

**Program Assessment Plan, 2011-2016**

**Department/Program: Political Science**

<b>Time Period</b> (Academic Year, Semester, etc.)	<b>Assessment Activity</b> (Outcome Assessment, Outcomes Review, Alumni Survey, Assessment Analysis, etc.)	<b>Responsible Individual or Organization</b> (Specify who is responsible to see that this activity is carried out.)	<b>Relevant Planning Information</b> (For Outcome Assessment indicate information such as where the evidence will be gathered, type of student work to be used, what results would indicate success, etc. as appropriate and known at the time the plan is created. For other assessment tasks, indicate how they will be carried out.)	<b>Status</b> (Use this column to indicate the status of the activity during Assessment Plan review. E.g., Completed, Postponed, In-Progress, Deleted, etc.)
2011-2012	1. Assessment liaison appointed to 3 year term. 2. Assessment committee of 4 members (including liaison) formed. 3. Assessment data collected from gateway (PS 372 and PS 372A) and capstone courses (PS 471A-F) as per the Simplifying Assessment Across the University model. Data will be collected from the Fall	1. Assessment liaison appointed by department chair. 2. Assessment Committee selected by department. 3. Assessment data collected by liaison. 4. Analysis and scoring of data by assessment committee. 5. Report written and submitted by	Final papers and final exams will be collected as samples of student work. Ten randomly selected papers/exams per course will be assessed using our scoring rubrics. For the gateway PS 372 and 372A courses, success will be indicated by a score of <i>satisfactory</i> on the rubric, meaning that the student has demonstrated an introductory understanding of the skill/SLO. For the PS 471A-F capstone courses, success will be indicated by a score of <i>satisfactory-exemplary</i> , meaning that the student as demonstrated a mastery of the particular skill/SLO.	

	<p>and Spring semesters</p> <p>4. Data uploaded onto Moodle and assessed by the committee using our department scoring rubrics.</p> <p>5. Assessment report written and results shared with department.</p>	<p>department liaison.</p> <p>6. Report posted on department website</p>		
2012-2013	<p>1. Assessment committee of 4 members (including liaison) formed.</p> <p>2. At fall department meetings, results from the assessment report will be discussed and SLOs revised as necessary.</p> <p>3. Assessment committee will meet with the curriculum committee to consider any curriculum changes as the result of the assessment data.</p> <p>4. Assessment data collected from gateway (PS 372 and PS 372A) and capstone courses</p>	<p>1. Assessment Committee selected by department.</p> <p>3. Assessment data collected by liaison.</p> <p>4. Analysis and scoring of data by assessment committee.</p> <p>5. Report written and submitted by department liaison.</p> <p>6. Report posted on department website</p>	<p>It is critical that we devote one semester every other year to closing the feedback loop and revising our SLOs and making curriculum changes based on what we are learning from assessment. Fall 2012 will be our first “closing the feedback loop” semester.</p> <p>Final papers and final exams from Spring 2013 will be collected as samples of student work. Ten randomly selected papers/exams per course will be assessed using our scoring rubrics. For the gateway PS 372 and 372A courses, success will be indicated by a score of <i>satisfactory</i> on the rubric, meaning that the student has demonstrated an introductory understanding of the skill/SLO. For the PS 471A-F capstone courses, success will be indicated by a score of <i>satisfactory-exemplary</i>, meaning that the student as demonstrated a mastery of the particular skill/SLO.</p>	

	<p>(PS 471A-F) as per the Simplifying Assessment Across the University model. Data will be collected from the Spring semester.</p> <p>5. Data uploaded onto Moodle and assessed by the committee using our department scoring rubrics.</p> <p>6. Assessment report written and results shared with department.</p>			
2013-2014	<ol style="list-style-type: none"> <li>1. Assessment committee of 4 members (including liaison) formed.</li> <li>2. SLOs and scoring rubric for graduate courses revisited and revised.</li> <li>3. Assessment data collected from gateway (PS 372 and PS 372A) and capstone courses (PS 471A-F) as per the Simplifying Assessment Across the University model. Data will be</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment Committee selected by department.</li> <li>2. Assessment committee works on SLOs and rubric for graduate program and submits to department for input.</li> <li>3. Assessment data collected by liaison.</li> <li>4. Analysis and scoring of data by</li> </ol>	<p>Final papers and final exams from Fall 2013 and Spring 2014 will be collected as samples of student work. Ten randomly selected papers/exams per course will be assessed using our scoring rubrics. For the gateway PS 372 and 372A courses, success will be indicated by a score of <i>satisfactory</i> on the rubric, meaning that the student has demonstrated an introductory understanding of the skill/SLO. For the PS 471A-F capstone courses, success will be indicated by a score of <i>satisfactory-exemplary</i>, meaning that the student as demonstrated a mastery of the particular skill/SLO. Final assessment report will include data from Spring 2013, Fall 2013, and Spring 2014.</p>	

	<p>collected from the Fall and Spring semesters.</p> <p>4. Data uploaded onto Moodle and assessed by the committee using our department scoring rubrics.</p> <p>5. Assessment report written and results shared with department.</p>	<p>assessment committee.</p> <p>5. Report written and submitted by department liaison.</p> <p>6. Report posted on department website</p>		
2014-2015	<p>1. Assessment liaison appointed to 3 year term.</p> <p>2. Assessment committee of 4 members (including liaison) formed.</p> <p>3. At fall department meetings, results from the assessment report will be discussed and SLOs revised as necessary.</p> <p>4. Assessment committee will meet with the curriculum committee to consider any curriculum changes as the result of the</p>	<p>1. Assessment liaison appointed by department chair.</p> <p>2. Assessment Committee selected by department.</p> <p>3. Assessment data collected by liaison.</p> <p>4. Analysis and scoring of data by assessment committee.</p> <p>5. Report written and submitted by department liaison.</p> <p>6. Report posted on department</p>	<p>It is critical that we devote one semester every other year to closing the feedback loop and revising our SLOs and making curriculum changes based on what we are learning from assessment. Fall 2014 will be our second “closing the feedback loop” semester.</p> <p>Final papers will be collected from two or three graduate courses as samples of student work. Ten randomly selected papers/exams per course will be assessed using our scoring rubrics. Success will be indicated by a score of <i>satisfactory-exemplary</i>, meaning that the student as demonstrated a mastery of the particular skill/SLO.</p>	

	<p>assessment data.</p> <p>5. Data collected from graduate courses in Fall and Spring Semesters.</p> <p>6. Data uploaded onto Moodle and assessed by the committee using our department scoring rubrics.</p> <p>7. Assessment report written and results shared with department.</p>	<p>website</p>		
2015-2016	<p>1. Assessment committee of 4 members (including liaison) formed.</p> <p>2. Assessment data collected from gateway (PS 372 and PS 372A) and capstone courses (PS 471A-F) as per the Simplifying Assessment Across the University model. Data will be collected from the Fall and Spring semesters.</p> <p>3. Data uploaded onto Moodle and assessed by</p>	<p>1. Assessment Committee selected by department.</p> <p>2. Assessment data collected by liaison.</p> <p>3. Analysis and scoring of data by assessment committee.</p> <p>4. Report written and submitted by department liaison.</p> <p>5. Report posted on department website</p>	<p>Final papers and final exams from Fall 2015 and Spring 2016 will be collected as samples of student work. Ten randomly selected papers/exams per course will be assessed using our scoring rubrics. For the gateway PS 372 and 372A courses, success will be indicated by a score of <i>satisfactory</i> on the rubric, meaning that the student has demonstrated an introductory understanding of the skill/SLO. For the PS 471A-F capstone courses, success will be indicated by a score of <i>satisfactory-exemplary</i>, meaning that the student as demonstrated a mastery of the particular skill/SLO.</p>	

	<p>the committee using our department scoring rubrics.</p> <p>4. Assessment report written and results shared with department.</p>			
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**The Program Learning Outcomes agreed upon by the Department are as follows:**

1. **Professional Interaction and Effective Communication** – Students should demonstrate persuasive and rhetorical communication skills for strong oral and written communication in small and large groups.
2. **Develop a Global Perspective** – Students should demonstrate knowledge and theories relevant to global politics and policies. This includes knowledge of Western and non-Western political systems, processes, values and models of politics and patterns of interaction among them. Students should demonstrate an understanding and respect for economic, socio-cultural, political and environmental interaction of global life.
3. **Active Citizenship and Civic Engagement** – Students should demonstrate a knowledge and awareness of contemporary issues, political institutions, and problems in the community and their historical contexts. Students should demonstrate an understanding of the importance of community involvement and leadership.
4. **Critical Thinking** – Students should demonstrate increasingly sophisticated skills in reading primary sources critically. Students should be able to research and evaluate the models, methods, and analyses of others in the field of Political Science, and critically integrate and evaluate others’ work.
5. **Political Decision Making** – Students should demonstrate an in-depth understanding and knowledge of the political institutions through which public policies are formulated, modified, and implemented.
6. **Political Analytical Skills** – Students should demonstrate a working knowledge of research designs, hypothesis formulation, measurement of variables, data collection, and analysis.

**Curriculum Alignment: Resources for Assessment**

Which courses or activities provide student learning opportunities for the program learning outcome?

Specify whether the material is (I) introduced, (D) developed or (M) mastered.

Department/Program Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
PS 372 (I)	X			X		X
PS 372L (I)	X			X		X
PS 471A (M)	X		X	X	X	X
PS 471B (M)	X	X		X	X	X
PS 471C (M)	X	X		X	X	X
PS 471D (M)	X		X	X		
PS 471E (M)	X		X		X	X
PS 471F (M)	X		X	X	X	