

	Outcome Goals	Assessment Procedure	2002-2003 Results	2003-2004 Results	2004-2005 Results	Use of Results
Goal 1	Students will acquire basic knowledge about the structure and operation of government at the national and state level	Students' grades in class measure extent of knowledge acquired.	Not available	Spring 2004 A = 16.8% B = 16.8% C = 16.8% D = 13.7% F = 13.7%	Spring 2005 A = 18.3% B = 17.4% C = 17.9% D = 13.2% F = 14.9%	From 04 to 05, we find an improvement in our students' performance. We see an increase in the number of students earning As, Bs and Cs, and a decline in the number earning Ds and Fs.
		Number of students who completed courses measured	Not available	In Spring of 2004 15.9 percent of students dropped Political science classes.	In Spring of 2005, 16.2 percent of students dropped Political Science classes	We have seen no major change in number of students dropping classes.
		Students will be surveyed	1. Instructor's presentations/activities were well organized (AVG 4.25). 2. Course objectives were explained to the class (4.38) . 3. The requirements of the course were explained to the class (Avg. 4.35) 4. The instructor made grading standards clear (Avg. 4.34). 5. The instructor demonstrated the significance of the subject matter (Avg. 4.37). 6. The instructor treated students with respect (Avg. 4.34) 7. The instructor was enthusiastic when presenting course	1. Instructor's presentations/activities were well organized (Avg. 4.34). 2. Course objectives were explained to the class (Avg. 4.45). 3. The requirements of the course were explained to the class (Avg. 4.43) 4. The instructor made grading standards clear (Avg. 4.44). 5. The instructor demonstrated the significance of the subject matter (Avg. 4.42). 6. The instructor treated students with respect (Avg. 4.51) 7. The instructor was enthusiastic when presenting course	1. Instructor's presentations/activities were well organized (Avg.4.25) . 2. Course objectives were explained to the class (Avg. 4.39). 3. The requirements of the course were explained to the class (Avg. 4.42) 4. The instructor made grading standards clear (Avg. 4.44). 5. The instructor demonstrated the significance of the subject matter (Avg. 4.41). 6. The instructor treated students with respect (Avg. 4.5). 7. The instructor was enthusiastic when presenting course material (Avg. 4.4). 8.	Data directs coordinator to instruct faculty to stress to students the manner in which students will be evaluated, and how faculty will be evaluated by students.

			material. (Avg. 4.36) 8. The instructor was readily available for consultation with students (Avg. 4.24). 9. Overall, I rate this instructor as an excellent teacher (Avg. 4.28).	material (Avg. 4.44). 8. The instructor was readily available for consultation with students (Avg. 4.35). 9. Overall, I rate this instructor as an excellent teacher (Avg. 4.42).	The instructor was readily available for consultation with students. (Avg. 4.3) 9. Overall, I rate this instructor as an excellent teacher (Avg. 4.29).	
		Increase in number of night classes.	7 UD classes Fall 02. 3 taught at night.	9 UD classes Fall 03. 4 taught at night.	10 UD classes taught fall of 2004. 5 of those classes taught at night.	Increased use of night classes increases the number of potential students learning more about government.
		Increase number of courses taught by full-time faculty.	Fall 02 48% of classes taught by T/TT faculty. 46% of SCHs taught by T/TT faculty.	48 % of classes taught by T/TT faculty. 45% of Political Science SCHs taught by T/TT faculty	48 % of classes taught by T/TT faculty. 45% of Political Science SCHs taught by T/TT faculty	While efforts to improve coverage were hampered by the death of one of our faculty members as well as budget cuts, we have made significant improvements for Fall 2005.
		Students will be surveyed	1. The text(s) used in this course was/were helpful (Avg score 4.1994) 2. Other materials (readings, handouts, electronic media) used in this course were helpful (4.03). 3. I have become more competent in this area because of this course (Avg. 4.203). 4. This course challenged me intellectually (Avg 4.19).	1. The text(s) used in this course was/were helpful. (Avg 4.084). 2. Other materials (readings, handouts, electronic media) used in this course were helpful (Avg 4.016). 3. I have become more competent in this area because of this course (Avg 4.25). 4. This course challenged me intellectually (Avg. 4.26).	1. The text(s) used in this course was/were helpful (Avg. 4.12). 2. Other materials (readings, handouts, electronic media) used in this course were helpful (Avg. 4.03). 3. I have become more competent in this area because of this course. (Avg. 4.23) 4. This course challenged me intellectually (Avg.4.25).	Data shows some improvement in students responding that political science courses are challenging them intellectually. We do see minor declines in students' like for texts, but no real change in students' attitudes toward other materials. Students do report becoming more competent in Politics over the three year period. This is in part a reflection on the decline in use of adjunct faculty.

Goal 2	Increase Civic Participation	Students will volunteer on political campaigns or for non-profit organizations.	Santos' students volunteer on political campaigns. Robinson's students volunteer for political campaigns. Linantud's students follow politics using Newspapers.	Santos' students volunteer for political campaigns. Robinson's students volunteer for political campaigns. Linantud's students follow politics using Newspapers.	Santos' students volunteer for political campaigns. Robinson's students volunteer for political campaigns. Linantud's students follow politics using Newspapers.	While the number of faculty promoting civic engagement assignments has not changed significantly, increased discussion of such assignments has ensued.
		Number of Majors in Political Science will increase	20 Majors	38 Majors	42 Majors	Number of majors in Political Science has grown significantly every year. This trend is not expected to diminish, given increased number of T/TT faculty, and the development of new courses in the future.
Goal 3	Students will improve writing and communication skills.	Evaluate syllabi for requirement of in-class presentation	Practically all lower division classes call for class participation, but no writing assignments. All upper division classes require writing, and half require in-class participation.	Practically all lower division classes call for class participation, but no writing assignments. All upper division classes require writing, and half require in-class participation.	Practically all lower division classes call for class participation, but no writing assignments. All upper division classes require writing, and half require in-class participation.	We plan to enforce page limit requirement for some political science courses, to further promote writing.
		Students surveyed	In this class, I felt comfortable asking questions. (Avg. 4.24)	In this class, I felt comfortable asking questions. (Avg. 4.25)	In this class, I felt comfortable asking questions. (Avg. 4.27)	Students are increasingly reporting feeling comfortable asking questions in Political Science classes. This is indicative of faculty encouraging in class discussion, thus developing oral communication skills.
		Political Science students will establish a writing portfolio	Not yet implemented	Not yet implemented	Not yet implemented	

Goal 4	Prepare students for graduate school/ law school.	Interview political science Majors about their future	Most students have a limited understanding of post-baccalaureate degree opportunities.	Students increasingly being made aware about graduate school opportunities: MPA's, MA's, PhD programs as well as Law School.	Dr. Santos begins to require students to solve logic puzzles so as to prepare students for entrance exams. Anecdotal evidence suggests slight improvements in LSAT scores.	
		Count number of letters of recommendation written by faculty for students applying for law school and graduate school.	Dr. Santos reports that 3 letters of recommendation were written for students hoping to go to graduate school or law school.	Dr. Santos reports 2 letters of recommendation written for students hoping to go to grad school or law school.	Dr, Santos reports 7 letters being written for students hoping to go to grad school or law school.	The initiative to get more students to think about going to grad school or law school is only a recent goal, but one that is showing promise.
		Average LSAT scores			Average LSAT scores for UHD students 142.	
Goal 5	Prepare students to work in a multi-cultural and diverse setting	Faculty will encourage students to work in teams	Dr. Linantud requires all lower division students to work in teams.	Dr. Linantud requires all lower division students to work in teams.	Dr. Linantud requires all lower division students to work in teams.	