

Political Awareness: An Inquiry

Unit assessment for Social and Applied Sciences

Prepared by Ingrid Riedle, PhD



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Introduction

Do our students learn for life, not just for academic performance? Are they aware of how politics affect their society, them personally, and vice versa? How aware are students of their role in this relationship? If the past few months and years have taught us anything, it's how important it is to engage actively in the political process, buoyed by trustworthy information and with a clear understanding of the issues and their effects. As various events tested the very foundations of our democracy - including a pandemic, a contentious election, and an attack on our Capitol - one of the most important aspects of education may be to bring current events discussions into our classrooms, especially in - but not limited to - social science disciplines, so that our student can apply themselves confidently, and carry their learning beyond the classroom into their lives.

Specific questions arose while thinking about this task: to what extent do my department's curricula contribute to students' life-long learning and political participation confidence? Are we offering learning opportunities that stir students' knowledge, awareness, and political participation?

Department buy-in and outcome definition

The groundwork for this assessment was laid in the 2017-2019 Civic Participation project by my colleague Dr. Domenico Ferri. In the course of his project, Dr. Ferri found that "[i]n essence, all of our colleagues prioritize civic engagement as a key course component in both the short and long-term sense." (Ferri, 2018).

While Professor Ferri's project shows that civic engagement plays a "chief role" in students' learning experience in the SAS department (Ferri, 2019), my assessment asks how much of this engagement translates into the political realm. In other words, does this positive engagement have an impact on political behavior and ultimately on the well-being of our democracy, which, by definition, relies on an active civil society?

Political participation is here defined as "any activity that has the intent or effect of influencing either regional, national or supranational governance, either directly by affecting the making or implementation of public policy or indirectly by influencing the selection of individuals who make that policy" (Barrett).

Discussions with my department colleagues since I started the project in late January 2020 revealed a great degree of interest; many are offering feedback, advice, and expertise for its development. Colleagues submitted their course SLOs for analysis and selection, have verbally conveyed experiences with anecdotal student comments as they shared their relationship to political awareness and activism, and administered the project assessment

survey to their students (see below). I have encountered nothing but support from my department, most notably from the co-chairs Drs. Ferri and Heathfield.

This project also considers the findings of the Harold Washington College Assessment Committee's (HWCAC) Civic Engagement Report (2020) in ways that will be developed over the course of the next weeks and months.

Assessment research and design

To what extent do my department's curricula contribute to our students' political awareness and participation? Do we offer learning opportunities that stir students' engagement in these realms? Last semester, I itemized Social and Applied Sciences' student learning outcomes (SLOs) based on all three concepts (knowledge, awareness, participation), formulated in the following research questions:

1. How do the theoretical foundations of our Constitution shape lived experience? (7=6.48%)
2. How do governmental policies affect us? (20=18.52%)
3. How do various political institutions function? (21=19.44%)
4. What are my personal values and evaluations? (47=43.52%)
5. When groups/individuals organize and get engaged, what can be achieved? (13=12.04%)

The findings (in parentheses above) indicate that:

* 34 courses in our department, and their combined 108 SLOs, target broad access to knowledge about our country's political culture

*7 of the 108 SLOs foster student knowledge of how constitutional principles affect society (e.g.: Discuss the language of *The Declaration of Independence*, the *Constitution of the United States*, and the *Emancipation Proclamation* in relation to Black Americans- African American Studies 101)

* 20 course SLOs (of 34 courses surveyed) ask students to relate policies to society (e.g.: Quantify and qualify the role that innovative urban planning played in Chicago's rise to urban preeminence- History 117)

* 21 SLOs test students' knowledge on institutional functions (e.g.: Examine the functions of each subsystem of juvenile justice- Criminal Justice 234)

* 47 SLOs ask students to reflect on their own values (e.g.: Assess human relationship with the natural environment-Geography 201)

* 13 SLOs investigate political participation (e.g.: Articulate the value of cross cultural campus and community activities and their impact on the lives of others- Anthropology 102).

Following the mapping of these outcomes, there is a lot of potential to analyze further. My plan for doing so is to go concept by concept, starting with awareness, then knowledge, then participation, under the assumption that awareness and knowledge lead to meaningful participation.

To assess student learning and awareness, I drew up these research questions first:

1. Do we (SAS) contribute to our students' learning by shining a light of current events with our students, how events fit into a historical context, and how they affect us psychologically, sociologically, economically?
2. Do we (SAS) help students realize how politics touches all aspects of our lives differently depending on our socio-economic backgrounds, raising questions of equity, equality, diversity?
3. Do we (SAS) convey the importance of tuning into and engaging with politics actively (as in listening, analyzing, mobilizing, voting)?
4. Do we (our department as an aggregate) provide analytical tools for students to navigate the political information? And if so, which ones?

Pilot assessment tools and processes

A pilot survey, consisting of three multiple-choice and one short answer question, was sent to 78 students:

1. How familiar were you with current events before you came to HWC and started taking courses?
- 2.. How familiar are you with current events after taking classes at HWC?
3. In your social science courses overall (*think anthropology, child development, criminal justice, economics, history, political science, psychology, sociology, social service – whichever may apply*) how often do you feel current events are addressed?
4. Can you share some specific examples of how social science classes - or classes at HWC - have affected your familiarity with current events?

While the sample was disappointingly low, with only 36 valid answers generated, it did yield some interesting initial insights:

- *33% of students responded that they were “not familiar at all” with current events before taking courses in our department, a number that dropped to 5% after taking our courses

- *42% of participants responded that current events were addressed in our courses “very often,” 44% “often,” 14% “rarely,” and nobody reported that current events were “never” addressed.

Short answer themes:

- *39% of the students felt more confident to vote and participate in politics, after taking courses here

- *35% reported that current events discussions made them know and understand more about current events

- * 61% reported to have increased awareness and interest in current events after taking SAS courses

- * 5% students offered no answer

- * 5% reported not to have been affected at all during their studies of our curriculum.

[please note that students may have mentioned several themes in their answers and were therefore counted several times]

Sadly, this sample is too small to derive substantial representative information but it provided (mostly) thoughtful answers and the survey was deemed useful for the larger audience of a full assessment administration.

Specific assessment administration

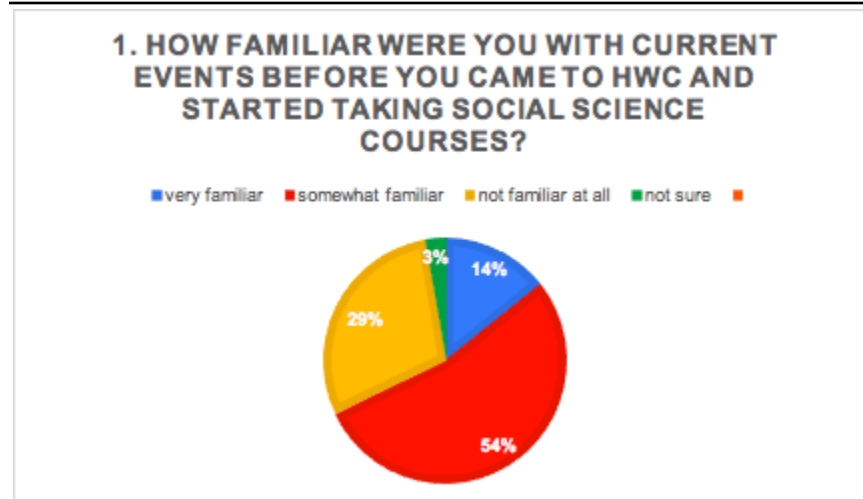
Initially, this survey was created and sent out to colleagues during week 15 (of 17) in the Fall 2020 semester but due to various circumstances (a stressful Covid time, end-of-semester frenzy, for some) it garnered hardly any attention. It may have been helpful to send it from my own email account instead of our department administrative assistant's, who sent it because she had access to the email list. I resolved to wait until the spring semester and hope for an opportune time then. It went out in weeks seven and eight of the Spring 2021 semester to all faculty (full and part-time) via email, asking for distribution to students. Initially, the response from colleagues was rather enthusiastic, however, returns were still relatively low (112). It continues to be difficult to reach and motivate students regarding extra-curricular work, in a remote (Zoom) environment. Here are the results:

Data analysis

| Question | very familiar | somewhat familiar | not familiar at all | not sure | Total |
|--|---------------|-------------------|---------------------|----------|-------|
| 1. How familiar were you with current events before you came to HWC and started taking social science courses? | 16 | 60 | 33 | 3 | 112 |
| | 14.29% | 53.57% | 29.46% | 2.68% | |

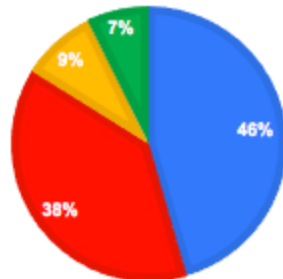
| Question | much more familiar | somewhat more familiar | still not familiar at all | not sure | Total |
|---|--------------------|------------------------|---------------------------|----------|-------|
| 2. How familiar are you with current events after taking social science classes at HWC? | 51 | 43 | 10 | 8 | 112 |
| | 45.54% | 38.39% | 8.93% | 7.14% | |

| Question | very often | often | rarely | never | Total |
|---|------------|--------|--------|-------|-------|
| 3. In your social science courses overall ... how often do you feel current events are addressed? | 45 | 46 | 17 | 4 | 112 |
| | 40.18% | 41.07% | 15.18% | 3.57% | |



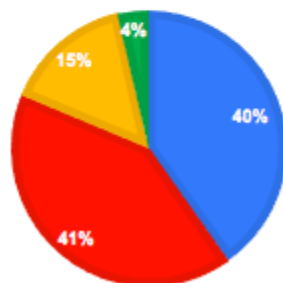
2. HOW FAMILIAR ARE YOU WITH CURRENT EVENTS AFTER TAKING SOCIAL SCIENCE CLASSES AT HWC?

■ much more familiar ■ somewhat more familiar ■ still not familiar at all ■ not sure



3. IN YOUR SOCIAL SCIENCE COURSES OVERALL ... HOW OFTEN DO YOU FEEL CURRENT EVENTS ARE ADDRESSED?

■ very often ■ often ■ rarely ■ never



Results show a similar pattern to the pilot survey:

*about 1/3 of respondents report not having been familiar at all with current events before taking SAS courses, a number that drops to 9% after taking our courses.

*40% of respondents report that current events are addressed very often in our classrooms, and 41% think it happens "often."

Short answer patterns also are closely correlated with those derived from the pilot survey:

Short answer themes:

*24% of the students felt more confident to vote and participate in politics, after taking courses here. This is a lower number than that of the pilot survey which may have to do with timing. The pilot survey was given shortly before the US presidential elections and

thus the focus of teaching and learning was more on 'participation' than it may have been three months after this election when the full survey was administered.

*59% reported that current events discussions made them know and understand more about current events. This number is higher than the pilot result. Perhaps this may indicate that there may have been more emphasis on fundamentals and the tone of classroom discussions may have been more rational than before the elections? This would merit further testing and analysis.

* 65 % reported to have increased awareness and interest in current events after taking SAS courses.

* 10% of students offered no answer. This is twice the number of the pilot returns and may be due to the fact that some of the respondents were ESL students who had not taken a social science class before (the faculty member teaches in both the SAS and ESL departments and administered the survey to all of his students).

* 5% reported not to have been affected at all during their studies of our curriculum.

[please note that students may have mentioned several themes in their answers and were therefore counted several times]

Sample Answers:

"In one of our Political Science writing assignments, we were tasked with writing about our perspectives and potential solutions toward race, gender and inequality. What's more is that we're asked to analyse the tragically unfortunate situation involving Mr. George Floyd and police behavior. I felt incredibly challenged because, due to my gender and race, I felt that my opinion was insignificant. However, I also felt engaged and that it was my duty as a citizen to have a strong outlook on the matter that I may share. Academically, I thought that I benefited from being stimulated to be more academically engaged because our learning was rooted in current events. I am grateful."

"The modules and assignments address topics that are relevant today. The coursework helps to expand my knowledge and makes me pay closer attention to current events."

"Through the discussion and dissection of current events, I feel like I have garnered a better understanding of others views on current events which have helped to shape my own view."

"It has allowed me to learn more about what current events are happening in this day and age, which allowed me to build my own opinions on what's happening in our world."

Supporting evidence-based change

The finding of both the pilot and full surveys signal that SAS is on the right track. We discuss current events regularly and students appreciate and learn from it, their interest is piqued, they tune in, and they even report to be more confident in participating in the political world.

Recommendations:

- 1) Keep relating our social science materials to current events as much as possible, even in today's quieter socio-political times (compared to the emotionally elevated pre-election time).
- 2) More research needs to be done to isolate to what extent increased knowledge and awareness can indeed be traced to SAS coursework vs, for example watching TV news, interacting with friends on social media, etc.
- 3) It would be interesting (perhaps necessary) to test students on their current events knowledge. This would be the next step in the project I outlined here (see above). The step after this would be to hone in on the 'participation' aspect of student engagement.
- 4) A colleague suggested administering a similar survey to faculty to match perceptions of how often current events are discussed in the classroom.
- 5) Another change I will be working toward is to review and revise political science course SLOs to include more of a political participation dimension. As I was sorting and itemizing our department course SLOs for this project, I noticed to my surprise that our political science courses do not have outcomes that articulate the expectation that students demonstrate political and/or civic engagement. This is an issue I will bring up at the next discipline meeting in the fall where I shall solicit my colleagues' input and hopefully start a working group for course SLO revision through the PACC process.

Program assessment update in discipline

In the coming fall semester, the assessment discipline liaison role will go to a colleague who will continue in the footsteps of this project and investigate more in the direction of equity, diversity, and inclusion. I will be in a supporting role then, adding to the discussion whenever I can, and recording some updates about where the project is going.

Conclusion

It is encouraging and validating to know that academic discourse in our SAS courses is not dry or irrelevant. We manage largely to engage students in a discussion of how to relate course materials to events unfolding around them in real time. Findings indicate that my department's curricula contribute to students' life-long learning and political participation confidence, and that we offer learning opportunities that stir students' knowledge, awareness, and political participation,

This has been an enlightening assessment project that will continue to evolve in the next several semesters, albeit under new stewardship. Thank you for the opportunity!

Appendix

Appendix A

Itemizing Departmental SLOs as they pertain to political participation based on these questions:

How do the theoretical foundations of our Constitution shape lived experience?

How do various political institutions function?

When groups/individuals organize and get engaged, what can be achieved?

What are my personal values and evaluations?

How do governmental policies affect us?

African American Studies 101

- Discuss the language of *The Declaration of Independence*, the *Constitution of the United States*, and the *Emancipation Proclamation* in relation to Black Americans
- Explain some of the social and political gains of Black Americans during Reconstruction
- Contextualize and synthesize the collective efforts of the participants, as well as outcomes of the Civil Rights movements
- Juxtapose current political, legal, and governmental policies and practices with those of previous eras in Black American/American history
- Contextualize and synthesize the collective efforts of African-Americans to define themselves

Anthropology 202

- Analyze and discuss contemporary multicultural, global, and international questions in a diverse setting
- Identify and respect that there are various ways of thinking, communicating, and interacting, for example by working with culturally diverse groups towards a larger goal
- Evaluate diverse moral and intellectual perspectives, principles, systems, and structures
- Articulate the value of cross cultural campus and community activities and their impact on the lives of others.
- Assess global trends of sociocultural change in the areas of economic and social development
- Critically analyze global issues and the links between Latino cultures in the U.S. and other Latin American countries with minority groups in the United States
- Identify and analyze major issues as they relate to Latinos and Latin Americans (historical and contemporary)
- Articulate ideas concerning cultural diversity and promote the acceptance and understanding of the Latin American and Latino cultures globally and in the U.S.
- Reflect on their own personal values and cultural origins with regards to the anthropological understandings of culture and action
- Work in group settings by using classmates/peers as resources in students' growth and development by sharing experiences, understanding, new ideas and special abilities.

Child Development 107

- Explain the Mandated Reporter Act, and describe the consequences of stress and trauma on children and their families
- Identify appropriate affective responses that build relationships and positive interactions among children and adults
- Determine a course of action according to state standards/center policies, and appropriate procedures used in response to childhood accidents, illnesses, and infections
- Identify community, state and national resources, as well as licensing standards, center policies and practices which support positive health, safety and nutritional practices. Then, consider discrepancies between standards and daily practices of staff in the areas of health, safety, and nutrition
- Using the state and national standards, design developmentally appropriate activities that reflect an understanding of cultural influences on health, safety, and nutrition and that promote resilience and wellness of young children and their families

Child Development 120

- Compare various early childhood programs, settings, funding options, and career opportunities in both the public and private sectors.
- Examine contemporary and historical approaches to curriculum and practices and identify appropriate roles and skills utilized by early childhood professionals.

- Apply cross-cultural understanding and communication skills recognizing the impact of culture on child development.
- Examine state standards, NAEYC Standards, the Code of Ethical Conduct and other important guidelines in the field of Early Childhood Education (Obj. 4).
- Justify the importance of involving families and communities in their children's development and learning

Criminal Justice 102

- Provide basic information about operation of the agencies of criminal justice systems
- Examine the functions of each subsystem of criminal justice
- Distinguish between criminal behavior theories
- Analyze relationships characterized by complexity and among agencies
- Interpret constitutional protections for adults and juveniles.

Criminal Justice 104

- Explain the need for the rule of law
- Analyze the importance of dispute resolution methods in solving disputes;
- Describe the basic organization of the state and federal court system
- Describe the operation of the criminal justice system from investigation to release
- Analyze constitutional protections for adults and juveniles.

Criminal Justice 114

- Examine the functions of each subsystem of juvenile justice
- Distinguish between criminal behavior theories
- Analyze relationships characterized by complexity and among agencies
- Interpret constitutional protections for juveniles.

Criminal Justice 202

- Identify strategies used to encourage partnerships between community and the criminal justice system
- Examine research used to generate answers to questions used to understand crime and criminal justice in the twenty first century;
- Distinguish between governmental funding agencies in the criminal justice system
- Analyze relationships characterized by complexity among agencies locally, nationally and internationally.

Criminal Justice 234

- To provide basic information about the history of criminal law;
- To examine the functions of each subsystem of criminal justice;
- Describe and distinguish between criminal behavior concepts and theories;
- Process of how to define the elements of criminal statutes
- How to read and analyze U.S. Supreme Court Cases.

Economics 201

- Calculate and interpret statistical measures of the economy.
- Work with graphs to illustrate economic principles
- Explain and critique traditional macroeconomic theories.
- Explain the effects of economic phenomena and government policy on the economy and society.

Education 101

- Critique public school historical and current practices
- Assess Education Reform Movements
- Positively engage in a self-reflective process regarding their own teaching and learning
- Develop and articulate their person philosophy of education
- Advocate for consumers of education
- Create developmentally relevant, standards based lesson plans for various ages and abilities of children

Education 102

- Articulate appropriate terminology related to computer operations and capabilities, both in oral and written formats
- Operate a multimedia computer system to develop and design assignments appropriate for elementary and secondary classrooms
- Access, generate and manipulate data
- Use technology to communicate and collaborate with colleagues, conduct research and solve problems
- Integrate the use of technology into standard elementary and secondary curriculum content areas.

Geography 101

- Explain the importance of geography in everyday life
- Identify significant political, economic, and cultural characteristics of each of the twelve world realms
- Compare and contrast the twelve world realms
- Formulate responses to questions about current political, economic, and social issues that are impacting one or more of the twelve world realms

Geography 102

- Apply core geographic concepts to the organization of economic processes.
- Explain broad patterns of economic thought in global terms.
- Compare and contrast capitalism and socialism in terms of state economic systems and apply each spatially.
- Illustrate a working knowledge of natural commodities and the risk states have in developing economic systems that use those commodities.

- Consider the nature of the global labor market and apply that to the production of material goods
- Investigate the role of global capital and the global financial markets on local economic decisions.
- Describe the methods via which materials become available to him/her as a consumer.
- Explain how technology has changed and might change production processes and distribution.
- Question the role of transnational corporations in our global economy.
- Consider the role of herself/himself as a consumer and the nature of her/his retail activities.

Geography 201

- Classify climatological and meteorological phenomena by frequency, characteristic, intensity and location.
- Assess human relationship with the natural environment
- Investigate the economic and social impact of meteorological, climatological and geomorphological processes.
- Predict patterns related to global climate change.
- Describe global landform features and their effect on global atmospheric, lithospheric and oceanographic systems.
- Compare global climatological, meteorological, fluvial, glacial, and geographical units from region to region.
- Assess the application of physical geographic principles into your own geographic environment.

History 111

- Critically assess cultural trends that have contributed to the development of an American identity
- Identify trends, events, peoples, groups, cultures, and institutions
- Communicate orally and in writing about the content
- Demonstrate that they can analyze secondary sources and recognize differences in historical interpretation
- Identify the perspective of primary sources
- Construct historical narratives by identifying patterns of continuity and change and referring to specific primary and secondary sources, maps, and/or artifacts
- Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information

History 112

- Identify historical issues and explain the way those issues are interpreted
- Cite knowledge of the American past and understand how it relates to the economic conditions and political climate of the 21st century
- Describe the cultural values of the U.S.

- Think more critically about the role of the United States in the world
- Evaluate the relevance of historical websites.
- Produce a thorough critique of a political, economic, or cultural issue unique to the United States from 1865 to present by way of completing a compare/contrast essay.
- Conduct primary and/or secondary research in conjunction with the essay assignment.
- Analyze primary and secondary historical texts throughout the semester.
- Assess and recognize the geographic layout of the United States and related nations from 1865 to present.
- Compare and contrast the varieties of American culture.
- Articulate political and philosophical positions with respect to American History.
- Differentiate between legitimate and abusive use of institutional power.
- Review and retrieve current events/issues in light of their historical contexts.
- Evaluate different models of citizenship.

History 114

- Identify the Geographical Characteristics of Africa
- The Significance of West Africa and its important in African American History
- The Meaning of Freedom and how it pertains to the African American Experience

History 115

- List the objective of the following movements in the history of African Americans in America: a. Civil Rights Movement b. Black Power Movement, and c. The Black Studies Movement.
- Cite several examples of agency exhibited by Africans in each of the following historical periods a. Reconstruction, b. Jim Crow; c. The Black Power Era d. The Harlem Renaissance, etc.
- Explain four basic objectives of the Black Arts Movement

History 117

- Analyze primary and secondary sources.
- Describe the general factors that contributed to Chicago's explosive growth and distinctiveness.
- Quantify and qualify the role that innovative urban planning played in Chicago's rise to urban preeminence.
- Identify the geographic layout and demographic composition of Chicago's major neighborhoods.
- Differentiate between legitimate political power and flagrant abuses of it.
- Critically evaluate the daily news, scholarly texts, and the activity of leadership in Chicago and beyond.
- Discover new possibilities for civic participation in one's neighborhood and beyond.

- Complete weekly course readings, associated questionnaires, and discuss them in class.
- Write a critical, research-based essay focused on an exhibit featured at the Chicago History Museum or similar venue.
- Write an analytical essay on a selected piece of Chicago-related media.
- On exams, demonstrate familiarity with major political, economic, social, cultural, and intellectual issues unique to Chicago's History.

History 141

- Identify important forces for change that shaped and continue to influence today's cultures and civilizations and recognize the characteristics of mainstream world cultures, thereby acquiring the different people of the world.
- Identify the characteristics of the early civilizations of the world, the early empire builders, and the smaller civilizations that had a major impact on world history.
- Describe the attributes of classical society and the legacy of the Greco-Roman World.
- Relate the reasons for the spread of Christianity, the issues of the early Church, and the traditions, teachings, and impact of Buddhism, Hinduism, Confucianism, and Islam.
- Trace the major developments in the evolution of civilization in the Medieval West, the Islamic core, eastern and southern Asia, and Africa and the Americas prior to 1500 B.C.E.

History 142

- Identify trends, events, peoples, groups, cultures, and institutions in world history from 1500 to the present.
- Use library resources for historical research;
- Demonstrate that they can analyze secondary sources and recognize differences in historical interpretation
- Identify the perspective of primary sources
- Construct historical narratives by identifying patterns of continuity and change and referring to specific primary and secondary sources, maps, and/or artifacts;
- Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information
- Summarize the importance of human experience in the historical process
- Analyze primary historical documents;
- Interpret primary sources to illuminate patterns in the historical past
- Distinguish between facts, opinions, and inferences
- Draw conclusions so as to understand the historical process; and
- Compare and contrast different historical periods to help understand present day society.

History 215

- Understand global relationships between developed and developing countries.
- Recognize the connection between contemporary society and colonial structures.

- Appreciate diversity among peoples and cultures located in the same geographic region.
- Understand the effects of US foreign policy on a global scale.
- Distinguish between primary and secondary sources and critically evaluate them.
- Present ideas in a clear, organized manner.

History 216

- Understand U.S. Latino history in relation to the larger field of United States History.
- Appreciate the diversity of U.S. Latinos and identify the similarities and differences between them.
- Recognize the connection between U.S.-Latin America relations and U.S. Latino communities.
- Distinguish between primary and secondary sources and critically evaluate them.
- Present ideas in a clear, organized manner.

Political Science 201

- Complete a comparative summary of the major American political ideologies.
- List the horizontal and vertical powers of the American government and describe how they check and balance each other
- Define the function of major U.S. governmental institutions and assess major influences on them such as public opinion, campaigns, lobbying, and media coverage
- Identify key political and economic concepts correctly and define them in a few sentences
- Explicate the pro and con arguments for various current political debate topics
- Demonstrate quality writing, listening, and speaking skills in a respectful manner

Political Science 204

- Demonstrate comprehension of theories of international relations including realism, idealism/liberalism, neoliberalism, economic structuralism, ecologism, feminism
- Tell exact locations of major countries on a world map and explain what problems they are facing
- Define the most important actors in international relations and the challenges they face
- Identify key political and economic concepts correctly and define them in a few sentences
- Explain the most important reasons for various major past and present global conflicts
- Demonstrate critical thinking skills through writing and discussion

Political Science 207

- Identify key political concepts correctly and define them in a few sentences.
- Complete a comparative summary of the major American political ideologies.
- Define function of major City and State governmental institutions and evaluate influences on it.

- Explicate the pro and con arguments for various current political debate topics.
- Demonstrate quality writing, reading, listening, speaking, and thinking skills in a respectful manner.

Psychology 201

- Analyze and critique theoretical explanations of behavior and mental processes.
- Explain how psychological methodology offers a way to investigate, modify, and analyze behavior and mental processes. Recognize the limitations of the methods of modern psychological inquiry and critically evaluate specified current formulations within psychology.
- Summarize research-based knowledge concerning the application of psychological principles to understanding and respecting human diversity.
- Evaluate the ethical practice of psychology and relate such understanding to their own values and those of others.
- Develop insight into the behaviors and mental processes of oneself and others and translate this knowledge into improved personal, social and community living.

Psychology 203

- Identify a general knowledge of the field of psychology
- Apply basic psychological concepts to everyday experiences
- Analyze theories of human development and the development of women throughout the lifespan
- Apply psychological concepts to gender attitudes, identification, and moral reasoning
- Examine general issues relevant to sexuality and gender difference
- Review general mental health issues among girls and adult women
- Determine how violence against Women occurs and is maintained
- Plan how to get help for self and/or others

Psychology 206

- Know the historical foundation of I/O and its impact on the individual employee and the organization.
- Understand the development of human resources including selection, recruitment, fair employment practices, interviews and job analysis.
- Be able to discuss the challenges of managing across cultures and identify individual differences in personality, attitudes, abilities and emotions and how these affect the work environment.
- Have increased skills in managing conflict and negotiating effectively. Demonstrate how to manage change in a learning environment.

Psychology 207

- Reliably demonstrate the ability to understand and integrate a comprehensive perspective of children across all areas and levels of development.

- Apply knowledge learned to further educational and professional endeavors in the areas of child research, teaching, and psychology

Psychology 211

- By the end of the course students will be expected to demonstrate skills and/or knowledge relating to Social Psychology, including:
 - o The description of the basic psychological theories that help to explain such Social Psychology concepts as attitude formation, social cognition, perception and decision making, conformity, group behaviors, prejudice, and pro-social behavior.
 - o How current and past research in Social Psychology lends itself to situations in everyday life, including the understanding of interpersonal relationships.
 - o Explaining how human behavior is influenced by such social factors as authority figures, groups and in-group bias, gender roles, and cognitive dissonance.
 - o Predicting the outcomes of various social situations through application of Social Psychology theories and concepts (for example, how groupthink has contributed to corporate boards and governments making bad and unethical decisions).
 - o The history of Social Psychology and the importance of the Scientific Method to the understanding of behavior.

Sociology 201

- Relate the facts and major theories of Sociology in a way that makes each more immediate, meaningful and useful.
- Apply the theories and findings of Sociology to situations and problems in your everyday academic, commercial, social and personal life.
- Apply the theories and findings of Sociology to the goal of increasing your personal insights and self-understanding.
- Explore new ideas by using the theories and vocabulary of Sociology in group discussions and class presentations.
- Clarify and communicate past experience and new self-understanding by using concepts and terminology of Sociology in written paper format and class discussions and class presentations.
- Test and evaluate the theories and findings of Sociology against your own experience, values and beliefs.
- Use your classmates as resources in your own growth and development by sharing experiences, understanding, new ideas and special abilities.

Of the 108 SLOs that apply to this project, here is the tally and their percentages:

How do the theoretical foundations of our Constitution shape lived experience? (7 = 6.48%)

How do various political institutions function? (21 = 19.44%)

When groups/individuals organize and get engaged, what can be achieved? (13 = 12.04%)

What are my personal values and evaluations? (47 = 43.52%)

How do governmental policies affect us? (20 = 18.52%)

Appendix B

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