



Western Wyoming  
Community College

## **Political Science Department**

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# **PROGRAM REVIEW**

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## **Section I: Purpose of the Program**

The **purpose of the political science program** is to prepare students to be actively informed citizens who have an “understanding of history, cultural context, and principles of the institutions by which they are governed.”

### **Guiding Principles of the Program**

The Political Science Program also works to improve student reading, writing, and analytical skills. The program is designed to foster critical thinking in a way that is productive and valuable to the student’s future learning experiences. The program primarily offers a legislatively mandated United States and Wyoming Government course. All students at Western Wyoming Community College must fulfill this core requirement either by taking one Government course or two history courses or an Economic Course that adheres to Western Wyoming Community College’s guiding principles. The students generally opt for the one Government course. Because the course is required, the political science faculty sees the Government course as a good vehicle for teaching students how to communicate competently, solve problems, retrieve information, and see issues from multiple perspectives.

### **Definition of a Social Science:**

Social Science is the study of the human world, both past and present, and provides a perspective for understanding human beings, their origins, and group activities. Social Scientists use scientific methods to examine cultures throughout the world, the nature of political and economic organizations, social structures, and how humans function through examining the biological, cognitive, and intrapersonal aspects of behavior.

### **Requirements of Wyoming State Statute:**

In 2005 the State Legislature mandated that all Universities and Colleges come into compliance with the W.S. 21-9-102.

All courses designed and approved to satisfy the requirements of W.S. 21-9-102 will broadly address each of the following principles:

1. Historical foundations of the U.S. and Wyoming constitutions and government;
2. Awareness of the impact of political processes on individuals and the impact of individuals on political processes;
3. Ability to interpret politics and history through the U.S. and Wyoming constitutional lenses;
4. Awareness of the institutions of government;
5. Importance of political cultures to a democratic society;
6. Importance of civil societies to a democratic society;
7. Importance of civil liberties to a democratic society;
8. Importance of:
  - a. majority rule and minority rights
  - b. rule of law and minority rights,
  - c. various external interest groups,
  - d. electoral process,

- e. public opinion and interest groups,
  - f. evolution of constitutional interpretations,
  - g. balance of power,
  - h. relationship between the U.S. and Wyoming constitutions
  - i. role of government in development of economies;
9. Understanding of intergovernmental relations;
  10. Considerations of philosophical foundations of representative governments;
  11. Awareness of other political philosophies and points of view;
  12. Awareness of the distinctions of the U.S. and Wyoming constitutions, especially suffrage.

**Wyoming State Statutes W.S. 21-9-102 and W.S. 21-9-103**

Since Statute W.S. 21-9-102 drives this program it is important to provide the give the full content:

21-9-102. Instruction in state and federal constitutions required; satisfactory examination a prerequisite to graduation

All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. The instruction shall be given for at least three (3) years in kindergarten through grade eight (8) and for one (1) year each in the secondary and college grades.

21-9-103. Penalty for failure to carry out requirements of W.S. 21-9-102

Willful failure on the part of any school or college administrator or instructor to carry out the requirements of W.S. 21-9-102 shall be sufficient cause for the removal of such person from his position.

## Section II: Primary Learning Goals

### A. Learning Goals of the Program:

Our learning goals are to teach students how to communicate competently, solve problems, retrieve information, and see issues from multiple perspectives. We are guided by a set of definitions that describe both our discipline and our educational goals. The definitions that guide us include the definition for the social sciences referred to in the previous section; WWCC's definition of a government course, the Wyoming State Statute W.S. 21-9-102, and WWCC's guidelines for Instruction in the Wyoming and United States Constitutions and American Institutions and Ideals. The question as to how we measure if the students are reaching these learning objectives is addressed in the later part of this section.

#### Definition of a Government Course

The following definition was approved by the WWCC Curriculum Committee:

All Government courses taught will conform to the standards and expectations set forth in the definition as follows: Students will demonstrate the ability to analyze and evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems; Students will demonstrate an understanding of the historical development and cultural context of these constitutions and political systems; and Students will demonstrate knowledge of the relationship between understanding of the institutions by which they are governed and their roles as responsible citizens in a democratic system.

#### Compliance with Wyoming State Statute

To insure compliance to this statute, representatives from all 7 Community Colleges met, as did four representatives from the University of Wyoming. The following set of principles/goals were agreed. These were approved by the State Legislature in 2006. The Legislature mandated that all Universities and Colleges come into compliance with the W.S. 21-9-102 and established the following:

#### Instruction in Wyoming and United States Constitutions and American Institutions and Ideals

#### Outcomes

All courses designed and approved to satisfy the requirements of W.S. 21-9-102 will meet these outcomes:

1. Students will demonstrate the ability to analyze and evaluate the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems,
2. Students will demonstrate an understanding of the historical development and cultural context of these constitutions and political systems, and
3. Students will demonstrate knowledge of the relationship between understanding of the institutions by which they are governed and their roles as responsible citizens in a democratic system.

### Principles

All courses designed and approved to satisfy the requirements of W.S. 21-9-102 will broadly address the following principles:

1. Historical foundations of the U.S. and Wyoming constitutions and government,
2. Awareness of the impact of political processes on individuals and the impact of individuals on political processes,
3. Ability to interpret politics and history through the U.S. and Wyoming constitutional lenses,
4. Awareness of the institutions of government,
5. Importance of political cultures to a democratic society,
6. Importance of civil societies to a democratic society,
7. Importance of civil liberties to a democratic society,
8. Importance of:
  - a. majority rule and minority rights,
  - b. rule of law and minority rights,
  - c. various external interest groups,
  - d. electoral process,
  - e. public opinion and interest groups,
  - f. evolution of constitutional interpretations,
  - g. balance of power,
  - h. relationship between the U.S. and Wyoming constitutions
  - i. role of government in development of economies.
9. Understanding of intergovernmental relations,
10. Considerations of philosophical foundations of representative governments,
11. Awareness of other political philosophies and points of view,
12. Awareness of the distinctions of the U.S. and Wyoming constitutions, especially suffrage.

### **B. Assessment of Students' Learning**

The changes to the curriculum noted above will create many challenges that require considered discourse with a variety of groups and disciplines. This discursive process needs to become part of our assessment process. While we need to insure that we assess the mandated goals we established that ensure compliance to W.S. 21-9-102. We also need to foster individual classroom instruction which ensures academic freedom. There needs to be open dialogue among all teachers who teach the above courses. Conversations about how we teach and what we teach need to continue—not in order to stem creative classroom instruction but to assure the objectives of the program are met.

The following section is divided into parts. The first part outlines change. The second part sets forth college assessment goals. The third part deals the pre and post test we now have that assess compliance to W.S. 21-9-102 and our program goals.

### Change

The last program review for POLS was conducted in 2003. At that time, we recommended a pre and post test be developed to measure the students' new skills acquired during the course. The concept was to create "a value added" assessment that would enable us to evaluate what the students had learned. The test or evaluative tool was generated by the entire full time faculty,

with input by Jim Hissong, who is a part-time instructor. He helped write about one-fourth of the test.

We determined that since we value four major concepts in the course we would evaluate these values in the test. However our primary teaching objective, creating a comprehensive appreciation of Democratic Values and Structures was measured in all four of these areas. The primary evaluative areas were:

1. grasp of the content material
2. writing
3. reading
4. critical thinking

The pre-and post-test have an extensive written component to the test. In fact we use the essays as a critical evaluative tool to determine whether the students' grasp the material presented. Because we value reading and writing, we determined that in the second year of this program review cycle that we, along with the College Learning Center, needed to change how we do business. With approval of the Vice President of Student Learning, the Director of the College Learning Center, Academic Council, and the Curriculum Committee, we implemented a new reading placement requirement for the courses. This, along with a writing prerequisite requirement, aided us in creating a writing and reading environment that aided the learner's quest to better express themselves. And it helped us work towards making the students critical readers and more expressive writers. That also took us closer to our fourth objective of enhancing critical thinking.

We now have data sets that detail the entry and exit scores of the students. This will be discussed below but the objective of the tests, while having an assessment value, are to improve learning. Meaning, it helps us as teachers determine if we are conveying what we think is important to the students. Our goal is to ensure that students comprehend the value and fragile nature of Democracy. Our efforts are geared towards that purpose.

This Program Review has consumed much time to prepare. In the fall we became aware that we needed to articulate our offerings with those of the University of Wyoming. This led to the revision of the program. As noted above--that revision meant that no longer did just POLS 1000 fulfill the statutory requirement detailed elsewhere in the review, but HIST1251, HIST 2051 and ECON 1000 also fulfilled the requirement. The syllabi in Appendix B detail the nature of these courses. All have to comply with the "statutory requirement" ( W.S. 21-9-102).

The changes in what courses by themselves met the core statutory requirement means several things to the faculty, but primarily it means multiple courses now meet the objective of putting forth our core learning objectives. Time is needed to make critical curriculum adjustments: but all courses must meet the statutory requirement laid out above.

#### College Assessment Goals

Currently the college assessment team has developed a series of learning goals that include our stated objectives of teaching students how to communicate competently, solve problems, retrieve information, and see issues from multiple perspectives. We have adopted these objectives as part

of our core objectives and want students to improve their reading, writing, and analytical skills. The question is how do we know that the students are achieving these objectives and learning the required content? How we measure the content and program objectives require separate measures.

Determining whether a student gains an understanding of the course content is accomplished through objective tests that all faculty in the program develop. These tests are multiple choice questions designed to measure the legislated mandate of understanding the U.S. and Wyoming Constitution. For example, we ask questions like: “What branch of government does Article I of the U.S. Constitution establish?” Or we ask: “In the Wyoming Constitution where does power ‘reside’?” These are simple questions that measure the student’s knowledge of content but not their comprehension of the ideas we value. Our assessment instruments are designed to measure more than just knowledge of the course’s content. We first used the system of pre-testing in Fall 2004 to measure student knowledge as they began the American & Wyoming Government course. In Fall 2006, we implemented pre- and post-testing so as to use the data an evaluative tool to measure the increase of student knowledge, as well as evaluate classroom instruction. The table below reflects some of what we learned in the pre- and post-tests.

<b>2006 Fall Pre-Test</b>							
<u>Question Number</u>	<u>Section</u>					<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
	<u>1000-02</u>	<u>1000-03</u>	<u>1000-B1</u>	<u>1000-G1</u>	<u>1000-V1</u>		
<u># of Students</u>	<b>40</b>	<b>19</b>	<b>7</b>	<b>4</b>	<b>14</b>		<b>84</b>
1	20	11	3	3	6	8.60	51.19%
2	13	6	1	3	7	6.00	35.71%
3	29	14	4	2	10	11.80	70.24%
4	19	12	3	2	6	8.40	50.00%
5	16	12	3	1	4	7.20	42.86%
6	15	11	3	1	9	7.80	46.43%
7	28	11	5	1	9	10.80	64.29%
8	32	17	5	3	5	12.40	73.81%
9	23	15	6	3	11	11.60	69.05%
10	29	14	5	3	12	12.60	75.00%
11	14	9	4	0	3	6.00	35.71%
12	31	13	7	3	9	12.60	75.00%
13	25	13	4	2	6	10.00	59.52%
<b>2006 Fall Post-Test</b>							
<u>Question Number</u>	<u>Section</u>					<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
	<u>1000-02</u>	<u>1000-03</u>	<u>1000-B1</u>	<u>1000-G1</u>	<u>1000-V1</u>		
<u># of Students</u>	<b>49</b>	<b>13</b>	<b>6</b>	<b>3</b>	<b>14</b>		<b>85</b>
1	36	0	0	1	2	7.80	45.88%
2	7	13	0	1	0	4.20	24.71%
3	9	0	0	1	3	2.60	15.29%
4	11	2	0	1	8	4.40	25.88%

5	8	0	3	1	3	3.00	17.65%
6	16	0	0	0	3	3.80	22.35%
7	19	0	1	0	9	5.80	34.12%
8	41	0	5	1	5	10.40	61.18%
9	21	1	0	2	7	6.20	36.47%
10	20	0	0	2	11	6.60	38.82%
11	6	0	0	1	0	1.40	8.24%
12	27	9	6	1	12	11.00	64.71%
13	9	0	0	0	3	2.40	14.12%

We truly want students to read, write, and think analytically. This objective is hard to measure. How do we attempt to measure if the students are gaining these skills? How do we know students are reading, writing, and thinking critically? We begin with the premise that no one class can teach all these skills but contend that our program will help students gain these skills.

The pre and post-Testing process allows us to measure our intended three course outcomes. We understand from the data available from our pre-testing process that students come in knowing about 40 percent on average of key information. The expectation for which we strive is for students to exit courses with an average of 70 to 80 percent knowledge of key information. Our data shows we are meeting this goal.

The rubric in Figure 1 illustrates one method of how we assess the students. The assessment of writing is critical since we require all students to produce written exams and papers. For example, in US Government, all tests value the essay at 75 percent and the multiple choice questions at 25 percent.

<b>Figure 1. Written Assessment Rubric</b>				
<b>Level</b>	<b>Content</b>	<b>Analysis</b>	<b>Application</b>	<b>Writing Ability</b>
	The student will: provide in his/her written presentation an understanding of the course material.	The student will: Exhibit critical thinking processes.	The student will demonstrate an ability to consider how this material applies to his/her field of study.	The student will: Use college-level writing skills including: purpose, content, structure, and presentation.
<b>Level 1 Criteria Met</b>	The content of the essay contains the spectrum of materials presented in	The student presents multiple points of views in his/her writing and	The student demonstrates the ability to apply what they have	The student consistently demonstrates college-level writing skills.

	the course.	provides his/her own point of view based on what they have learned.	learned in his/her essays.	
<b>Level 2 Criteria Met</b>	As indicated in the essay, the student presents only 70 percent of the course material.	Includes only one point of view other than his or her's in the essay.	The student has demonstrated some ability to apply what he/she has learned.	<b>Inconsistent</b> demonstration of college-level writing skills.
<b>Level 3 Criteria Met</b>	The student includes less than 70 percent of the course material in his/her essay.	Only provides his/her point of view in his/her essay.	Essay applies less than 70 percent of what he/she has learned.	Did not demonstrate college-level writing skills.

In our program, tests are designed to measure analytical skills. What we foster in the class is open debate and criticism. To this end we team teach (3 professors) our core course and thus the students are exposed to multiple perspectives and are encouraged to analyze and evaluate the different ideas put forth in our classes. The three instructors develop tests to measure what the students have learned. The tests are designed to determine if the students are gaining an understanding of the program objectives.

Determining if a student has obtained our analytical objectives is more difficult. Figure 2 shows our initial attempts at measuring analytical thinking, but this will change as we improve our measures. One of our three year objectives is to improve the measurement of students' analytical skills.

**Figure 2. Measurement of Analytical Skills.**

<b>Level</b>	<b>Content</b>	<b>Application</b>	<b>Analytical Ability</b>
	The student's answers show multiple perspectives.	The student's answers illustrate he/she understands the reason why a political structure involves	The student understands the interconnection of political and social institutions.

		multiple components.	
<b>Level 1 Criteria Met</b>	The student's answers shows three or more perspectives.	The student's answers illustrate he/she understands political structures.	The student understands the interconnection of social institutions.
<b>Level 2 Criteria Met</b>	The student's answers shows two perspectives.	The student's answers illustrate they understand a single political structure.	The student understands the interconnection of political institutions.
<b>Level 3 Criteria Met</b>	The student's answers show one perspectives.	The student's answers include a discussion of multiple political structures.	The student understands social structures.

Pre- and Post-Test

The purpose of the pre-and post-test that we designed was to provide instructional information and to provide a tool for assessing added value. The benefit of this exam has been felt most profoundly for fulltime instructors but needs to be applied to all instructors to help them with their teaching and educational goals.

We designed the test to be both qualitative and quantitative. We have learned much. The first question illustrates this. On the proficiency exam we ask:

T **F** 1. The President is directly elected by the people.

In the Spring 2007 pre-test exam, **34.19%** of the students responded that the president was directly elected by the people. Of course, we all know the president is directly elected by the Electoral College. We say that over and over in class and evaluate that on exams—so why was the response what it was? We concluded that the myth that people elect the president outweighed the reality. What did we do? As instructors, we worked on myths vs. reality in government. Happily, on exit exams the correct answer to the above question has risen to only **4.39%** of students answering incorrectly. The pre- and post-test is designed to mark improved comprehension of this topic, as well as the other critical topics outlined in the 13 essential questions on the exam and the two essay questions.

Of the evaluative measures in the pre and post tests the ones we weight the most are the two essays. These essays comply with the statutory requirement and our program goals. The essays are as follows:

1. *Define “democracy.” What would you regard as essential elements, principles, and procedures for a political system to be regarded as a democracy? How well does the American political system, according to your understanding, fit into that conception of democracy? What are America’s democratic strong points? What is missing?*
2. What were the important elements of Wyoming political culture in the 1890s that contributed to the content of the Wyoming Constitution? How did the events of the 1880s affect the final draft of the Wyoming Constitution? Briefly describe the current political culture in Wyoming and how it affects our current political system? Why should it be important for a candidate for state or local office to understand Wyoming’s political culture?

To assess student responses, the rubric shown in the Appendix this program review is used. What the pre- and post-tests clearly show is that at the end of the course about 80% of the students have gained the knowledge to address the content portion of these essays. There is still some concern regarding whether they have the writing skills needed to express themselves clearly.

### C. Review of Political Science Courses

As can be seen in this report the above language directly parallels that approved by the Curriculum Committee for what a course must do to meet the Statutory or “Government” requirement at WWCC. WWCC was not alone in establishing these criteria.

As a result of the October 2005 agreement all community colleges and the University of Wyoming established core courses to meet the “Statutory Requirement” (i.e. compliance to W.S. 21-9-102). As part of this program review we looked at all course meeting the Statutory Requirement. Below are the courses that meet these requirements.

<b>Institution</b>	<b>Course that meet the State Statutory Requirement</b>
University of Wyoming	POLS 1200 American and Wyoming Government HIST 1251 Wyoming History HIST 1211 United States History to 1865 HIST 1221 US from 1865 *
Laramie County Community College	POLS 1000 or HIST 1211 or HIST 1221 or HIST 1251 or ECON 1200
Central Wyoming Community College	POLS 1000
Casper Community College	HIST 1211, HIST 1221, HIST 1251, POLS 1000, POLS 1010
Eastern Community College	POLS 1000 or HIST 1211 or HIST 1221, or HIST 1210 and HIST 1250 (Wyoming

	History)
Northwestern Community College	POLS 1000 or HIST 1221 or a combination of HIST 1210 and HIST 1250
Sheridan Community College	POLS 1000-American & Wyoming Govt <i>or</i> HIST 1251-History of Wyoming <i>or</i> HIST 1210-U.S. History I, <i>and</i> HIST 1250-History of the West & Wyoming

\* Since all Universities and Colleges in Wyoming use a common course numbering only the course number is given for the Community Colleges.

As the result of our research, we began to modify the WWCC curriculum. This came as a direct outgrowth of preparing this program review. Through actions initiated by the faculty and taken to the curriculum committee we moved towards the University of Wyoming model.

To do this we have modified several courses. The college Catalog reflects the changes and now states the following:

**United States Government.....3-6 hours**

Students may fulfill this requirement by completing POLS 1000, HIST 1211, HIST 1221, HIST 1251, or ECON 1200. State law requires students to successfully complete a course in the United States and Wyoming Constitutions. Students must achieve a "C" or better.

We changed course content and changed the standard course definition for all the above noted courses. This is a departure from past practices and therefore each new course description that meets the W.S. 21-9-102 requirement is given below according to course number.

***POLS 1000 (25-100)***

***AMERICAN & WYOMING GOVERNMENT***

This course provides a basic introduction to government and politics in the United States. Successful completion of this course will satisfy the Wyoming state requirement for instruction in the laws and government of Wyoming and the United States. The course is a survey of national, state, and local government. Topics will include U.S. and state constitutions, democratic theory, federalism, political culture, political socialization, public opinion, political participation, electoral behavior, political parties and interest groups, press, and local government. The course also looks at institutional elements of the American political system: legislature, executive, judiciary, and bureaucracy. Also offered is a critical examination of the rights, duties, responsibilities, and accountability expected of citizens and elected officials within a democracy.

Prerequisite: Compass Reading score of 71 or higher, or ACT Reading score of 20 or higher, or HMDV 1000 (C or better)

***HIST 1211***

***U.S. HISTORY I: TO 1865***

This course is a survey of United States history through 1865, with an emphasis on ideas and the development of institutions, and the role minorities and women played in the development of American society. Instruction in the provisions and principles of the United States and Wyoming Constitutions will also be provided. United States history, culture, diversity, government, and Constitution (both U.S. and Wyoming) will be the focus of this course.

Prerequisite: Compass Reading score of 71 or higher, or ACT Reading score of 20 or higher, or HMDV 1000 (C or better)

**HIST 1221****U.S. HISTORY II: FROM 1865**

This course will focus on United States history, culture, diversity, government, and Constitution (both U.S. and Wyoming). Instruction will be provided in the provisions and principles of the United States and Wyoming Constitutions. United States history from 1865 to the present will be surveyed, with emphasis on ideas and the development of institutions and the role minorities and women played in the development of American society.

Prerequisite: Compass Reading score of 71 or higher, or ACT Reading score of 20 or higher, or HMDV 1000 (C or better)

**HIST 1251****WYOMING HISTORY**

This course is a survey of Wyoming history with an emphasis on ideas and the development of institutions, and the role minorities and women played in the development of the state. Instruction will be provided on the provisions and principles of the United States and Wyoming Constitutions. Focus will be on Wyoming history, culture, diversity, government, and Constitution (both U.S. and Wyoming).

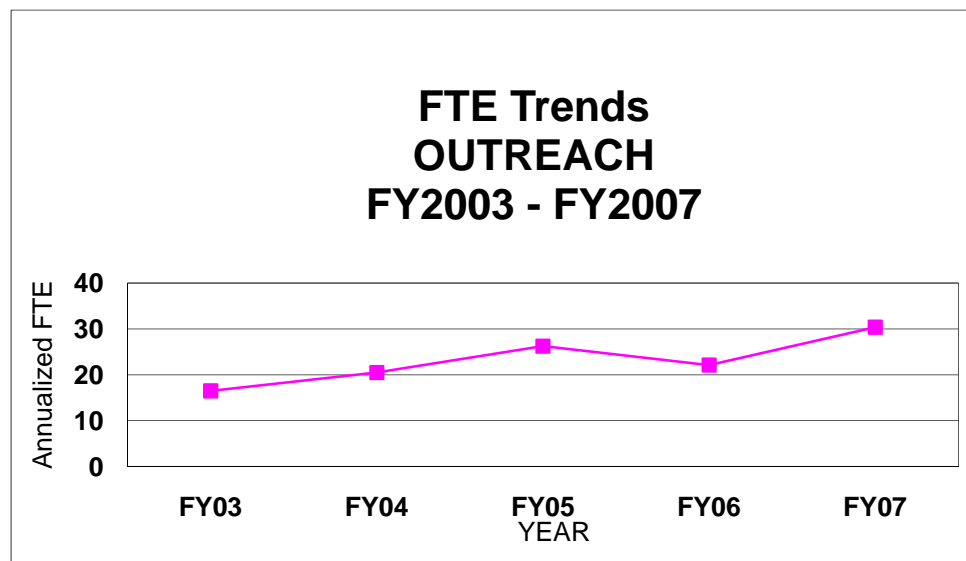
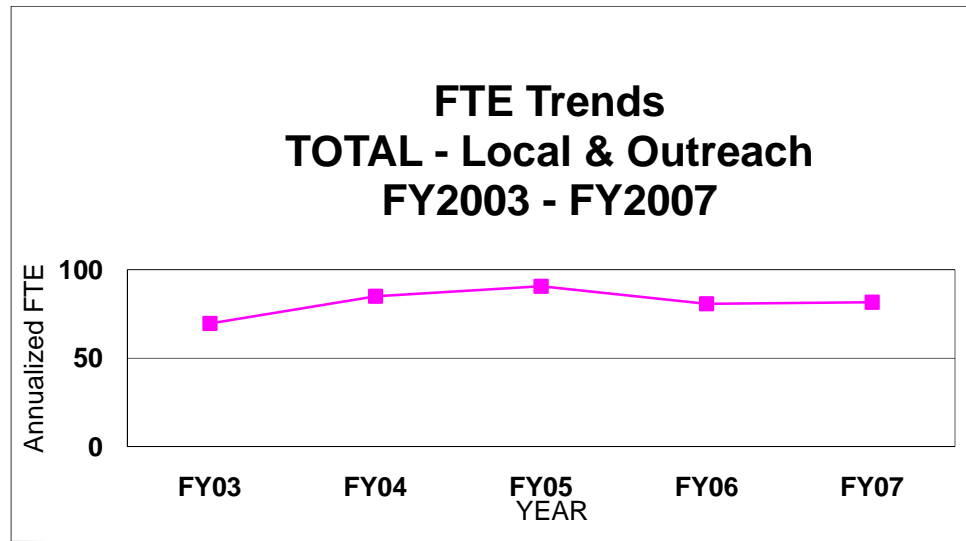
Prerequisite: Compass Reading score of 71 or higher, or ACT Reading score of 20 or higher, or HMDV 1000 (C or better)

**ECON 1200****ECONOMICS, LAW & GOVERNMENT**

Markets and free enterprise depend on supportive legal and political institutions. This course investigates the influence of these governmental and legal institutions on markets and individual economic decisions. By exposing students to the U.S. political economy, they will see important relationships between market development, the legal framework, and the political system. The U.S. and Wyoming constitutions are studied to show their importance to free enterprise. Alternative views of the appropriate roles of government in the economy will be discussed. This knowledge of economics, law, and government will then be applied to the study of current issues. Prerequisite: COMPASS Reading score of 71 or higher, or ACT Reading score of 20 or higher and BADM 1000 (may be taken concurrently).

## Section III: Enrollment and Audience

As noted above this program primarily meets core curriculum needs and requirements. As staffing allows, we would like to expand our offerings, but for now the principle goal of this program is to meet core requirements of the college.



The changes in FTE in Outreach sites is the result of two factors. One is the improved quality of the Internet courses and the second is the increased number of concurrent courses we now offer. The decline in FTE in 2006 is explained by the fact we added a reading requirement this course and it took a year to adjust to this new entry requirement. The fact the dip is across the board partially substantiates this fact.

## **Section IV: Staff Development**

The full-time faculty continues to work on improving their Spanish language skills. Full-time faculty members also engage in professional development, either through on-campus training provided or by other means, such as professional workshops, funded with professional development monies provided to WWCC employees. We feel some attempt needs to be made to provide professional development opportunities for adjunct professors as well.

## **Section V: Facilities and Equipment**

Due to large class sizes resulting from the configuration of daytime American & Wyoming Government lectures classes, we need to continue to be provided with room 1005; Attendance can range from 80 to 102. The room capacity is 102, and the stadium seating design suits the course format well. The room also has permanent multimedia equipment available. The department requires basic multimedia equipment to facilitate updated teaching methods, and such needs are currently met. We look towards upgrading software as the needs for delivery of our classroom presentations change.

## **Section VI: Printed Materials and Website**

The Political Science Department has an exclusive section within the Social Science pages of the WWCC website. It contains current information, which includes the program, courses, and faculty members. It also includes contact information.

The History Department also has an exclusive section within the Social Science pages of the WWCC website which dovetail the Political Science pages. Information includes program, faculty members, student comments, and an extensive and interesting photo gallery.

In addition, web pages specific to Dr. Gardner's political science and history courses are fully accessed (requires no special web access or permissions) by typing in the web address [http://www.wvcc.wy.edu/wyo\\_hist/](http://www.wvcc.wy.edu/wyo_hist/). The web pages can also be accessed by clicking the hotlink within the "Faculty" tab in many Social Science programs.

A request has been submitted to the WWCC Publications Department to develop an updated marketing flyer for the Political Science program, to be consistent with the other one page flyers currently being used for WWCC marketing purposes. We have been informed the flyers are being created in alphabetical order of program name.

## Section VII: Recommendations from Previous Program Review

We have worked hard to accomplish the recommendations put forth in the previous program review. Lack of staff and time prevented us from achieving all these goals but we accomplished many of them. These are shown in the table below.

<b>Recommendations From the 2003 Program Review</b>	<b>Current Status</b>
It is critical that more effort go into program level assessment. We are only about half way to developing and implementing program wide level assessment.	The development of the pre- and post-testing as an assessment tool has taken us closer to this goal.
The political science program rarely has requested resources outside of computers and software. We lag behind in the creation of web sites and literature that describes our program and its focus.	The website is updated/current. A marketing brochure is in the work.
Look at structuring staffing requirements to insure the workload is not too heavy on any one individual.	Accomplished.
Upgrade computers in all areas to aid in creating and generating world class distance learning delivery of Internet and web courses and at the same time allow for quality instruction and assessment.	Accomplished - We have improved but need to continue to work towards this objective.
It is recommended that a web page for Political Science be developed.	Accomplished.
The Legislative Intern Program needs to be strengthened and expanded but because of increased demands on the staff assigned to this effort, we have been slow to add more interns to the program. The Intern Program has proven successful and we think it should continue.	Accomplished - We are very proud of this program and have expanded it to the U.S. House of Representatives and U.S. Senate. We will continue to work towards this objective.

## **Section VIII: Strengths, Limitations, and Opportunities**

### **A. Strengths**

The faculty in the program gets along and works well with one another. The team-taught American & Wyoming Government course allows the individual instructors to learn from one another and gain insights into how to improve their teaching. It also provides diversity for students via instructions from additional perspectives/styles. The principle concern has been how do we improve our teaching skills? The greatest strength of this program is our team-teaching efforts.

### **B. Limitations**

The primary challenge facing this program is competing demands for our time. Our diversity and ability to adapt to change causes some to think added demands on our time can be met without stress. Although expectations of what we can and should do have increased, we have had no increase in staffing. No one faculty member teaches solely in this program. Thus the challenge is how to advance the program and maintain the high enrollments we have in some areas.

## Section IX: Planning

### A. Existing and Future Planning (5-year action plan)

Our planning goals persist. They are outlined below. While things are changing within the Political Science Department, we have set forth a five year plan to serve as a guide. The above section sets forth our ideals while the following table forth a basic sketch of when we want to accomplish certain objectives. The section following this table provides a narrative of other goals we intend to pursue.

#### **5-Year Plan for Strengthening Our Program 2008-2013**

<b>Task or Action</b>	<b>Purpose</b>	<b>Measure of Success</b>	<b>Who is Responsible</b>
<b>GOAL 1</b>			
Work to improve the student's analytical skills.	"Learning is our purpose and students are our focus"	Develop testing instruments that measure a student's ability to consider multiple factors in reaching conclusions.	Bruce Anderson and Dudley Gardner
<i>Data to Justify Need</i>		<i>Consequence of not funding</i>	
In the next five years as FTE's increase, hire a new instructor to replace retiring faculty.	To insure we can offer the required US Government Courses	We will have to reduce the number of core courses we offer.	Academic Council, the Professional Standards Board (PSB) and the Political Science Department.
<b>GOAL 2</b>			
Continue working on improving our pre and post test.	<b>Measure students understanding of material presented in government courses.</b>	<b>The standard test questions have been created and administered.</b>	<b>Adjunct and fulltime faculty.</b>
<i>Task Dependent on Increased Funding</i>		<i>Consequence of not funding</i>	
Improve professional development opportunities. Provide funding to Adjunct Professors.	<b>Employees are a principle asset.</b>	<b>Faculty will fall behind in their fields of study.</b>	Student Learning, Bruce Anderson, and Dudley Gardner
<b>GOAL 3</b>			
Work to improve our assessment goals as set forth in this	Assessment of student learning is one of the program goals.	We will evaluate our program's assessment goals and determine if	All faculty teaching Political Science courses.

<p>program review.          Insure that we move towards AQIP in a seamless fashion. Pay for typing and administering test          \$1,200.00</p>	<p>we have met the objectives we have laid out in this program. We will do this through internal evaluation of the program and by asking outside evaluators to determine if we have developed adequate assessment measures.</p>		
<b><i>Task Dependent on Increased Funding</i></b>	<b><i>Data to Justify Need</i></b>	<b><i>Consequence of not funding</i></b>	
<p>Improvement of distance education.          Cost of video editing \$5,200.00.          Computer upgrades and soft ware \$8,200.00.</p>	<p><b>Each semester more students enroll in NT courses. We want to expand internet offerings.</b></p>	<p><b>We feel that interest in the internet courses (NT) will eventually fall off as we compete with other distance education programs if we do not upgrade quality.</b></p>	<p>All faculty teaching Political Science courses.</p>

**B. Vision for the Future**

The political science program will request resources to improve computers and software. We lag behind in the creation of web sites and literature that describes our program and its focus. To achieve some of our goals in the future we intend to:

- ! Look at structuring staffing requirements to insure the work load is not too heavy on any one individual.
- ! Upgrade computers in all areas to aid in creating and generating world class distance learning delivery of Internet and web courses and at the same time allow for quality instruction and assessment.
- ! It is our goal to maintain and regularly update the web page for Political Science.
- ! The Social Science Intern Program has proven successful and we think it should continue. Because of increased demands on the staff assigned to this effort it would be difficult for the Intern Program to be further strengthened or expanded.
- ! Since Economics and History now meet the statutory requirements we need to work to integrate all instructors, not just fulltime members, into the discourse of pre- and post-testing assessment of students in this program.
- ! The faculty in this area needs to include all adjunct faculty in discussions of assessment and goals for the program.

## **Section X: Summary**

The government program has changed in the last five years. What has not changed is its commitment to work together and grow. The adjunct and full-time faculty in this program should be commended for this.

## Appendix A

### Political Science Essay Rubric

Essay Question #	POLS WWCC Goal Assessed	0 Criteria not met	1 Criteria needs improvement	2 Criteria partially met	3 Criteria met basic competencies	4 Criteria exceeds basic competencies	5 Criteria is of superior quality
<b>Goal: Communicate Competently / The ability to write a well-crafted essay</b>							
1 & 2	Based upon facts, the student will be able to craft a well thought-out essay.  <b>Benchmark: 80% should achieve Level 2 or higher.</b>	The essay is unclear and unsupported by comments or evidence.	The essay is unacceptable, poorly written, very little or no detail.	The essay demonstrates poor response, lacking in detail, not well-written.	The essay provides an average response, incorporating some, but not all of the essential elements of a complete response.	The essay is a good response; articulate and generally well-written, thought not complete.	The essay is complete, thorough, thoughtful, and well-written; very good. <i>Mechanically, the essay has a strong thesis/introduction, three body paragraphs, and a strong conclusion</i>
1	Based upon facts, the student will be able to craft a well thought-out essay dealing with: What is Democracy?  <b>Benchmark: 80% should achieve Level 2 or higher.</b>	The essay makes no reference to Democratic Structures.	The essay only refers to Democracy briefly and makes little reference to political principles and elements.	The essay has only one example of the role of the individual in Democracy.	The essay clearly points out the role of the individual citizen's rights and responsibilities in Democracy.	The essay describes the role of the individual and the rights of the governed in Democracy and makes reference to Civil Societies role in cooperation and collective deliberation.	The essay describes the rights of the governed, the role of the individual in Democracy, and has a notion of accountability.
2	Based upon facts, the student will be able to craft a well thought-out essay dealing with: What are the critical elements of the Wyoming Constitution?  <b>Benchmark: 80% should achieve Level 2 or higher.</b>	The essay makes no reference to the Wyoming Constitution.	The essay only refers to the Wyoming Constitution briefly.	The essay has only two references to the Wyoming Constitution.	The essay clearly defines the concept of equality in the Wyoming Constitution.	The essay clearly defines the concept of equality in the Wyoming Constitution and the powers inherent to the people.	The essay clearly defines the concept of equality in the Wyoming Constitution; the fact power is inherent to the people, and the distribution of power.

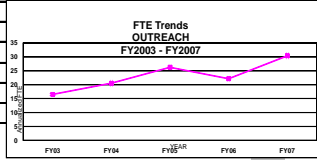
# Appendix B

# FTE Charts

Western Wyoming Community College  
 Program Data Period: FY2003 - FY2007  
 Department: POLITICAL SCIENCE/HISTORY (US GOVERNMENT)

## OUTREACH ENROLLMENT

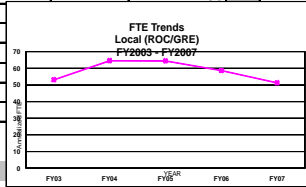
	SEMESTER 02-03'				SEMESTER 03-04'				PERCENT CHANGE	SEMESTER 04-05'				PERCENT CHANGE	SEMESTER 05-06'				PERCENT CHANGE	SEMESTER 06-07'				PERCENT CHANGE
	SU02	FA02	SP03	ANNUAL	SU03	FA03	SP04	ANNUAL		SU04	FA04	SP05	ANNUAL		SU05	FA05	SP06	ANNUAL		SU06	FA06	SP07	ANNUAL	
<b>Duplicated Headcount</b>	0	79	53	66.00	0	78	86	82.00	24.24%	0	107	103	105.00	28.05%	0	109	68	88.50	-15.71%	0	150	93	121.50	37.29%
<b>FTE</b>	0.00	19.75	13.25	16.50	0	19.50	21.5	20.50	24.24%	0	26.75	25.75	26.25	28.05%	0	27.25	17	22.13	-15.71%	0	37.5	23.25	30.38	37.29%
% of Total College FTE	0.00%	1.07%	0.75%	0.87%	0.00%	1.01%	1.16%	1.03%	18.41%	0.00%	1.34%	1.26%	1.24%	20.22%	0.00%	1.28%	0.84%	1.00%	-19.67%	0.00%	1.81%	1.18%	1.42%	41.70%
<b>Number of Classes:</b>																								
Day Classes	0	1	1	1.00	0	3	1	2.00	100.00%	0	4	1	2.50	25.00%	0	3	1	2.00	-20.00%	0	5	1	3.00	50.00%
Evening Classes	0	2	1	1.50	0	2	2	2.00	33.33%	0	3	2	2.50	25.00%	0	2	2	2.00	-20.00%	0	2	2	2.00	0.00%
Asynchronous	0				0	1	2	1.50	50.00%	0	1	2	1.50	0.00%	0	2	2	2.00	33.33%	0	2	2	2.00	0.00%
Total	0				0	6	5	5.50	57.14%	0	8	5	6.50	18.18%	0	7	5	6.00	-7.69%	0	9	5	7.00	16.67%
Avg. Class Size	0.00				0.00	13.00	17.20	15.10	-19.29%	0.00	13.38	20.60	16.99	12.50%	0.00	15.57	13.60	14.59	-14.14%	0.00	16.67	18.60	17.63	20.89%
Classes Under 10 (directed study excluded)	0				0	0	1	0.50	0.00%	0	3	0	1.50	200.00%	0	2	2	2.00	33.33%	0	1	1	1.00	-50.00%
<b>Staffing:</b>																								
Hours Taught by FT Faculty	0	0	0	0.00	0	0	0	0.00	0.00%	0	0	0	0.00	0.00%	0	0	0	0.00	0.00%	0	0	0	0.00	0.00%
Hours Taught by PT Faculty	0	12	9	10.50	0	18	15	16.50	57.14%	0	24	15	19.50	18.18%	0	21	15	18.00	-7.69%	0	27	15	21.00	16.67%
Total Credit Hrs. Taught	0	12	9	10.50	0	18	15	16.50	57.14%	0	24	15	19.50	18.18%	0	21	15	18.00	-7.69%	0	27	15	21.00	16.67%
Student/Faculty/Ratio (FTE/(Cr. Hrs./15))	0.00	24.69	22.08	23.39	0.00	16.25	21.50	18.64	-20.31%	0.00	16.72	25.75	21.23	13.94%	0.00	19.46	17.00	18.23	-14.14%	0.00	20.83	23.25	22.04	20.89%
FTE By FT Faculty	0	0	0	0.00	0	0.00	0	0.00	0.00%	0	0.00	0	0.00	0.00%	0	0	0	0.00	0.00%	0	0	0	0.00	0.00%
% of Program FTE	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
FTE By PT Faculty	0	19.75	13.25	16.50	0	19.5	21.5	20.50	24.24%	0	26.75	25.75	26.25	28.05%	0	27.25	17	22.13	-15.71%	0	37.5	23.25	30.38	37.29%
% of Program FTE	0.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%



**Western Wyoming Community College**  
**Program Data Period: FY2003 - FY2007**  
**Department: POLITICAL SCIENCE/HISTORY (US GOVERNMENT)**

**LOCAL ENROLLMENT (ROC & GRE)**

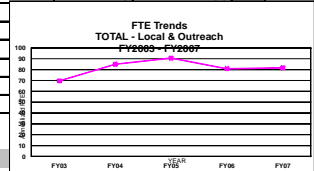
	SEMESTER 02-03'				SEMESTER 03-04'				SEMESTER 04-05'				SEMESTER 05-06'				SEMESTER 06-07'							
	SU02	FA02	SP03	ANNUAL	SU03	FA03	SP04	ANNUAL	PERCENT CHANGE	SU04	FA04	SP05	ANNUAL	PERCENT CHANGE	SU05	FA05	SP06	ANNUAL	PERCENT CHANGE	SU06	FA06	SP07	ANNUAL	PERCENT CHANGE
<b>Duplicated Headcount</b>	40	203	182	212.50	42	267	207	258.00	21.41%	31	291	193	257.50	-0.19%	36	259	174	234.50	-8.93%	31	219	160	205.00	-12.58%
<b>FTE</b>	10.00	50.75	45.50	53.13	10.5	66.75	51.75	64.50	21.41%	7.75	72.75	48.25	64.38	-0.19%	9	64.75	43.5	58.63	-8.93%	7.75	54.75	40.00	51.25	-12.58%
% of Total College FTE	5.68%	2.76%	2.58%	2.81%	5.47%	3.47%	2.80%	3.25%	15.71%	4.21%	3.65%	2.36%	3.05%	-6.29%	3.36%	3.04%	2.14%	2.65%	-13.21%	3.08%	2.65%	2.03%	2.39%	-9.77%
<b>Number of Classes:</b>																								
Day Classes	1	7	6	7.00	1	10	3	7.00	0.00%	1	7	3	5.50	-21.43%	1	7	3	5.50	0.00%	1	8	3	6.00	9.09%
Evening Classes	1	2	2	2.50	1	2	2	2.50	0.00%	1	3	3	3.50	40.00%	1	2	3	3.00	-14.29%	1	2	3	3.00	0.00%
Asynchronous	0				0	1	2	1.50	50.00%	0	2	2	2.00	0.00%	0	2	2	2.00	0.00%	0	2	2	2.00	0.00%
Total	2				2	13	7	11.00	4.76%	2	12	8	11.00	0.00%	2	11	8	10.50	-4.55%	2	12	8	11.00	4.76%
Avg. Class Size	20.00				0.00	20.54	29.57	35.55	17.49%	15.50	24.25	24.13	31.94	-10.17%	18.00	23.55	21.75	31.65	-0.91%	15.50	18.25	20.00	26.88	-15.08%
Classes Under 10 (directed study excluded)	0				0	0	0	0.00	0.00%	0	1	0	0.50	0.00%	0	1	2	1.50	200.00%	0	4	2	3.00	100.00%
<b>Staffing:</b>																								
Hours Taught by FT Faculty	6	30	27	31.50	6	42	21	34.50	9.52%	6	36	24	33.00	-4.35%	6	30	21	28.50	-13.64%	6	36	24	33.00	15.79%
Hours Taught by PT Faculty	0	0	0	0.00	0	0	0	0.00	0.00%	0	0	0	0.00	0.00%	0	3	3	3.00	-	0	0	0	0.00	-100.00%
Total Credit Hrs. Taught	6	30	27	31.50	6	42	21	34.50	9.52%	6	36	24	33.00	-4.35%	6	33	24	31.50	-4.55%	6	36	24	33.00	4.76%
Student/Faculty/Ratio (FTE/(Cr. Hrs./15))	25.00	25.38	25.28	37.83	26.25	23.84	36.96	28.04	-25.86%	19.38	30.31	30.16	39.92	42.36%	22.50	29.43	27.19	39.56	-0.91%	19.38	22.81	25.00	33.59	-15.08%
FTE By FT Faculty	10	50.75	45.5	53.13	10.5	66.75	51.75	64.50	21.41%	7.75	72.75	48.25	64.38	-0.19%	9	62.25	41.25	56.25	-12.62%	7.75	54.75	40.00	51.25	-8.89%
% of Program FTE	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	96.14%	94.83%	95.95%	-4.05%##	100.00%	100.00%	100.00%	100.00%	4.22%
FTE By PT Faculty	0	0	0	0.00	0	0	0	0.00	0.00%	0	0	0	0.00	0.00%	0	2.5	2.25	2.38	-	0	0	0	0.00	-100.00%
% of Program FTE	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.86%	5.17%	4.05%	-	0.00%	0.00%	0.00%	0.00%	-100.00%



**Western Wyoming Community College**  
**Program Data Period: FY2003 - FY2007**  
**Department: POLITICAL SCIENCE/HISTORY (US GOVERNMENT)**

**TOTAL ENROLLMENT - All Locations**

	SEMESTER 02-03'				SEMESTER 03-04'				PERCENT CHANGE	SEMESTER 04-05'				PERCENT CHANGE	SEMESTER 05-06'				PERCENT CHANGE	SEMESTER 06-07'				PERCENT CHANGE
	SU02	FA02	SP03	ANNUAL	SU03	FA03	SP04	ANNUAL		SU04	FA04	SP05	ANNUAL		SU05	FA05	SP06	ANNUAL		SU06	FA06	SP07	ANNUAL	
<b>Duplicated Headcount</b>	40	282	235	278.50	42	345	293	340.00	22.08%	31	398	296	362.50	6.62%	36	368	242	323.00	-10.90%	31	369	253	326.50	1.08%
<b>FTE</b>	10.00	70.50	58.75	69.63	10.5	86.25	73.25	85.00	22.08%	7.75	99.5	74	90.63	6.62%	9	92.00	60.5	80.75	-10.90%	7.75	92.25	63.25	81.63	1.08%
% of Total College FTE	5.68%	3.83%	3.33%	3.69%	5.47%	4.48%	3.96%	4.29%	16.35%	4.21%	4.99%	3.62%	4.29%	0.10%	3.36%	4.32%	2.97%	3.65%	-15.08%	3.08%	4.46%	3.21%	3.80%	4.33%
<b>Number of Classes:</b>																								
Day Classes	1	8	7	8.00	1	13	4	9.00	12.50%	1	11	4	8.00	-11.11%	1	10	4	7.50	-6.25%	1	13	4	9.00	20.00%
Evening Classes	1	4	3	4.00	1	4	4	4.50	12.50%	1	6	5	6.00	33.33%	1	4	5	5.00	-16.67%	1	4	5	5.00	0.00%
Asynchronous	0				0	3	4	3.50	133.33%	0	3	4	3.50	0.00%	0	4	4	4.00	14.29%	0	4	4	4.00	0.00%
Total	2				2	20	12	17.00	25.93%	2	20	13	17.50	2.94%	2	18	13	16.50	-5.71%	2	21	13	18.00	9.09%
Avg. Class Size	20.00				17.00	17.25	24.42	31.33	2.27%	15.50	19.90	22.77	29.08	-7.18%	18.00	20.44	18.62	28.53	-1.91%	15.50	17.57	19.46	26.27	-7.93%
Classes Under 10 (directed study excluded)	0				0	0	1	0.50	0.00%	0	4	0	2.00	300.00%	0	2	3	2.50	25.00%	0	5	3	4.00	60.00%
<b>Staffing:</b>																								
Hours Taught by FT Faculty	6	30	27	31.50	6	42	21	34.50	9.52%	6	36	24	33.00	-4.35%	6	30	21	28.50	-13.64%	6	36	24	33.00	15.79%
Hours Taught by PT Faculty	0	12	9	10.50	0	18	15	16.50	57.14%	0	24	15	19.50	18.18%	0	24	18	21.00	7.69%	0	27	15	21.00	0.00%
Total Credit Hrs. Taught	6	42	36	42.00	6	60	36	51.00	21.43%	6	60	39	52.50	2.94%	6	54	39	49.50	-5.71%	6	63	39	54.00	9.09%
Student/Faculty/Ratio (FTE/(Cr. Hrs./15))	25.00	25.18	24.48	37.33	26.25	21.56	30.52	25.00	-33.03%	19.38	24.88	28.46	36.36	45.42%	22.50	25.56	23.27	35.66	-1.91%	19.38	21.96	24.33	32.83	-7.93%
FTE By FT Faculty	10	50.75	45.5	53.13	10.5	66.75	51.75	64.50	21.41%	7.75	72.75	48.25	64.38	-0.19%	9	62.25	41.25	56.25	-12.62%	7.75	54.75	40.00	51.25	-8.89%
% of Program FTE	100.00%	71.99%	77.45%	76.30%	100.00%	77.39%	70.65%	75.88%	-0.55%	100.00%	73.12%	65.20%	71.03%	-6.39%	100.00%	67.66%	68.18%	69.66%	-1.94%	100.00%	59.35%	63.24%	62.79%	-9.87%
FTE By PT Faculty	0	19.75	13.25	16.50	0	19.5	21.5	20.50	24.24%	0	26.75	25.75	26.25	28.05%	0	29.75	19.25	24.50	-6.67%	0	37.5	23.25	30.38	23.98%
% of Program FTE	0.00%	28.01%	22.55%	23.70%	0.00%	22.61%	29.35%	24.12%	1.77%	0.00%	26.88%	34.80%	28.97%	20.10%	0.00%	32.34%	31.82%	30.34%	4.75%	0.00%	40.65%	36.76%	37.21%	22.65%





## 2004 Fall Pre-Test

<u>QUESTION #</u>	<u>TUESDAY: 1001B</u>	<u>WEDNESDAY: 1001A</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
<u># of Students</u>	85	90		175
1	22	41	31.50	36.00%
2	36	34	35.00	40.00%
3	55	59	57.00	65.14%
4	28	67	47.50	54.29%
5	20	81	50.50	57.71%
6	32	77	54.50	62.29%
7	49	86	67.50	77.14%
8	47	70	58.50	66.86%
9	52	57	54.50	62.29%
10	59	64	61.50	70.29%
11	23	35	29.00	33.14%
12	76	46	61.00	69.71%
13	46	48	47.00	53.71%

## 2005 Spring Pre-Test

<u>QUESTION #</u>	<u>1000-01/ 1000-03</u>	<u>1000-04</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
<u># of Students</u>	51	27		78
1	21	8	14.50	37.18%
2	21	13	17.00	43.59%
3	34	8	21.00	53.85%
4	26	12	19.00	48.72%
5	22	9	15.50	39.74%
6	19	16	17.50	44.87%
7	29	16	22.50	57.69%
8	40	20	30.00	76.92%
9	29	18	23.50	60.26%
10	33	24	28.50	73.08%
11	14	6	10.00	25.64%
12	43	23	33.00	84.62%
13	30	14	22.00	56.41%

## 2006 Spring Pre-Test

<u>QUESTION #</u>	<u>1000-03</u>	<u>1000-04</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
<u># of Students</u>	14	12		26
1	4	3	3.50	26.92%
2	5	6	5.50	42.31%
3	11	5	8.00	61.54%
4	9	4	6.50	50.00%
5	1	6	3.50	26.92%
6	3	4	3.50	26.92%
7	8	8	8.00	61.54%
8	4	5	4.50	34.62%
9	7	6	6.50	50.00%
10	11	3	7.00	53.85%
11	3	2	2.50	19.23%
12	12	9	10.50	80.77%
13	8	5	6.50	50.00%

## 2006 Fall Pre-Test

<u>QUESTION #</u>	<u>1000-02</u>	<u>1000-03</u>	<u>1000-B1</u>	<u>1000-G1</u>	<u>1000-V1</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
<b># of Students</b>	<b>40</b>	<b>19</b>	<b>7</b>	<b>4</b>	<b>14</b>		<b>84</b>
1	20	11	3	3	6	8.60	51.19%
2	13	6	1	3	7	6.00	35.71%
3	29	14	4	2	10	11.80	70.24%
4	19	12	3	2	6	8.40	50.00%
5	16	12	3	1	4	7.20	42.86%
6	15	11	3	1	9	7.80	46.43%
7	28	11	5	1	9	10.80	64.29%
8	32	17	5	3	5	12.40	73.81%
9	23	15	6	3	11	11.60	69.05%
10	29	14	5	3	12	12.60	75.00%
11	14	9	4	0	3	6.00	35.71%
12	31	13	7	3	9	12.60	75.00%
13	25	13	4	2	6	10.00	59.52%

## 2006 Fall Post-Test

<u>QUESTION #</u>	<u>1000-02</u>	<u>1000-03</u>	<u>1000-B1</u>	<u>1000-G1</u>	<u>1000-V1</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>	<u>PERCENT OF CHANGE</u>
<b># of Students</b>	<b>49</b>	<b>13</b>	<b>6</b>	<b>3</b>	<b>14</b>		<b>85</b>	
1	36	0	0	1	2	7.80	45.88%	-5.31%
2	7	13	0	1	0	4.20	24.71%	-11.01%
3	9	0	0	1	3	2.60	15.29%	-54.94%
4	11	2	0	1	8	4.40	25.88%	-24.12%
5	8	0	3	1	3	3.00	17.65%	-25.21%
6	16	0	0	0	3	3.80	22.35%	-24.08%
7	19	0	1	0	9	5.80	34.12%	-30.17%
8	41	0	5	1	5	10.40	61.18%	-12.63%
9	21	1	0	2	7	6.20	36.47%	-32.58%
10	20	0	0	2	11	6.60	38.82%	-36.18%
11	6	0	0	1	0	1.40	8.24%	-27.48%
12	27	9	6	1	12	11.00	64.71%	-10.29%
13	9	0	0	0	3	2.40	14.12%	-45.41%

## 2007 Spring Pre-Test

<u>QUESTION #</u>	<u>1000-01</u>	<u>1000-02</u>	<u>1000-03</u>	<u>1000-G1</u>	<u>1000-V1</u>	<u>1000-V2</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
<b># of Students</b>	<b>31</b>	<b>45</b>	<b>15</b>	<b>6</b>	<b>26</b>	<b>32</b>		<b>155</b>
1	13	24	6	3	4	3	8.83	34.19%
2	8	19	5	3	10	1	7.67	29.68%
3	18	30	10	3	4	6	11.83	45.81%
4	13	19	7	5	9	15	11.33	43.87%
5	11	10	2	1	6	4	5.67	21.94%
6	9	10	2	3	6	5	5.83	22.58%
7	18	27	8	5	17	10	14.17	54.84%
8	26	36	14	4	20	15	19.17	74.19%
9	18	31	10	5	20	11	15.83	61.29%
10	22	35	11	5	23	12	18.00	69.68%
11	6	14	4	2	5	1	5.33	20.65%
12	21	33	12	5	19	26	19.33	74.84%
13	19	21	10	4	16	6	12.67	49.03%

## 2007 Spring Post-Test

<u>QUESTION #</u>	<u>1000-01</u>	<u>1000-02</u>	<u>1000-03</u>	<u>1000-G1</u>	<u>1000-V1</u>	<u>1000-V2</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>	<u>PERCENT OF CHANGE</u>
<b># of Students</b>	<b>25</b>	<b>44</b>	<b>9</b>	<b>5</b>	<b>25</b>	<b>6</b>		<b>114</b>	
1	1	2	0	0	1	1	0.83	4.39%	-29.81%
2	2	1	0	0	1	1	0.83	4.39%	-25.29%
3	6	5	1	0	4	5	3.50	18.42%	-27.39%
4	7	10	1	0	5	2	4.17	21.93%	-21.94%
5	4	5	1	0	1	0	1.83	9.65%	-12.29%
6	1	4	0	5	6	2	3.00	15.79%	-6.79%
7	5	6	0	0	4	1	2.67	14.04%	-40.80%
8	10	0	3	0	23	4	6.67	35.09%	-39.11%
9	12	12	2	0	12	3	6.83	35.96%	-25.33%
10	9	12	2	0	16	3	7.00	36.84%	-32.84%
11	1	8	1	0	1	0	1.83	9.65%	-11.00%
12	16	23	4	3	19	6	11.83	62.28%	-12.56%
13	4	10	0	0	6	5	4.17	21.93%	-27.10%

2007 Fall Pre-Test												COMPARATOR NonConcurrent HS Students	
QUESTION #	1000-01	1000-02	1000-03	1000-05	1000-06	1000-V1	1000-V2	1000-V3	1000-M1	AVERAGE # OF WRONG RESPONSES	TOTAL PERCENTAGE WRONG	1000-EVHS NonConcurrent Kimble	% WRONG DIFFERENCE Conc vs. Non
# of Students	26	32	9	30	6	10	16	8	14		151	22	
1	8	12	5	13	2	3	8	1	6	6.44	38.41%	15	-29.77%
2	7	9	4	11	2	5	13	5	9	7.22	43.05%	13	-16.04%
3	22	27	6	20	4	8	13	5	11	12.89	76.82%	7	45.00%
4	13	13	4	13	1	4	7	1	5	6.78	40.40%	7	8.58%
5	9	12	1	8	1	2	7	2	8	5.56	33.11%	8	-3.25%
6	16	16	1	9	2	4	8	3	4	7.00	41.72%	11	-8.28%
7	18	23	4	17	1	8	9	3	9	10.22	60.93%	13	1.84%
8	22	25	8	24	5	7	14	4	13	13.56	80.79%	16	8.07%
9	18	23	2	16	4	8	15	7	9	11.33	67.55%	15	-0.63%
10	23	24	3	18	4	6	14	7	7	11.78	70.20%	17	-7.07%
11	6	10	2	8	1	3	0	0	1	3.44	20.53%	4	2.35%
12	22	29	6	21	6	6	14	7	12	13.67	81.46%	19	-4.91%
13	10	12	5	18	3	4	11	4	9	8.44	50.33%	14	-13.31%

2007 Fall Post-Test												
QUESTION #	1000-01	1000-02	1000-03	1000-05	1000-06	1000-V1	1000-V2	1000-V3	1000-M1	AVERAGE # OF WRONG RESPONSES	TOTAL PERCENTAGE WRONG	PERCENT OF CHANGE
# of Students	22		7		6	7	11	9	12		74	
1	18		0		0	2	4	2	2	4.33	37.84%	-0.57%
2	13		0		2	1	1	1	2	3.17	27.03%	-16.02%
3	10		0		4	2	5	1	1	3.50	31.08%	-45.74%
4	12		0		1	2	3	4	5	4.17	36.49%	-3.91%
5	14		0		0	0	2	2	2	3.33	27.03%	-6.09%
6	7		0		5	1	4	1	5	3.67	31.08%	-10.64%
7	7		0		3	4	4	4	6	4.00	37.84%	-23.09%
8	13		14		5	3	5	6	9	8.67	74.32%	-6.47%
9	8		0		5	5	9	7	7	6.00	55.41%	-12.14%
10	16		0		1	5	10	6	6	6.50	59.46%	-10.74%
11	5		0		3	0	0	0	0	1.33	10.81%	-9.72%
12	12		14		0	5	9	5	11	8.50	75.68%	-5.78%
13	5		14		1	0	4	2	2	4.67	37.84%	-12.49%

## 2008 Spring Pre-Test

<u>QUESTION #</u>	<u>1000-01</u>	<u>1000-02</u>	<u>1000-03</u>	<u>1000-G1</u>			<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
<b># of Students</b>	<b>23</b>	<b>47</b>	<b>8</b>	<b>16</b>				<b>94</b>
1	10	24	1	8			10.75	45.74%
2	10	21	3	10			11.00	46.81%
3	15	36	6	13			17.50	74.47%
4	9	23	5	5			10.50	44.68%
5	7	19	0	6			8.00	34.04%
6	7	20	2	8			9.25	39.36%
7	17	29	7	10			15.75	67.02%
8	18	31	6	13			17.00	72.34%
9	16	25	5	12			14.50	61.70%
10	16	28	5	15			16.00	68.09%
11	3	13	2	5			5.75	24.47%
12	22	36	6	11			18.75	79.79%
13	9	26	4	11			12.50	53.19%
<b>Essay #1 Average Score</b>	2.0	2.5	4.5	0.7			2.43	<b>BASELINE DATA</b>
<b>Essay #2 Average Score</b>	0.5	1.1	3.0	0.4			1.25	<b>BASELINE DATA</b>

## 2008 Spring Post-Test

<u>QUESTION #</u>	<u>1000-01</u>	<u>1000-02</u>	<u>1000-03</u>	<u>1000-F1</u>	<u>1000-V1</u>	<u>1000-V2</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>	<u>PERCENT OF CHANGE</u>	
<u># of Students</u>	18	48	10	14	12	11		113		
1	3	14	0	3	1	5	3.71	23.01%	-23.53%	
2	1	2	2	14	2	3	3.43	21.24%	-25.30%	
3	5	14	2	2	5	8	5.14	31.86%	-42.40%	
4	4	28	4	2	1	6	6.43	39.82%	-5.72%	
5	2	9	0	2	1	2	2.29	14.16%	-22.47%	
6	5	10	2	14	1	0	4.57	28.32%	-9.31%	
7	11	26	6	14	3	2	8.86	54.87%	-12.46%	
8	14	32	8	4	10	6	10.57	65.49%	-6.79%	
9	8	26	4	4	6	8	8.00	49.56%	-14.80%	
10	3	29	5	9	7	9	8.86	54.87%	-14.44%	
11	2	9	1	3	0	0	2.14	13.27%	-12.47%	
12	14	32	6	13	10	8	11.86	73.45%	-5.76%	
13	4	9	1	13	3	5	5.00	30.97%	-22.49%	
<b>Essay #1 Average Score</b>	4.9		4.0			2.2	3.7		166.67%	<b>BASELINE DATA</b>
<b>Essay #2 Average Score</b>	4.5		3.5			2.7	3.6		330.25%	<b>BASELINE DATA</b>

## 2008 Fall Pre-Test

<u>QUESTION #</u>	<u>1001-A</u>	<u>1000-03</u>	<u>1000-04</u>	<u>1000-F1</u>	<u>1000-GE</u>	<u>1000-NT1 &amp; NT2</u>	<u>1000-VS1</u>	<u>1000-VS2</u>	<u>AVERAGE # OF WRONG RESPONSES</u>	<u>TOTAL PERCENTAGE WRONG</u>
<b># of Students</b>	<b>67</b>	<b>31</b>	<b>10</b>	<b>19</b>	<b>7</b>	<b>46</b>	<b>11</b>	<b>12</b>		<b>203</b>
1	26	17	4	10	2	18	4	3	10.00	39.41%
2	34	11	7	8	3	22	3	6	11.38	44.83%
3	50	26	9	13	5	26	4	11	17.50	68.97%
4	24	15	3	10	4	19	2	5	10.00	39.41%
5	24	13	2	8	2	14	1	4	8.38	33.00%
6	28	6	5	12	1	36	2	5	11.63	45.81%
7	44	18	5	10	3	18	3	4	12.75	50.25%
8	50	26	10	12	5	38	9	9	18.75	73.89%
9	43	17	6	16	6	19	8	11	14.75	58.13%
10	37	21	8	14	6	19	9	9	14.25	56.16%
11	20	7	4	9	1	5	2	3	6.13	24.14%
12	57	30	9	13	6	37	9	11	20.38	80.30%
13	31	20	6	15	4	19	7	6	12.63	49.75%
<b>Essay #1 Average Score</b>	2.0	1.6	2.8	1.7	0.9	1.3	1.7	1.3	1.45	
<b>Essay #2 Average Score</b>	0.7	1.0	0.3	0.2	0.1	1.7	1.3	1.1	0.64	

## 2008 Fall Post-Test

<b>QUESTION #</b>	<i>combined</i> →	<b>1001-A 1000-03 1000-04</b>	<i>combined</i> ←	<b>1000-F1</b>	<b>1000-GE</b>	<b>1000-NT1/NT2</b>			<b>AVERAGE # OF WRONG RESPONSES</b>	<b>TOTAL PERCENTAGE WRONG</b>	<b>PERCENT OF CHANGE</b>
<b># of Students</b>		<b>96</b>		<b>24</b>	<b>5</b>					<b>125</b>	
1		48		1	0			16.33	47.20%	7.79%	
2		7		3	0			3.33	8.00%	-36.83%	
3		5		2	0			2.33	5.60%	-63.37%	
4		4		2	0			2.00	4.80%	-34.61%	
5		4		2	5			3.67	8.80%	-24.20%	
6		31		1	0			10.67	25.60%	-20.21%	
7		24		0	0			8.00	19.20%	-31.05%	
8		17		0	0			5.67	13.60%	-60.29%	
9		34		0	0			11.33	27.20%	-30.93%	
10		50		0	0			16.67	40.00%	-16.16%	
11		20		0	0			6.67	16.00%	-8.14%	
12		13		0	0			4.33	10.40%	-69.90%	
13		13		0	0			4.33	10.40%	-39.35%	
<b>Essay #1 Average Score</b>				3.5	3.0			3.25		224.14%	
<b>Essay #2 Average Score</b>				3.3	3.4			3.35		525.49%	