Completed by: Prof. Joel W. Johnson

Assessment contributors (other faculty involved): _____

Please describe the 2019-2020 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.S, M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Executive Director for Assessment as an email attachment by June 1, 2020. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

Brief statement of Program mission and goals:

The major in political science leads to the degrees of Bachelor of Arts (BA) and Bachelor of Science (BS). The political science curriculum focuses heavily on the development of analytical and communication skills – along with a comprehensive knowledge of public policy, politics, current events, and history – and as such prepares undergraduates for a wide range of in the private, public, and non-profit sectors. Courses in political science also serve to complement the liberal arts core at CSU-Pueblo and to prepare students for acceptance into graduate and professional programs.

Program Goals

To prepare students majoring in the discipline to:

- Demonstrate a basic understanding of historical, philosophical and empirical foundations of political science;
- Demonstrate a general command of knowledge about the American political system, global studies, the history of political thought, and standard political science research approaches; and
- Demonstrate an ability to continue personal study and learning on an independent basis about specific subjects in the discipline.

Note that because of COVID-19 and the switch to remote instruction during Spring 2020, the POLSC program was unable to complete all of its assessment plans. However, the following report includes what assessment could be completed. The assessment follows the new POLSC Assessment Plan of AY2019-2020.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?

Knowledge Outcome 1: Students should have factual knowledge of many aspects of politics and government that are central objects of study in each of the subfields in political science (American politics, comparative politics, international relations, and political theory).
 	
Knowledge Outcome 2: Students should be able to explain core debates (or scholarly theories and perspectives) in the subfields of political science.
	All program SLOs and assessment plans were updated during AY2018-2019. But a similar Knowledge SLO was assessed during AY2017-2018.	The POLSC assessment plan calls for 3 types of assessment of these two Knowledge SLOs: (1) a direct measure, from a pretest and posttest in at least one course, (2) an indirect measure from students' course reviews (In particular, aggregate responses to Q18: "Learned from the course"), and (3) an indirect measure from a survey of graduating seniors. The survey was not completed because of the disruptions caused by COVID-19 and the switch to remote instruction.	For (1): Students in Prof. Strickler's POLSC 101 course, taught Fall 2019. (The pretest and post-test were also conducted by Prof. Johnson in POLSC 202 during Spring 2020, but the switch to remote instruction compromised the data collection.
			
			For (2): students in Prof. Johnson's POLSC 202 course.
				For (1): the program expects that the average post-test score will exceed the average pre-test score.
				
				For (2): the program expects at least 50% of respondents choose "Strongly Agree" or "Agree," and at least 75% respond "Str. Agree," "Agree," or "Neutral."
					For (1): the results met program expectations. Every student but one improved their score, and the average improvement was 23 points.
					
					For (2): 57% of respondents said "Strongly Agree or Agree", and 71% chose those options or "neutral"
						Conclusions: students learned in the courses, and that was both directly measured and evidenced by students' anonymous reports. The 75% mark was missed slightly by measure #2, where only 71% students met our criteria. But that course was severely disrupted by COVID-19 and the switch to remote instruction.	None.

Critical Thinking Outcome 1: Students should be able to identify and critique the assumptions, logic, and evidence in both scholarly and lay political arguments. **Critical Thinking Outcome 2:** Students should be able to use empirical observations and analytical reasoning to articulate and defend compelling, non-fallacious arguments.	All program SLOs and assessment plans were updated during AY2018-2019. But a similar Critical Thinking SLO was assessed during AY2017-2018.	The POLSC assessment plan calls for three types of assessment of these two Knowledge SLOs: (1) a direct measure, from a rubric-driven evaluation of students' writing in POLSC 493 Senior Seminar, (2) an indirect measure from students' course reviews (In particular, aggregate responses to Q11: "Encouraged critical thinking and analysis" will be reported.), and (3) an indirect measure from a survey of graduating seniors. (1) and (3) were not completed because of the disruptions caused by COVID-19 and the switch to remote instruction.	For (2) students in Prof. Johnson's POLSC 202 course.	For (2): the program expects that at least 50% of enrolled students (or respondents) respond "Strongly Agree" or "Agree," and we expect that at least 75% of students respond "Strongly Agree," "Agree," or "Neutral."	Results: 86% of respondents said "Strongly Agree" or "Agree" to the question of whether the course "Encouraged critical thinking and analysis". And 100% of students chose those options or neutral.	Conclusions: the program's expectations were met in the assessment criteria that were doable – not disrupted by COVID-19. Students reported that the course encouraged critical thinking and analysis.	None.

Comments on part I:

    As noted, several parts of the assessment plan were not completed due to the disruptions caused by COVID-19 and the switch to remote instruction during Spring 2020.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Writing Outcome: Students should be able to write papers on topics in political science that (a) exhibit clear prose and correct grammar and (b) present a central argument in a clear and coherent structure or fashion.	Spring 2019 (the SLO was also updated during that semester, to the SLO that is in the adjacent column).	There were no recommendations for change, however the POLSC program is always seeking to improve its curriculum, and during AY2019-2020 the program decided to add another writing-intensive course to the curriculum.	A new writing-intensive course, POLSC 251, has been added to the program. It will first be offered during Spring 2021.	

Comments on part II: