

Program: Political Science

Date: June 1, 2013

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Assessment contributors (other faculty involved in this program's assessment): Colette Carter, Joel Johnson and Steve Liebel

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

## I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Knowledge of the Political Science Discipline	This is the first time assessing this SLO	The Senior Seminar final paper was assessed using a rubric developed by the program. (Attached)	14 Senior Seminar students. All 14 students have a major in political science and graduated in May 2013 or	It is expected that 100% of students will be at the developing or higher level. Being at the	Six students scored at the developing level. 4 students were at the Accomplished level. 4 students	While all students scored at the developing level or higher, the program would like to see more students at the accomplished and exemplary levels.	There are at least two or three issues highlighted in our initial effort to assess subject knowledge by our majors. The first is straightforward in terms of the senior seminar-did students understand that the topic they chose to

			will graduate in Fall 2013. The seminar is the program's capstone course and is offered during the spring semester.	developing level is equivalent to a 70% on a 1-100 scale.(With a 80% being an Accomplished level and 90% being an Exemplary level.)	were at the exemplary level.	To achieve this the faculty is discussing several improvements to the program	<p>research for their senior paper-had to demonstrate their retention of knowledge from previous courses and clearly relate to their theses. This was not done to any extent in assigning, approving, and reviewing their progress on their theses. This can easily be rectified through modifications in the senior seminar and will be done for next year.</p> <p>A second issue is with the rubric used to assess subject knowledge. Because students were not made fully aware on what was expected in their theses in terms of subject knowledge, the use of their theses papers is probably not a good indicator of what these 14 students may or may not have learned about the subject of politics during their matriculation in our program. Hence, we will have to rethink how we want to measure</p>
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							<p>subject knowledge. This also will be addressed during the coming academic year.</p> <p>Finally, in order to insure that students are retaining the knowledge and understanding of the concepts, ideas and theories that informs the discipline requires us to consider how to incorporate this objective into all of our courses just as we have done with building communication and writing skills. This will require a closer attention to critical thinking and how to synthesize information and knowledge when learning something new. This also will be addressed by the faculty in the coming year.</p>

Comments:

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Writing	2011	To insure that writing assignments are present in all of the core courses.	Yes. All core courses have several writing assignments. In addition, all upper division courses now have writing assignments	The program has been exceptionally successful in this area. Students are better writers by the time they take the senior seminar than when they entered the program.
Communication	2012	That all core courses have oral exercises.	Yes. All core courses have oral exercises. In addition, most of the program's upper division courses have oral exercises.	Students are becoming better with their presentation skills.

Comments:

Political Science Program: Knowledge Component Rubric

**Beginning = 0** – Understanding of the knowledge foundation of the discipline is not evident. Evidence of knowledge of theories, ideas, and concepts is confused, incorrect or flawed.

**Developing = 1** – Understanding of some of the knowledge foundation of the discipline is evident. Evidence of knowledge of theories, ideas, and concepts is minimal.

**Accomplished = 2** – Understanding of the knowledge foundation of the discipline is present in parts of papers and class discussions. Evidence of knowledge of theories, ideas, and concepts are clearly communicated.

**Exemplary = 3** – Understanding of the knowledge foundation of the discipline is present throughout written papers and in class discussions.

**Political Science Program: SLO's Timeline**

Writing	2011
Communication	2012
Knowledge	2013
Critical Thinking	2014