

Program Assessment Report

Program: POLITICAL SCIENCE

Year: 18/19

Division: Social Sciences

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Actions Taken in Response to Last Year's Report

After the previous assessment, we continued the same course, seeking to gather more data on political science students' growth in positive civic attitudes and likelihood of future participation.

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Outcome(s)

Demonstrate an understanding of the importance of civic involvement in a democratic society. (16/17)

Standard / Objective

Average growth in students' civic index and political interest score should be 5 points in POL103 and POL105.

Method of assessment

Course Embedded Paper(s)/Projects

Comment/Details about the method of assessment

Pre and post surveys were administered to both POL103 and POL105 sections. The experience in each of these classes is identical, except that POL105 students complete 15 hours of civic engagement. The surveys are intended to measure positive civic attitudes and likelihood of future political participation (i.e. protest, vote, boycott, etc.). The sum of student responses to these questions creates a composite "civic index." The surveys also contain four questions asking students to place themselves on a 10-point scale regarding their interest in politics, enjoyment of learning about politics, enjoyment of discussing politics and whether they could be involved politically. The sum of responses to these questions create a 40-point political interest index. Changes from the beginning to the end of the semester are observed by calculating the difference in means between the pretest and the posttest for both the civic index and political interest index.

Courses Affected

POL103 and POL105

Time Frame

Fall 2018

Submitted By

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Result

Result

(1) Results did not meet expectation/standard

Data Collection (general or specific stats regarding results)

A civic index was calculated as a composite of 15 variables measuring students' likelihood of future political participation. Variables represented student responses on a 5-level scale from strongly agree to strongly disagree. In both POL103 and POL105, students' civic attitudes moved in a positive direction from the beginning to end of the semester. Data was collected from 81 students (fall 2018), who completed both the pretest and the posttest, allowing us to calculate the difference from the beginning to the end of the semester. For POL103 students, the civic index score moved in the positive direction an average of 3.5 points, whereas for the POL105 students, that score was an average of 6.0 points (difference in the POL103 and POL105 groups was statistically significant at the .05 level). Another index measuring political interest from four variables on a 10-point scale also demonstrated movement in the positive direction from the beginning to end of the semester. Growth on that 40-point scale was 3.4 for POL103 students and 6.6 for POL105 students. (Once again, difference in the two groups was statistically significant at the .05 level.)

What We Learned (areas for improvements, strengths, etc.)

Over multiple semesters of data, with sample size now of 186 cases, we continue to find growth in students positive civic attitudes and political interest from the beginning to the end of the semester. We continue to see the greatest growth in POL105 students who complete the civic engagement project, compared to POL103 students who do not. The difference in these groups continues to be statistically significant.

Use of Data to Improve Student Success

As an institution of higher education, Delta College is serious about its civic mission. Our role is not only to prepare students for the workforce but also to prepare them for citizenship. These results indicate that completing a civic engagement project has a statistically significant impact on that goal. As a college, we should continue encouraging students to complete a civic engagement project and offer these opportunities across as many disciplines as possible.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results
<input checked="" type="checkbox"/> Apply Knowledge and Skills	<input type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content
<input checked="" type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses
<input checked="" type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor <input checked="" type="checkbox"/> Other

Comments and Action Plan

Discipline/Program Comments

Advisory Board Comments

Assessment Committee Comments

Interesting results. It also would be interesting to see if any particular question had drastically different results from 103 to 105.

Curriculum Council Comments

Action Plan

Actions Taken in Response to Older Reports