world and engage in developing their own campaigns to address some of these issues.

PS299 Geopolitics of the Middle East and PS 299 Geopolitics of South Asia both explore the history, cultural, religion, demographics, geography of these regions. Students engage in cultural awareness, self reflection, and develop communication skills as they engage with the materials.

In addition to many of our courses containing already significant amount of international content and analysis, our faculty continue to improve internationalization of the curriculum.
Faculty have been part of the initial internationalizing the curriculum initiative and have attended a number of summits and meeting in this regard. Full-time faculty Bettencourt and Sonnleitner) have been fortunate to use travel seminars to enhance courses.

Rose Bettencourt through the CIEE opportunity travelled to study-seminars in Cambodia and Vietnam in 2007. These countries are now case studies for PS 204 Comparative Political Systems, PS 205 Global Politics and more extensively covered on PS 220 US Foreign Policy.

Although the travel occurred some time ago, 1984 her trip to the Soviet Union (Moscow, Leningrad, Georgia, and Estonia) for study in Russian language and culture has been a constant reference for teaching international relations, and US foreign policy, as well as, HST 278 Russian History course.

Michael Sonnleitner- has extensive travel, much of which involves presentations, study or teaching abroad. He has traveled to India, Japan, Hong Kong, Thailand, Pakistan, Afghanistan, South Africa, Italy, Great Britain, Northern Ireland, Mexico, Egypt, and Israel.

His most current travel was to Kerala, India as a Fulbright Lecture Award (2009) at St. Thomas College. This is a great honor for Dr. Sonnleitner and to PCC, since Fulbrights are rarely awarded to Community college faculty (kudos to Michael). Dr. Sonnleitner taught a semester of US government courses, international relations, and Gandhian Thought.

Dr. Sonnleitner uses these experiences in his courses to enhance course content and make course information come alive. International travel is especially helpful in relating more effectively to international students who are often in our classes.

Dr. Sonnleitner has been chosen as part of the cohort to attend teaching seminars at the East-West Asian center in Hawaii and as a result develop a course on China to add to our repertoire.

Herman Washington uses his travel in Kenya, Tanzania, Mexico, India and Japan to help students engage in cross-cultural learning and understand other political systems, structures, values, cultures and ways of life as compared to those in the United States.

Some faculty were born outside of the US. Portugal, China, Chile and therefore bring different perspective to the classroom.

Finally as a result of Dr. Sonnleitner’s Fulbright teaching opportunity he has arranged for an Indian Fulbright scholar to teach at PCC for Fall 2011. He will co-teach on 3 different campuses with PS faculty. This will be another opportunity for further integration of international perspectives into our curriculum.

Overall, the PS SAC was been a leader in the internationalization of the curriculum.

**Service-Learning:** PS faculty use service-learning projects. This is an area that faculty need to improve and incorporate more as an option, even though we do have co-operative education internships as well. We have placed students in the Portland city council, Mayor’s office, Salem

Honors: One of our faculty has been dedicated to establishing an Honors program at PCC and is part of the leadership Task Force. This has been an arduous task but a rewarding one. It has required many hours of the faculty member. This effort has been supported by the SAC and PS will shortly offer one of it courses as an Honors course.

Identify and explain any other significant changes that have been made to course content and/or course outcomes since the last review.

PS SAC has written new outcomes for all of our 8 courses. He have offered a number of experimental course, US Presidency, Elections 2008, 2010, Geopolitics of the Middle East, US Supreme Court and Civil Liberties, PS 299 Geopolitics of South Asia(Fall 2011). Four of our courses (PS 204, PS 205, PS 211, and PS 225) have been approved for cultural diversity list. We have added materials and activities to our courses as a result of the conversion from 3 to 4 credits. The pre-requisite implantation has allowed for more writing intensive assessment since students are slightly better prepared. PS has reapplied for General Education list and has been required to demonstrate that our courses belong on the GENED list to meet the new state criteria.

STUDENT AND COMMUNITY NEEDS

What is the effect of student demographics on instruction, and have there been any notable changes since the last review?

Looking at the statistics from Institutional Effectiveness our enrollment has increased in the last 5 years however, the demographic changes have had minimal impact on our instruction. There are slightly more males in our courses. This may be a result of military returning home and enrolling in college, but we have no way of knowing. Generally, there are more females in the online course. Again, this does not change our instruction methods. There is an increase at the Rock Creek campus of Hispanic students. Cascade still has more African American students taking our courses. (Please see Appendix I. for statistics from IE) These increasingly diverse student demographics in our classroom have minimal impact on instruction in part because of PCC implementation of prerequisites. This means we have students better prepared to succeed in our courses. Our instructors have been sensitive and inclusive of different racial or ethnic diversity through the personal interest we take in student success.

Our perspective is that larger numbers of students are economically challenged and in response the PS Sac seeks to provide less costly alternative for course materials; The PS SAC has agreed to use the same textbook for PS 201 and PS 202 (and PS 203 until this year). This means that students can move from instructor to instructor, taking several courses using the same book. We might add that Dr. Sonnleitner co-chaired the EAC Textbook Task Force and was a leading
advocate for reducing textbook fees. We have been very diligent in negotiating with the publishers the best possible deal we can get to meet the needs of the discipline and the students at the least cost possible.

Faculty have also put on reserve at all libraries copies of our textbooks so all students have access even if they can’t purchase the textbook.

The other notable change has been the increased demand for online sections. This is still a need that PS SAC must address by training new faculty to offer quality PS courses online when and where appropriate.

**Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program/discipline.**

Along with the rest of the college, enrollment has increased in the PS courses. This means that we would need additional faculty to cover the additional sections. Cascade campus and Rock Creek appear to have the most growth, yet they only have 1 full time faculty split between the two campuses. Southeast Campus appears to already be in need of additional sections (1 offering currently) yet there is no full time faculty to “anchor” that campus and provide students the attention they need. As we increase Distance learning, we will need faculty that are qualified and trained to offer quality distance courses.

**What strategies are used within the program/discipline to facilitate access and diversity?**

Our courses are open to all students meeting the college prerequisites. Additionally, PS faculty are very conscious of the fact that our community college students have very complicated lives, yet want to succeed, therefore, most faculty are willing to provide extra help, resources and encouragement when needed to make sure students are succeeding in our courses and at PCC.

PS created the PS 111 Skills and Issues in conjunction with the Gateway program. This one-credit course is taken in conjunction with PS 201 or PS 202 to help build student skills so they can improve performance in the PS 201 and PS 202 classes. This helps students who don’t meet the pre-requisites have access to our courses and succeed in them. Within the limitation of our faculty, we are proud of the diversity of courses and opportunities we offer. Our courses cover the range of international, national, state, local politics. We cover political ideologies PS 225 and try to empower our student through the PS 211 Peace and Conflict studies course. Every election cycle we offer a course on the Presidency and one on Elections which address national, state and local elections. This is an important service to our students and our local community.

In terms of our faculty diversity, we have more ethnic, racial, gender diversity amongst our small faculty pool than larger SACs.
Feedback from Students and Transfer Institutions

Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (not been addressed elsewhere in this document)? If so, describe.

Transfer Institutions

Political Science is a transfer discipline, so it makes sense to seek out guidance from our transfer institutions that enroll the majority of our students. IE has researched this information and submitted the following results:

Summer 2007 through summer 2009 records were examined to identify the students who took two or more of the following courses during this time: PS 201, PS 202 and/or PS 203.

A total of 446 students met these criteria.

Of the 205 students who transferred after their last term at PCC, the vast majority enrolled at PSU. More specifically,

152 students (PSU)

7 students (Oregon State)

7 students at (Univ of Oregon)

6 students (Mt Hood CC).

An additional 33 students were dispersed among 28 other institutions.

Six of the above PSU students also completed a BA (1 student) and BS (five students) degree in Political Science during this time period.

This would indicate the majority of our students transfer to PSU, OSU and OU. Rose Bettencourt interviewed David Kinsella, Department Chair at PSU and Bill Lunch, Department Chair at OSU. She asked both chairs what skills they expect or would like our transfer students to have. Their responses were overwhelming: Writing, communication (oral presentation), and critical thinking skills. Students need to think on their feet, research, cite sources appropriate to the research, be skeptical consumers of information, especially need to know how to use the computer to search for information and analyze its quality. They need to self-reflect on how events in the real world connect to course materials. It was clear that PCC is ahead of the game in assessing Outcomes. PSU is just getting started with assessment. OUS appears less restrained by formal assessment requirements but is also grappling with how best to indicate to stakeholders what their students are learning.

It appears that PCC has the tools to educate students that can meet these expectations. We have to use the assessment tools available to us (Outcomes) and get our students to complete them at
the highest level possible, so they are prepared to be successful at these upper level institutions. We believe the PS SAC has developed assessment strategies that can accomplish these goals.

**Student Feedback**

We conducted a pre and post-questionnaire of students in several political science courses in Fall 2010. The survey asked questions regarding student engagement in political activities, PS classes they had taken or planned to take, personal interest in following politics through various media, and what they hoped to accomplish in the class.

The conclusion of the survey was:
There is a clear indication from the results of this questionnaire that Political Science courses are having an effect on the students who take them. During the course of the term, the students became more politically active. In addition, there was an overall increase in every question indicating that the students were paying more attention to political events. This survey also indicates that the students are interested in taking more Political Science courses other than just the introductory U.S. Politics course, thus justifying the continued diversity of courses offered by the PCC Political Science faculty.

In regards to the question of “how do we know that the students have met the course outcomes.” This survey shows that, because of the Political Sciences courses that they took, the students increased their overall political activity and paid more attention through various means to political events and issues. This indicates that the courses are helping the students to learn and understand political problems and have responsible citizenship. In addition, their individual responses (82%) show that they felt they better understood the American political system as well as the world around them which supports our course outcomes as well as PCC’s goal that its graduates gain more knowledge in order to demonstrate professional competence. Please see Appendix G for complete survey results.

**FACULTY**

(Our recommendations section at the end of this report fully addresses our faculty needs.)

**Quantity and quality of the faculty needed to meet the needs of the program/discipline.**

The Political Science department has only 2 Full time faculty to cover the needs of 4 campuses and various learning centers, Hillsboro, Newberg. Currently Michael Sonnleitner has a split appointment between Rock Creek and Cascade. Rose Bettencourt teaches at the Sylvania campus but divides her time between teaching and Faculty Chair duties. There are 6-8 part time faculty throughout the 4 campuses. In order to provide adequate educational support for our students, the department needs a full time faculty on every campus. The teaching, advising, and college service responsibilities are overwhelming for the two full time faculty. The quality and experience of faculty is exceptional. All of the faculty are highly qualified to teach political science. Many are involved in college services, maintain updated in their field through
conferences, papers, presentations and travel related to discipline. In addition, many are engaged within their communities, “practicing politics”. Please see Appendix H for a comprehensive collection of faculty education and services.

**Extent of faculty turnover and changes anticipated for the future.**

Political Science has recently lost a long-serving part time faculty, Dr. Luke Lee who retired in June 2010. Dr Lee brought a diverse perspective to the department that will be missed by our students. His perspectives from the Chinese culture were an element that our students benefited from in class discussions of comparison between Chinese and American political culture.

Randy Wagner also left the college for a full time administrative opportunity in Colorado. He was an excellent classroom teacher, with great knowledge, and enthusiasm for his discipline and for teaching our students. His talents are sorely missed.

Tim Johnson, a newly minted PhD from Stanford University, has left to teach at Willamette University.

We are also in need of faculty that are qualified and want to teach online. Currently only one full time instructor teaches 1 course per quarter online district wide.

Currently the political science department is participating in the Diversity Mentoring program. One of our long time part time faculty Marcos Miranda is mentoring an individual from this Program. It is hoped that she can apply for a part time pool and teach district wide. Because this individual has a full time job elsewhere, it is not known how much teaching they will be able to do.

Other part-time faculty are heavily burdened by having a full time job, or teaching part-time at various colleges, in the area, that they are often not able to teach additional sections. And most importantly part time faculty are not compensated for office hours, advising, or committee work, program review, or other college service duties. Therefore, our students are not receiving the attention that they deserve because our full time and part time faculty are spread so thin.

**Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.**

As mentioned throughout the report, Political Science has only 2 full time faculty to service 4 campuses and 2 learning centers. We teach 22-24 sections per quarter. This means that 27% of the sections are taught by Full time faculty (Rose Bettencourt has been department chair for the last 5 years, 2 release courses) leaving 73% taught by Part time faculty. Michael Sonnleitner has a split appointment between Rock Creek and Cascade so, in fact, no campus currently has a truly full time faculty member dedicated to each campus.

The education and experience of our Part time faculty is very good. (See Faculty Biographies Appendix H for all their accomplishments) However, the fact that full time faculty have more professional development opportunities (funding for conferences, travel, research sabbaticals, on-campus activities) puts Part-timers at a disadvantage. They are the least able to be available
to students, participate in college services opportunities (some because of time but mostly they are not compensated for their time and efforts) and contribute to SAC and division responsibilities.

**How the faculty composition reflects the diversity and cultural competency goals of the institution.**

Diversity comes in many forms. As to racial, ethnic, and gender diversity the PS SAC has Hispanic, African-American, women, white males, Asian-Americans, and Portuguese faculty. Some of our faculty were born abroad, others have lived abroad, or have traveled extensively abroad, therefore, they are likely to be culturally competent and are sensitive to the values of PCC diversity mission. All faculty are respectful of academic freedom and support freedom of speech in their classrooms and urge our students to self reflect and develop their own political value systems. Faculty are careful to present different political perspectives and urge students to express their own political views.

**Report any changes the SAC has made to instructor qualifications and the reason for the changes.** [http://www.pcc.edu/resources/academic/instructor-qualifications.pdf](http://www.pcc.edu/resources/academic/instructor-qualifications.pdf)

The reason for clarification is that the PS SAC found that applicants with related fields were not well-qualified to teach survey courses. We find that a strong background in political science is essential to effective teaching of survey courses especially (PS 201, PS 202, PS 203).

**Instructor Qualifications:** For PS 201, 202, 203, 204, 205, 220, 225

Masters in Political Science with graduate coursework, teaching experience, or field work directly related to a specific course.

The SAC strongly recommends that the following statement be in the CCOG

In making course assignments, administrators and department chairs should consider the instructor's academic background, expertise, and professional experience with the goal of matching instructor qualifications to the specific course assignment. Consultation with full-time continuous contract Political Science SAC faculty regarding part-time faculty hiring decisions is strongly encouraged as a matter of basic professional courtesy

PS 211 Peace and Conflict/SOC 211 Peace and Conflict (co-listed) Minimum of MA in Political Science or Sociology or an MA in another field appropriate to this specific course –with graduate course work, teaching experience, or field work directly related to this specific course.

**How has professional development activities of the faculty contributed to the strength of the program? If such activities have resulted in instructional or curricular changes, please describe.**

We find there is strong support for Full time faculty professional development. The PS full time faculty have taken advantage of conferences, internationalization of curriculum through travel seminars, Distance education training, sabbatical leave for Michael Sonnleitner’s Fulbright
teaching opportunity and various local and on campus activities (See Educational Initiatives in this report) These opportunities refresh the faculty and translate to new energy in the classroom. Unfortunately the Part-time faculty (who teach the bulk of the PS courses) do not have the same opportunities for professional development.

FACILITIES AND SUPPORT

Describe how classroom space, computers/technology and library/media, laboratory space and equipment impact student success.

We recommend modernizing the classroom space by making podiums available in each room, white boards, better lighting, screens repositioned to the side rather than the middle, and functioning VCR (for older videos).

Describe how students are using the library or other outside-the-classroom information resources.

The library conducted a survey for the PS SAC below is the summary by Donna Reed:
Library Services Provided to the Political Science SAC:

This document was created as supporting evidence for the 2011 Political Science Program Review. It is intended to identify areas where there is an excellent connection between Political Science faculty, students and PCC Library and to identify opportunities for improvement. This analysis was provided to Rose Bettencourt, SAC Chair by Donna Reed, Library Director. It included a survey of Political Science Faculty and limited statistics. The library welcomes the opportunity to improve service to the PS SAC. Survey results follow this summary.

Strengths:
- PCC Library is a member of the Orbis Cascade Alliance and its students have access to the collections of 36 academic libraries in Oregon and Washington including all OUS libraries, Reed and Lewis and Clark. PCC students see all holdings from the library catalog.
- The library collects holdings that align with the curriculum and has a mechanism for faculty to request the purchase of new materials. Additionally that library has a strong database collection that supports the curriculum.
- PS staff makes wide use the library’s Reserves Service. This allows students to borrow textbooks for use in the library often before they have financial aid funds for textbooks.
- Some PS faculty incorporate library instruction into their curriculum.
- Most PS faculty are aware of and recommend databases to students.
- Full time faculty is strongly aware of library services.
- Although it is difficult to provide accurate usage numbers, circulation in the PS range of Dewey numbers is strong (approx. 1,100 last year) and that does not account for Summit use. The subject guide is moderately popular (152 hits last year).

Weaknesses
• Part time faculty are not uniformly aware of a number of critical library resources and services.
• The library is challenged to get the word out to faculty about what it can do to support student success for PS students.
• Given the number of classes with writing and research assignments, use of library instruction including recommendations about tutorials, chat and reference services is low.
• Library hours may be inadequate for students.

Opportunities
• Increase outreach to the SAC by inviting Tony Greiner (the SAC liaison) to help raise awareness of services.
• Work with Torie Scott and/or Allie Flanary to find better ways for the library to reach out to all faculty and to find meaningful ways to connect with part-timers.
• Discuss collection development issues with Tony Greiner and/or Jane Rognlie.
• Bring SAC issues to the Library Advisory Committee.
• Create an ongoing conversation that fosters improvement and supports student success.

Provide information on clerical, technical, administrative and/or tutoring support.
The PS SAC recommends that the college support PS Tutors to help our students be more successful.

Provide information on how Advising, the Office for Students with Disabilities and other student services impact students.

Advising: We have noticed a decline in the number of High School Completion students in our courses. It would be helpful if advising could provide some insight into what are the needs of those students and how can we satisfy their needs.

OSD: We suggest testing capacity at low or no cost to determine qualifications for ODA accommodations. We encounter many students with needs, yet they cannot be accommodated without proper testing and verification. Many of our students are slipping through the cracks.

Veterans: Faculty need the Veterans office to assist us in recognizing problems concerning returning combat veterans in our classrooms. There needs to be better outreach to faculty.

Describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the program/discipline and the needs of students.

PS SAC would like to see consistent class size district wide.

Additional reasonable compensation for new curriculum initiatives, such as experimental course offerings on the different campuses is desirable. The PS SAC has made a concerted effort to coordinate the PS schedule district wide by meeting with the Deans and chairs of the department on a per term basis. This helps to avoid conflicts in scheduling and better meet the needs of our students.
RECOMMENDATIONS

In order to meet the educational mission and values of PCC, the PS SAC recommends the following:

- Students graduating or transferring to other institutions should be required to take at least one US government course. If we are serious about educating citizens who are responsibly engaged in their civic communities we must provide that education. There is no better discipline than political science to accomplish this goal. The PS faculty is ready to work with the Administration, the legislature in Salem, community groups, ASPCC, or any other entity that can move toward accomplishing this goal. Oregon should not be left behind among other states that already require these courses for graduation.

- The PS SAC needs to promote the benefits of a civic education to the various Degree, certificates, and awards programs. It is a shame that only six programs require or recommend students in their areas take a political science course. PS has to demonstrate its relevancy in a much more transparent manner.

- The PS faculty need to continue to focus on assignments in our courses that directly access College Core outcomes. In order to accomplish this we need to share best practices within the SAC and encourage all faculty to challenge, inspire, and encourage our students to perform at the highest level possible.

- The PS faculty need to especially focus on the communication and critical thinking outcomes since these are crucial to student success at our transfer institutions.

- More opportunities and resources are needed for Part time faculty to engage in professional development. We encourage Part time faculty to participate more effectively in college service activities whenever possible, recognizing that this is above and beyond their contractual obligations.

- The PS SAC working with other members of the College community needs to continue work on the one year certificate in Mediation in Peace and Conflict Studies. This will provide yet another option for students who wish to work in the community, non-profits agencies, or continue graduate work at PSU in Peace and Conflict Studies.

- The Foreign Student and Faculty Exchange efforts currently initiated by Michael Sonnleitner need to proceed toward completion, so PCC can have a robust international exchange program that can enhance the lives of our students and the entire College community.

- We need to continue to be sensitive to students needs whether it is more and different courses, offered at a variety of times and campuses; offering lower cost options for textbooks; meeting the needs of OSD, ESL students, students in crisis, or returning veterans. Faculty must do all we can (working with college resources) to ensure the success of our students.
RECOMMENDATION FOR NEW FULL-TIME FACULTY

With the retirement of a full time (split History/Political Science) faculty person at Cascade in 2000 (Julius Stokes), Political Science as a PCC subject area was reduced from 2 & 2/5ths full-time positions to only 2 (serving all PCC campuses between them). In every Program Review over the last 20 years, the Political Science SAC has expressed a great **NEED** to expand the number of full-time Political Science faculty employed at PCC.

Reasons why PCC should address this **NEED** (far more than a “want”) fall into the following **five major categories of concern** relating to 1) the PCC Mission Statement a Core Outcome,

2) student access to full-time faculty, 3) increases in FTE/market demand, 4) assuring curriculum diversity and availability on every “comprehensive” campus, and 5) the need for full-time faculty to perform responsibilities on every campus as well as with respect to PCC as a whole. Please notice that we would weigh FTE considerations as a #3 priority and certainly not a factor which should trump all of the others combined. The narrative that follows will develop each of these 5 categories of concern, followed by a **MINIMAL PROPOSAL** to add one full-time faculty to our SAC as soon as possible, an **OPTIMAL PROPOSAL** to add two full-time faculty, and a more long-term **FUTURE PROPOSAL** to create one more full-time faculty position (for an eventual total PCC district-wide Political Science SAC including five full-time faculty on four campuses).

**Concern Category 1:** The PCC Mission Statement & Core Outcome

The fourth sentence of the PCC Mission Statement reads: “We offer college transfer programs; career technical education programs; adult basic skills; opportunities to develop English as a second language; high school completion and dual credit; community and continuing education programs; and service learning opportunities that **foster the development of civic responsibility and engagement.**” While the use of semi-colons might imply that to foster the development of civic responsibility and engagement is primarily linked to service learning opportunities, a more broad interpretation would suggest that this should be integral to the very foundation from which community colleges have evolved: to serve the community as a whole and not merely a few individuals within it. This interpretation is reinforced by the PCC Core Outcome #2: **Community and Environmental Responsibility:** “**Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.**”

While Political Science as a subject area cannot lay exclusive claim to developing civic responsibility and engagement while promoting an outcome of community and environmental responsibility, it is largely via political perspectives and systems where public policy is debated, adopted, and implemented to address the consequences of local and global human activity.

Put most simply, politics is the study of who gets what, when, where, and why (as a matter of
No subject area or discipline focuses more clearly than Political Science upon fostering the development of civic responsibility and engagement as it relates to the duty of citizens to apply political perspectives to address the public policies of governments and the consequences of these policies upon local and global activity.

This critical role of Political Science is recognized by law in many states. A sampling of states that require at least one semester of U.S. Government for graduation from high school includes New York, Texas, Illinois, California, and Washington (with the state of Washington requiring a full year of U.S. History and Government as well as an additional semester of Washington History and Government). When we compare this to Oregon, which requires 3 years in social sciences but does not require any government as a portion of that 3 years, a strong case can be made that PS 201, 202, or 203 become a requirement for Associate of Arts transfer degrees of all students who have not completed a high school government course. If Portland Community College does not see the wisdom in having such a policy, the Political Science SAC may well seek to lobby the Oregon State Legislature to produce such a requirement. Should we not insist that the citizens of Oregon be as minimally aware of information central to their civic obligations as are the citizens of California and Washington?

**Concern Category 2: Student Access to Full-Time Faculty.**

Each term we now typically offer 10-12 sections of PS courses at Sylvania, 5-6 at Rock Creek, 4-5 at Cascade, and 1 at S.E. Center (to be expanded to 2/term next year). So it is that we now have two full-time faculty anchoring up to 24 course sections/term on four PCC campuses, with only 6 of these sections consistently taught by a full-time Political Science faculty person (two sections each at SY, RC, and CA): Rose Bettencourt serves Sylvania campus with 2 sections per term (as a Faculty Chair with released time who also as offers some courses in History). Michael Sonnleitner serves both Rock Creek and Cascade (with a split appointment in which he teaches 2 courses/term at each campus). In other words, 75% of Political Science courses per term are now taught at PCC by part-time instructors. During the summer term, we usually offer seven additional sections (3 at SY, 2 at RC, and 2 at CA) of which 1-3 are taught by full-time instructors.

The one full-time position that has been a split appointment since 1988 is especially problematic. Split 3/5ths Sylvania and 2/5ths Rock Creek until 2003, it then became split 2/4ths Rock Creek and 2/4ths Cascade so as to anchor the Political Science offerings at Cascade that were at risk of being cut following the retirement of Julius Stokes (a History Instructor at Cascade who also had taught courses in Political Science). Although Michael Sonnleitner has worked hard to fulfill his obligations serving in this split assignment, including consultations with ASPCC leaders on both campuses as well as serving as advisor to numerous student clubs.
over the years, it is clear that his best efforts to be fully available to students are impossibly inadequate. Many students seeking advice regarding Political Science as they prepare to transfer to other institutions, for example, can make an appointment during office hours that can be offered on as few as 2 days each week! This shameful state of affairs is hardly remedied by our devoted part-time faculty on these campuses who, it should go without saying, have no compensation for holding office hours.

While the number of Political Science course sections at both Rock Creek and Cascade have increased to the point of being capable of sustaining a full-time position at each campus, PCC as a system has yet to see fit to make this a hiring priority. Part of this problem is related to the fact that movement to produce such a position on each campus must be seen as a high priority for both campuses. In other words, campus-based thinking often has trumped PCC system-wide thinking that more clearly has the overall good of students in mind. Experience indicates how split-appointments may far outlive their initial usefulness in building the presence of campus-based disciplines. As a rule, split appointments should be for short periods of time.

The shifting of the split appointment away from the Sylvania, moreover, has placed the entire responsibility for anchoring Political Science at that campus upon our one remaining full-time position. Although Rose Bettencourt is, at least, available to consult with students at Sylvania five days per week, her responsibilities as Department Chair reduce the percentage of our courses being taught by a full-time faculty on that campus to only 16-20% per term. It is likely this reality has contributed to enrollments in Political Science courses at Sylvania growing at a rate far below enrollment increases at Rock Creek, Cascade, and S.E. Center. In fact, as she can testify as Department Chair, it is often very difficult to even find minimally-qualified part-time instructors in Political Science to fill sections offered during popular daytime hours due to qualified instructors having commitments elsewhere. So it is, at Sylvania and throughout the PCC system, it is often a challenge to offer students course instruction in Political Science at all, during the times when the student demand for courses is most high.

To be sure, expanding distance-learning course offerings is a way to increase student access to courses. The Political Science SAC has long been open to having distance learning courses taught with campuses other than Sylvania being the home base. The problem is, in some ways, greater than finding qualified instructors to teach daytime courses – as thus far none of our part-time instructors have opted to undertake training to offer distance learning courses. Reluctant to outsource such a responsibility to the occasional person who offers to teach distance learning courses (and with whom we have no experience having evaluated as an instructor), such courses in Political Science at PCC have remained few in number. Hiring a new full-time Political Science faculty person whose competency to teach some distance learning courses is assured could be a real boon for our students and discipline at PCC.
Concern Category 3: Increases in FTE/Market Demand.

It is the view of the PCC Political Science SAC that considerations associated with the first two “categories of concern” discussed above should be seen as more important than the market demand and FTE revenue considerations in responding to our request for faculty positions. That said, FTE and market demands are certainly important factors to include regarding any decisions to be made. Fortunately, data relating to Political Science enrollments have been increasing (despite our subject area being handicapped with only two full-time faculty in the entire PCC system). Please note that all offerings of the PS 211 “Peace and Conflict” course receive inadequate credit relating to both FTE and Headcount since this course is always cross-listed with Sociology and, by agreement with the Sociology SAC, when Political Science Instructors teach the course all students enrolled (whether is PS or SOC) should be credited to the Political Science faculty. Taking that discrepancy into account, the official enrollment figures for Political Science courses nevertheless display substantial increases in FTE.

Over the five year period of 2005-2010, FTE enrollment in Political Science courses has increased by 700% at S.E. Center, 58.5% at Cascade, 35.7% at Rock Creek, and 12.9% at Sylvania – for a total increase from 112 FTE (in 2005-06) to 148.3 (in 2009-2010) = 32.4%.

As might be similarly seen in the data relating to Unduplicated Headcount (UH) Enrollment, the fact is that Political Science as a discipline is growing despite the reality of having no full-time faculty person exclusively assigned to Cascade or Rock Creek, or even part-time assigned to S.E. Center. Over the same five-year period, UH enrollment in Political Science courses has increased by 1,520% at S.E. Center, 50% at Cascade, 43% at Rock Creek, and 10.7% at Sylvania – for a total increase from 1,087 (in 2005-06) to 1,429 (in 2009-2010) = an increase of 31.5%. Please See Appendix I. for enrollment statistics.

Factoring in the error of counting with respect to the approximately 5-6 PS/SOC 211 course sections offered at PCC per year, it would be safe to say that market demand for Political Science courses have increased by over 1/3 during the period 2005-2010 – with fewer courses being taught by full-time faculty than at any time in at least the past 25 years. While there is no doubt that increases in Political Science enrollment figures are less than increases in overall PCC enrollment during this time frame, and that increases in many other disciplines may be far more impressive, one needs to ask some crucial questions:

1) Might the relatively low enrollment increases in Political Science be substantially impacted by the fact that we have no full-time instructor anchor at any campus other than Sylvania?

2) In addition, might the lowest enrollment increases at Sylvania (as compared to Political Science figures for the other campuses) be impacted by the fact that a smaller percentage of courses there are taught by the lone full-time instructor there as compared to either Rock Creek or Cascade?
We in the Political Science SAC believe that both of the questions above should be answered in the affirmative. To blame lower growth in enrollment upon some kind of invisible hand of supply and demand overlooks the fact that the supply of full-time instructors is woefully inadequate – which may have adversely affect the demand. As we now proceed to address two remaining categories of concern, it should become apparent that the stress placed upon the two full-time faculty in this discipline should also be taken very seriously.

**Category of Concern #4: Assuring Curriculum Diversity & Availability on Every “Comprehensive” Campus.**

At Sylvania campus students are provided with the full-range of all Political Science course offerings. While curriculum diversity exists there, availability is severely restricted due to the fact that most part-time instructors are either restricted (by responsibilities elsewhere) in times that they can teach or are unprepared to offer courses beyond our two “U.S. Government” courses (PS 201 and 202). It is especially difficult to find competent instructors to teach “State and Local Government” (PS 203) at Sylvania (or any other campus) -- which is hampering some students who may need that course to complete a requirement for a Certificate in Criminal Justice, Fire Science, or other vocational areas. While “Peace and Conflict (PS/SOC 211) and “Global Politics: International Relations” (PS 205) are normally offered every term (except in the summer), each is offered only once – which is far from ideal for students who may need either course to complete the PACS (Peace and Conflict Studies) Focus Award, or some future Focus Award in International Studies.

At Rock Creek campus seven different courses are available per year, though at least three of these are taught only once per year (PS 204, PS 205, and PS 225). Availability is even more limited at Cascade campus where only six different courses are taught per year, with three of these offered only once per year (PS 205, PS/SOC 211, and PS 225). At S.E. Center campus only the basic “US Government” and “State and Local Government” courses (PS 201, 202, and 203) are available to students, with these courses (now taught by a part-time instructor) first established only through the efforts of a full-time instructor (Michael Sonnleitner) teaching them or the first two years as an overload. Beyond Sylvania campus, almost all of the diversity of course offerings (other than PS 201, 202, and 203) is provided by the current full-time split appointment faculty person, with the times offered being limited to when his busy schedule makes them possible.

Clearly, a full-time faculty presence at Rock Creek and at Cascade campuses and an additional full-time person at Sylvania would allow for more experimentation as to what other times might be good for offering courses beyond PS 201, 202, and 203, thereby providing a better response to market demands as well as increasing the likelihood of more successful enrollment in these diversity of courses.
Category of Concern #5: The Need for Full-Time Faculty to Perform Responsibilities on Every Campus as well as with Respect to PCC as a Whole.

All things considered, the current two full-time faculty in Political Science are remarkably active on their respective campuses as well as district wide. Among other things, Rose Bettencourt serves as a faculty chair at Sylvania campus, is currently involved in the PCC Honors Program; is a member of the Educational Advisory Council (EAC); contributes towards deliberations associated with the Peace and Conflict Studies (PACS) Focus Award; serves on faculty hiring committees; is occasionally advisor to student organizations; and Political Science cooperative education placements for students at Sylvania; and has done the lion’s share of work relating to this Political Science Program Review. Among other things, Michael Sonnleitner now chairs the Peace and Conflict Studies (PACS) committee which is working to revise the PACS Focus Award and develop several vocational Certificates; chairs the International Exchange Program (IEP) Focus Group which is working to propose policies designed to improve the availability of exchange opportunities for PCC students and faculty as well as to bring more international students to PCC; serves on the Internationalization Steering Committee, continues as a long time member of both the EAC Membership Committee and the EAC Academic Standards and Practices (ASAP) Committee, supervises cooperative education placements at both Cascade and Rock Creek, works closely with ASPCC and student clubs at both Cascade and Rock Creek, and coordinates weekly Open Mind, Open Mic (OMOM events at Rock Creek. SAC Chair responsibilities are rotated between these two faculty, with necessity and exhaustion being factors as to who chairs which year.

In this context, it should be emphasized that both Rose and Michael feel their effectiveness is being compromised by the mere fact that they are the only two full-time faculty in the PCC district.

Clearly, if either or both were to cut back on their current commitments, PCC would feel the loss – but cut back they both may need to do simply to maintain a sense of sanity. A major consideration for Rose is that our primary responsibility to offer courses (and improve the full-time to part-time ratio at Sylvania) may force her to cease her responsibilities as department Chair. For his part, Michael is physically unable to perform many campus responsibilities associated with being a full-time instructor (like serving on search committees or engaging his colleagues in creative campus-based experimentation) due to the reality of being at Rock Creek only two days per week and at Cascade only three.

The sad reality is that PCC has two full-time faculty in the Political Science SAC that are both maxed out with their time commitments, often unable to respond well to additional campus-based duties they feel responsible to perform, and thus approach a state of frustrated exhaustion for which there is no effective remedy but to cut back on their service to PCC. In this context, additional full-time faculty in Political Science is not merely a “want”: it is a NEED.
THREE PROPOSALS:

MINIMAL PROPOSAL for RC & CA: One New Position.

1) Create a full-time faculty slot at Rock Creek, expanding the two sections/term now taught by a full-time split-appointment instructor to 4 courses/term: to be filled by a new faculty hire as soon as possible, preferably to begin in Fall term of 2012.

2) Expand the half-time position at Cascade (now 2 courses in a split-appointment with Rock Creek) to a full-time position at Cascade: to be filled by Michael Sonnleitner as soon as possible, preferably to begin in Fall Term, 2012.

NOTE: If S.E. Center would like Michael Sonnleitner to help anchor an expanding of course offerings on that campus, he would also be willing to move his current split appointment(Rock Creek/Cascade) to a split between Cascade and S.E. Center. A logical balance of such a split per term would be Cascade 3 courses, S.E. Center 1 course. The exact split for Michael regarding a Cascade/S.E. Center appointment would depend partly on whether S.E. Center would like him to teach only one course there (which would suggest having 2 sections offered on the campus (one taught by a part-time instructor, in case enrollments are too low in one) or two courses (which would make it necessary to have 3 total sections offered, in case enrollments are too low in one).

OPTIMAL PROPOSAL: An Additional One New Position for SY.

1) Create a new full-time faculty slot for Sylvania, allowing Rose Bettencourt to continue performing her duties as Chair (or with regards to other commitments she may have, including the teaching of an occasional course in History).

NOTE: If S.E. Center would like a split-appointment full-time faculty person to anchor an expanding of course offerings on that campus, having the new slot split per term with 2-3 courses to be taught at SY and 1-2 courses at SE would a) serve to anchor the Political Science course offerings at SE Center, b) help cover courses at Sylvania and reduce the FT to PT ratio there, while c) removing from any consideration a CA SE split appointment (an option in the MINIMAL PROPOSAL above) and thereby assure a full-time faculty presence for the CA campus.
**FUTURE PROPOSAL:** An Additional One New Position at S.E.

1) Create a new full-time faculty slot to anchor Political Science offerings at S.E. Center, understanding that a truly “comprehensive” campus will require this when total course sections in Political Science reach at least 5 in number.

**NOTE:** If a split-appointment full-time instructor is used to help build up Political Science offerings at S.E. Center, use of the split-appointment strategy should be terminated when the new full-time slot is filled. Split-appointments should be seen as a useful short-term arrangement, not to be abused for the long term. Students on each comprehensive campus eventually NEED to have access to a full-time faculty person in the discipline.
APPENDIX A

II. AAUP Statement on Professional Ethics

Statement on Professional Ethics

I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper role as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debts and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of the work done outside of it. When considering the interruption or termination of their service,
professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

V. As members of their community, professors have the rights and obligations of any citizen. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

B. Responsibilities in the Classroom and to Students

8. Academic political scientists must be very careful not to impose their partisan views, conventional or otherwise, upon students or colleagues.

9. Teachers have an ethical obligation to choose materials for student use without respect to personal or collective gain.
   9.1 Publishers are strongly discouraged from offering inducements for textbook choice apart from making examination copies available and lowering the suggested retail price of a book.

10. Faculty members must not expropriate the academic work of their students.
   10.1 Teachers cannot represent themselves as authors of independent student research; and research assistance, paid or unpaid, requires full acknowledgement.

10.2 As advisers, faculty members are not entitled to claim joint authorship with a student of a thesis or dissertation.

C. Political Activity of Academic Political Scientists

12. The college or university teacher is a citizen, and like other citizens, should be free to engage in political activities insofar as this can be done consistently with obligations as a teacher and scholar.
   12.1 Effective service as a faculty member is often compatible with certain types of political activity, for example, holding a part time office in a political party or serving as a member of a governmental advisory board. Where a professor engages in full-time political activity, such as service in a state legislature, he or she should, as a rule, seek a leave of absence from the institution. Since political activity by academic political scientists is both legitimate and socially important, universities and colleges should have institutional arrangements to permit such activity, including reduction in the faculty member's work-load or a leave of absence subject to equitable adjustment of compensation.
APPENDIX B

Degrees and Programs that Require or Recommend PS courses

All AA degrees require that 2 to 4 courses be taken from the Social Science list which Political Science is one of several options.

International Business Program Award Core Courses requires:

- PS 205 Global Politics: Conflict and cooperation

International Business recommends as an elective:

- PS 220 US Foreign Policy

Criminal Justice requires as part of Core courses:

- PS 201 US Government: Foundations and Principles
- PS 202 US Government: Institutions and Policies
- PS 203 State and Local Government

AAS Emergency Management requires:

- PS 203 State and Local Government

Peace and Conflict Focus award requires most of the PS courses

Asian Studies Focus Award recommends:

- PS 204 Comparative Political Systems
- PS 205 Global Politics: Conflict and Cooperation
APPENDIX C

CORE OUTCOMES MAPPING

Mapping Level Indicators:

1. Not Applicable.
2. Limited demonstration or application of knowledge and skills.
3. Basic demonstration and application of knowledge and skills.
4. Demonstrated comprehension and is able to apply essential knowledge and skills.
5. Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

Core Outcomes:

1. Communication.
2. Community and Environmental Responsibility.
5. Professional Competence.

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<td>Political Ideology: Alternative Idea Systems</td>
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APPENDIX D

The Holistic Critical Thinking Scoring Rubric – HCTSR A Tool for Developing and Evaluating Critical Thinking Peter A. Facione, Ph.D. and Noreen C. Facione, Ph.D.

Strong 4. Consistently does all or almost all of the following:
- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the most important arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, non-fallacious conclusions.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.

Acceptable 3. Does most or many of the following:
- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Draws warranted, non-fallacious conclusions.
- Justifies some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons lead.

Unacceptable 2. Does most or many of the following:
- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Draws unwarranted or fallacious conclusions.
- Justifies few results or procedures, seldom explains reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Weak 1. Consistently does all or almost all of the following:
- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Argues using fallacious or irrelevant reasons, and unwarranted claims.
- Does not justify results or procedures, nor explain reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- Exhibits close-mindedness or hostility to reason.

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## APPENDIX E

**Name of person being evaluated:** 
__________________________________________

**Evaluator’s Name:** 
__________________________________________

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<th>Points assigned</th>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because of poor organization; introduction is undeveloped or irrelevant.</td>
<td>Audience has difficulty following presentation because of some abrupt jumps; some of the main points are unclear or not sufficient stressed;</td>
<td>Satisfactory organization; clear introduction; main points are well stated, even if some transitions are somewhat sudden.</td>
<td>Superb organization; main points well stated and argued, with each leading to the next point of the talk.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Mumbles the words, audience members in the back can’t hear anything; too many filler words; distracting gestures;</td>
<td>Low voice, occasionally inaudible; some distracting filler words and gestures; articulation mostly, but not always, clear;</td>
<td>Clear voice, generally effective delivery; minimal distracting gestures, etc., but somewhat monotone;</td>
<td>Natural, confident delivery that does not just convey the message but enhances it; excellent use of volume, pace etc.</td>
</tr>
<tr>
<td><strong>Relating to audience</strong></td>
<td>Reads most of the presentation from the slides or notes with no eye contact with audience members; seems unaware of audience reactions;</td>
<td>Occasional eye contact with audience but mostly reads the presentation; some awareness of at least a portion of the audience; only brief responses to audience questions;</td>
<td>Generally aware of the audience reactions; maintains good eye contact when speaking and when answering questions;</td>
<td>Keeps the audience engaged throughout the presentation; modifies material on-the-fly based on audience questions and comments; keenly aware of audience reactions.</td>
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<tr>
<td><strong>TOTAL</strong></td>
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APPENDIX F

CULTURAL LITERACY

By the Metiri Group in cooperation with NCREL

Definition: Culturally literacy is the ability to understand and appreciate the similarities and differences

Importance in the Digital Age:

As citizens of one of the most diverse nations in the world, it has been particularly important that Americans be sensitive to the role that culture plays in the behaviors, beliefs, and values of themselves and others. The advent of new communications technology only makes this sensitivity more imperative. Within the virtual worlds of e-mail, chat rooms, virtual classrooms, and even multi-player gaming environments, individuals from cultures and societies around the globe are interacting with a frequency that was unimaginable even a decade ago.

In order to work cooperatively with individuals from vastly different backgrounds, students must appreciate and understand the beliefs and values that drive them. These qualities must reflect a notion of cultural literacy that is broader than it has been in the past: first, it must be sensitive to the many sub-cultures that exist within the larger American society; second, it must include newly developing technological cultures such as virtual workspaces, and chat-room environments; and third, it must recognize the evolutionary nature of culture and the impact that technology had had — and will continue to have — on cultures worldwide.

Understanding other cultures has two notable benefits: 1) it multiplies our access to practices, ideas, and people that can make positive contributions to our own society; and 2) it helps us understand ourselves more deeply. By understanding a range of alternatives, we become aware of our own implicit beliefs — beliefs so deeply imbedded that we routinely take them for granted (Stigler, Gallimore and Hiebert, 2000).

Profile of a Culturally Literate Student:

Culturally literate students are knowledgeable and appreciative of the way that culture and history — their own as well as those of others — impact behaviors, beliefs, and relationships in a multicultural world. Such students:

- understand that culture impacts their behavior and beliefs, and the behavior and beliefs of others.
- are aware of specific cultural beliefs, values, and sensibilities that might affect the way that they and others think or behave.
- appreciate and accept diverse beliefs, appearances, and lifestyles.
- are aware that historical knowledge is constructed, and is therefore shaped by personal, political, and social forces.
- know the history of both mainstream and non-mainstream American cultures, and understand that these histories have an impact today.
- are able to take the perspective of non-mainstream groups when learning about historical events.
- know about major historical events of other nations and understands that these events impact behaviors, beliefs, as well as relationships with others.
- are aware of the similarities between groups of different cultural backgrounds and is acceptant of differences between them.
- understand the dangers of stereotyping and other biases; are aware of and sensitive to issues of racism and prejudice.
- are bilingual or multilingual, or working towards these proficiencies.
- can communicate, interact, and work positively with individuals from other cultural groups.
- understand how the use of technology and the Internet impacts worldviews.
- use technology in order to communicate with individuals and access resources from other cultures.
- are familiar with existing cultural norms of new technology environments (instant messaging, virtual workspaces, e-mail), and are able to interact successfully in such environments.

**Continuum of Progress:**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Novice</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Awareness of culture</strong></td>
<td>Student is largely ignorant of specific value systems that contribute to the way that he/she and others behave, OR he/she possesses negative, stereotyped beliefs about different cultural groups.</td>
<td>Student is aware that culture impacts his/her own behavior and the behavior of others; however, understanding of specific beliefs and value systems is largely superficial or incomplete.</td>
<td>Student possesses some knowledge of specific beliefs, values, and sensibilities that contribute to the way that he/she and others behave.</td>
<td>Student is highly knowledgeable about specific cultural beliefs, values, and sensibilities that might affect the way that he/she and others think or behave.</td>
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<tr>
<td><strong>Awareness of history and its impact</strong></td>
<td>Student is largely unknowledgeable about the history of his own and others’ cultures, and he/she shows no interest in learning more.</td>
<td>Student possesses basic knowledge about history, mostly focused on mainstream American cultures. He/she is largely unaware of how history has shaped relationships.</td>
<td>Student knows some history of mainstream and non-mainstream American cultures, and of other nations; he/she understands that these histories impact relationships today, but this understanding is</td>
<td>Student has substantial knowledge of history of both mainstream and non-mainstream American cultures, and the history of other nations. He/she has a sophisticated understanding of</td>
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<tr>
<td>Perspective taking - history</td>
<td>Student does not realize that knowledge of history is socially and politically constructed; when learning about history, does not independently assume the perspective of non-mainstream groups.</td>
<td>Student requires substantial assistance to recognize that knowledge of history is socially constructed, and to assume the perspective of non-mainstream groups when learning history.</td>
<td>Student realizes that history is socially constructed. With minimal guidance, he/she is able to take the perspective of non-mainstream groups when learning about historical events.</td>
<td>Student realizes that history is socially and politically constructed, and has sufficient knowledge to spontaneously take the perspective of non-mainstream groups when learning history.</td>
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<tr>
<td>Stereotyping and bias</td>
<td>Student does not understand that stereotyping and other biases are not acceptable, and tends to engage in these behaviors. Student internalizes implicit, biased messages about other cultural groups (e.g., in media).</td>
<td>At a general level, student understands that stereotyping and other biases are not acceptable; however, he/she is not sensitive to the impact of prejudice or to biased messages about other cultural groups (e.g., in media).</td>
<td>Student understands the dangers of stereotyping and other biases; he/she is aware of and sensitive to issues of racism and prejudice, and sometimes recognizes biased messages about other cultural groups (e.g., in media).</td>
<td>Student understands the dangers of stereotyping and other biases, is sensitive to issues of racism and prejudice, and highly cognizant of biased messages about other cultural groups (e.g., within media).</td>
</tr>
<tr>
<td>Tolerance</td>
<td>Student fails to recognize similarities between his/her own culture and other cultures; he/she judges differences in behavior or lifestyle negatively, and does</td>
<td>With a few exceptions, student fails to recognize similarities between his/her own culture and other cultures. Although not</td>
<td>With guidance, student is cognizant of similarities between his/her own culture and other cultures. He/she appreciates and</td>
<td>Student understands that individuals from diverse cultures share some fundamental beliefs; he/she appreciates and accepts diversity,</td>
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<td>not associate with individuals from different cultural groups.</td>
<td>negative about differences in behavior or lifestyle, student only occasionally associates with individuals from different cultures.</td>
<td>accepts individuals with diverse beliefs, appearances, and lifestyles.</td>
<td>and seeks opportunities to learn about and interact with different cultures.</td>
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<tr>
<td><strong>Language proficiency</strong></td>
<td>Student is not interested in learning other languages. Efforts made towards these skills are superficial and motivated almost entirely by course requirements.</td>
<td>Student is willing to learn another language, but does not appreciate the value of this skill. Although student makes a genuine attempt to learn a new language, these efforts are motivated by course requirements.</td>
<td>Student understands the value of being multilingual, is at or working towards this proficiency, and is intrinsically motivated to acquire new languages.</td>
<td>Student understands the value of being multilingual, is at or working towards this proficiency, and is intrinsically motivated to learn not only a new language, but also about the culture from which the language is derived.</td>
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<tr>
<td><strong>Interactions with individuals from different cultures</strong></td>
<td>Student communicates, interacts, or works poorly with individuals from other cultural groups.</td>
<td>Under supervision, student can generally communicate, interact, and work positively with individuals from other cultural groups.</td>
<td>Student usually communicates, interacts, and works positively with individuals from other cultural groups.</td>
<td>Student almost always communicates, interacts, and works positively with individuals from other cultural groups; he/she seeks opportunities to learn from diverse perspectives.</td>
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<tr>
<td><strong>Use of resources from different</strong></td>
<td>Student avoids using technology to gain access to</td>
<td>With substantial guidance, student is willing</td>
<td>Student sometimes uses technology to gain</td>
<td>Student regularly uses technology to gain access to</td>
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<td><strong>cultures</strong></td>
<td>individuals or resources from other cultures.</td>
<td>to use technology to gain access to individuals or resources from other cultures; however, these efforts are generally motivated by course requirements.</td>
<td>access to individuals or resources from other cultures; these efforts are sometimes self-initiated and intrinsically motivated.</td>
<td>individuals or resources from other cultures; these efforts are generally motivated by interest and exceed course requirements.</td>
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<td><strong>Awareness of the way that technology influences worldviews</strong></td>
<td>Student does not understand that technology impacts his/her own and others’ worldviews.</td>
<td>Student understands that technology allows access to other cultures, but does not understand the impact of this access on worldviews or societies.</td>
<td>Student has some understanding of the way technology impacts his/her own and others’ worldviews.</td>
<td>Student has an insightful understanding of the way technology impacts his/her own and others’ worldviews (e.g., by allowing individuals to access pop culture, news, ideas, from other societies).</td>
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<tr>
<td><strong>Culture of technological environments</strong></td>
<td>Student has no knowledge about the culture of technological environments (e.g., online chats, instant messaging, MOOs, MUDs), and, does not participate in these forums.</td>
<td>Student has some basic knowledge about the culture of technological environments (e.g., online chats, instant messaging, MOOs, MUDs), and participates minimally in these forums.</td>
<td>Student is reasonably fluent in the culture of technological environments (e.g., online chats, instant messaging, MOOs, MUDs), and can participate frequently in these forums.</td>
<td>Student has substantial and sophisticated knowledge about the culture of technological environments (e.g., online chats, instant messaging, MOOs, MUDs), and can participate fully in these forums.</td>
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APPENDIX G

PS Student Questionnaire

All answers are confidential and will only be used to review and improve political science course offerings. Answer the following questions as best you can:

Questions concerning political activities you have engaged in:

1. Are you eligible to vote?
   a. Yes                          c. No, I am not a citizen
   b. No, I am too young          d. I don’t know

2. If eligible to vote, how often do you vote?
   a. often                       c. seldom
   b. sometimes                   d. never

3. How often have you volunteered or actively participated in a political campaign?
   a. often                       c. seldom
   b. sometimes                   d. never

4. How often have you attended a political rally or marched in a political demonstration?
   a. often                       c. seldom
   b. sometimes                   d. never

5. How often do you donate money to a candidate or political campaign?
   a. often                       c. seldom
   b. sometimes                   d. never

Questions concerning political science classes you have taken and/or plan to take:

6. How many political science courses have you taken, so far?
   a. Several (three or more)
   b. One or two
   c. This is my first political science course

7. Do you plan to take more political science courses while in college?
a. Yes, at least **one more**

b. Yes, I am interested in political science and plan to take **several** courses

c. Yes, I plan to **major** in political science

d. No, I doubt I will take another political science course

8. What areas of political science interest you the most?
   a. The U.S. Government (i.e. U.S. Constitution; Institutions, how it works)
   b. Political parties, interest groups, campaigns and elections
   c. State and local government; local community issues
   d. Law, law enforcement and criminal justice
   e. International Politics; Foreign policy; war and peace issues

Questions concerning your **personal interest** in politics and political events:

9. How often do you follow political news on television?
   a. often  c. seldom
   b. sometimes  d. never

10. How often do you follow political news on the radio?
    a. often  c. seldom
    b. sometimes  d. never

11. How often do you follow political news on the internet?
    a. often  c. seldom
    b. sometimes  d. never

12. How often do you read political news in newspapers and/or magazines?
    a. often  c. seldom
    b. sometimes  d. never

13. How often do you discuss politics with others (family, friends, coworkers, etc.)?
    a. I never discuss politics with anyone
    b. I rarely discuss politics with anyone
    c. I discuss politics with others now and then
    d. I discuss politics with others at least once a week
    e.

14. How political do you think you are?
    a. Very political
    b. Only moderately political
    c. Not at all political

15. What would you like to get out of this course?
Political Science Questionnaire Results – March 2011

Political Activism Questions

Summary – There was an overall increase in political activity by students after they had finished the Political Science course they were taking. The results of questions two, three and four all indicate that the Political Science courses are having an effect in increasing various forms of political activity, which shows that more students are participating in elections and are participating in their democratic society (outcome #4).

1) From pre-test to post-test, the percent of respondents who said they were eligible to vote rose slightly from 90% to 93%. Those who said they were too young declined from 5% to 3%, and those who said they were not citizens declined from 5% to 4%.

2) In the pre-test, only 39% said that they voted often, whereas those who voted sometimes were 27% of the sample, and 11% said they seldom voted. Remarkably, in the post-test, those who voted often jumped to 60% (a 21% increase), and those who never voted declined from 21% to 13%.

3) There were slight increases in the post-test over the pre-test in respondents who indicated political activity. The often category went from 2% to 3% in the post-test. The sometimes category gained 2% to 14%, and the seldom category gained 4% to 25%. Thus, there was an overall increase in political activity of 7% of all respondents.

4) The respondents who said they had attended a political rally or demonstration increased overall from 42% to 49%.

5) Those who responded that they donated money remained unchanged in most of this category.

Political Science Questions

Summary – With such a strong number of students indicating interest in International Politics and Law Enforcement, it is evident that courses in these fields, though they are not the most common general education courses, are warranted because there is clearly a “market” for them. In addition, the interest in International Politics indicates that want to become responsible in the global community, which is a requirement of PCC for its graduates.
6) The percent of respondents who indicated that this was their first Political Science course declined slightly from 57% to 45%, which may just be a result of the fact that more of those who took the pre-test survey then dropped were in the first course category.

7) Those who doubt they will take another Political Science course increased from 22% to 28%.

8) The answers to this question from the pre-test to post-test were quite similar. Overall, more than a third of students indicated they are most interested in International Politics. That was followed by roughly a quarter who indicated law enforcement and a fifth who said U.S. politics or government. It should be noted that in this category some of the students indicated more than one choice.

**Interest In Political Events**

**Summary** – There was an overall increase in the number of students who indicated they were now paying more attention to political events after they had completed the Political Science course they were taking. The results from all five questions (nine through fourteen) demonstrate that the students were more engaged in learning about political issues and problems (outcome #4) as well as discussing those problems and articulating value judgments (outcome #5). The increased attention that students gave to the political events shows that Political Science students were becoming more culturally aware, and paying more attention to problems in their communities, both of which are requirements of PCC graduates.

9) There was an overall increase from pre-test students to post-test students who indicated that they often or sometimes follow political events on television from a combined 63% to 71%.

10) There was an overall increase in those students who said they followed political events on the radio (often and sometimes categories combined) from 38% to 44%.

11) There was an increase from 63% to 78% of those who said they followed political events on the internet either often or sometimes.

12) There was an increase from 46% to 53% (often and sometimes categories combined) of those who said they followed political events by reading a newspaper or magazine.

13) There was a 10% increase in those who said they discuss politics with others every now and then, and a decline in those who said they never or rarely discuss politics.
14) There was a 9% increase who said they are very political from 22% (pre-test) to 31% (post-test).

Final Question

15) This question was open ended and categorized as well as possible to group responses into broader categories. Overall 82% of students indicated that they were satisfied with the Political Science course they had taken and had gotten out of it what they had hoped. There was no dominant response as to what else might have been preferred, but more on the law was the modal response.

Conclusion

There is a clear indication from the results of this questionnaire that Political Science courses are having an effect on the students who take them. During the course of the term, the students became more politically active. In addition, there was an overall increase in every question indicating that the students were paying more attention to political events. This survey also indicates that the students are interested in taking more Political Science courses other than just the introductory U.S. Politics course, thus justifying the continued diversity of courses offered by the PCC Political Science faculty.

In regards to the question of “how do we know that the students have met the course outcomes.” This survey shows that, because of the Political Sciences courses that they took, the students increased their overall political activity and paid more attention through various means to political events and issues. This indicates that the courses are helping the students to learn and understand political problems (outcome #4) and have responsible citizenship (outcome #5). In addition, their individual responses (82%) show that they felt they better understood the American political system as well as the world around them which supports outcomes number four and five as well as PCC’s goal that its graduates gain more knowledge in order to demonstrate professional competence.

Recommendation

The overall results from the pre-test and post-test show that Political Science students are communicating more, becoming more community and globally responsible, becoming more culturally aware, and becoming more professional competent. These results may encourage the faculty and administration of Portland Community College to consider encouraging or even requiring all graduates of PCC to take a Political Science course, which is the standard in most states in the United States.
Michael W. Sonnnleitner

Educational degrees or certificates, and areas of expertise.


- **Major:** Political Science; **Supporting Program:** India/China Area Studies.
- **Examination Areas:** History of Political Thought, Comparative Politics, U.S.
- **Constitutional Law.**

**Ph.D. Dissertation:** "The Roles of Law & Coercion (or Soul Force & Social Change) according to Mohandas K Gandhi & Martin Luther King Jr."


Courses you teach or have taught for PCC:

- PS 111: “Political Science Seminar” (1-credit supplement occasionally taught with PS 201)
- PS 203: “State and Local Government”
- PS 205: “Global Politics: International Relations”
- PS 211: “Peace and Conflict”
- SOC 211: “Peace and Conflict”
- PS 280A: “Cooperative Education: Political Science”
- PS 280B: “Cooperative Education: Community Service and Action Seminar”
PS 280C: “Cooperative Education: Peace and Conflict”

PS 299: “Terrorism and Human Rights”

Conferences attended, papers presented, panels

“Gandhi’s Use Of Media”, Peacevoice Conference (Portland, OR: 2009); Topics associated with the Community Colleges for International Development Conference, Inc. (in Long Beach., CA: 2008); “Improving Retention Without Reducing Academic Rigor” (Pacific Northwest Political Science Association Conference: Spokane, WA: 2007); Blackfish Gallery Series:


Community service you engage in that is related to your work at PCC or enhances that work.

PCC PACS Program (1990-present): facilitated the establishment of the Peace & Conflict Studies Program at Portland Community College (1988-90); Program Chairperson(1990-present); NEWSPEAK coordinator, developing a "free speech" tradition and designated area at Sylvania Campus by hosting weekly noontime events featuring controversial viewpoints and respectful dialogue (1998-2003), setting similar traditions at Cascade (2004-2005) and at Rock Creek (2004-now).

PCC Campus Activities (1988-present): Serving as Advisor to many political and environmental clubs;


**Ascension Church Homeless Shelter (2004-present):** regular volunteer at family shelter 4 blocks from home), operating in cooperation with other churches.

**Pacific Green Party (1998-present):** supporting member; occasional state conference attended, selected to serve on the State Coordinating Committee for 2003-04 (1 yr); elected to the GPUS (U.S. Green Party) National Committee 2009-present.

**Military Influence in Schools (1995-present):** supportive of the military recruiter ban in Portland Public Schools (1996-2000); working to protect student file privacy.

**Northwest Military & Draft Counseling (1988-present):** serving on an inactive board with John Grueschow, occasionally speaking on draft issues. **Oregon Fellowship of Reconciliation (1987-present):** State Staff person (1987-88); Chair of the Board of Directors (1989-92); less active in recent years.

**Voices for Creative Nonviolence (1999-present):** supportive of Kathy Kelly (family friend) efforts to stop harmful U.S. policies in Iraq and promote positive programs.

**St. Andrews Church Activities (1988-2002):** supportive of church services from legal aide to clothes pantry; facilitate some adult political/education sessions.

**Neighborhood Watch Program (1989-99):** organizing a 3 block by 6 block relating to our old home in North Portland; closing drug houses; building community.

Travels that relate to your classes. Describe how you incorporate these experiences into your teaching.

**Fulbright Lecture Award (2008-2009):** at St. Thomas College (in affiliation with Mahatma Gandhi University) in Palai, Kerala, India; with travel also to Italy, Egypt, and Israel.

**Invited Scholar to the International Association of Gandhian Studies Conference in New Delhi:** 1987.

**Delegate to the International Seminar on Training for Nonviolent Action (3 weeks in Mexico):** 1977.

**Summer Peace Internship:** Londonderry (Derry), Northern Ireland (2 months): 1974.

**Thomas J. Watson Fellowship:** to study "Experiments in Nonviolent Action" in India (6 months), & 1-4 weeks in Japan, Hong Kong, Thailand, Pakistan, Afghanistan, Republic of S. Africa, Italy/Sicily, & Great Britain: 1971-72.

**Summer U.S. Senate Internship:** (in Washington, DC, Office of U.S. Senator Henry M. Jackson): 1969.

These experiences (as well as other travels within the U.S.) are used, as appropriate, in all of my courses to both enhance course content and make course information come alive. International travel is especially helpful in relating more effectively to international students and other for who English is not their first language.
Rosa M. Bettencourt

Ph. D. University of Southern California, Los Angeles 1996--Comparative Politics

Dissertation written on: “The Role of the Catholic Church in Elaborating a Counter Hegemony in Opposition to the Dominant Groups in Brazil and Poland.”

MA University of Southern California, Los Angeles 1988 --Political Science

MA University of Southern California, Los Angeles 1986--History

BA College of Notre Dame, Belmont, CA 1981History/Behavioral Sciences

Russian Language Program, Moscow, USSR, May-June 1984

Monterey International Language Institute, Summer 1985 (study Russian language)

Courses you teach or have taught for PCC:

PS 201 and PS 202 US Government

PS 205 Global Politics

PS 204 Comparative Political Systems

PS 220 US Foreign Policy

PS 299 The American Presidency

PS 299 US Supreme Court & Individual Rights

HST 278 Russian History (origins to 1800).

Participation in College Committees –PCC

Curriculum Committee 1996-2000

Educational Advisory Committee 2000-2003 2010-presnt

DL Taskforce

Honors taskforce/ Honors Council

Department Chair for Economics, Sociology, Political Science 2000-2003 and current chair 2006-present

SAC Chair

Served on 8 hiring committees

Coordinated Newspeak Forums
Conferences attended, papers presented, panels

American Assoc. for the Advancement of Slavic Studies Annual Conference, Los Angeles, CA 2010

American Assoc. of Community Colleges Conference, Seattle, WA April 2010

The Fund for American Studies, Washington, D.C. June 2008


Peace Conference at Cascade, 2006

Southern Social Science Association annual Conference, San Antonio, Texas 2006

Community College Humanities Conference in Santa Fe, New Mexico, 2003


Presented paper on “A Gramscian Analysis of the Catholic Church in Brazil and Poland” Pacific Northwest Political Science Association, Coeur d’ Arlene, Idaho, 1999

Published Article: “A Gramscian Analysis of the Catholic Church in Brazil and Poland” Clackamas Collegiate Review, Spring 1998

Discussant on panel “Challenges to the State in the Third World” Pacific Northwest Political Science Association conference in Portland, 1996


Travels that relate to your classes

Washington D.C. 2008

Vietnam and Cambodia June 2007

Soviet Union (Leningrad, Moscow, Georgia, Estonia) and Helsinki, Finland 1984

George Cole

Education

Master of Arts in Political Science (1979) from Western Washington University with a dual emphasis in Political Theory and Comparative Politics.

Bachelor of Arts degree in Political Science (1976) Western Washington University
Teaching

Twenty three years of experience teaching lower division courses in Political Science and Geography (2011). All of my teaching has taken place within large urban community college campuses with diverse student populations. I have taught at the following schools:

- Seattle Central Community College, Seattle WA (1989-1991)
- Mount Hood Community College (2002-2007)
- Clark College, Vancouver, WA (1991- present)
- Portland Community College, Portland, OR (2000- present)

Political Science Courses that I have taught at Portland Community College (4 credits):
- Political Science 201 (U.S. Government: Foundation and Principles)
- Political Science 202 (U.S. Government: Institutions and Policies)
- Political Science 203 (U.S. Government: State and Local Government)
- Political Science 205 (Global Politics: Conflict and Cooperation)
- Political Science 299 (The Geopolitics of the Middle East)

Political Science Courses that I have taught at Clark College (5 credits):
- Political Science 111 (American National Government and Politics)
- Political Science 211 (International Relations)
- Political Science 220/Geography 220 (The Geopolitics of the Middle East)
- Political Science 223/Geography 223 (The Geopolitics of South and Central Asia)
- Political Science (World without War)

Political Science Courses that I have taught at Mount Hood Community College (3 credits):
- Political Science courses equivalent to the following PCC courses: PS 201; PS 202; PS 205 and …
- The U.S. Intelligence Community
- U.S. Foreign Policy
- The Geopolitics of the Middle East
- Comparative Politics
Geography Instructor: In addition to teaching Political Science, I am also one of the principle Geography instructors at Clark College, where I have taught both Geography and Political Science courses every quarter (except one summer) since Fall 1991. I teach the following 5 credit courses:

- Geography 101 (World Physical Geography)
- Geography 220 (The Geopolitics of the Middle East…mentioned above)
- Geography 223 (The Geopolitics of South and Central Asia…mentioned above)

Community activities related to teaching

Faculty Advisor and Program Coordinator for The Clark College Model United Nations Program (1997-1998 and 2006-2008). Responsible for advising and training Model United Nations students in preparation to attend and compete in several national and international MUN conferences. I took several groups of students to several conferences throughout the United States and Canada, including participation three times in the International Collegiate MUN Conference at the United Nations in New York City. The students won numerous awards and succeeded in building a national reputation during these conferences.

Organizing campus-wide forums on political issues on several occasions:

I have long standing interest in fostering a greater understanding between diverse peoples, in particular the peoples of the Middle East, due to friendships I made with both Arab and Israeli students while in graduate school. I helped bring together both my Arab and Jewish friends (including Israelis) at several events, including a public forum to discuss their different points of view. I also participated in organizing several social activities helping to bring people together, including a coffee club with folk music and folk dancing, open to the entire campus. This experience was so rewarding that it inspired me to continue to work towards bringing diverse peoples together in positive environments, helping to build mutual understanding. This led to my participation in several campus-wide forums and events (at different schools) over the next few years, either as a co-organizer, helper or panelist. The events covered several national, ethnic, religious, cultural and political issues. The topics included:

- The Palestinians and the State of Israel (several events: forums and panel discussions)
- Islam and the U. S. Foreign Policy (public lecture and forum)
- Kosovo, Europe and the United States (campus-wide panel discussion)
- Energy Choices: Fossil Fuels and Alternative Energy Resources (Earth Day panel presentation)
- World Hunger (public lecture and forum: issues and solutions)
- U.S. Foreign Aid (public lecture and forum: politics and impact)

Community Outreach: Offering Courses to Senior Citizens

While teaching at North Seattle Community College, I developed and taught a series of courses on Global Regional Geography for senior groups in the community. The Courses included Africa, Asia, Latin America
and **The Middle East**. Seniors are a particularly rewarding group to teach! Needless to say, I had enthusiastic responses to this series, with many repeat *customers* from quarter to quarter.

**Civil Rights Advocate and Program Coordinator** (1979-1981)

I was a Civil Rights Advocate in charge of a private-nonprofit organization in **Whatcom County, WA**, responsible for representing developmentally disabled children and adults before public schools, government agencies and private and public employers (part of a **Washington State** program created to fulfill federally mandated advocacy laws protecting developmentally disabled citizens). I represented children and families before public schools in negotiating and implementing Individual Education Program contracts. I also represented adults in negotiations with state agencies, county and city officials, police, social workers and community businesses concerning, continuing education, employment training, housing (group homes, housing placement), medical treatment, legal benefits and insuring adequate legal representation within the civil and criminal justice systems. I gained an extensive “hands on” practical experience with local government and “grass roots” politics, personally interacting with public officials (city, county and state), providers of community services, and speaking at numerous community events on behalf of developmentally developed citizens.

**Co-founder of the Community Crisis Center**, Miami, Florida (1971-72)

As a college student, I participated as a *volunteer organizer*, helping to create a personal crisis intervention center focused on drug treatment, family crisis and personal crisis (including suicide prevention). My ability to speak both Spanish and English enabled me to organize an outreach program for the crisis center trying to connect with the Spanish speaking community of South Florida.

**Travels related to teaching**

I have travelled all of my life. I grew up in **Mexico City** (from ages 6 to 16 years old) and have travelled throughout **Latin America, Asia, Europe** and **North America**. As a high school student, I worked as a deckhand on Dutch and Danish freighters, travelling throughout the east coast of the U.S., the Caribbean and Latin America. Just within the past eighteen months, I travelled to India twice and also visited Spain. I will be returning to Europe this August. As a result of having visited and worked in many different places, among a diversity of peoples throughout the world, I have gained a rich understanding and appreciation of the many cultural differences found throughout our planet. As I continue to add to my personal experience of our world, I will continue to share these experiences and insights with my students (i.e. cultures, pictures, stories, politics, issues, perspectives).

One direct outcome related to my travels is a proposed experimental course that I recently developed for PCC: **Political Science 299: The Geopolitics of South Asia**. I am planning to offer this course Fall Quarter, 2011

**Nick Paine**

**Educational degrees or certificates, and areas of expertise.**


ABD, Political Science, Miami University of Ohio, passed doctoral examination fields in 1996 in: Presidency & Congress, Political Parties & Interest Groups, Comparative Political Theory, and East Asian Politics, dissertation on the environmental justice movement is incomplete.

Courses taught for PCC include

PS 201, PS 202, PS 203, and PS 204.

I have also developed and taught a PS 299 course entitled “The Elections of 2008.” I am offering this course again in the Fall of 2010 entitled “The Elections of 2010.” I hope to make this a permanent course offering taught every two years in the fall coinciding with federal elections.

In addition, I taught a Political Ideologies/Political Thinking (PS 225) course in graduate school in 1998.

Conferences attended, papers presented, panels

Attended the 2008 Pacific University conference on China, held at the Schnitzer auditorium in Portland.

Attended the 2009 Pacific University debate series on Foreign Policy, held at the Schnitzer auditorium in Portland.

Community service you engage in that is related to your work at PCC or enhances that work.

I worked as a volunteer on the “Beaverton for Hillary” campaign for Hillary Clinton’s presidential bid from March through May of 2008. Duties included serving as a local liaison for the gay and lesbian community in Washington County.

Vicki Jeffries-Bilton

Educational degrees or certificates of expertise.

Political Science, MS, BA
Thesis: Separation of Powers in the States

Courses you teach or have taught for PCC.

PS 201
PS 202

Community service you engage in that is related to your work at PCC or enhances that work.

Leadership, advocacy through interest group activity – current
Best practices policy guidelines committee participation through state agency – current
Participation in state level legislation – previous/current
Advocacy through juvenile justice system – previous

Travels that relate to your classes. Describe how you incorporate these experiences into your teaching.

Previous travels to Washington DC with a visit to the Oregon Senator’s Washington DC office. This experience illustrates the relationship/potential responsiveness of representatives to their constituents (students). (For example, if a student is planning a trip to Washington DC, he/she can obtain tickets to the White House via his/her representative.)
Marcos Miranda

Educational degrees or certificates, and areas of expertise

AA Humanities, Co C Morris, NJ

BA Political Science, Montclair St C, NJ

MA Political Science, Rutgers St U NJ Newark, NJ

Courses you teach or have taught for PCC

PS201 US Govt: Foundation/Principles

PS202 US Govt: Institution & Policies

PS203 State and Local Government

Community service you engage in that is related to your work at PCC or enhances that work.

I am a member of the Latino Democratic Party Committee of Washington County. The purpose of the committee is to educate Latino voters about political and public policy issues, and facilitate voter registration.

Travels that relate to your classes. Describe how you incorporate these experiences into your teaching.

I have traveled in Latin America, particularly in Chile, and developed relationships with Political Science professionals and governmental representatives. I have used my experience to compare and contrast different democratic and governance systems, and the relationship between the individual and government. The system in the United States is based on notions of individualism and personal rights, whereas Chile’s model is based on collectivism and the government is, perhaps, more paternalistic.

Tom Hastings

Educational degrees or certificates, and areas of expertise.

BA Peace and Conflict Studies

MA Mass Communication

Ed.D. ABD

My particular expertise areas are strategic nonviolence and conflict resolution and media.
Courses you teach or have taught for PCC.

Peace and Conflict Studies

Community Service and Action Seminar

Conferences attended, papers presented, panels you participated in?

Hawaii International Education, Honolulu, HI, Jan 2011, “Problems for public peace scholars,” paper presentation

Peace and Justice Studies Association, Marquette University, October 2010, “Civic engagement and media work.”

International Peace Research Association, University of Sydney, July 2010, “Promoting nonviolence.”

Emory Center, Atlanta, June 2010, “Historiography of teaching strategic nonviolence.”

Hawaii International Education, Honolulu, HI, Jan 2010, “Teaching Peace Journalism,” paper presentation

Peace and Justice Studies Association, Marquette University, October 2009, “Creating public peace scholars.”

Hawaii International Education, Honolulu, HI, Jan 2009, “Teaching Peace Journalism,” paper presentation

Peace and Justice Studies Association, Portland State University, September 2008, “Peace professionals and public intellectualism,” paper presentation


Peace and Justice Studies Association, Manhattan College, Oct 2007, “Public Peace Scholars”

Concerned Philosophers for Peace, St. Bonaventure University, Oct 2006, “NeoConned into a War on Terror: Peace Journalism responds.”


Peace and Justice Studies Association, University of San Francisco, 5 Oct 2004, “Peace messaging.”

Gettysburg College, Gettysburg PA, Keynote address, 17 November 2003, Ecology of war & peace.

Concerned Philosophers for Peace, Pacific University, 23 Oct 2003, “First-strike forgiveness and the theories of Conflict Resolution.”


Portland State University, 23 May 2003, Academic panel presentation, “Iraq: What next?”

Western Washington University, Keynote address, 15 April 2003, “Building a peace movement.”

Academic panel presentation, Portland State University, 12 April 2003, “From war to what for Iraq?”

Academic panel presentation, Portland State University, 19 November 2002, “War on Iraq?”

Peace and Justice Studies Association, Georgetown University, 5 Oct 2002, “WWGD? How Gandhians are teaching post 9.11.”


Peace Studies Association, University of Texas-Austin, 1 April 2000, “Co-creating a Peace Studies program with students.”

Sigurd Olson Community series, November 1999, “Building Communities of Peace.”


Oxfam lecture, October 1999, “Hunger for Peace: military theft from the world’s children.”

PSA/COPRED conference, Siena College, April 1999, “Teaching Ecology of War and Peace.”


Wisconsin Institute for the Study of Peace and Conflict, April 1993, “Environmental injustice.”


Wisconsin Institute for the Study of Peace and Conflict, April 1991, “Nonviolence and national defense.”

Community service you engage in that is related to your work at PCC or enhances that work.

Ongoing peace educational presentations at Whitefeather Peace Community

Ongoing trainings, Sisters of the Road Cafe

Occasional trainings on nonviolence and de-escalation for St. Anthony’s Church, Tigard.


Speaker in the Unitarian Universalist four-year study of Just War doctrine, Oct 2007

Nonviolence training, 15 Sept 2006.

Nonviolence trainings, three public sessions, three hours each, 2005.

Founded Catholic Worker community based on nonviolence and extending hospitality to homeless, May 2004.

Randy Wagner

Educational degrees, areas of expertise

J.D. University of Arizona James E. Rogers College of Law, (2005)


BA. with Honors in Political Science (1975) Davidson College

I have taught college-level courses in:

American Government

Constitutional Law – Federalism and Separation of Powers

Constitutional Law – Civil Liberties

Public Opinion and Mass Media

Introduction to Politics

Courses taught at PCC

PS 201 US Govt: Foundations/Principles

PS 202 US Govt: Institutions & Policies

PS 203 State and Local Government

Recent publications:


“Muller v. Oregon” in Milestone Documents in American History, Paul Finkelman, editor (Schlager Group, 2008).


Community service you engage in that is related to your work at PCC or enhances that work.

Volunteer work with Arts Equity, a professional theater group operating in Vancouver, WA. See artsequity.org.

Travels

In fall 2006 and 2007, I represented University of Arizona Rogers College of Law at “Law Fairs” held at Portland State University, University of Oregon, University of Washington, and Western Washington University. At these events I met and spoke with undergraduates from four-year institutions, and with law school administrators representing over 100 U.S. law schools. I got a good sense of the level of achievement of the students I met; I also got a good sense of what professional schools are looking for when they consider applicants to their institutions.

HERMAN A. WASHINGTON

List your educational degrees or certificates, and areas of expertise

Ed.D., Faith Grant College, Achievements in Education
Completed School Administration Program, Portland State University

Ph.D. Studies in Political Science, University of Colorado, **ABD**

**M. A.**, University of Colorado, Political Science

**B. S.**, Alabama State University, Social Studies Education

Japan Foundation Scholar, Tokyo, Education and Culture

Fulbright Scholar, University of Delhi (India), Indian History and Culture

Institutes and programs at various universities

**Courses you teach or have taught for PCC**

PS 201: U. S. Government: Foundations/Principles


PS 203: State and Local Governments

**Conferences attended, papers presented, panels you participated in?**

2008 U. S. Senate Candidates Forum, Portland State University, Moderator

Various National Council for the Social Studies conferences

Various National Association of Secondary School Principals conferences

**Travels that relate to your classes.**

Have traveled broadly in the United States (44 of the 50 states and all major cities), as well as to Canada, Mexico, Kenya, Tanzania, India and Japan

I incorporate my travel experiences into all of my classes by helping students to engage in cross-cultural learning and understand other political systems, structures, values, cultures and ways of life as compared to the United States. I include numerous resources in my State and Local Governments course from my many visits to state, county and local governments across this country. I employ the knowledge I gain from my travels to instruct and encourage students to associate, evaluate, compare and contrast, and use critical thinking skills when considering public policy choices, purposes and services. This ultimately helps students understand and clarify how public policy choices relate to taxes and budgets.
### APPENDIX I

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<th>COLLEGEWIDE TABLES</th>
<th>(Excl Campus 6): Full Time Equivalent (Student FTE) Enrollment and % Change.</th>
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