



2024 Academic  
Program Assessment  
Report

Program current  
assessment plan  
here:

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2021/2021-assessment-plans/political-science-assessment](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-plans/political-science-assessment)

Program prior  
assessment report  
here:

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2023/political-science-assessment-report-2023.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/political-science-assessment-report-2023.pdf)

Report Completed By:	Ryan Strickler
Date Report Completed:	May 28, 2024
Faculty members involved in this Assessment:	Ryan Strickler

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-

<b>Brief Statement of Program Mission and Goals:</b>	The major in political science leads to the degrees of Bachelors 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 careers in the private, public, and non-profit sectors. Courses in political science also serve to compliment the liberal arts core at CSU-Pueblo and to prepare students for acceptance into graduate and professional programs. The program goals are to produce student that can: 1) Demonstrate a basic understanding of historical, philosophical and empirical foundations of political science; 2) 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 3) Demonstrate an ability to continue personal study and learning on an independent basis about specific subjects in the discipline.
--	--

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including**

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

<p>Knowledge Outcomes - 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).</p> <p>2. Students should be able to explain core debates (or scholarly theories and perspectives) in the subfields of political science.</p>	Spring 2023	<p>Direct measure 1: one or more ranked faculty member(s) will assess both SLOs in one (or more) course per academic year via a comparison of a pretest and a post-test that are offered to the same students.</p> <p>Indirect measure 1: From students' anonymous course evaluations of at least one core course per year. In particular, aggregate responses to Q18: "Learned from the course" will be reported.</p> <p>Indirect measure 2: In a survey of seniors, students report on whether they learned in the program.</p>	<p>Direct Measure 1: A pre-post knowledge test was conducted in Dr. Johnson's POLS 101 and 202 courses for fall 2023.</p> <p>Indirect Measure 1: Course evaluation data from POLS 370 and 493 (both spring 2024 courses) were collected.</p> <p>Indirect measure 2: survey of seniors in POLS 493 (n=9)</p>	<p>Direct measure 1: the average post-test score will exceed the average pre-test score.</p> <p>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.)</p> <p>Indirect measure 2: the program expects at least 80% of students to report that they were satisfied with how much they learned in the program.</p>	<p>Direct Measures: 101: Percent of students that showed improvement from pre- to post-test: 53% Average change in score (pre-test to post-test): 6.7 percentage points</p> <p>202: Percent of students that showed improvement from pre- to post-test: 77% Average change in score (pre-test to post-test): 24.5 percentage points</p> <p>Indirect measure 1: in POLS 370, 100% of respondents strongly agreed they learned from the course. In POLS 493, 67% strongly agree, and the other 33% agreed, that they learned from the course.</p> <p>Indirect measure 2: 78% of seniors strongly agreed that they "learned a great deal in the program," and the remaining 22% agreed with this item</p>	<p>Overall, we are meeting our knowledge SLOs. Our upper-level students are resoundingly saying that they are learning from our program through both surveys and course evaluations. While the direct evidence from our general ed courses (POLS 101 and 202) is satisfactory and meets our standard for success, it could be stronger</p>	<p>Faculty will discuss efforts to foster greater knowledge acquisition for non-political science majors in general education courses. Because they may not have the same political interest as our majors (or, in fact, may have an aversion to "politics"), drawing interest and conveying knowledge in these classes is always harder than our major classes. We will continue to work to revise our pedagogy and course material to meet the challenge and foster greater knowledge acquisition.</p>
<p>Critical Thinking Outcome 1: Students should be able to identify and critique the assumptions, logic, and evidence in both scholarly and lay political arguments.</p> <p>Outcome 2: Students should be able to use empirical observations and analytical reasoning to articulate and defend compelling, nonfallacious arguments.</p>	Spring 2022	<p>Direct measure 1: students' papers in the POLSC 493 capstone are assessed according to the critical thinking assessment rubric.</p> <p>Indirect measure 1: From students' anonymous course evaluations of at least one core course per year. In particular, aggregate responses to Q11: "Encouraged critical thinking and analysis" will be reported.</p> <p>Indirect measure 2: In a survey of seniors, students report whether the program improved their critical thinking abilities as they relate to the SLOs.</p>	<p>Direct Measure 1: Seminar papers from seniors taking POLS 493 were collected (n=8).</p> <p>Indirect Measure 1: Course evaluation data from POLS 370 and 493 (both spring 2024 courses) were collected.</p> <p>Indirect measure 2: survey of seniors in POLS 493 (n=9)</p>	<p>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 various categories in the rubric. The rubric is linked to the right, and essays are available upon request.</p> <p>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.)</p> <p>Indirect measure 2: the program expects at least 80% of students to report improvement in critical thinking abilities as they relate to the SLOs</p>	<p>Direct Measure: All students scored a 2.5 or greater, based on the rubric. See rubric and score breakdown here: <a href="https://drive.google.com/file/d/17-PAIc332NtzZDPKgxbyIL8Z9fU-tvz/view?usp=sharing">https://drive.google.com/file/d/17-PAIc332NtzZDPKgxbyIL8Z9fU-tvz/view?usp=sharing</a></p> <p>Indirect Measure 1: 100% of respondents in both POLS 370 and 493 strongly agreed that the courses "encouraged critical thinking and analysis".</p> <p>Indirect Measure 2: 67% of students strongly agreed, and 22% of students agreed, that the program is successful in achieving critical thinking outcome 1 (as stated to the left). 56% of students strongly agreed, and 33% agreed, that the program is successful in achieving critical thinking outcome 2.</p>	<p>Overall, we are happy with our ability to meet these critical thinking outcomes. While a handful of essays reviewed had weaker logical connections between evidence presented and the argument or critique that was being made, all of the essays had a wealth of research and empirical evidence. Finding, compiling, and analyzing high quality research and information is a strong suit for our students. What's more, our indirect measures (particularly measure 1) indicate our students are building vital critical thinking skills</p>	<p>No major changes based on this outcome; we will continue to develop our pedagogy and curriculum to foster successful critical thinking outcomes.</p>
<p>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.</p>	Not measured this year						

Comments on part I:	In addition to the teaching with our general ed, core, and elective courses, our program has actively expanded its experiential learning opportunities, including opportunities for independent research (POLS 492), internships in the public and nonprofit sector (POLS 498), and community and local government engagement through our new SOCO Center for Public Policy and Affairs. These growing endeavors only add to our ability to achieve the SLOs discussed above.
---------------------	---

## II. Closing the Loop. Describe at least one data-informed change to your

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?
<p>Knowledge Outcomes - 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).</p> <p>2. Students should be able to explain core debates (or scholarly theories and perspectives) in the subfields of political science.</p>	Spring 2023	These outcomes were assessed last cycle, and they did not identify any need for major changes.	NA	See comment below
<p>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.</p>	Spring 2023	This outcome was assessed last cycle, and it did not identify any need for major changes.	NA	See comment below

Comments on part II:	<p>In order to further achieve our knowledge SLOs, in addition to the establishment of the SOCO center (discussed in the comment to part 1), we have added new courses, and plan to continue to add new courses, to our curriculum. This includes bringing a Politics and Pop Culture class in fall 2023, bringing back our Race and Ethnic Politics class in fall 2024 (after a multi-year hiatus), and teaching a Latino Politics class next academic year. With these courses, we will be able to teach a wider array of knowledge to our majors. What's more, we also got our State and Local Politics course approved as a general education course. This will allow us to provide knowledge in this vital subfield to more students at our university.</p> <p>With regards to writing, our faculty have had regular conversations regarding revising our assignments and expectation in the face of generative AI. Faculty have also regularly participated in events and workshops hosted by the Library and other organizations on campus. The result of this discussion and participation has been to refine and add more detail to writing prompts, create more iterative writing assignments, and (further) emphasize thorough, and accurate, research and sourcing with writing projects. This, certainly, will be an ongoing conversation with regard to how we can have the most success with our writing outcome.</p> <p>Also, we completed a five-year program review during the 2023-2024 academic year. A Degree Program Action Plan will be written up based on this by the end of June 2024. For next year's program review, we will be able to provide an update on the challenges, and successes, we have experienced in pursuing our Action Plan.</p>
----------------------	--