

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

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>Political Science—BA/BS</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The purpose of the Political Science program is to (1) inform students about the place of politics in society; (2) extend and deepen students’ understanding and appreciation of the purpose, organization, and operation of domestic and international political systems; (3) develop the competencies required for informed and independent thought.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty’s broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p>Political Science students will be able to demonstrate an understanding of the fundamental terms, concepts, or principles of the discipline, including concepts from the sub-fields of American politics, international relations, comparative politics, public administration & policy, and political theory.</p>
	<p>Goal 2: Political Science students will be able to research and write effectively.</p>
	<p>Goal 3: Political Science students will be able to think critically.</p>
	<p>Goal 4:</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

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

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected. Political Science faculty will collect the data for their courses.
		Timeline: Indicate when the data will be collected. Compiled data will be given to the department chair on the day final exam grades are due.
	Data Analysis	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. The department chair is responsible for organizing the collected data and determining the extent to which the benchmarks for the tested student learning outcomes were achieved.
		Timeline: Indicate when the data will be analyzed. By July 1
	Data Dissemination	Who & How: Indicate who will share data will relevant faculty and how data will be shared. The department chair will forward an electronic copy of the benchmark analysis and results to department members.
		Timeline: Indicate when the data will be shared. Results will be shared by the beginning of each Fall semester.
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority The department chair will formally share results and discuss any related program changes with the faculty in a Fall semester department meeting.
		Timeline: Indicate when the data and faculty feedback will be shared. By the end of November.
	Re-assessment/ Evaluation	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. Program changes will be assessed according to the procedures outlined above beginning with the first semester of implementation.
		Timeline: Indicate when the data will be collected following these changes. Data related to program changes will be collected and analyzed in the following year.

Semester and/or academic year for which the data applies: 2013-2014

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Political Science students will be able to demonstrate an understanding of the fundamental terms, concepts, or principles of the discipline, including concepts from the sub-field of American politics.																			
	SLO #1																				
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1																			
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. A 25 question, multiple-choice test. See below (pp. 11-16) for the pool of test questions.																			
	Assessment Method	Explain how the quality of the above activity will be assessed. Test results will be scored according to the following guide: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Test 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><60%</td> <td>1 – Insufficient</td> </tr> <tr> <td>15-17</td> <td>60-68%</td> <td>2 – Beginning</td> </tr> <tr> <td>18-19</td> <td>72-76%</td> <td>3 – Developing</td> </tr> <tr> <td>20-22</td> <td>80-88%</td> <td>4 – Proficient</td> </tr> <tr> <td>23-25</td> <td>92-100%</td> <td>5 – Exceptional</td> </tr> </tbody> </table>		Test Scores	Percentages	Categories	0-14	<60%	1 – Insufficient	15-17	60-68%	2 – Beginning	18-19	72-76%	3 – Developing	20-22	80-88%	4 – Proficient	23-25	92-100%	5 – Exceptional
	Test Scores	Percentages	Categories																		
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18-19	72-76%	3 – Developing																			
20-22	80-88%	4 – Proficient																			
23-25	92-100%	5 – Exceptional																			
Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ___% will score a ___ or better on the multiple-choice test. (This is a new assessment and benchmarks have not yet been established)																				
Location	State whom will be assessed using the above activity AND where it will occur. Declared Political Science majors in all sections of PSCI 1330, a prerequisite for all Political Science majors and minors.																				
Frequency	State when AND how frequently the above activity will be assessed. Each semester in all sections of PSCI 1330																				
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.																			
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).																			
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority																			
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>																			
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____																			
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.																			
	Acknowledgement	Provide signature of Department Chair acknowledging above results.	Date																		
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results.	Date																		

CI-Process Student Learning Outcome Information Sheet*Repeat table as needed for each Student Learning Outcome*

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Political Science students will be able to demonstrate an understanding of the fundamental terms, concepts, or principles of the discipline, including concepts from the sub-field of international relations.
	SLO #2	
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. A 25 question, multiple-choice test (see below, pp. 17-19).
	Assessment Method	Explain how the quality of the above activity will be assessed. Test results will be scored according to the following guide: Test Scores Percentages Categories 0-14 <60% 1 – Insufficient 15-17 60-68% 2 – Beginning 18-19 72-76% 3 – Developing 20-22 80-88% 4 – Proficient 23-25 92-100% 5 – Exceptional
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ___% will score a ___ or better on the multiple-choice test. (This a new assessment and benchmarks have not yet been established)
	Location	State whom will be assessed using the above activity AND where it will occur. Declared Political Science majors in all sections of PSCI 2300, a core required course.
	Frequency	State when AND how frequently the above activity will be assessed. Each semester in all sections of PSCI 2300.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date

CI-Process Student Learning Outcome Information Sheet*Repeat table as needed for each Student Learning Outcome*

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Political Science students will be able to demonstrate an understanding of the fundamental terms, concepts, or principles of the discipline, including concepts from the sub-field of comparative politics.
	SLO #3	
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. A 25 question, multiple-choice test (see below, pp. 20-22).
	Assessment Method	Explain how the quality of the above activity will be assessed. Test results will be scored according to the following guide: Test Scores Percentages Categories 0-14 <60% 1 – Insufficient 15-17 60-68% 2 – Beginning 18-19 72-76% 3 – Developing 20-22 80-88% 4 – Proficient 23-25 92-100% 5 – Exceptional
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ___% will score a ___ or better on the multiple-choice test. (This is a new assessment and benchmarks have not yet been established)
	Location	State whom will be assessed using the above activity AND where it will occur. Declared Political Science majors in all sections of PSCI 2320, a core required course.
	Frequency	State when AND how frequently the above activity will be assessed. Each semester in all sections of PSCI 2320.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. Date
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CI-Process Student Learning Outcome Information Sheet*Repeat table as needed for each Student Learning Outcome*

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Political Science students will be able to demonstrate an understanding of the fundamental terms, concepts, or principles of the discipline, including concepts from the sub-field of public administration and policy.
	SLO #4	
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. A 25 question, multiple-choice test (see below, pp. 23-25).
	Assessment Method	Explain how the quality of the above activity will be assessed. Test results will be scored according to the following guide: Test Scores Percentages Categories 0-14 <60% 1 – Insufficient 15-17 60-68% 2 – Beginning 18-19 72-76% 3 – Developing 20-22 80-88% 4 – Proficient 23-25 92-100% 5 – Exceptional
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ___% will score a ___ or better on the multiple-choice test. (This is a new assessment and benchmarks have not yet been established)
	Location	State whom will be assessed using the above activity AND where it will occur. Declared Political Science majors in all sections of PSCI 2305, a core required course.
Frequency	State when AND how frequently the above activity will be assessed. Each semester in all sections of PSCI 2305.	
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
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	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
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CI-Process Student Learning Outcome Information Sheet*Repeat table as needed for each Student Learning Outcome*

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Political Science students will be able to demonstrate an understanding of the fundamental terms, concepts, or principles of the discipline, including concepts from the sub-field of political theory.
	SLO #5	
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. A 25 question, multiple-choice test (see below, pp. 26-29).
	Assessment Method	Explain how the quality of the above activity will be assessed. Test results will be scored according to the following guide: Test Scores Percentages Categories 0-14 <60% 1 – Insufficient 15-17 60-68% 2 – Beginning 18-19 72-76% 3 – Developing 20-22 80-88% 4 – Proficient 23-25 92-100% 5 – Exceptional
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ____% will score a ____ or better on the multiple-choice test. (This is a new assessment and benchmarks have not yet been established)
	Location	State whom will be assessed using the above activity AND where it will occur. Declared Political Science majors in all sections of PSCI 2315, a core required course.
Frequency	State when AND how frequently the above activity will be assessed. Each semester in all sections of PSCI 2315.	
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
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	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Semester and/or academic year for which the data applies: 2013-2014

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Political Science students will be able to demonstrate a competency in research methodology, including developing hypotheses, testing hypotheses, and assessing the results of various hypothesis tests.																			
	SLO #6																				
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2																			
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome An hypothesis testing assignment given to all Political Science majors enrolled in PSCI 2320, Introduction to Comparative Politics, a required course for all Political Science majors (See below, pp. 30-31).																			
	Assessment Method	<p>Explain how the quality of the above activity will be assessed.</p> <p>The hypothesis testing assignment results will be scored according to the following guide:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Assignment Scores</th> <th style="text-align: center;">Percentages</th> <th style="text-align: center;">Categories</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 to 14.99</td> <td style="text-align: center;"><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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20.00 to 22.49	80-89%	4 - Proficient																			
22.50 to 25.00	90-100%	5 - Exceptional																			
Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ___% will score a ___ or better on the hypothesis testing assignment. (This is a new assessment and benchmarks have not yet been established)																				
Location	State whom will be assessed using the above activity AND where it will occur. Declared Political Science majors in all sections of PSCI 2320.																				
Frequency	State when AND how frequently the above activity will be assessed. Each semester in all sections of PSCI 2320.																				
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.																			
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).																			
	Responsible Authority Analysis	<p>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</p> <p>Date of Analysis: Provide the date on which Responsible Authority reviewed data</p> <p>Comments: Provide comments about data from Responsible Authority</p>																			
Analysis	Department/Area/Program Faculty	<p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</p> <p><i>Example:</i></p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted.</p> <p><i>Example:</i></p> <p>Comments: Provide comments about the data from the relevant faculty</p> <p><i>Example:</i></p>																			
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____																			
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.																			
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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Political Science students will be able to demonstrate research and writing skills by using appropriate syntax, organization, presentation, formatting, and style.
	SLO #7	
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Paper from an upper-division PSCI class.
	Assessment Method	Explain how the quality of the above activity will be assessed. Writing, research, and critical thinking rubric—sections on Syntax & Mechanics and Genre & Disciplinary Conventions (see below, p. 31).
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ___% of sampled students will score ___ or better on the Syntax & Mechanics as well as Genre & Disciplinary sections of the writing, research, and critical thinking rubric. (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. Seniors in Political Science will submit for review a paper from a 3000 or 4000 level PSCI course. Each semester the department secretary will compile a list of PSCI seniors and randomly select the names of ___ % of them, who will then be contacted and asked to submit the required document to their faculty advisor no later than when they apply for graduation. At least two Political Science faculty members will review and score the collected documents.
	Frequency	State when AND how frequently the above activity will be assessed. Papers will be collected each semester by the graduation application deadline and reviewed and scored by the end of that semester.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
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	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome SLO #8	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Political Science students will be able to demonstrate research and critical thinking skills by interpreting sources and using them effectively as evidence and by understanding the issues discussed in the paper.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 3
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Paper from an upper-division PSCI class.
	Assessment Method	Explain how the quality of the above activity will be assessed. Writing, research, and critical thinking rubric—the sections on Sources and on Evidence & Content (see below, p. 31).
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ___% of sampled students will score a ___ or better on the rubric for Sources and for Evidence & Content (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. Seniors in Political Science will submit for review a paper from a 3000 or 4000 level PSCI course. Each semester the department secretary will compile a list of PSCI seniors and randomly select the names of ___ % of them, who will then be contacted and asked to submit the required document to their faculty advisor no later than when they apply for graduation. At least two Political Science faculty members will review and score the collected documents.
	Frequency	State when AND how frequently the above activity will be assessed. Papers will be collected each semester by the graduation application deadline and reviewed and scored by the end of that semester.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
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	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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	Acknowledgement	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

Pool of Questions for Constructing a 25 Multiple-Choice Assessment for PSCI 1330 (SLO #1)

UCA CORE: Critical Inquiry

Goal 1: Demonstrate a knowledge base that helps them ask more informed questions and learn more complex concepts.

- a. Demonstrate an understanding of the basic concepts and principles in the discipline
- b. Find and evaluate appropriate information based on knowledge of the subject and technology.
- c. Apply appropriate modes of academic inquiry and analysis to develop and evaluate a position on significant questions in the discipline.

BA/BS in Political Science

Goal 1: Political Science students will be able to understand the fundamental terms, concepts, or principles of the discipline, including concepts from the sub-fields of American politics....

Category A Questions:

What does it take to override a presidential veto?

- a. A majority in the Senate
- b. A majority in the House
- c. 2/3 in both houses
- d. 3/4 in both houses

Which states have the largest number of seats in the House of Representatives?

- a. The states with the most seniority
- b. The states with the largest populations
- c. The states with the highest income levels
- d. All states have the same number of seats in the House

The power to coin money, raise tariffs, and negotiate with foreign nations belongs to

- a. The federal government
- b. The state governments
- c. Both a and b
- d. Neither a nor b

Civil liberties are

- a. The right to participate in the political and economic community
- b. Protections from government abuse and interference
- c. Listed in Article III of the Constitution
- d. All of the above

Which of these factors make it LESS likely that Congress will cooperate with the President?

- a. Party loyalty
- b. Divided government
- c. Public expectations
- d. Presidential bargaining

What must Congress do for a bill to become law after a president has vetoed it?

- a. Both houses of Congress must pass the bill again by a two-thirds vote.
- b. Both houses of Congress must pass the bill again by a majority vote within ten days.
- c. Only the Senate must pass the bill again, but it must do so by a two-thirds vote.
- d. Both houses of Congress must pass the bill again by a majority vote within thirty days.

To convict and remove an impeached official from office requires

- a. a simple majority of the House.
- b. a two-thirds majority of the House and the Senate.
- c. a two-thirds majority of the Senate.

Semester and/or academic year for which the data applies: 2013-2014

d. a simple majority of the Senate.

The distinguishing feature that sets Independent Regulatory Commissions apart from cabinet departments is:

- a. their members are protected and can't be fired by the president.
- b. they are located in the executive branch.
- c. they are created by Congress.
- d. they are funded by the taxpayers.

The trial courts for the national government are called

- a. courts of appeals
- b. circuit courts
- c. district courts
- d. local courts

A form of government where the people rule, whether directly or indirectly, is called a

- a. Monarchy
- b. Autocracy
- c. Democracy
- d. Oligarchy

_____ refers to individual and collective efforts to influence the workings of government.

- a. Economics
- b. Politics
- c. Due process
- d. Federalism

Each branch of the federal government having the means to thwart or influence the actions of the other branches of government is the principle of

- a. Checks and balances
- b. Judicial review
- c. Nullification
- d. Popular sovereignty

The ability to get others to do what you want is

- a. Authority
- b. Legitimacy
- c. Coercion
- d. Power

A country abiding by the principle of "one man, one vote" is practicing

- a. Representative democracy
- b. Political equality
- c. Republicanism
- d. Affirmative action

The _____ has sole power to negotiate treaties

- a. State Department
- b. House of Representative
- c. Senate
- d. President

Under the Constitution, the primary function of the legislative branch is

- a. To make laws
- b. To administer laws
- c. To enforce laws
- d. To interpret laws

_____ is a governing arrangement that distributes power among multiple levels of national and sub-national governments with independent ruling authority over certain policy areas and guarantees the survival of these different levels of government.

- a. Federalism
- b. Republicanism
- c. Pluralism
- d. Liberalism

For the sake of efficiency, the large size of Congress has caused both chambers to organize themselves into small working groups, the most influential of which are called

Semester and/or academic year for which the data applies: 2013-2014

- a. Standing committees
- b. Joint committees
- c. Select committees
- d. Ad-hoc committees

_____ refers to the basic values, beliefs, attitudes, predispositions, and expectations of citizens toward the political system of their society and toward themselves as a participant in it.

- a. Individualism
- b. Communitarianism
- c. Political culture
- d. Progressivism

Guarantees of equal opportunities, privileges, and treatment under the law that allow individuals to participate fully and equally in American society are called

- a. Civil rights
- b. Collective benefits
- c. Civic skills
- d. Enumerated powers

The power of the judiciary to interpret and overturn actions taken by the legislative and executive branches of government is known as

- a. Judicial restraint
- b. Selective incorporation
- c. Judicial activism
- d. Judicial review

A(n) _____ is a large, complex organization in which employees have specific job responsibilities and work within a hierarchy of authority

- a. Interest group
- b. Bureaucracy
- c. Party platform
- d. Caucus

Power that is recognized as legitimate is known as

- a. Force
- b. Majority rule
- c. Authority
- d. The divine right of kings

Political parties are distinguished from interest groups in American politics by the fact that interest groups do not

- a. sponsor candidates for office under their name
- b. endorse candidates in campaigns
- c. maintain organizations that assist candidates in campaigns
- d. financially support candidates for public office

The terms of office for the House of Representatives, the Senate, and the President are:

- a. 1, 3, and 7 years
- b. 2, 4, and 6 years
- c. 2, 6, and 4 years
- d. 4, 6, and 2 years

Political institutions are:

- a. The official buildings where government employees work.
- b. The conflicting interests, values, and ideas about allocating resources.
- c. The rules, roles, and procedures through which political conflict is resolved.
- d. All of the above.

If a small group of people holds the political power in a country, what type of government best describes this situation?

- a. Oligarchy
- b. Monarchy
- c. Direct democracy
- d. Representative democracy

When an individual withholds his or her contribution to a group's undertaking, this is referred to as a:

- a. Collective action
- b. Free-rider problem
- c. Coordination problem

Semester and/or academic year for which the data applies: 2013-2014

d. Tragedy of the commons

A system of governmental structure under which all authority is held by a single, national government is called:

- a. Unitary
- b. Federalism
- c. Dillon's Rule
- d. Confederation

Shared federalism states that:

- a. Local governments are creations of state government
- b. All levels of government can work together to solve common problems
- c. Both the national and state governments have final authority over their own policy domains
- d. None of the above

The four main types of committees used in Congress are:

- a. Select, joint, conference, and standing
- b. Select, joint, independent, and appellate
- c. Original, joint, conference, and appellate
- d. Original, bipartisan, independent, and standing

The number of electors each state receives in the Electoral College is equal to:

- a. The population in each state
- b. The number of federal district court judges in each state
- c. The number of cities in each state with population over 5,000
- d. The number of House members from each state plus the number of Senators

The classic conception of bureaucracy includes all of the following elements except:

- a. Patronage
- b. Impersonality
- c. Merit principle
- d. Hierarchical structure

Category B questions:

Which of the following factors can affect the results of a public opinion poll?

- a. The size of the sample
- b. Whether or not the sample is biased
- c. The exact wording and order of the questions
- d. All of the above

Which of the following guarantees people "equal protection of the laws"?

- a. 2nd Amendment
- b. 3rd Amendment
- c. 8th Amendment
- d. 14th Amendment

In *The Federalist Papers* James Madison argues that:

"Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other."

Which of the following statements best summarizes his views?

- a. Factions are not a problem as long as your government is democratic
- b. Large nations are actually less susceptible to the dangers of factions (i.e., mob rule) than small nations
- c. Representative government can only work in a small nation in which the people all have very similar political views
- d. The government of Great Britain is continually violating our rights; we are therefore justified in our rebellion

If a media outlet chooses not to run a story that portrays major corporations in a negative light for fear of losing advertising revenue, this would be an example of

- a. Ideological bias
- b. Commercial bias
- c. Negativity bias

Semester and/or academic year for which the data applies: 2013-2014

- d. None of the above

If a representative is following the delegate model of decision-making, what information do they need to know before they can vote on a piece of proposed legislation?

- a. Whether the legislation will help their district
- b. Whether the legislation will help the nation as whole
- c. Whether the votes in their district support the legislation
- d. Whether other members of their party support the legislation

If a survey uses a very small sample

- a. The margin of error is probably very high
- b. The margin of error is probably very low
- c. There is no error as long as the sample was randomly chosen
- d. There is no error as long as everyone answered the questions truthfully

Which of the following is NOT a presidential power?

- a. the power to veto legislation
- b. the power to make laws by decree
- c. the power to appoint federal judges
- d. the power to make appointments to the executive branch

According to the Supreme Court, the source of Congress' implied powers is

- a. The supremacy clause
- b. The necessary and proper clause
- c. The ex post facto clause
- d. The enumerated powers clause

The Supreme Court first declared that the courts have the power to overturn government acts that conflict with the Constitution in

- a. *Marbury v. Madison*
- b. *Hamilton v. Burr*
- c. *Barron v. Baltimore*
- d. *McCulloch v. Maryland*

The provision of the Constitution which is implicated in laws which discriminate against a group of people is the

- a. Ex post facto clause
- b. Disputed sovereignty clause
- c. General welfare clause
- d. Equal protection clause

Normally, the most influential agent in the development of a person's political views is

- a. The media
- b. The schools
- c. The family
- d. Peer groups

The single most important predictor in how a person will cast their vote is a person's

- a. Geographical region
- b. Position on taxes
- c. Reading ability
- d. Party identification

The process of acquiring political attitudes is known as political

- a. Clarification
- b. Coordination
- c. Socialization
- d. substantiation

Category C Questions:

The image of the United States as a "melting pot" has generally been replaced with _____, the idea that people can maintain their unique cultural identities while still being a part of American society.

- a. Protectionism
- b. Multiculturalism
- c. Communitarianism

Semester and/or academic year for which the data applies: 2013-2014

d. None of the above

If a Supreme Court justice makes his or her decision based solely on the facts of the case and the letter of the law, he (or she) is following which model of judicial decision-making?

- a. Legal
- b. Strategic
- c. Legal-realist
- d. None of the above

In retrospective voting, voters typically make their decisions based on

- a. Party loyalty
- b. Candidates' values
- c. The past performance of the government
- d. Endorsements from the media and other political figures

David Mayhew was trying to solve the puzzle of why Americans _____ Congress but _____ their own representative.

- a. Love...hate
- b. Hate...love
- c. Hate...hate
- d. Love...don't vote for

According to the Informational Theory approach, what function do Congressional committees serve?

- a. Committees allow for a division of labor in which members become experts in one or two areas
- b. Committees give party leaders a way to reward or punish other Members of Congress
- c. Committees keep junior members from having too much influence over legislation
- d. All of the above

Who, on average, would be the most effective legislator?

- a. a first-year representative
- b. a member who has served two decades in Congress
- c. a member who has served six years or less
- d. a member who has served four years or less

Decision-making power in the hands of the federal courts could be criticized as contrary to democratic principles because

- a. Most court decisions are not in tune with public opinion
- b. Judges are appointed and have lifelong tenure
- c. Judicial elections are dominated by special interest groups
- d. Judges do not have American democratic values

A theory which explains government behavior by the study of interest groups is known as

- a. Pluralism
- b. Elitism
- c. Democratic socialism
- d. Institutionalism

A theory of government in which the few control the many is known as

- a. Pluralism
- b. Elitism
- c. Democratic socialism
- d. Institutionalism

Which of the following is most important when systematically and accurately measuring public opinion on political issues?

- a. A large enough and random sample of the population
- b. Auto dialing technology
- c. Surveying only registered voters
- d. Constructing surveys with less than 10 questions

The pluralist theory of democracy would suggest that low voter turnout in the United States is best explained by

- a. The fact that citizen views are represented adequately through interest group membership.
- b. The belief of many Americans that in such a large nation an individual's vote does not matter.
- c. The complexity of voter registration laws.

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- d. The presence of only two political parties.

Multiple-Choice Assessment for PSCI 2300, Intro to International Relations (SLO #2)

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: 2013-2014

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 know 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 sates 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?

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- a. Germany
 - b. Sweden
 - c. France
 - d. Japan
20. Which one of the following refers to oxygen molecules (O₃) 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

Multiple-Choice Assessment for PSCI 2320, Introduction to Comparative Politics (SLO #3)

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

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- c. sore
- d. parliamentary

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

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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
 - 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

Multiple-Choice Assessment for PSCI 2305, Introduction to Public Administration and Policy (SLO #4)

- 1) A public policy represents:
 - a. Government action or inaction in response to a public problem
 - b. Actions of think tanks or interest groups to address public problems
 - c. Actions by the private sector
 - d. Actions or inaction by individual citizens

- 2) _____ refers to the institutions and political processes through which public policy choices are made:
 - a. Government
 - b. Federalism
 - c. Policy analysis
 - d. Politics

- 3) _____ are economic justifications for why government becomes involved in societal problems
 - a. Policy impacts
 - b. Policy subsystems
 - c. Market failures
 - d. Agendas

- 4) The ideology of individual members of Congress is an example of the _____ context that affects the development of public policy.
 - a. Governing
 - b. Social
 - c. Cultural
 - d. Political

- 5) The federal court system provides a vital role in public policymaking by:
 - a. Interpreting the policy decisions made by other agencies of government
 - b. Enforcing the policy decisions made by others
 - c. Developing new laws that fine-tune the policy decisions by others
 - d. Implementing the policies made by others

- 6) Which of the following best describes the sequence of policymaking:
 - a. Policy formulation, evaluation, agenda setting, and adoption
 - b. Agenda setting, formulation, adoption, implementation, and evaluation
 - c. Policy evaluation, formulation, implementation, and adoption
 - d. Policy implementation, formulation, evaluation, agenda setting

- 7) Actions taken in pursuance of policy decisions such as the number of roads built, amount of welfare benefits paid, or the number of children educated are called:
 - a. Public policies
 - b. Policy statements
 - c. Policy outputs
 - d. Policy outcomes

- 8) A condition or situation that produces needs or dissatisfaction on the part of people for which relief is sought is referred to as:
 - a. a policy statement
 - b. a policy problem
 - c. a policy output
 - d. a policy outcome

- 9) Policy problems to which policy-makers are giving active and serious attention constitutes:
 - a. the institutional agenda
 - b. the systemic agenda
 - c. the private sector agenda
 - d. the broadest agenda of government

- 10) Developing acceptable courses of action for dealing with policy problems is referred to as:
 - a. Problem definition
 - b. Agenda setting
 - c. Policy formulation

d. Policy adoption

11) Policy implementation is the:

- a. Passing of legislation by elected officials
- b. Carrying out, or accomplishing the law
- c. Identifying possible solutions to a policy problem
- d. Assessing the effectiveness of a public policy

12) The policymaking stage during which new issues are identified as problems for government to address is called:

- a. Policy formulation
- b. Policy implementation
- c. Policy adoption
- d. Agenda setting

13) Which of the policy typologies identified by Theodore Lowi refers to the situation where government spends money to provide grants or programs without regard to where the money will come from to pay for it?

- a. Distributive
- b. Redistributive
- c. Regulatory
- d. Self-Regulatory

14) The main reason that government gets involved in addressing a public problem is to:

- a. Ensure continuity of externalities
- b. Conduct policy analysis
- c. Improve policy capacity of states
- d. Ensure that the general "public good" is maintained and protected

15) _____ are informal relationships among a congressional subcommittees, executive agencies, and relevant interest groups where policy formulation occurs:

- a. Issue networks
- b. Political insiders
- c. Informal actors
- d. Independent regulatory commissions

16) A(n) _____ is a large, complex organization in which employees have specific job responsibilities and work within a hierarchy of authority

- e. Interest group
- f. Bureaucracy
- g. Party platform
- h. Caucus

17) Bureaucrats play a significant role in policy formulation due to their:

- a. Longevity in an agency
- b. Expertise in a particular policy area
- c. Delegated authority to act
- d. All of the above

18) The following is a true statement regarding public administration:

- a. It is identical to administration in the private sector
- b. It is getting the public's business done or translating the will of the state into actions of the state
- c. It is narrow in scope, comprising only a few organizations and activities
- d. It is not influenced by the political system

19) The primary implementers of public policy are:

- a. Elected officials
- b. Non-profit organizations
- c. Bureaucracy and bureaucrats
- d. Private sector organizations

20) The institution that performs the day-to-day work of government is referred to as:

- a. The Bureaucracy
- b. The Presidency
- c. The Legislature
- d. The Judiciary

21) The following is a true statement regarding a street level bureaucrat:

- a. Generally, it refers to someone at the “lower levels” of a bureaucracy
- b. It refers to a bureaucrat who is directly delivering a service to a citizen
- c. Street level bureaucrats have policy making power
- d. All of the above
- e. Both a and b

22) The “Father of public administration” is:

- a. Woodrow Wilson
- b. Max Weber
- c. Luther Gulick
- d. Frederick Taylor

23) Federal cabinet departments and major agencies such as the CIA and EPA are found in which branch of government?

- a. Executive
- b. Legislative
- c. Judicial
- d. Executive and judicial

24) The development of public administration in American can best be described as:

- a. Developing all at once at the founding of our nation
- b. Developing piecemeal over time to address various societal problems and citizen demands
- c. Developing rather quickly soon after the founding of our nation
- d. Developing in the same manner as European public administration

25) Public bureaucracies differ from private organizations in that

- a. Private businesses must hire competent people
- b. Private businesses strive to be more efficient
- c. Private companies are relatively free to change the scope or the type of business they do
- d. Public agencies are required to comply with the laws that apply to them

Multiple-Choice Assessment for PSCI 2315, Intro to Political Theory (SLO #5)

1. A utilitarian approach to an ethical dilemma seeks to maximize _____ and minimize _____.
 - a) Liberty...Government involvement
 - b) Pleasure....Pain
 - c) Morality....Vice
 - d) Efficiency... Individual liberty

2. According to social contract theory, a government's legitimate authority must come from
 - a) The consent of those being governed
 - b) The will of God
 - c) The personal virtue and achievements of those in power
 - d) None of the above

3. Which form of government involves one person holding all the political authority?
 - a) Democracy
 - b) Oligarchy
 - c) Anarchy
 - d) None of the above

4. Studies of politics based on observations of how things work in the real world are
 - a) Normative
 - b) Empirical
 - c) Democratic
 - d) Utopian

5. When approaching a political problem, a libertarian would try to maximize
 - a) Individual freedom
 - b) Overall prosperity
 - c) Overall equality
 - d) All of the above

6. The viewpoint which states that people should have no attachment to a particular nation but be "citizens of the world" is called
 - a) Nationalism
 - b) Republicanism
 - c) Conservatism
 - d) Cosmopolitanism

7. Which political ideology argues that the means of production should be owned and controlled by the workers?
 - a) Deliberative democracy
 - b) Kantian liberalism
 - c) Capitalism
 - d) Marxism

8. According to Rawlsian Liberalism, economic inequalities
 - a) Are never acceptable
 - b) Are only acceptable when they benefit the least well-off
 - c) Are only acceptable when they are the result of free transactions
 - d) All of the above

9. Which political ideology requires that all people be politically equal?
 - a) Democracy
 - b) Aristocracy
 - c) Oligarchy
 - d) All of the above

10. Which statement best describes the position held by proponents of an Aristotelian virtue ethics approach to politics?
 - a) The state should help people to flourish as human beings.
 - b) People should be free to make their own choices without government interference.
 - c) Without a strong government, people will be constantly attacking and killing each other.
 - d) Every human being is of equal worth and should, therefore, be treated equally.

11. A political thinker who creates an imaginary, ideal political community is using which approach to politics?
 - a) Cosmopolitanism
 - b) Utilitarianism
 - c) Liberalism
 - d) Utopianism

12. What type of question would a person interested in NORMATIVE political theory be most likely to ask?
 - a) How does this institution function?
 - b) Why is this happening in this situation?
 - c) How should this problem be handled?
 - d) Who is getting what?

13. Disobeying a positive law because it violates the natural law is called
 - a) Civil disobedience
 - b) Libertarianism
 - c) Constitutionalism
 - d) Anarchy

14. Which term BEST fits the form of government used in the United States?
 - a) Direct democracy
 - b) Representative democracy
 - c) Theocratic authoritarianism
 - d) Anarchy

15. A person who thinks the government should NOT try to regulate the economy typically supports
 - a) Socialism
 - b) Rawlsianism
 - c) Dystopianism
 - d) Free market capitalism

16. Which statement best represents the thought of John Stuart Mill?
 - a) People will be happiest when they lead virtuous lives.
 - b) The best way to achieve happiness is to leave people free to choose how to live their lives.
 - c) Once material resources have been distributed equitably, there will no longer be a need for government.
 - d) A good ruler is like a father who protects his children from harm.

17. Which political thinker imagined an ideal Republic in which people were sorted into a working class and a ruling class based on merit?
- Plato
 - Aristotle
 - Thucydides
 - Robert Nozick
18. John Locke is a key member of which philosophical school?
- Neorealism
 - Socialism
 - Classical liberalism
 - None of the above
19. Thomas Hobbes would agree with which of the following statements?
- People are rational
 - Life in the state of nature would be brutal
 - You cannot put limits on the government's power
 - All of the above
20. Why, according to Kant, are republics (or democracies) less likely to go to war?
- They cannot raise sufficient armies
 - They have more secure borders
 - The people who would actually have to fight have a say in the decision
 - Military honors mean less in a democratic society
21. Which of the following thinkers was critical of Athenian democracy?
- Plato
 - Aristotle
 - Thucydides
 - All of the above
22. Which of the following thinkers argued that morality could be an advantageous trait for a species?
- Thomas Hobbes
 - Charles Darwin
 - Milton Friedman
 - Jean-Jacques Rousseau
23. Consider the following proposal: "We should ban Farmville because it decreases economic productivity, thereby hurting society as a whole."
What type of argument is being used here?
- Utilitarian
 - Kantian
 - Libertarian
 - None of the above
24. Consider the following proposal: "We should ban Farmville because it encourages greed. We should be encouraging people to be good stewards of the land, rather than concerned with making a profit."
What type of argument is being used here?
- Utilitarian
 - Cosmopolitan
 - Virtue ethics

Semester and/or academic year for which the data applies: 2013-2014

d) None of the above

25. Consider the following proposal: "We should NOT ban Farmville. People should be free to choose how to spend their time, even if some of them choose to waste it on silly computer games.

What type of arguments I be used here?

- a) Kantian
- b) Utilitarian
- c) Aristotelian
- d) None of the above

Hypothesis Testing Assignment & Assessment (SLO #6)

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: 2013-2014

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.

RUBRIC FOR WRITING, RESEARCH, AND CRITICAL THINKING IN THE POLITICAL SCIENCE PROGRAM (SLO #s 7-8)

Criteria	4-Exceeds expectations	3-Meets expectations	2-Partially meets expectations	1- Does not meet expectations
Syntax and Mechanics	Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to the reader	Uses syntax and mechanics to generally convey meaning to the reader with few errors	Uses mechanics and syntax to generally convey meaning to the reader but contains significant errors	Syntax and mechanics of writing are so poor as to interfere with reader's ability to understand meaning
Genre and Disciplinary Conventions	Skillfully adheres to the conventions of the discipline- including organization, presentation, formatting, and style	Mostly adheres to the conventions of the discipline- including organization, presentation, formatting, and style	Attempts to follow the conventions of the disciplines but contains significant errors	Fails to follow appropriate modes of organization and presentation
Sources and Evidence	Demonstrates a skillful and critical use of appropriate sources	Demonstrates an adequate use of source material	Uses sources but not all sources are appropriate or relevant	Demonstrates a lack of understanding of source material OR fails to use sources altogether
Content	Demonstrates an advanced understanding of all issues being discussed	Demonstrates an adequate understanding of relevant issues	Demonstrates a partial understanding of relevant issues	Demonstrates a minimal or inaccurate understanding of relevant issues