

### Program-Level Continuous Improvement Process (CI-Process) Basics

<b>Program Basics</b>	<p><b>Program Name:</b> International Studies (B.A. degree)</p>
	<p><b>Program Purpose:</b> The primary purpose of the International Studies program is to help students acquire the knowledge and skills necessary to enter into a global-oriented career in business, government, or non-governmental organization. Among other benefits, students majoring in International Studies will develop a greater understanding of international diplomacy, economics, governance, and politics, as well as a greater understanding of the governments, politics, geography, culture, and history of specific countries and regions throughout the world. In addition, the International Studies program will help students prepare for graduate or professional programs in a variety of disciplines, including business, economics, geography, history, law, and political science.</p>
<b>Program Goals (Typically programs have 2-4 goals)</b>	<p><b>Goal 1: Understanding of Theories and Concepts</b> International Studies students will develop an understanding of the major theories and concepts in the fields of International Relations and Comparative Politics.</p>
	<p><b>Goal 2: Research Methodology Skills</b> International Studies students will develop research methodology skills, including ability to develop hypotheses, ability to test hypotheses using basic statistical techniques, and ability to assess the results of various hypothesis tests.</p>
	<p><b>Goal 3: Research, Critical Analysis, and Writing Skills</b> International Studies students will be able to identify a global topic or problem, conduct research on and analysis of the global topic or problem, and effectively write about the global topic or problem.</p>
	<p><b>Goal 4:</b></p>
	<p><b>Goal 5:</b></p>
	<p><b>Goal 6:</b></p>
	<p><b>Goal 7:</b></p>
	<p><b>Goal 8:</b></p>

### Program-Level Continuous Improvement Process (CI-Process) Plan

<b>Closing the Loop Process</b>	<b>Data Collection</b>	<b>Who &amp; How: Indicate who will collect the data and how data will be collected.</b> The faculty of the International Studies Program in the Department of Political Science will collect data for their respective courses.
		<b>Timeline: Indicate when the data will be collected.</b> The data will be collected by faculty members at the end of each semester and submitted to the Director of the International Studies Program no later than one week (seven days) following the end of final examinations.
	<b>Data Analysis</b>	<b>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</b> The Director of the International Studies Program, along with other International Studies faculty members in the Department of Political Science, will be responsible for organizing and analyzing the data to determine the extent to which the benchmarks for the student learning outcomes were achieved.
		<b>Timeline: Indicate when the data will be analyzed.</b> The Director of the International Studies Program will analyze all of the data compiled from both the Fall and Spring semesters after the end of Spring Semester each year.
	<b>Data Dissemination</b>	<b>Who &amp; How: Indicate who will share data will relevant faculty and how data will be shared.</b> The Director of the International Studies Program will electronically disseminate the results of the data analysis to the faculty in the International Studies Program.
		<b>Timeline: Indicate when the data will be shared.</b> The results of the data analysis will be disseminated to the faculty of the International Studies Program by September 1 <sup>st</sup> each year.
	<b>Resulting Actions</b>	<b>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</b> The Director of the International Studies Program will provide the results of the data analysis, along with any proposed changes to the International Studies Program, to the Chair of the Department of Political Science by September 15 <sup>th</sup> each year.
		<b>Timeline: Indicate when the data and faculty feedback will be shared.</b> Faculty feedback regarding proposed changes to the International Studies Program will be shared with the faculty of the Department of Political Science by November 30 <sup>th</sup> of each year.
	<b>Re-assessment/ Evaluation</b>	<b>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</b> The process for re-assessment or re-evaluation, including the collection of data, is the same as in previous years.
		<b>Timeline: Indicate when the data will be collected following these changes.</b> The data will be collected according to the same timeline as in previous years.

Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

<b>Student Learning Outcome</b>	<b>Student Learning Outcome (SLO #1)</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b> Students majoring in International Studies will demonstrate a proficient understanding of the major theories and concepts in the field of International Relations.																		
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b> Goal 1: Understanding of Theories and Concepts																		
	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> This SLO will be assessed through a 25-question, multiple-choice examination (see pp. 7-9) given at the end of each semester to all International Studies majors enrolled in PSCI 2300, a core course required of all students choosing to major in International Studies.																		
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Examination Scores</th> <th style="text-align: left; border-bottom: 1px solid black;">Percentages</th> <th style="text-align: left; border-bottom: 1px solid black;">Categories</th> </tr> </thead> <tbody> <tr> <td>0-14</td> <td>&lt;60%</td> <td>0- Insufficient</td> </tr> <tr> <td>15-17</td> <td>60-68%</td> <td>1 - Beginning</td> </tr> <tr> <td>18-19</td> <td>72-76%</td> <td>2 - Developing</td> </tr> <tr> <td>20-22</td> <td>80-88%</td> <td>3 - Proficient</td> </tr> <tr> <td>23-25</td> <td>92-100%</td> <td>4 - Exceptional</td> </tr> </tbody> </table>	Examination Scores	Percentages	Categories	0-14	<60%	0- Insufficient	15-17	60-68%	1 - Beginning	18-19	72-76%	2 - Developing	20-22	80-88%	3 - Proficient	23-25	92-100%	4 - Exceptional
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<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b> It is expected that at least _____ percent of all International Studies majors taking the examination will achieve the fourth [Proficient] or fifth [Exceptional] categories.																			
<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b> All International Studies majors enrolled in all sections of PSCI 2300, Introduction to International Relations, will be assessed using the multiple-choice examination.																			
<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b> The multiple-choice examination will be given, and the results assessed, at the end of each semester (Fall and Spring) during which PSCI 2300 is offered. Currently, at least two sections of PSCI 2300 are offered each semester.																			
<b>Observations</b>	<b>Data Summary</b>	<b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>																		
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Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

<b>Student Learning Outcome</b>	<b>Student Learning Outcome (SLO #2)</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b> Students majoring in International Studies will demonstrate a proficient understanding of the major theories and concepts in the field of Comparative Politics.																		
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b> Goal 1: Understanding of Theories and Concepts																		
	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> This SLO will be assessed through a 25-question, multiple-choice examination (see pp. 10-12) given at the end of each semester to all International Studies majors enrolled in PSCI 2320, Introduction to Comparative Politics. PSCI 2320 is a core course required of all students choosing to major in International Studies. The course is typically taken by International Studies majors by the end of their sophomore year.																		
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> Examination results will be assessed using the following scoring guide: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Examination Scores</th> <th style="text-align: left;">Percentages</th> <th style="text-align: left;">Categories</th> </tr> </thead> <tbody> <tr> <td>0-14</td> <td>&lt;60%</td> <td>0 - Insufficient</td> </tr> <tr> <td>15-17</td> <td>60-68%</td> <td>1 - Beginning</td> </tr> <tr> <td>18-19</td> <td>72-76%</td> <td>2 - Developing</td> </tr> <tr> <td>20-22</td> <td>80-88%</td> <td>3 - Proficient</td> </tr> <tr> <td>23-25</td> <td>92-100%</td> <td>4 - Exceptional</td> </tr> </tbody> </table>	Examination Scores	Percentages	Categories	0-14	<60%	0 - Insufficient	15-17	60-68%	1 - Beginning	18-19	72-76%	2 - Developing	20-22	80-88%	3 - Proficient	23-25	92-100%	4 - Exceptional
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<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b> All International Studies majors enrolled in all sections of PSCI 2320, Introduction to Comparative Politics, will be assessed using the multiple-choice examination.																			
<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b> The multiple-choice examination will be given, and the results assessed, at the end of each semester (Fall and Spring) during which PSCI 2320 is offered. Currently, one or two sections of PSCI 2320 are offered each semester.																			
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## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome (SLO #3)</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b> Students majoring in International Studies will demonstrate a competency in research methodology, including developing hypotheses, testing hypotheses, and assessing the results of various hypothesis tests.																		
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals.</b> Goal 2: Research Methodology Skills																		
	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> This SLO will be assessed through a “hypothesis testing” assignment (25 points) given to all International Studies majors enrolled in PSCI 2320, Introduction to Comparative Politics (see pp. 13-14). PSCI 2320 is a course required of all students choosing to major in International Studies. The course is typically taken by International Studies majors by the end of their sophomore year.																		
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> Assignment results will be assessed using the following scoring guide: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Assignment Scores</th> <th style="text-align: center; border-bottom: 1px solid black;">Percentages</th> <th style="text-align: center; border-bottom: 1px solid black;">Categories</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 to 14.99</td> <td style="text-align: center;">&lt;60%</td> <td style="text-align: center;">1- Insufficient</td> </tr> <tr> <td style="text-align: center;">15.00 to 17.49</td> <td style="text-align: center;">60-69%</td> <td style="text-align: center;">2 - Beginning</td> </tr> <tr> <td style="text-align: center;">17.50 to 19.99</td> <td style="text-align: center;">70-79%</td> <td style="text-align: center;">3 - Developing</td> </tr> <tr> <td style="text-align: center;">20.00 to 22.49</td> <td style="text-align: center;">80-89%</td> <td style="text-align: center;">4 - Proficient</td> </tr> <tr> <td style="text-align: center;">22.50 to 25.00</td> <td style="text-align: center;">90-100%</td> <td style="text-align: center;">5 - Exceptional</td> </tr> </tbody> </table>	Assignment Scores	Percentages	Categories	0 to 14.99	<60%	1- Insufficient	15.00 to 17.49	60-69%	2 - Beginning	17.50 to 19.99	70-79%	3 - Developing	20.00 to 22.49	80-89%	4 - Proficient	22.50 to 25.00	90-100%	5 - Exceptional
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<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b> It is expected that at least _____ percent of all International Studies majors completing the “hypothesis testing” assignment will achieve the fourth [Proficient] or fifth [Exceptional] categories.																			
<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b> All International Studies majors enrolled in all sections of PSCI 2320, Introduction to Comparative Politics, will be assessed using the “hypothesis testing” assignment.																			
<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b> The “hypothesis testing” assignment will be given, and the results assessed, during each semester (Fall and Spring) in which PSCI 2320 is offered. Currently, one or two sections of PSCI 2320 are offered each semester.																			
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Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome (SLO #4)</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b> Students majoring in International Studies will demonstrate research, critical analysis, and writing skills, including locating and citing external sources of information, properly organizing and structuring a writing assignment, demonstrating an adequate understanding of a writing topic, and using proper grammar and syntax in a writing assignment.
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals.</b> Goal 3: Research, Critical Analysis, and Writing Skills
	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> This SLO will be assessed through evaluation of writing assignments or research papers completed by International Studies seniors enrolled in at least two upper-level (3000 and 4000) political science courses offered in the International Studies Program. The courses will be selected by the Director of the International Studies Program at the start of each semester.
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> During the semester, the faculty of at least two upper-level political science courses offered in the International Studies Program will retain “clean” copies of the original writing assignments or research papers submitted by International Studies seniors. The writing assignments and research papers will be evaluated by the faculty of the International Studies Program using the “Evaluating Writing Assignments and Research Papers” scoring rubric (see page 15).
	<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b> It is expected that at least _____ percent of the papers will receive an overall score of between 12 and 16 points (out of 16 possible points).
	<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b> The writing assignments and research papers submitted by International Studies seniors enrolled in at least two upper-level political science courses offered in the International Studies Program will be evaluated by International Studies faculty teaching in the Department of Political Science.
	<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b> The writing assignments or research papers from International Studies seniors enrolled in at least two upper-level political science courses offered in the International Studies Program will be compiled and scored during, or immediately following, each semester.
<b>Observations</b>	<b>Data Summary</b>	<b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b>
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>
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Semester and/or academic year for which the data applies: \_\_\_\_\_

**Multiple-Choice Assessment for PSCI 2300, Intro to International Relations (SLO # 1)**

1. Which of the following argues that foreign policy decisions are based on the assumption that decision makers have clear goals, calculate the costs of various courses of action, and pick the policy that will best serve their goals?
  - a. Interest groups
  - b. Public opinion
  - c. Democratic peace theory
  - d. Rational choice theory
2. Russia is an example of which one of the following types of “actor” in the international political system?
  - a. State actor
  - b. Sub-state actor
  - c. International non-governmental organization (INGO)
  - d. Intergovernmental organization (IGO)
3. A theory of international politics which suggests that the lack of war is the result of the dominance of one particular state over all other states in the international political system refers to which one of the following?
  - a. Balance of power theory
  - b. Hegemonic stability theory
  - c. Complex interdependence theory
  - d. Liberal institutionalism
4. The World Trade Organization (WTO) is an example of which one of the following types of “actor” in the international system?
  - a. State actor
  - b. Sub-state actor
  - c. International non-governmental organization (INGO)
  - d. Intergovernmental organization (IGO)
5. Which of the following refers to when two or more decision makers collectively make a policy decision without making an effort to examine the wide range of policy options because of pressure to reach a consensus on policy?
  - a. Bolstering
  - b. Misperception
  - c. Bounded rationality
  - d. Groupthink
6. The ability of the media to draw attention to an issue and to force government leaders to address the issue refers to which one of the following?
  - a. CNN effect
  - b. Mainstream effect
  - c. “rally around the flag” effect
  - d. Yellow press
7. Arguing that a worldwide fear of terrorism was a possible cause of the U.S. invasion of Iraq in March 2003 is an example of an argument derived from which one of the following levels of analysis?
  - a. Individual level
  - b. Interstate level
  - c. Domestic level (state and sub-state)
  - d. Global level
8. Which one of the following meant that each state in the international political system would have complete authority over its own territory?
  - a. Concert of Europe
  - b. Collective security
  - c. Cold War
  - d. Sovereignty
9. Which one of the following refers to the “ability of an actor to achieve its goals”?
  - a. Theory
  - b. Power
  - c. Purpose
  - d. Normative theory

Semester and/or academic year for which the data applies: \_\_\_\_\_

10. Which one of the following refers to the deployment of troops or observers into a region in order to help prevent conflict between two parties or to prevent the resumption of conflict between two parties?
  - a. Military industrial complex
  - b. Nationalism
  - c. Economic imperialism
  - d. Peacekeeping
11. Which one of the following was recently established in order to prosecute and punish individuals responsible for very serious human rights violations?
  - a. Just war theory
  - b. War crimes
  - c. International Court of Justice (ICJ)
  - d. International Criminal Court (ICC)
12. Which one of the following bodies or organs of the United Nations (UN) consists of representatives of all member-states of the UN?
  - a. UN Security Council
  - b. UN General Assembly
  - c. Economic and Social Council
  - d. UN Secretariat
13. Which one of the following argues that interstate wars occur when one state (i.e., challenger) becomes powerful enough to challenge the dominant state (i.e., existing hegemon) for the top position in the international political system?
  - a. Underlying cause
  - b. Proximate cause
  - c. Power transition theory
  - d. Diversionary war theory
14. Which one of the following was established an international organization for maintaining international peace shortly after the end of the First World War?
  - a. Peace of Westphalia
  - b. Concert of Europe
  - c. Hague Conferences
  - d. League of Nations
15. Which one of the following, also known as the "World Court," consists of 15 judges who adjudicate disputes between states on matters over which the court has jurisdiction?
  - a. Just war theory
  - b. War crimes
  - c. International Court of Justice (ICJ)
  - d. International Criminal Court (ICC)
16. Which one of the following bodies of the European Union (EU) is the only EU institution whose members are directly elected by the citizens of the EU member-states?
  - a. European Commission
  - b. Council of Ministers
  - c. European Parliament
  - d. European Court of Justice
17. The European Union is an example of which one of the following types of international organizations (IOs)?
  - a. Global Inter-Governmental Organization (IGO)
  - b. Regional IGO
  - c. International Non-Governmental Organization (INGO)
  - d. Sub-Regional IGO
18. Which one of the following refers to the argument that greater economic efficiency is achieved when states specialize in the production of certain goods and/or services, export those goods and/or services to other countries, and import other necessary goods and services from other countries?
  - a. Protectionism
  - b. Theory of comparative advantage
  - c. Globalization
  - d. Balance of trade
19. Which one of the following countries contributed the largest amount of official development assistance in 2009, measured as a percent of gross national income?
  - a. Germany



Semester and/or academic year for which the data applies: \_\_\_\_\_

- b. Sweden
  - c. France
  - d. Japan
20. Which one of the following refers to oxygen molecules (O<sub>3</sub>) found in Earth's upper atmosphere which reduces transmission of ultraviolet radiation from the Sun to the Earth?
- a. Kyoto Protocol
  - b. Montreal Protocol
  - c. Greenhouse gases
  - d. Ozone layer
21. A measure of poverty produced by the United Nations (UN) which includes per capita gross domestic product (GDP), life expectancy, and literacy rates is known as which one of the following?
- a. Purchasing power parity (PPP)
  - b. Human Development Index (HDI)
  - c. UN Millennium Goals
  - d. Washington Consensus
22. Which one of the following is a strategy for economic development used by the Soviet Union, China, Cuba, and several Eastern European countries beginning in the 1920s, which focused on government control of the economy?
- a. Import substitution
  - b. State socialism
  - c. Export-led growth
  - d. Conditionality
23. Which one of the following, established through an agreement signed by 17 countries in 1994, includes a formal mechanism for enforcing global trade rules?
- a. North American Free Trade Agreement (NAFTA)
  - b. World Trade Organization (WTO)
  - c. General Agreement on Trade and Tariffs (GATT)
  - d. Bretton Woods System
24. Which one of the following theories is based on the assumptions that economic development is a linear process and that under-development is simply one of the first stages of the process of economic development?
- a. Modernization Theory
  - b. Dependency Theory
  - c. World Systems Theory
  - d. Development Theory
25. Which one of the following is a strategy for economic development used by Japan and other East Asian countries beginning in the 1960s, which focused on producing goods that could be sold in foreign markets?
- a. Import substitution
  - b. State socialism
  - c. Conditionality
  - d. Export-led growth

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**Multiple-Choice Assessment for PSCI 2320, Introduction to Comparative Politics (SLO #2)**

1. Countries that appear to have many of the trappings of democracy but restrict the democratic process to a great degree are known as
  - a. democratic tyrannies
  - b. crypto-democracies
  - c. illiberal or hybrid regimes
  - d. subdemocracies
2. The development strategy of the Latin American NICs was called
  - a. structural adjustment
  - b. export substitution industrialization
  - c. export oriented development
  - d. import substitution industrialization
3. The ability of a state to carry out its basic functions or tasks is referred to as
  - a. political legitimacy
  - b. political capacity
  - c. political stability
  - d. political functionality
4. Which of the following does not generally describe a Second World country
  - a. high levels of political rights
  - b. relatively high levels of economic equality
  - c. high literacy rates
  - d. poor rural infrastructure
5. A military seizure of the government is called
  - a. coup d'état
  - b. theocracy
  - c. militocracy
  - d. oligarchy
6. A government that is seen by its people as the rightful holder of coercive power is said to
  - a. be authoritarian
  - b. have legitimacy
  - c. be stable
  - d. have capacity
7. According to the formal definition of a state (such as that in the international system), Florida
  - a. is a state because it has territory, a government, and citizens
  - b. is not a state because it does not have a government that makes laws for citizens of Florida
  - c. is a state
  - d. is not a state because it is not sovereign
8. A \_\_\_\_\_ is a group of people who decide they want to govern themselves.
  - a. Ethnicity
  - b. Nation
  - c. state
  - d. country
9. In a parliamentary system (such as that in the United Kingdom), when someone says "the government has fallen" the term "government" refers to
  - a. The executive and legislative branches
  - b. All branches of government involved in making and carrying out laws
  - c. The prime minister and the cabinet
  - d. the executive, legislative, and judicial branches
10. A fused political system is also referred to as a \_\_\_\_
  - a. presidential
  - b. authoritarian
  - c. sore
  - d. parliamentary

Semester and/or academic year for which the data applies: \_\_\_\_\_

11. In a \_\_\_\_\_ system the central government has no power to tax. It cannot raise an army. And, it cannot force the local political units to do anything.
  - a. unitary
  - b. confederal
  - c. separation of powers
  - d. federal
12. The ability to allow multiple diverse populations to govern themselves is a strength of the \_\_\_\_\_ system or structure of government
  - a. confederal
  - b. federal
  - c. unitary
  - d. consociational
13. The legislature in a presidential system is most often referred to as
  - a. an assembly
  - b. a parliament
  - c. separation of powers system
  - d. congress
14. A vote of investiture is a vote
  - a. in a presidential system that clears a president of impeachment charges
  - b. in a presidential system that officially invests power in the president
  - c. in a parliamentary system to seat the new government after an election
  - d. in a parliamentary system that allows the majority party to propose the personnel for a new government
15. the electoral system that tends to produce two major parties is:
  - a. proportional representation
  - b. the single-member district system
  - c. the single transferable vote
  - d. the single non-transferable vote
16. Which of the following is NOT a feature of a parliamentary system
  - a. the executive is responsible to the legislature
  - b. the executive is elected in a legislative district and not in a national vote for the office
  - c. the executive has a fixed term of office
  - d. the executive can be removed for losing a vote on important legislation
17. The Basques in Spain are an example of a(n) \_\_\_\_\_ movement.
  - a. Autonomy
  - b. Guerrilla
  - c. Separatist
  - d. nihilist
18. To win in a plurality electoral system
  - a. you must receive fifty one percent plus one of the votes cast
  - b. you must get fifty percent plus one of those who voted
  - c. fifty percent plus one people of the total registered to vote must vote and then you must get the most votes
  - d. you must get the most votes
19. In a presidential system, the president serves as
  - a. head of state.
  - b. both head of state and head of government.
  - c. neither head of state nor head of government
  - d. head of government
20. When the two largest parties in a parliamentary system form a coalition government, it is called
  - a. a grand coalition
  - b. a majority coalition
  - c. a grand majority coalition
  - d. dangerous
21. Lenin was the revolutionary leader who tried to amend the ideas of Marx in that
  - a. Lenin argued that elections did not have to be held
  - b. Lenin hoped that communist revolutions could take place in less advanced countries

Semester and/or academic year for which the data applies: \_\_\_\_\_

- c. Lenin argued that revolutions did not have to be communist
  - d. Lenin hoped that capitalist economies could be created even if the feudal stage was skipped
22. A legislative act that legislates one of the normal features of a constitution is
- a. organic law
  - b. redundant
  - c. an example of judicial activism
  - d. a constitution
23. Prime ministers serve as
- a. head of state
  - b. both head of state and head of government
  - c. none of these is accurate
  - d. head of government'
24. When a group of people decide that they want to form a government and govern themselves within the current state without seeking a new separate state, the group is referred to as
- a. An autonomy movement
  - b. A separatist movement
  - c. An independence movement
  - d. A minimalist movement
25. \_\_\_\_\_ electoral systems tend to produce multiple party systems and party fragmentation
- a. proportional
  - b. plurality/majority
  - c. alternative vote
  - d. Jefferson

Semester and/or academic year for which the data applies: \_\_\_\_\_

### Hypothesis Testing Assignment & Assessment (SLO #3)

Name: \_\_\_\_\_

#### Assignment Instructions:

1. Download this instructions file and **save it on your computer**. Then open the file with Word and answer the questions.
2. Answer the questions.
3. Print it out and bring it to my office by the date identified on the Blackboard calendar if you want me to comment on the assignment. I will tell you EXACTLY what you need to do in order to receive all 25 points on the assignment if you print it out and bring it by my office.
3. When you are finished working on the assignment, save the file and give the file **your name** or you will lose points
4. Upload the file in Blackboard's Assignment function (make sure that you upload and then submit the assignment—you will see a message telling you it has been successfully submitted).
5. **If you have trouble submitting the assignment in Blackboard then e-mail me a copy of the assignment BEFORE THE DEADLINE. You must then come to my office that Monday so that I can help you turn the assignment in officially in Blackboard. If you do not show up on Monday then the clock begins and you lose a letter grade per day.**
6. If you are using anything other than Word to work on the assignment then save your file as an \*.rtf file (File/Save As/File Type: \*.rtf). I strongly suggest that you use Word (you can complete the assignment in the computer lab if you don't have it).

#### 1. Write a hypothesis (and the Null hypothesis).

Rules:

1. Variables MUST come from the Global.mc4 dataset
2. **Do not simply copy a hypothesis used in the chapters**
3. The hypothesis must have a political/social/economic component. Thus, you may not write a hypothesis like: the more religious the fewer lies someone tells. This does not have a political component.
4. You may not use the following hypothesis: The more alcohol consumption or drug use the more suicide. It has been overused
5. You MUST make sure that the variables' operational definitions match the intent of your hypothesis? (HINT: if you use the variable relating to drug consumption and you mean illegal drug consumption then you better make sure that the operationalization of that variable does not define it as legal prescription drug consumption.)

Hypothesis:

Null Hypothesis:

2. **Identify the independent and dependent variable AND** identify the variable name and number from the explorit book and the dataset from which it is drawn.
3. **Draw the hypothesis and include the + or – sign.**



4. **What is the operational definition of the variables offered by the explorit book?**
5. **List the 3 criteria/components of a valid hypothesis and explain how your hypothesis meets the 3 criteria for a hypothesis.**

Semester and/or academic year for which the data applies: \_\_\_\_\_

6. In explorit, map the relationship. Insert a copy of the map below. (HINT: Use the Print Screen button on your keyboard and then paste the results below. This procedure was used on the first day practice assignment.)
  
7. Analyze the map. Does the map appear to offer support for your hypothesis? Explain. (HINT: Make sure the legends are showing on your map. Tell me what the colors mean in both maps and then look to see if there is a visible pattern. You may want to select out 2 or 3 countries to compare on the 2 maps or you may want to select a couple of regions of the world to compare.)
  
8. In explorit, decide how to analyze your hypothesis. State whether you are going to use a scatterplot, crosstabulation, or ANOVA. Explain why you chose the type of analysis that you selected (HINT: Look at the handout in Explorit that explains how to select the appropriate statistic.)
  
9. Insert a copy of the scatterplot, crosstab, or ANOVA below. (Use the Print Screen key and then paste the results below.)
  
10. Analyze the results provided in #10. (HINT: Tell me what the Pearson's  $r$  is and if it is weak, strong, or what. Also include the probability statistic—tell me what it means. Then, in your own words, tell me what this means for your hypothesis.)
  
11. Extra credit (2 points):

Go to J-Stor or Proquest (our library's research databases) Find an article in a *professional journal* that tests your proposed hypothesis. Include a hyperlink so I can read the article. Also, write one paragraph summarizing the author(s) conclusion. Ask for help if you need it.

**Evaluating Writing Assignments and Research Papers: Scoring Rubric (SLO #4)**

	<b>1</b> <b>Does not meet expectations</b>	<b>2</b> <b>Partially meets expectations</b>	<b>3</b> <b>Meets expectations</b>	<b>4</b> <b>Exceeds expectations</b>
<b>Sources and Citations</b>	The paper does not include citations of external sources of information. If external sources of information are cited in the paper, the sources are mostly non-scholarly or are not properly cited (1 point).	The paper includes some citations of external sources of information, but the sources are not properly cited or are insufficient in terms of number and variety. Most of the external sources of information are not scholarly sources (2 points).	The paper includes an adequate number and variety of properly-cited external sources of information, including primary and secondary sources of information (such as books and journal articles). Several of the external sources of information are scholarly sources (3 points).	The paper includes a relatively large number and variety of properly-cited external sources of information, including primary and secondary sources of information (such as books and journal articles). Most of the external sources of information are scholarly sources (4 points).
<b>Organization and Structure</b>	There are serious problems with the organization and/or structure of most or all of the paper. The student largely did not follow the instructions that were provided (1 point).	There are some problems with the organization and/or structure of the paper, although some parts of the paper are adequately organized and/or structured as instructed (2 points).	The paper is reasonably well-organized and well-structured based on the instructions provided by the instructor, but there may be some minor problems (3 points).	The paper is very well-organized and well-structured based on the instructions provided by the instructor (4 points).
<b>Content and Substance</b>	The content of the paper is very inadequate, and the student fails to demonstrate a basic understanding of the topic of the paper (1 point).	The content of the paper is not adequate, and the student demonstrates only a minimal understanding of the topic of the paper (2 points).	The content of the paper is adequate, and the student demonstrates a basic understanding of the topic of the paper (3 points).	The content of the paper is more than adequate, and the student demonstrates a substantive understanding of the topic of the paper (4 points).
<b>Grammar and Syntax</b>	There are numerous grammatical errors and/or sentence structure problems in the paper, and it is very difficult to understand most of what is written in the paper (1 point).	There are many grammatical errors and/or sentence structure problems in the paper, although it is still possible to understand some of what is written in the paper (2 points).	There are some grammatical errors and/or sentence structure problems in the paper, but the grammatical errors and/or sentence structure problems do not interfere with an understanding of what is written in the paper (3 points).	There are no major grammatical errors and/or sentence structure problems in the paper (4 points).