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Report Submitted to:
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REPORT

Assessing the achievement of the Ethics and Citizenship general education outcomes in POLS Y103

Purpose

In the Spring of 2014, I conducted a study on three sections (79 students) of POLS Y103 (Introduction to American Government), to determine whether our students met the Ethics and Citizenship learning outcomes. The outcomes were the following:

Arts and Humanities IU Northwest graduates will:

- Demonstrate the ability to reason ethically and apply ethical principles when making decisions.
- Demonstrate an awareness of the responsibilities and roles of being a citizen and strategies for being involved in a democratic society.

Method

I designed an objective assessment of 18 questions to be administered at the end of the course (a complete copy of the assessment is in the Appendix below). There are two scores presented below. First, there is an overall assessment score based on the aggregate responses across the 18 items. This is followed by an assessment for each individual item.

Findings for POLS Y103

The aggregate assessment shows the percentage of students falling into each category.

AGGREGATE: Overall Quality of Knowledge	% of Students in Category (n)
Outstanding knowledge minimum 90% correct	34.2% (27)
Very good knowledge minimum 80% correct	25.3% (20)
Good knowledge minimum 70% correct	16.5% (13)
Some knowledge minimum 60% correct	10.1% (8)
Deficient knowledge 59% and below correct	13.9% (11)

The individual item assessment shows the percentage of correct responses for each item.

Questions	% Correct(n)	Above 70% Correct
Item 1.	88.6% (70)	Yes
Item 2	89.9% (71)	Yes
Item 3	100% (79)	Yes
Item 4	78.5% (62)	Yes
Item 5	89.9% (71)	Yes
Item 6	64.6% (51)	No
Item 7	65.8% (52)	No
Item 8	88.6% (70)	Yes
Item 9	81.0% (64)	Yes
Item 10	91.1% (72)	Yes
Item 11	91.1% (72)	Yes
Item 12	84.8% (67)	Yes
Item 13	83.5% (66)	Yes
Item 14	84.8% (67)	Yes
Item 15	89.9% (71)	Yes
Item 16	72.2% (57)	Yes
Item 17	55.7% (44)	No
Item 18	54.4% (43)	No

Analysis and Plan for POLS Y103

The results for POLS Y103 are very encouraging. In the aggregate, over 85 percent of students had a minimum of “some knowledge” or higher. Thus, just below 14 percent of all students had a knowledge deficit as it relates to ethics and citizenship learning outcomes. The individual item analysis is also very encouraging. Of the 18 items, only four items failed to achieve a minimum 70 percent correct response rate from the students. Of the four items that had less than a 70 percent correct response rate, two items (numbers six and seven) fell into the 60th percentile and two items (numbers 17 and 18) fell into the 50th percentile. These results suggest that political science needs to give added attention to two things: 1) making sure that students understand the basic civil liberties embodied in the U.S. Constitution’s Bill of Rights (items 6 and 7); and 2) clearly defining and describing the role of the Federal Reserve as well as issues of government receipts, debt, and spending.

NAME: _____

DATE: _____

Greetings POLS Y103 Students!

I am the Chair of Political Science and I have asked your instructor to have you do this extra credit assignment. The questions on this sheet are designed to help us measure how well we are helping our students meet IU Northwest's General Education Requirements. Thank you for your help as we strive to provide all IU Northwest students with an enriching and satisfying educational experience.



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First, some information about you (please circle your answers):

Gender: Male Female

Age: 18-22 23-30 31-40 41-50 51 and above

Year: Freshman Sophomore Junior Senior Other

Major: _____

Current GPA: _____

First generation college student? Yes No

Now some questions about what you are learning in this course:

1. Which of the following are the unalienable rights referred to in the Declaration of Independence?
 - a. life, liberty and property
 - b. honor, liberty, and peace
 - c. liberty, health, and community
 - d. life, respect, and equal protection
 - e. life, liberty, and the pursuit of happiness

2. In 1933 Franklin Delano Roosevelt proposed a series of government programs that became known as:
 - a. the Great Society
 - b. the Square Deal
 - c. the New Deal
 - d. the New Frontier
 - e. supply-side economics

3. What are the three branches of government?
 - a. executive, legislative, judicial
 - b. executive, legislative, military
 - c. bureaucratic, military, industry
 - d. federal, state, local

4. What was the main issue in the debates between Abraham Lincoln and Stephen A. Douglas in 1858?
 - a. Is slavery morally wrong?
 - b. Would slavery be allowed to expand to new territories?
 - c. Do Southern states have the constitutional right to leave the union?
 - d. Are free African-Americans citizens of the United States?

NAME: _____

DATE: _____

5. The United States Electoral College:
 - a. trains those aspiring for higher political office
 - b. was established to supervise the first televised presidential debates
 - c. is otherwise known as the U.S. Congress
 - d. is a constitutionally mandated assembly that elects the president
 - e. was ruled undemocratic by the Supreme Court

6. The Bill of Rights explicitly prohibits:
 - a. Prayer in public school
 - b. discrimination based on race, sex, or religion
 - c. the ownership of guns by private individuals
 - d. establishing an official religion for the United States
 - e. the president from vetoing a line item in a spending bill

7. What was the source of the following phrase: "Government of the people, by the people, for the people"?
 - a. the speech "I Have a Dream"
 - b. Declaration of Independence
 - c. U.S. Constitution
 - d. Gettysburg Address

8. Under our Constitution, some powers belong exclusively to the federal government. What is one power of the federal government?
 - a. Make treaties
 - b. Make zoning laws
 - c. Maintain prisons
 - d. Establish standards for doctors and lawyers

9. Name one right or freedom guaranteed by the first amendment.
 - a. Right to bear arms
 - b. Due process
 - c. Religion
 - d. Right to counsel

10. Who is the commander in chief of the U.S. military?
 - a. Secretary of the army
 - b. Secretary of state
 - c. President
 - d. Chairman of the Joint Chiefs

11. In his "I Have a Dream" speech, Dr. Martin Luther King, Jr.:
 - a. argued for the abolition of slavery
 - b. advocated black separatism
 - c. morally defended affirmative action
 - d. expressed his hopes for racial justice and brotherhood
 - e. proposed that several of America's founding ideas were discriminatory.

12. What impact did the Anti-Federalists have on the United States Constitution?
 - a. their arguments helped lead to the adoption of the Bill of Rights
 - b. their arguments helped lead to the abolition of the slave trade
 - c. their influence ensured that the federal government would maintain a standing army
 - d. their influence ensured that the federal government would have the power to tax

NAME: _____

DATE: _____

13. What part of the government has the power to declare war?
 - a. Congress
 - b. the president
 - c. the Supreme Court
 - d. the Joint Chiefs of Staff

14. In the area of United States foreign policy, Congress shares power with the:
 - a. president
 - b. Supreme Court
 - c. state governments
 - d. United Nations

15. A progressive tax:
 - a. encourages more investment from those with higher incomes
 - b. is illustrated by a 6% sales tax
 - c. requires those with higher incomes to pay a higher ratio of taxes to income
 - d. earmarks revenues for poverty

16. A flood control levee (or National Defense) is considered a public good because:
 - a. citizens value it as much as bread and medicine
 - b. a resident can benefit from it without directly paying for it
 - c. government construction contracts increase employment
 - d. insurance companies cannot afford to replace all houses after a flood
 - e. government pays for its construction, not citizens

17. Which of the following is a policy tool of the Federal Reserve?
 - a. raising or lowering income taxes
 - b. increasing or decreasing unemployment benefits
 - c. buying or selling government securities
 - d. increasing or decreasing government spending

18. If taxes equal government spending, then:
 - a. government debt is zero
 - b. printing money no longer causes inflation
 - c. government is not helping anybody
 - d. tax per person equals government spending per person on average
 - e. tax loopholes and special-interest spending are absent