

# Skyline College

## *Department of Political Science*

### Program Review

### Executive Summary



### Short Summary of Findings

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In terms of Retention, this Program's 83.3% rate of retention is about the same as that of the College, 83.7% and that of the Division, 81.0%. In respect to WSCH and Success, the data indicates the following: Regarding WSCH, comparing 2001 and 2003, the College's WSCH increased by 6%, the Division, increased by 10% and this Program's WSCH increased by 14%. In respect to Success, the College's average rate of student Success for the three years 2001, 2002 and 2003 was 70%, for the Division the rate was 68% and for this Program the rate of Success was 74.3%.

### Three Strengths of the Program

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- In respect to the increase of Load (WSCH/FTE) between 2001 and 2003, the College's increase was 19%, the Division's increase was 37% and this Program's increase was 52%.
- In respect to students earning higher grades: A, B, and C grades, this Program performed better than either the College or the Division. Between 2001 and 2003, the average percentage of students who earned A, B or C grades for the College as a whole was 42%, for the Division was 64% and for this Program was 71%.
- In respect to Success of the students, for the years 2001, 2002 and 2003, the average Success rate for the College was 70%, the rate for the Division was 68% and for this Program the rate was 74.3%.

### Three Suggestions for Improvement

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- There is need for an additional full time instructor and perhaps one or two adjunct faculty in this Program. Two courses: PLSC 115: Comparative Government and PLSC 150: Introduction to Political Theory, have not been offered for several years because we do not have enough instructors to teach them. Note: Very few, if any, Political Science classes have been cancelled due to low enrollment. In my 1998 Program Review, I made a similar request. But those were the days when there was no clear policy as to what to do with Program Reviews.
- Initiate a sustained connection with faculty in similar departments at our other two sister colleges. This will make it easier for our students to take the same courses at any of our three colleges and undergo similar academic rigor. Adopting similar numbering system for similar courses in Political Science courses in the three colleges will also help in eliminating confusion among our students. These activities cannot be done until faculty from the three colleges teaching Political Science courses come together and share ideas of how to maintain such a connection on a regular basis.
- Initiate a sustained connection with four-year academic institutions – both the CSU System and the UC System. This will facilitate the unit transfer process. In this regard it is necessary to work hand in hand not only with our Transfer Center Personnel but also with our counselors. This is particularly important for our transfer students. Currently we are having discussions about some of our courses that are supposed to satisfy the US History and Institutions requirement for unit transfer either to the CSU System or to the UC System. A direct contact between us and the people who actually make decisions at the respective institutions will facilitate the unit transfer process for our students.

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#### *Full-Time Faculty Signatures*

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*Johannes A. Masare*

**SKYLINE COLLEGE**  
**Department of Political Science**  
**PROGRAM REVIEW SELF STUDY**

**PART A: Overview of Program:**

***1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.***

Goals and Focus:

The Program of Political Science introduces students to the critical analysis of the ideals, principles and concepts that form the foundations of political systems, regimes and institutions at local, state, national and international levels. It draws the attention of the students to the efforts towards implementing these ideals, principles and concepts through the reality of politics. The course offerings in this program *focus* on the essentially dynamic nature of political process as exemplified by the transformations that have taken place within the various -isms and paradigms relative to politics and government.

One of the Program's *goals* is to offer courses that provide an opportunity for students to critically analyze past and current political theories, institutions and regimes. To emphasize students' role as intelligent, independently thinking and acting young women and men cognizant of their inherent power in impacting the political process and decisions that affect their lives as residents of a democratic society. One of my former students made the following comment regarding her experience in one of my classes:

"Dr. Masare's class was a learning experience for me and my fellow classmates. The class made me aware of the great impact politics has on our country and our lives. Dr. Masare expressed his opinions very well but also allowed us to express ours in numerous important issues. That is Dr. Masare's strength as a professor - the ability to allow others to express their opinion. Because of his class, I have become active in my own community's political and social needs." I have dozens of testimonials of this type.

Program's contribution to the mission and priorities of the College and District.

The Program contributes to the mission and the priorities of the College and the District by offering courses that enable students to meet part of their graduation package including courses which satisfy General Education and Transfer to four-year educational institutions requirements. In this respect, the Program does indeed contribute to the College's mission of providing an environment which enables students to understand their social responsibilities and the realization of their individual potential and the goal of providing lower division transfer courses which prepare students for continued education in four-year Colleges and Universities.

***2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.***

By its very nature, the subject matter of political science touches upon the pursuits of various social science programs - especially the disciplines of *History* and *Economics*. History -- in dealing with matters such as the historical evolution of the Constitution - not only in its obvious aspects relative to constitutional amendments - but also in regard to the shifting interpretations of the Constitution itself. Economics -- in dealing with matters such as government's economic and fiscal policies, the budgetary process and all the spectrum of taxing, spending and borrowing. It was for this politico-economic connections that the Scottish economist, Adam Smith titled his famous book: The Wealth of Nations. In

more recent times the former Secretary of Labor - Robert Reich put it in his own way, when he wrote:

"Americans tend to divide the dimensions of our national life into two broad dimensions. The first is the realm of government and politics. The second is the realm of business and economics... The choice is falsely posed. In advanced industrial nations like the United States, drawing such hard distinctions between government and the market has ceased to be useful."

The courses that are currently offered in this Program do indeed meet both the needs of the discipline and the students in reference to: Skyline A. A.A./A.S. Degree Requirements, the CSU General Education Requirements and the IGETC - which in addition to the CSU requirements includes the UC System as well.

***3. If the program utilizes advisory boards and/or professional organizations, describe their roles.***

This Program does not utilize "advisory boards and/or professional organizations."

***4. Explain how this program meets the needs of our diverse community.***

The Program serves the needs of our diverse community by serving the academic needs of the students who enroll in the courses offered in the Department of Political Science. The students are the extension of the community into the Programs offering courses at our College. The same diversity of student population campus-wide is also duplicated in the diversity of students who take courses in this Program. Not only do the students enrolled in our courses represent nearly all the ethnic groups found in the United States - but we also present a cross-cultural analysis and perspective of the major issues relative to people's socio-cultural and politico-economic dimensions.

***5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.***

There was a brief program review made in 1998. However, those were the times when program reviews got neither comments or reactions from the academic supervisors. So, we might as well think of that review as a non-issue. Suffice it to note that when the this program was first and last reviewed in 1998, there were five courses listed in the Department of Political Science, since then, the we have added four more new courses:

1. PLSC 200: National, State and Local Government;
2. PLSC 315: Introduction to Revolutionary Thought;
3. PLSC 320: Latin America in the International Political Economy and
4. PLSC 330: Middle East Politics: US and Israeli-Palestinian Conflict.

**PART B: Curriculum**

***1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).***

The courses that are currently offered in this Program do indeed meet both the needs of the discipline and the students in reference to: Skyline A.A./A.S. Degree Requirements, the CSU General Education Requirements and the IGETC - which in addition to the CSU requirements includes the UC System as well.

Under Skyline College A.A./A.S. Degree requirements, the following Political Science courses are listed in the 2004 Fall Semester Schedule of classes as meeting the requirements in the following specified respective areas:

1. Under CSU General Education Requirements, Area (D):  
Social, Political and Economic Institutions:

D1: American Institutions:

PLSC 210: American Politics.

D2a: State and Local Institutions:

PLSC 301: California State and Urban Government.

D2b: PLSC 200: National State and Local Government.

D3: Social Institutions:

PLSC 115: Comparative Government.

PLSC 130: International Relations.

PLSC 150: Introduction to Political Theory.

PLSC 315: Introduction to Revolutionary Thought.

PLSC 320: Latin America in the International Political Economy.

PLSC 330: Middle East Politics:

2. In the Inter-Segmental General Education Transfer Curriculum (IGETC), under US History, Constitution and American Ideals Group (A):  
PLSC 210: American Politics; Group (B): PLSC 301: California State and Urban Government and Group (B2): PLSC 200: US Government/State and Local Government.

3. In section 4, Social and Behavioral Sciences of the IGETC, the following six Political Science courses are listed - as meeting that requirement:

- i) PLSC 115: Comparative Government.

- ii) PLSC 130: International Relations.

- iii) PLSC 150: Introduction to Political Theory.

- iv) PLSC 210: American Politics.

- v) PLSC 301: California State and Urban Government.

- vi) PLSC 320: Latin America in the International Political Economy.

4. In respect to facilitating the transfer of our students to four-year institutions, statistical data indicates that of the 793 students who enrolled in Political Science courses during the last three Fall Semesters, (2001, 2002 and 2003), 589 (74%) of them earned (A), (B) and (C) grades. 245 (A) grades (31%), 205 (B) grades (26%) and 139 (C) grades (17%).

## **2. State how the program has remained current in the discipline(s).**

1. The Program uses the latest editions of the text books used in teaching the various Political Science courses. For example the main text book which will be used for teaching Political Science 210: American Politics, **Government and Politics in America**, in the coming Spring Semester, 2005, will be the 2005 Edition which will contain data about the November, 2004 Congressional and Presidential Elections. Similarly, in PLSC 130, International Relations, one of the text books which will be recommended for use in Spring or Fall of 2005, is Joshua S. Goldstein's book on **International Relations** – 6<sup>th</sup> Edition, 2005.

2. Occasional participation in professional conferences such as those of the Northern California Political Science Association, the Western Political Science Association, the American Political Science Association and the Pacific Northwest Political Science Association. I am currently planning to attend the

Pacific Northwest Political Science Association Annual Conference to be held in Portland, Oregon, November 3-6, 2004.

I am a member of the American Political Science Association, the Western Political Science Association and the Pacific Northwest Political Science Association.

**3. *If the student population has changed, state how the program is addressing these changes.***

Currently efforts are being made to address the ethno-cultural and political diversity backgrounds of our students. We are also directing the attention of our students to the globalization of human experience on this planet. Had I written Greider's book: One World: I would have subtitled it: Like It or Not rather than Ready or Not !

Incidentally, a greater part of time in all of my first class meetings is spent in introducing ourselves to one another and saying a few things about our own or our ancestors' countries of origin and some remarks as to why we or they came to the United States of America. During this exercise we have a world map before us and pointing at the countries of respective origins. This exercise brings home to all of us in a very personal way the relevance of Greider's arguments in his book: One World: Ready Or Not.

In the previous Program Review in 1998, I wrote:

“Currently a review is in process regarding a possibility of offering one section per academic year (preferably during the summer session) of a course combining the subject matter of PLSC 210: American Politics and PLSC 301: California State and Urban Government. Concern has been expressed especially in reference to the students who are defined as " reverse transfer students" who may have taken a US history course and only need 3 more units in Political Science - i.e. the Institutions part of the US History requirement. Instead of taking these two courses separately i.e. (PLSC 210 and PLSC 301) and thus end up with 3 extra units which the students do not need to meet that requirement, it has been suggested that efforts be made towards that objective. When and if that modified course will be offered - combining PLSC 210 and PLSC 301, it would be similar to that which is now offered at CSM as PLSC 200: National, State and Local Government.”

I am glad to say that I did develop that course which is now our PLSC 200: National, State and Local Government – combining PLSC 210 and 301.

Another area of possible modifications is in offering a course like PLSC 130: International Relations, is to bring to focus greater attention of the impact upon local cultures and values of technology transfer between nations. The relations between nations are not limited to political institutions and policies but also to the socio-cultural and economic aspects of people's lives as well. In his book: The Uncertain Promise: Value Conflicts in Technology Transfer, Denis Goulet reminded his readers that, "...technology is not static: it is a dynamic and expansionist social force which provides a 'competitive edge' enabling its possessors to conquer economic, political, and cultural power. Consequently, Third World efforts to harness technology to broader development goals are paradigmatic of a still greater task: to create a new world order founded not on elitism, privilege, or force but on effective solidarity in the face of human needs."

*4. All courses in this program should be reviewed*

***4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.***

Currently there are nine courses offered in the Department of Political Science. I have reviewed and updated seven courses out of these nine courses. The two courses that have not been reviewed and modified, if appropriate, were developed within the last six years by a former Part Time Instructor who is no longer teaching here at Skyline College. These two courses are:

1. PLSC 315: Introduction to Revolutionary Thought and
2. PLSC 320: Latin America in the International Political Economy

***5. If external accreditation or certification is required, please state the certifying agency and status of the program.***

This program does not require external accreditation or certification

***6. Discuss plans for future review and program modification.***

The future review, will review the current review. The program will be modified if appropriate. I do not know how to “review” that which has not yet taken place!

## **PART C: Faculty and Staff**

***1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.***

Without a specific definition of what is meant by “major development activities,” it is difficult to provide a rational response to this section. However, during the last six years, the program has developed four new courses which have been approved by the College Curriculum committee and has modified one course so that its units become transferable to the UC System. The four courses are:

1. PLSC 200: National, State and local Government.
2. PLSC 315: Introduction to Revolutionary Thought.
3. PLSC 320: Latin America in the International Political Economy and
4. PLSC 330: Middle East Politics: US and Israeli-Palestinian Conflict.

We have also modified PLSC 301: California State and Urban Government so that its units are accepted in the UC System. The efforts for such acceptance are in progress.

It is instructive to note that when we talk of “faculty and staff” in respect to this program, Department of Political Science, there is *only one person* in this Department! So, what “faculty and staff” are we talking about?

***2. Describe the orientation process for new faculty and staff ( include student workers such as tutors and aides).***

The orientation of the newly hired faculty will depend on whether the hired faculty comes from outside the District altogether or if it is someone who has taught here for a number of years. If it is someone who is totally new to the College - then it may require a full length orientation regarding the responsibilities of such an employee. Such orientation could be carried out either at Divisional or Departmental level. If it concerns someone who has taught in the Program as a part-time and is now hired at a full time position then the orientation may not be so extensive since the faculty is already familiar with the procedural matters relative to teaching in this Program.

Currently the Program does not have student workers as tutors and aides. It is hoped that when funds become available for student workers as tutors and aides we will certainly look into that matter. It is imperative to emphasize that this Program does not have a budget of its own - separate and distinct from the divisional budget. So, when questions are raised as to what the Program intends to do about hiring full time, part time or student workers it is essential to bear in mind that this Program's capacity to do any of these things is tied to and limited by the budget of the Social Science and Creative Arts Division.

***3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.***

This Program does not have its own particular mode or format of recruiting or hiring faculty whether full time or adjunct other than the currently operating procedures established by the College and the Community College District as a whole. This is specifically true in reference to full time tenure track positions. We have one Personnel Office at the District Office which serves as a clearing house for making announcements and collection of application material and other related matters.

In reference to part time or adjunct faculty, the Division has the authority to process such applications. Currently we have several possible future faculty who have sent us inquiries for teaching positions in this Program - such inquiries are in our divisional office. It is from this pool that the Division Dean and the faculty of this Program could select suitable applicants for part time jobs. Again, it is not lack of qualified applicants but rather funding constraints.

**PART D: Facilities, Equipment, Materials and Maintenance:**

***1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.***

This Program uses the same facilities, equipment and materials that are available to the rest of the College community. We do not have facilities, equipment or materials which are specifically assigned for use by this Program. Each semester the Dean assigns class rooms to the faculty and there are no specific class rooms assigned to specific instructors. This is particularly true for social science classes. I understand that faculty in Creative Arts section - Music, Ceramics and Painting have specific class rooms due to the nature of their discipline - and the material and equipment they have to use.

With the current hype about "small-group-discussions" as an instructional strategy, I would suggest that the theater kind setting of chairs in some of the class rooms where seats are fixed on the floor and therefore, cannot be moved or turned around, carrying on a "small-group-discussions" format as a mode of instruction is very difficult if not outright frustrating.

On the whole the class rooms where I have been assigned to teach Political Science courses have been accessible to disabled students. There are elevators for use by disabled students. The accessibility of class rooms by all students is mandated by Federal Law as stipulated in Americans with Disabilities Act of 1990.

***2. List projected needs.***

As indicated in the next section: "use of technology in the program," more and more of our sources of information for teaching political science courses are from the Internet. Thus, it would facilitate the accessing and the retrieval of such information if all the class-rooms where political science courses are taught have computers with Internet access.

**3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.**

Most certainly the technology that this Program uses is quite different from the technology that is used by National Semiconductors, Intel, Microsoft Corporation, IBM, Bank of America, Citibank, MIT, CIT, Harvard and Stanford! Does this Program have the same technologies as the above mentioned? If not, how can we compare or contrast their respective use of technology? How can this Program make use of technology which it does not have?

Definitely, in comparison to the use of technology in similar other community colleges, this Program is in tune to the current level of use of available and relevant technology as a means of enhancing and supporting teaching and learning processes. In spite of the mystical - indeed the magical levels the concept of technology has been elevated - a word of caution is in order at this juncture. We must guard against tendencies that would lead us to look at technology as a sort of modern panacea or a *deus ex machina* that would solve all of our teaching and learning problems. To begin with, let us get one or two definitions of what is meant by "technology":

Microsoft Encarta 2004 Encyclopedia defines technology as:

"... general form for the processes by which human beings fashion tools and machines to increase their control and understanding of the material environment."

Webster's New Encyclopedia of Dictionaries, defines technology as:

"... science of mechanical and industrial arts, as contrasted with fine arts."

And Compton's Living Encyclopedia, defines technology as:

"... the process by which human beings fashion tools and machines to change, manipulate and control their environment."

The key words in the above definitions are - tools, machines, material environment, mechanical and industrial arts. It so happens that some of the most profoundly significant concepts that are part of the subject matter of the discipline of Political Science - concepts such as life, liberty, freedom, justice, rights, equality, honor, integrity, happiness - concepts in pursuit of which empires and nations have been built and/or destroyed, concepts for which millions of people have lost their lives - (remember Patrick Henry? - "Give me liberty or give me death"?) - are concepts that do not lend themselves to "mechanical and/or industrial" analysis!

There is no multimedia projector that can project on the screen for the students to see what happiness, justice, liberty, life-force, honor, or integrity - looks like, moves like or sounds like. These concepts cannot be reduced to bytes or bauds. What the Linear Accelerator at Stanford can do to charged particles of matter, it cannot do to liberty or justice!

It is for this reason that the great scientist Albert Einstein, in his book:

Out of My Later Years, warned:

"Science, however, cannot create ends and, even less, instill them in human beings; science, at most, can supply the means by which to attain certain ends... For this reason, we should be on our guard not to overestimate science and scientific methods when it is a question of human problems." While Arnold J. Toynbee, in his: A Study of History: stated: "The most important questions that man must answer are questions on which science has nothing to say." And in the conclusion of his book: The Uncertain Promise: Value Conflicts in Technology Transfer, Denis Goulet remarked: "The price paid for success in science and technology is often regression in more important fronts, a societal analogue of the tragic persona familiar to our age: the brilliant scientist or industrialist who is emotionally a child and

politically an idiot."

So, then, how do we use the available and relevant technology to teach courses that form the basis of the subject matter of this Program? Foremost, we use available and relevant technology to access information about politics, governments, economics, law, international relations - as these relate to international, national, state and local institutions. To this objective I have participated in numerous computer technology conferences and workshops during the past several years.

Through these conferences and workshops and the use of computers at home and at work, I have enabled myself to acquire knowledge and skills which I can share with my students. I can share information with my students as how they can access sources of information about our discipline - either at home if they have computers or through our College Library, and the Learning Center or our new Micro-Computer Laboratory.

At the moment (Fall 2004) we do have computers with Internet accessibility capabilities in some class rooms. The main text books that are being used and/or could be used in PLSC 130: International Relations, PLSC 200: National, State and Local Government and PLSC 210: American Politics, have their own websites constructed by the respective publishers. The online non-access-code-protected accessible material for the students in Joshua S. Goldstein's text on: International Relations is as follows:-

- (a)- Chapter Summary, (b)- Practice Multiple Choice Questions,
- (c)- False/True Quiz, (d)- Pattern Match, (e)- Short and Long Essay,
- (f)- Simulation Games and (g) Links to Microsoft Encarta and an Interactive World Atlas CD-ROM.

Additionally, the text book is continuously updated – online. All these are accessible to our students at: <http://www.internationalrelations.net>

In PLSC 210: American Politics, Edwards' text: Government in America: People, Politics and Policy, all the above features including Flashcards and Web Explorations are available to our students at: <http://www.ablongman.com/edwards11e>

Finally, the publishers couple the above text books with the CourseCompass feature. Powered by BlackBoard, one of the most widely used Internet supplement in online courses throughout the nation. The CourseCompass feature is a pass-word and access-code protected site. The publishers provide the access codes to our students and the relevant course IDs. In addition to a multitude of different features of online teaching strategies, students are enabled to study any material in the text book through Power Point Presentations, Simulations, Longman Participate Activities which include among other features: How Much Do You Know?, Timeline, What Have You Learned? and Research Navigator.

Yes, the technology used in this Program in respect to the use of computers as a tool to access Internet Resources is definitely current because as soon as the publishers come up with a new feature they include it in their latest format. And I believe the use of "technology" in this program is comparable to its use in similar colleges. As to whether or not it is comparable to "business and industry," I cannot answer that question simply because, first, I do not know what "business or industry," is meant in this regard. And secondly, I have no idea as to why the use of "technology" in political science courses should be comparable to the use of "technology" –say, in IBM, General Electric, American Airlines or Microsoft Corporation?

***4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?***

This program does not receive support from any industry.

**PART E: Budget Request:**

***1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?***

As indicated elsewhere in this review, this Program does not have a separate budget of its own, but rather as part of the budget of Division of Social Science and Creative Arts and that budget is managed by the Division Dean. In my previous Program Review, (1998), I requested: “ In terms of staff, I would like to see that during the next six years that this Program has at least two full time faculty and at least two part time instructors.” I am repeating the same request today, Fall 2004. In reference to facilities - this Program shares with the rest of the College Community - the Library, the Learning Center, the Micro-Computer Lab and the Audio-Visual Department resources. In my previous Program Review, (1998) I requested: “In terms of equipment, I would like to see that the District as a whole take up the responsibility of providing each full time faculty a desk-top computer with Internet accessibility capacity as a necessary tool for the instructors to carry on their normal duties.”

I am glad to say that that wish has been fulfilled.

***2. If appropriate, discuss methods the program could share resources with other programs in the College and District.***

This program does not have any resources that it could share with other programs in the College and/or the District.

**Skyline College Program Review:  
Department of Political Science:  
Worksheet for Enrollment, Performance and WSCH/FTE**

***Weekly Student Contact Hours – WSCH***

Report the 3 previous **Fall** semesters with the most recent on the right.

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Year	2001	2002	2003
WSCH	758	848	864

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**Please comment on program enrollment and expected trends.**

The WSCH for Skyline College and for the Division of Social Sciences and Creative Arts for the respective years are as follows: For the College; 84,224, 96,424 and 89,176. And for the Division; 15,819, 18,851 and 17,360. Comparing the data for 2001 and 2003, we note the following: The College’s increase in WSCH from 84,224 to 89,176, represents an increase of about 6%. The Division’s increase in WSCH from 15,819 to 17,360, represents an increase of about 10%. The Political Science Program’s increase in WSCH from 758 to 864, represents an increase of about 14%.

***FTE and WSCH/FTE (LOAD)***

Report the previous 3 Fall semesters with the most recent on the right

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	2001	2002	2003
FTE	1.6	1.6	1.2
WSCH/FTE	474	530	720
College Load	463	572	634

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**Please comment on the comparison of this program to College trends.**

The FTE and the WSCH/FTE (Load) for Skyline College and the Social Sciences and Creative Arts Division for the respective years is as follows: For the College; 463, 572 and 634. For the Division, 499, 555 and 686. Comparing the data for Fall 2001 and Fall 2003, we note the following: The College’s WSCH/FTE or Load rose from 463 to 634 – an increase of about 37%. The Division’s WSCH/FTE or Load rose from 499 to 686 – an increase of about 37%. The Political Science Program’s WSCH/FTE or Load rose from 474 to 720 – an increase of about 52%.

***Retention and Success***

Report data on program retention and success rate with the most recent on the right.

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	2001	2002	2003
Retention	85	88	77
Success	75	79	69

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***Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.***

*The respective data in regarding Retention and success for the College, the Division and the Political Science Program for the relevant years is as follows: (in percentages).*

Entity	Item	2001	2002	2003	Average
College	Retention	84	84	83	83.7
	Success	71	71	69	70.0
Division	Retention	82	79	82	81.0
	Success	69	68	67	68.0
Political Science Program	Retention	85	88	77	83.3
	Success	75	79	69	74.3

The above data indicates that in terms of Retention averages for the three years being compared, the College’s 83.7%, the Division’s 81% and the Program’s 83.3% are statistically about the same. However, in respect to Success, the Program’s 74.3% of Success is greater than either that of the College (70.0%) or that of the Division (68%).

The following Table indicates data during the last seven Fall Semesters (1997-2003) regarding Retention and Success in respect to the College, the Division and the Political Science Program:

Entity	Item	Average %: 1997-2003
College	Retention	83
	Success	69
Division	Retention	81
	Success	67
Political Science Program	Retention	83
	Success	71

Again, the average retention rates of College, 83%, of the Division 81% and that of the Political Science Program of 83% are statistically about the same. However, the Political Science

Program's average success rate of 71% during the last seven years is greater than either that of the College, 69% or that of the Division 67%.

I strongly encourage my students to utilize all College facilities – including the Learning Center, the Tutorials provided in the Learning Center, the use of our Library and the use of the Computer Writing Laboratory. Additionally I encourage my students to take advantage of many learning avenues provided by publishers of our main text books. These include online practice questions – multiple choice questions, true/false questions, filling-in-the-banks questions and so on. I have included the following statement of encouragement to my students as part of all my syllabi:

“I strongly suggest that you go to: [Skylinecollege.edu](http://Skylinecollege.edu) and click on ‘Quick Links’ and from there select ‘Quick Tour of Services’ and then select ‘Study Tips.’ Please make a copy of the ‘Study Tips,’ and make a habit of regularly referring to these tips and abiding by the guidelines specified in these ‘Study Tips.’ These tips will help you not only in this class but also in ALL the classes that you are taking at Skyline College and other institutions of learning.”

This statement is in all my syllabi.