

**Assurance of Student Learning
2019-2020**

Potter College

Political Science

686 Political Science

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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Illustrate the role of social, economic and political factors in shaping political problems.

Instrument 1 Assigned Paper from Senior Seminar (Paper #1)

Instrument 2

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Connect the role that formal and informal political actors play in shaping political discourse and how it influences public policy outcomes.

Instrument 1 Assigned Paper from Senior Seminar (Paper #3)

Instrument 2

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Assess the ability of actors and institutions to address political and policy problems.

Instrument 1 Assigned Paper from Senior Seminar (Paper #3)

Instrument 2

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

After approximately 10 years with no substantive changes to the PS major, the Department has decided it is time to review the program curriculum and the student learning outcomes. One expected outcome of this process is to align the major's curriculum and learning outcomes with PCAL's core competencies. While it is too early to know the final product from this process, expected results include enhanced emphasis on data analysis and DEI curriculum.

Student Learning Outcome 1

| | | | |
|--|--|--|----------------|
| Student Learning Outcome | Illustrate the role of social, economic and political factors in shaping political problems. | | |
| Measurement Instrument 1 | Assigned Paper from Senior Seminar (Paper #1) | | |
| Criteria for Student Success | <i>Score at least 3 on rubric.</i> | | |
| Program Success Target for this Measurement | 80% | Percent of Program Achieving Target | 89% |
| Methods | 1/3 of papers from Senior Seminar were randomly selected for review by faculty. (n=18). Two faculty members evaluated the papers using the appropriate rubric. | | |
| Based on your results, highlight whether the program met the goal Student Learning Outcome 1. | | Met | Not Met |
| Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | |
| At this Fall's departmental retreat a decision was made to review the curriculum for the major with the expectation of making substantive changes to the major's requirements. One goal is to revisit program SLOs and course requirements to better align them with PCAL core competencies. This process will take place this Fall. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| The plan is for the departmental curriculum committee to meet this Fall to propose curricular revisions in the Spring. We would like curricular changes to go into effect for Fall 2021. | | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | | |
| We anticipate assessing this SLO one last time this year before implementing new SLOs for 2021-22. | | | |

Student Learning Outcome 2

| | | | |
|--|--|--|------------|
| Student Learning Outcome | Connect the role of formal and informal political actors play in political discourse over public policy. | | |
| Measurement Instrument 1 | Assigned Paper from Senior Seminar (Paper #3) | | |
| Criteria for Student Success | <i>Score at least 3 on rubric.</i> | | |
| Program Success Target for this Measurement | 80% | Percent of Program Achieving Target | 83% |
| Methods | 1/3 of papers from Senior Seminar were randomly selected for review by faculty. (n=18). Two faculty evaluated the papers using the appropriate rubric. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | | Met |
| Not Met | | | |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| At this Fall's departmental retreat a decision was made to review the curriculum for the major with the expectation of making substantive changes to the major's requirements. One goal is to revisit program SLOs and course requirements to better align them with PCAL core competencies. This process will take place this Fall. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| The plan is for the departmental curriculum committee to meet this Fall to propose curricular revisions in the Spring. We would like curricular changes to go into effect for Fall 2021. | | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | | |
| We anticipate assessing this SLO one last time this year before implementing new SLOs for 2021-22. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |

| Student Learning Outcome 3 | | | |
|--|--|--|----------------|
| Student Learning Outcome | Assess the ability of actors and institutions to address political and policy problems. | | |
| Measurement Instrument 1 | Assigned Paper from Senior Seminar (Paper #3) | | |
| Criteria for Student Success | <i>Score at least 3 on rubric</i> | | |
| Program Success Target for this Measurement | 80% | Percent of Program Achieving Target | 78% |
| Methods | 1/3 of papers from Senior Seminar were randomly selected for review by faculty. (n=18). Two faculty evaluated the papers using the appropriate rubric. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | | Met |
| | | | Not Met |

| | | |
|--|--|--|
| | | |
| Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | |
| At this Fall's departmental retreat a decision was made to review the curriculum for the major with the expectation of making substantive changes to the major's requirements. One goal is to revisit program SLOs and course requirements to better align them with PCAL core competencies. This process will take place this Fall. | | |
| One major factor that influenced our decision to revisit the curriculum is a desire to enhance our methodology offerings that should help improve the ability of students to more effectively assess the performance of political actors. | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | |
| The plan is for the departmental curriculum committee to meet this Fall to propose curricular revisions in the Spring. We would like curricular changes to go into effect for Fall 2021. | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | |
| We anticipate assessing this SLO one last time this year before implementing new SLOs for 2021-22. | | |

Rubric for Student Learning Outcomes – Political Science

SLO 1: Illustrate the role of social, economic and political factors in shaping political problems.

- 1 – Unable to identify the role of factors in shaping political problems.
- 3 – Identifies and defines several key factors.
- 5 – Clearly identifies and defines role of factors in shaping political problems.

SLO 2: Connect the role of formal and informal political actors play in political discourse over public policy.

- 1 – Unable to identify and connect the role of political actors in political discourse.
- 3 – Identifies role of actors in discourse and makes basic connections.
- 5 – Clearly connects role of political actors in political discourse over public policy.

SLO 3: Assess the ability of actors and institutions to address political and policy problems.

- 1 – Unable to identify and assess the ability of actors to solve problems.
- 3 – Identifies key actors and institutions and begins to describe their role in addressing political problems.
- 5 – Clearly analyzes ability of actors and institutions to address policy and political problems.