



2021 Academic Program Assessment Report	Program current assessment plan here:	TBA 2019 plan link
Political Science	Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/political-sci-assessment-report-2020.pdf

Report Completed By:	Joel Johnson
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Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	<p>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.</p> <p>Program Goals To prepare students majoring in the discipline to:</p> <ul style="list-style-type: none"> • 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.
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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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	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).	Spring 2020	The POLS 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. (This survey was not completed in Spring 2021 due to COVID adjustments and remote learning.)	(1) Pre- and post-tests were conducted in two courses, both taught by Prof. Johnson: POLS 101 (N=16) and POLS 202 (N=6). (2) Indirect measures are available for six Fall 2020 courses, three taught by Prof. Strickler (POLS 101 (N=4), POLS 350 (N=4), POLS 405 (N=6)) and three taught by Prof. Johnson (POLS 101 - Online (N=9), POLS 450 (N=4), POLS 250 (N=5)).	Direct measure 1: the average post-test score will exceed the average pre-test score. Indirect measure 1: 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." (The response "Neutral" may indicate to a student that a course is on par with other courses.)	(1) For both classes, the criteria was met. In POLS 101, the average difference in scores was +24%. In POLS 202, the average difference was +27%. (2) The criteria were met in all six classes. In four of the classes, 100% of the students said they agreed with the knowledge question. In Johnson's POLS 101 - Online, 67% of respondents agreed with the statement. In Johnson's 250, 80% of respondents agreed.	The Program is succeeding in imparting knowledge about politics, government, and policy.	None. But this type of assessment will continue.
Knowledge Outcome 2: Students should be able to explain core debates (or scholarly theories and perspectives) in the subfields of political science.	Spring 2020						

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	Direct measure 1: students' papers in the POLSC 493 capstone are assessed according to the writing assessment rubric. Indirect measure 1: in a survey of seniors, students report on their perceived writing improvement. (This survey was not completed in Spring 2021 due to COVID adjustments and remote learning.)	Final papers submitted by 10 students in POLS 493, taught by Prof. Carter during Spring 2021.	Direct measure 1: At least 80% of students will receive an average score of 2.5 or above, signifying that they are proficient across the four categories in the rubric. The rubric appears in a separate tab / sheet in this document.	The metric was met. 100% of the students received scores of 3.0 or higher. We do not necessarily expect 100% of students to receive at least 3.0, but it happened this cycle. In part, this may relate to the nature of the assignment, which required students to use a particular organizational format that facilitated clarity and coherence. However, the grammar and prose were also proficient, and the average score was 3.5 in each of those two categories.	The program is succeeding in honing students' writing skills. We expect as much, as the program is writing intensive.	None. But this type of assessment will continue.	
Critical Thinking Outcome 1: Students should be able to identify and critique the assumptions, logic, and evidence in both scholarly and lay political arguments.	Spring 2020. Next evaluation in Spring 2022.							
Critical Thinking Outcome 2: Students should be able to use empirical observations and analytical reasoning to articulate and defend compelling, non-fallacious arguments.	Spring 2020. Next evaluation in Spring 2022.							
Comments on part I:								
II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year 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 SLOs verbatim from the assessment plan, as above.	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?				
Comments on part II:								
In the prior two years of assessment reports, there were no deficiencies to address; the reports did not include recommendations for improvements. However, as noted in last year's report, the Program is intensifying its writing training with a new course in the curriculum, POLS 251.								

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.

The following rubric is to assess papers submitted in courses, especially in POLSC 493 Senior Seminar.

Criteria	1. Needs Improvement	2. Acceptable	3 - Proficient	4 -Advanced	Score
Central message - clarity	Central message may be deduced, but it is difficult to discern, not prominent, or unclear.	Central message is discernible, but it is not sufficiently prominent or clear.	Central message is prominent and precisely stated.	Central message is prominent and precisely stated, as well as compelling and well-situated.	
Essay organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is poorly constructed. The flow of points across and within paragraphs is rarely logical or artful.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is adequately constructed. The flow of points across and within paragraphs is somewhat logical or artful.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is well constructed. The flow of points across and within paragraphs is logical or artful.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is very well constructed. The flow of points across and within paragraphs is highly skilled and artful.	
Clear prose	Many sentences are difficult to understand, or the writing style is basic and unsophisticated, with little variance in structure.	Some sentences are poorly constructed and difficult to understand, or the writing style is not very sophisticated, with only some variance in structure.	Sentences are well constructed and convey a clear meaning, and the writing style is engaging, with a good degree of variance in sentence structure.	Sentences are very well constructed and convey a clear meaning, and the writing style is very engaging and artful.	
Grammar	The paper contains several grammatical or punctuation errors	The paper contains a small number of grammatical or punctuation errors.	The paper contains no egregious grammatical or punctuation errors.	The paper contains no grammatical or punctuation errors.	