

Program: \_\_\_Political Science

Date: May 22, 2015\_\_\_\_\_

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Assessment contributors (other faculty involved in this program's assessment): Colette Carter

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 submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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? <b>Please indicate the semester and year.</b>	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(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of 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?
Writing  Students should be able to write complex prose, with correct grammar.	Scoring 2011	The objective of the 2015 assessment process was evaluating graduating majors on the	15 Senior Seminar students were assessed. The seminar is required for political	It is the expectation of the program that 80% of students will score on	3 Students were at the high proficiency level.  7 Students	1. 10 students or 67% were at the proficient level or higher. These students had an assessment score that ranged	The Political Science Program has always incorporated writing assignments into its curriculum. This assessment shows that a most of our

<p>They should be able to present a coherent and persuasive argument on a political science topic in a research format following the American Political Science Association format.</p>		<p>assessment dimension of writing.</p> <p>A rubric created by the Political Science faculty was used. It is attached.</p>	<p>science majors and is only offered during the spring semester.</p> <p>Students were required to complete several papers during the semester that addressed content areas associated with debate topics. These papers were used for assessments purposes</p>	<p>each assessment rubric at least at the competent (proficient) level.</p>	<p>were at the proficient level.</p> <p>5 Students were at the acceptable level.</p>	<p>from a 4 to a 3.2. The students performed very well except in the one area of documentation, where their scores were lower than in the other categories.</p> <p>2. 5 students or 33% were at the acceptable level.</p> <p>These students had writing skills that were proficient in some areas but not all (thus the lower ranking). In most instances, these students ranked low for documentation skills and for the category of use of language and mechanics.</p> <p>One student has English as a second language and this definitely had an impact on her score.</p>	<p>students are performing at a high proficiency or proficiency level. However, the assessment also show that steps must be taken so that fewer (or no) students fall in the acceptable category. Thus the program proposes to (1) emphasize in each course the level of expectation for each writing assignment. This will be based on the writing rubric used for assessment. (2) Work specifically on the area of documentation and language and mechanics with students. (3) Encourage students to utilize University resources such as the Writing Center to improve their writing competency.</p>

Comments:

**II. 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? Please indicate the semester and year.	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?
Knowledge and Critical Thinking	Spring 2014			
Student should have factual knowledge about the various subfields in political science. This includes knowledge about the major theories, issues and methods of inquiry for each subfield. Critical Thinking: Students should be able to define		<ol style="list-style-type: none"> <li>1. Recommendation to develop a rubric with more discreet differences in student outcomes.</li> <li>2. Continue to clarify the debate format for the</li> </ol>	<ol style="list-style-type: none"> <li>1. The program is currently working a rubric which will include this recommendation.</li> <li>2. Yes, during the 2015 senior seminar and in the International</li> </ol>	<ol style="list-style-type: none"> <li>1. We anticipate that rubrics with more discreet differences will help us to better assess our students and make changes in our program to move our students from the proficiency level to the high proficiency level.</li> <li>2. The senior seminar debate structure was analyzed after last year and it was determined that it</li> </ol>

<p>problems, examine evidence and analyze the assumptions leading to a conclusions; Question arguments, causal theories, evidence, broad generalizations and simple correlations; Are open to both sides of an argument; and are prepared to examine and expose holes in all arguments.</p>		<p>senior seminar and its use in other classes.</p>	<p>Relations Course (POLS 201).</p>	<p>would be better to have a series of mini-debates accompanied by papers than three or four major debates.</p> <p>This allowed students time to key in on smaller, more manageable topics and address them in a writing assignments.</p> <p>In addition, the department discussed the use of mini-debates in other courses. It was adopted in one class with results that indicated that the format provides students the opportunity to develop their knowledge of the discipline, critical thinking abilities and writing skills. In the fall, the program will discuss if it wants to expand the debate format to other classes or use it selectively in certain core courses.</p>
		<p>3. The current Assessment Plan is not on the University's website. Place it on the website.</p>	<p>3. The Program has attempted several times to get our current plan posted on the website without success. It is attached to this assessment and</p>	

			has also been sent to the Associate Provost's Office. Hopefully, it will be posted by the time you read this report.	
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Comments: