Liberal Arts Essentials Assessment Plan

Course: POLS231: Intro to Comparative Politics  
Writing Unit: No  
Instructor: Boomgaard  
Methods: Examination and course evaluation form

LAE Category: International Perspectives  
Goal 2: Muskingum students will explore connections among formal learning, citizenship, and service to our communities.

Learning Objective 1: Students will use knowledge and skills gained through their coursework to address issues and interests within their communities.

A. Student work examined
   List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

In two of the tests in this course, students will be asked a variation of the following question: “Imagine you are a political advisor to an American politician. This politician feels that s/he does not accurately represent the needs of the voters. S/he has heard about the political system of ____ [country being studied], and believes that it might be a solution to this problem. Based upon what you have learned in this class, would you recommend this change? Why? How would this change help or hinder the politician’s ability to represent voters?”

The question will be asked of two very different states, to allow for different answers to the question of how a politician might understand the needs of constituents (for example, an election-based question and an organization-based question). Along with the traditional grading of the test, this question will be scored according to a separate rubric to gauge the effectiveness of the LAE.

A. Scoring Criteria
   Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) 
   Attach copies of measurement instrument or rubric.

Advanced students will be able to explain multiple ways in which the public participates in the political process in different states, and to explain how political institutions channel that participation.

Proficient students will be able to describe at least two ways in which the public participates in the political process in different states, and be able to connect them to political institutions.
Partially proficient students will be able to describe one way in which the public participates in the political process.

Students cannot describe the connection between the public and government will be deemed “not proficient.”

Since this requires evaluation across two tests, a slightly modified rubric will be used, as below:

<table>
<thead>
<tr>
<th>Test 1 participation answer (list, then award 1 point for each correct response)</th>
<th>Test 2 participation answer (list, then award 1 point for each correct response)</th>
<th>Difference? (subtract 1 point for each answer that repeats)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1 institution answer (list, then award 1 point for each correct response)</td>
<td>Test 2 institution answer (list, then award 1 point for each correct response)</td>
<td>Difference?</td>
</tr>
<tr>
<td>Connection? (list, then award 1 point if correct)</td>
<td>Connection? (list, then award 1 point if correct)</td>
<td>NOT APPLICABLE</td>
</tr>
</tbody>
</table>

Overall total is the sum of the three columns.

A score above 7 is considered advanced.

Scored in the range of 5-7 would be proficient.

Partial proficiency would be in the range of 3-4.

Any score below 3 is not proficient

**Second Stream of Data**

A second stream of evidence that will be used is the Course Evaluation Form given to students during the final week of class. Using both a self-reported measure (the evaluation form) and a measure assessed by the faculty member (the exam questions) ensures that multiple streams of data are being used to assess how well the course is meeting the goals of the LAE.