

# Political Science - POLI 1 & 2



## Dept - (SSH) Political Science

### POLI 1: American Government and Politics

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>POLI1_SLO_1</b> - Students will evaluate how political decisions are shaped by institutions and processes.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2011-12 4 -Spring</p>	<p><b>Field Placement/Internship</b> - field placement/internship</p> <p><b>Exam - Course Test/Quiz</b> - The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above."</p> <p><b>Target for Success:</b> Ideally, all students should answer this question correctly. At a minimum, at least a majority should do so.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Both Poli 01-05S and Poli 1-08S sections were asked a summary question on the final incorporating all of the SLOs. In -05S, 67 of 73 (91.78%) got the answer correct; in -08S, 39 of 41 (95.12%) got it correct. (02/21/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The larger class showed a smaller percentage of students responding correctly to the question. Nevertheless, the results demonstrate a relatively high percentage of students completing the class with an understanding of politics.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2011-2012</p> <p><b>Target :</b> Target Met</p> <p>92% of students answered this question correctly. (08/01/2012)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While it would</p>	<p><b>Enhancement:</b> We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (02/21/2017)</p> <p><b>Follow-Up:</b> do another round of assessments in 2017-2018. (06/30/2018)</p> <p><b>Follow-Up:</b> In winter 2017, the same question was asked of my poli 01-5S section on the final exam, and 67 out of 72 students (93%) got it correct. (04/01/2017)</p> <hr/> <p><b>Enhancement:</b> The goal here will be to increase the percentage of students who can evaluate how political decisions are shaped by institutions and processes.</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	<p><b>Survey</b> - A pre- and post-course survey that includes questions pertaining to the student learning outcomes.</p> <p><b>Target for Success:</b> A majority (ideally more) will respond in a way that demonstrates the SLO was advanced/achieved.</p>	<p>have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.</p> <p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Not Met</p> <p>Students were asked: On what day are federal, state, and local elections held? and were provided with the seven days of the week as options (Monday-Sunday), along with "No Idea." (04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> On the pre-course survey, 16 students identified "Tuesday" as the correct option; 2 chose "Monday," and 29 chose "No Idea." On the post-course survey, 21 students chose the correct response, "Tuesday"; 2 chose "Monday" again; 1 chose "Thursday"; and 20 chose "No Idea."</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Not Met</p> <p>Students were asked: On what day are federal, state, and local elections held? and were provided with the seven days of the week as options (Monday-Sunday), along with "No Idea." (04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> On the pre-course survey, 5 students identified "Tuesday" as the correct option; 1 chose "Monday," 2 chose "Thursday," and 15 chose "No Idea." On the post-course survey, 9 students chose the correct response, "Tuesday"; 2 chose "Monday" again; and 12 chose "No Idea."</p>	<p>(08/01/2012)</p> <p><b>Enhancement:</b> We might consider asking a range of questions pertaining to the institutions and processes of political decision-making. (04/17/2016)</p> <hr/> <p><b>Enhancement:</b> We might consider asking a range of questions pertaining to the institutions and processes of political decision-making. (04/17/2016)</p>
<p><b>POLI1_SLO_2</b> - Students will assess the impact of political decisions on individuals and groups.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above."</p> <p><b>Target for Success:</b> Ideally, all students should answer this question correctly. At a minimum, at</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Both Poli 01-05S and Poli 1-08S sections were asked a summary question on the final incorporating all of the SLOs. In -05S, 67 of 73 (91.78%) got the answer correct; in -08S, 39 of 41 (95.12%) got it correct. (02/21/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The larger class showed a smaller percentage of students responding correctly to the question. Nevertheless, the results demonstrate a relatively high percentage of students</p>	<p><b>Enhancement:</b> We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (02/21/2017)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	least a majority should do so.	completing the class with an understanding of politics.	<p><b>Follow-Up:</b> do another round of assessments in 2017-2018. (06/30/2018)</p> <p><b>Follow-Up:</b> In winter 2017, the same question was asked of my poli 01-5S section on the final exam, and 67 out of 72 students (93%) got it correct. (04/01/2017)</p>
<p><b>Survey</b> - A pre- and post-course survey that includes questions pertaining to the student learning outcomes.</p> <p><b>Target for Success:</b> A majority (ideally more) will respond in a way that demonstrates the SLO was advanced/achieved.</p>		<p><b>Program Review Reporting Year:</b> 2011-2012</p> <p><b>Target :</b> Target Met</p> <p>92% of students answered this question correctly. (08/01/2012)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While it would have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.</p>	<p><b>Enhancement:</b> The goal here will be to increase the percentage of students who can assess the impact of political decisions on individuals and groups. (08/01/2012)</p>
		<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Students were asked: Are some people rich because some government policies or practices tilted the scales in their favor? Students were given the following options: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree. (04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In the pre-course survey, the responses were: 12 (Strongly Agree), 13 (Agree), 17 (Neutral), 4 (Disagree), 1 (Strongly Disagree). In the post-course survey, the responses were: 18 (Strongly Agree), 17 (Agree), 7 (Neutral), 2 (Disagree), 0 (Strongly Disagree). The course increased the number of students recognizing that political decisions have differential impacts on individuals and groups., and thus provides evidence the class advanced the SLO.</p>	<p><b>Enhancement:</b> We should consider asking a question that directly addresses the differential impact of political decisions in future pre- and post-surveys. (04/17/2016)</p>
		<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Students were asked: Are some people rich because some government policies or practices tilted the scales in their favor? Students were given the following options: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree.</p>	<p><b>Enhancement:</b> We should consider asking a question that directly addresses the differential impact of political decisions in future pre- and post-surveys. (04/17/2016)</p>

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		<p>(04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In the pre-course survey, the responses were: 6 (Strongly Agree), 4 (Agree), 10 (Neutral), 3 (Disagree), 0 (Strongly Disagree). In the post-course survey, the responses were: 12 (Strongly Agree), 6 (Agree), 5 (Neutral), 0 (Disagree), 0 (Strongly Disagree). The course increased the number of students recognizing that political decisions have differential impacts on individuals and groups., and thus provides evidence the class advanced the SLO.</p>	
<p><b>POLI1_SLO_3</b> - Students will demonstrate the capacity to effectively participate in the political process.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Exam - Course Test/Quiz</b> - The last question on the multiple choice portion of the final exam includes all the SLOs for the class. Students are required to choose the best possible answer, which is d, "all of the above."</p> <p><b>Target for Success:</b> Ideally, all students should answer this question correctly. At a minimum, at least a majority should do so.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Both Poli 01-05S and Poli 1-08S sections were asked a summary question on the final incorporating all of the SLOs. In -05S, 67 of 73 (91.78%) got the answer correct; in -08S, 39 of 41 (95.12%) got it correct. (02/21/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The larger class showed a smaller percentage of students responding correctly to the question. Nevertheless, the results demonstrate a relatively high percentage of students completing the class with an understanding of politics.</p>	<p><b>Enhancement:</b> The larger class showed a smaller percentage of students responding correctly to the question. Nevertheless, the results demonstrate a relatively high percentage of students completing the class with an understanding of politics. (02/21/2017)</p> <p><b>Follow-Up:</b> do another round of assessments in 2017-2018. (06/30/2018 ) (06/30/2018)</p> <p><b>Follow-Up:</b> In winter 2017, the same question was asked of my poli 01-5S section on the final exam, and 67 out of 72 students (93%) got it correct. (04/01/2017)</p>
		<p><b>Program Review Reporting Year:</b> 2011-2012</p> <p><b>Target :</b> Target Met</p> <p>92% of students answered this question correctly. (08/01/2012)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While it would have been better if all students were able to respond correctly to this question (and thereby demonstrate their understanding of this SLO), the fact that 91% were able to do so indicates that a large percentage were able to do so.</p>	<p><b>Enhancement:</b> The goal here will be to increase the percentage of students who can demonstrate the capacity to effectively participate in the political process. (08/01/2012)</p>
	<p><b>Survey</b> - A pre- and post-course survey that includes questions</p>	<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p>	<p><b>Enhancement:</b> We might consider asking an even more direct</p>

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	<p>pertaining to the student learning outcomes.</p> <p><b>Target for Success:</b> A majority (ideally more) will respond in a way that demonstrates the SLO was advanced/achieved.</p>	<p>Students were asked to reflect on the question: I know how to be part of something bigger than myself to bring about change. Possible responses included: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. (04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In the pre-class survey, the responses were as follows: 8 (Strongly Agree), 16 (Agree), 19 (Neutral), 4 (Disagree), and 1 (Strongly Disagree). In the post-class survey, the responses were: 13 (Strongly Agree), 25 (Agree), 6 (Neutral), 0 (Disagree), and 0 (Strongly Disagree). The course increased the students' sense of efficacy.</p> <hr/> <p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>Students were asked to reflect on the question: I know how to be part of something bigger than myself to bring about change. Possible responses included: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. (04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> In the pre-class survey, the responses were as follows: 8 (Strongly Agree), 7 (Agree), 8 (Neutral), 0 (Disagree), and 0 (Strongly Disagree). In the post-class survey, the responses were: 10 (Strongly Agree), 12 (Agree), 2 (Neutral), 0 (Disagree), and 0 (Strongly Disagree). The course increased the students' sense of efficacy.</p>	<p>question regarding political efficacy. (04/17/2016)</p> <hr/> <p><b>Enhancement:</b> We might consider asking an even more direct question regarding political efficacy. (04/17/2016)</p>

## POLI 2:Comparative Politics

<i>Student Learning Outcomes (SLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p><b>POLI2_SLO_1</b> - Students will compare and evaluate how political decisions are shaped by institutions and processes in various political systems.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2010-11 4-Spring</p> <p><b>Outcome Creation Date:</b> 10/30/2009</p>	<p><b>Exam - Course Test/Quiz</b> - A multiple choice question on the final will be used to assess this SLO.</p> <p><b>Target for Success:</b> A majority of students should understand how political decisions are shaped by institutions and processes in various political systems.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Students were asked a summary question on the final incorporating all of the SLOs. 40 of 42 (95.24%) got the answer correct. (02/21/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The results demonstrate a relatively high percentage of students completing the class with an understanding of comparative politics.</p>	<p><b>Enhancement:</b> We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (06/03/2018)</p> <p><b>Follow-Up:</b> Do another round of assessments in 2017-2018. (06/30/2018)</p> <p><b>Follow-Up:</b> In winter 2017, the same question was asked on the final exam, and all 39 students answered it correctly, for a perfect score (100%!). (04/01/2017)</p>
		<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>On the final exam, students were asked to respond to the following question: (a) Political decisions are shaped by a wide range of institutions and processes in various political systems; (b) these decisions have widely diverse impacts on individuals and groups; and (c) individuals and groups participate in politics in a range of ways in various political systems.</p> <p>True or False</p> <p>(a) _____</p> <p>(b) _____</p> <p>(c) _____</p> <p>(04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> All 45 students asked this question responded "True" to (a). This provides some evidence the course advanced this SLO.</p>	<p><b>Enhancement:</b> We should consider evaluating this SLO on a pre- and post-course basis. (04/17/2016)</p>

Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
		<p><b>Program Review Reporting Year:</b> 2009-2010</p> <p><b>Target :</b> Target Met</p> <p>45 students took the final exam. 42 of the 45 answered this question correctly, which is 93.33%. Of the 22 questions on the final exam, this was the question with the least number of incorrect responses (n=3). (10/09/2013)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While this result demonstrates that students mastered the SLO for the class, there is definitely room for improvement. Ideally, all 45 students should have been able to answer this question correctly.</p> <p><b>Related Documents:</b></p> <p><a href="#">SLOAC for POLI 2</a></p>	<p><b>Enhancement:</b> In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment. (10/09/2013)</p> <p><b>Follow-Up:</b> Consider assessing other aspects of the class. (10/17/2013)</p>
<p><b>POLI2_SLO_2</b> - Students will compare and assess the impact of political decisions on individuals and groups in various political systems.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2010-11 4-Spring</p> <p><b>Outcome Creation Date:</b> 10/30/2009</p>	<p><b>Exam - Course Test/Quiz</b> - A multiple choice question on the final will be used to assess this SLO.</p> <p><b>Target for Success:</b> A majority of students should be able to compare and assess the impact of political decisions on individuals and groups in various political systems.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Students were asked a summary question on the final incorporating all of the SLOs. 40 of 42 (95.24%) got the answer correct. (02/21/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The results demonstrate a relatively high percentage of students completing the class with an understanding of comparative politics.</p>	<p><b>Enhancement:</b> We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (06/30/2018)</p> <p><b>Follow-Up:</b> Do another round of assessments in 2017-2018. (06/30/2018)</p> <p><b>Follow-Up:</b> In winter 2017, the same question was asked on the final exam, and all 39 students answered it correctly, for a</p>

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			perfect score (100%!). (04/01/2017)
		<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>On the final exam, students were asked to respond to the following question: (a) Political decisions are shaped by a wide range of institutions and processes in various political systems; (b) these decisions have widely diverse impacts on individuals and groups; and (c) individuals and groups participate in politics in a range of ways in various political systems.</p> <p>True or False</p> <p>(a) _____</p> <p>(b) _____</p> <p>(c) _____ (04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> All 45 students who took the final answered "True" on (b). This provides some support for the claim the course advanced the SLO.</p>	<p><b>Enhancement:</b> We should consider evaluating this SLO on a pre- and post-course basis. (04/17/2016)</p>
		<p><b>Program Review Reporting Year:</b> 2009-2010</p> <p><b>Target :</b> Target Met</p> <p>45 students took the final exam. 42 of the 45 answered this question correctly, which is 93.33%. Of the 22 questions on the final exam, this was the question with the least number of incorrect responses (n=3). (10/09/2013)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While this result demonstrates that students mastered the SLO for the class, there is definitely room for improvement. Ideally, all 45 students should have been able to answer this question correctly.</p> <p><b>Related Documents:</b></p> <p><a href="#">SLOAC for POLI 2</a></p>	<p><b>Enhancement:</b> In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment. (10/09/2013)</p> <p><b>Follow-Up:</b> Considering assessing other aspects of the class.</p>



Student Learning Outcomes (SLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p><b>POLI2_SLO_3</b> - Students will appraise how participation in the political process varies across political systems.</p> <p><b>SLO Status:</b> Active</p> <p><b>Planned Assessment Quarters:</b> 2010-11 4-Spring</p> <p><b>Outcome Creation Date:</b> 10/30/2009</p>	<p><b>Exam - Course Test/Quiz</b> - A multiple choice question on the final will be used to assess this SLO.</p> <p><b>Target for Success:</b> A majority of students should be able to appraise how participation in the political process varies across political systems.</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>Students were asked a summary question on the final incorporating all of the SLOs. 40 of 42 (95.24%) got the answer correct. (02/21/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> The results demonstrate a relatively high percentage of students completing the class with an understanding of comparative politics.</p>	<p>(10/17/2013)</p> <p><b>Enhancement:</b> We'll try to improve these percentages: greater attention to individual students; follow-up, community building, equity strategies; diversifying curriculum; diversifying modes of assessment and evaluation; diversifying learning/teaching styles. (02/21/2017)</p> <p><b>Follow-Up:</b> Do another round of assessments in 2017-2018. (06/30/2018)</p> <p><b>Follow-Up:</b> In winter 2017, the same question was asked on the final exam, and all 39 students answered it correctly, for a perfect score (100%!). (04/01/2017)</p>
		<p><b>Program Review Reporting Year:</b> 2015-2016</p> <p><b>Target :</b> Target Met</p> <p>On the final exam, students were asked to respond to the following question: (a) Political decisions are shaped by a wide range of institutions and processes in various political systems; (b) these decisions have widely diverse impacts on individuals and groups; and (c) individuals and groups participate in politics in a range of ways in various political systems.</p> <p>True or False</p> <p>(a) _____</p> <p>(b) _____</p> <p>(c) _____ (04/17/2016)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> Of the 45 students who took the final, 44 answered with the correct response, "True" to (c). This lends some support to the claim the course advanced this SLO.</p>	<p><b>Enhancement:</b> We should consider evaluating this SLO on a pre- and post-course basis. (04/17/2016)</p>

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		<p><b>Program Review Reporting Year:</b> 2009-2010</p> <p><b>Target :</b> Target Met</p> <p>45 students took the final exam. 42 of the 45 answered this question correctly, which is 93.33%. Of the 22 questions on the final exam, this was the question with the least number of incorrect responses (n=3). (10/09/2013)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> While this result demonstrates that students mastered the SLO for the class, there is definitely room for improvement. Ideally, all 45 students should have been able to answer this question correctly.</p> <p><b>Related Documents:</b></p> <p><a href="#">SLOAC for POII 2</a></p>	<p><b>Enhancement:</b> In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment. (10/09/2013)</p> <p><b>Follow-Up:</b> Consider assessing other aspects of the class. (10/17/2013)</p>