

LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Social and Behavioral Sciences

Discipline/Program: Political Science

Course Number and Name: POL SCI 030 The Political Process

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Reviewed by _____

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Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<p style="text-align: center;">2(1)</p>	<p>1. Compare and contrast how the foundations of federalism and checks and balances govern the American political process within the framework established by the U.S. and California constitutions.</p>	<p>In essay format identify the foundations of American democracy and their relationship between the branches of government on the federal level and in California.</p> <p>Essay question: What role and responsibility has the branches of government, on the state and local levels, played in implementing and evaluating public policy? (i.e., New Deal, Great Society, Don't Ask-Don't Tell, Affordable care Act)</p> <p>Criteria: A score of 70% or better according to essay rubric.</p>	<p>Fall 2014: Classes N=2 Respondents N=49 (12 students absent)</p> <p>Combined with SLO 3. On average 74% of the combine total of student satisfactorily evaluated the actors involved with one of the four public policy programs.</p> <p>Spring 2015: N=32</p> <p>Combined with SLO 3. On average 87% of the combine total of student satisfactorily evaluated the actors involved with one of the four public policy programs.</p>	<p>For future classes a more detailed overview of the processes used to develop the four policy programs.</p>

<p>2(4)</p>	<p>2. Evaluate the effectiveness of the systems approach by actors competing to adopt a particular public policy.</p>	<p>Construct an essay describing the tools utilized by particular groups or individuals in placing policy issues on public agendas.</p> <p>Essay questions:</p> <ol style="list-style-type: none"> 1. Describe how conventional and unconventional participation effects individual involvement in formulating public policy. 2. Explain the direct and indirect techniques used by interest groups. Which techniques are more influential? <p>Criteria: A score of 70% or better according to essay rubric.</p>	<p>Fall 2014: Classes N=2 Respondents N=57 (4 students absent)</p> <p>Percent (number) that satisfactorily answered essay:</p> <p>On average 78% of the combine total of students satisfactorily explained the effects of individual involvement in effecting public policy.</p> <p>Spring 2015: N=32</p> <p>On average 80% of the combine total of student satisfactorily evaluated the actors involved with one of the four public policy programs.</p>	<p>Give students an assignment to pick a particular interest group, research its history and purpose of organizing. Additionally, have the students research recent policies that the group has supported/opposed and the techniques used by the group.</p>
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<p>2(4)</p>	<p>3. Evaluate the success of actors in policy processes used to achieve political and social power.</p>	<p>Essay on a local/state/federal issue affecting an urban/rural area, the efficacy of, and the input by, demographic groups affected by the public policy issue.</p> <p>Essay question: Identify which groups are most likely to be left out of the system of interest group politics. What significance does this have for society?</p> <p>Criteria: A score of 70% or better according to essay rubric.</p>	<p>Spring 2014:</p> <p>The following is a percentage breakdown for answering which groups are left out of interest group politics influencing public policy.</p> <p>N =23</p> <p>100% = 0 90% = 12 80% = 3 70% = 3 60% = 3 50% = 1 40% = 1</p> <p>Spring 2015: N=32</p> <p>Percent (number) that satisfactorily answered essay:</p> <p>Combined with SLO 1. On average 87% of the combine total of student satisfactorily evaluated the actors involved with one of the four public policy programs.</p>	<p>Have students research and investigate groups who have historically been unrepresented by interest groups and how their issues are addressed. (Examples: single mothers, young adults, non-english speaking immigrants)</p>
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<p>2(4)</p>	<p>4. Analyze the access of individuals' in interest groups, and political parties in formulating and administering government programs.</p>	<p>Essay on the involvement of individuals' through political parties, interest groups in influencing the branches of government in the development and oversight of public policy.</p> <p>Essay questions:</p> <p>1. Identify which groups are most likely to be left out of the system of interest group politics. What significance does this have for society?</p> <p>2. Explain the activities of political parties at the national, state, and local levels affecting public policies through recent partisan and non-partisan elections.</p> <p>Criteria: A score of 70% or better according to essay rubric.</p>	<p>Fall 2014: Classes N=2 Respondents N=57 (4 students absent)</p> <p>Percent (number) that satisfactorily answered essay:</p> <p>On average 78% of the students satisfactorily explained the activities of political parties effecting public policies on the national, state, and local levels.</p> <p>Spring 2014: N = 28</p> <p>100% = 0 90% = 7 80% = 5 70% = 8 60% = 3 50% = 1 40% = 0 30% = 0 20% = 0 10% = 0 0% = 4 (Did not take exam)</p>	<p>Have students participate or have guest speakers present topics and platform issues advocated by a particular political party.</p>
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