

# Program-Level Assessment Plan

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|----------------------------------|---|
| Program: B.A. Political Science  | Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG |
| Department: Political Science    | College/School: Arts and Sciences   |
| Date (Month/Year): December 2022 | Primary Assessment Contact: Ellen Carnaghan / Morgan Hazelton                               |

Note: Each cell in the table below will expand as needed to accommodate your responses.

| # | Student Learning Outcomes |
|---|---------------------------|
|---|---------------------------|



|   |   |   |  |   |
|---|---|---|--|---|
|   |   | POLS 3530 (D)<br>POLS 4170 (A)<br>POLS 4171 (A)<br>POLS 4500 (A)<br>POLS 4510 (A)   |  |   |
| 3 | Students will be able to read carefully and evaluate and construct analytical arguments in clear and logical prose. | Skills are introduced in 1000- and 2000-level courses, developed in 2000- and 3000-level courses, and achieved in 4000-level seminars.<br><br>Classes include:<br>POLS 1540 (I)<br>POLS 1700 (I)<br>POLS 2010 (D)<br>POLS 2700 (D)<br>POLS 2710 (D)<br>POLS 3510 (D)<br>POLS 3710 (D)<br>POLS 3720 (D)<br>POLS 3740 (D)<br>POLS 3770 (D)<br>POLS 4730 (A)<br>POLS 4740 (A)<br>POLS 4750 (A) | a. Written essays and oral presentations<br>b. 3000 and 4000-level Political Thought classes | 1. The Undergraduate Committee and the Assessment Director meets with |

POLS 1150 (I)  
POLS 1500 (I)  
POLS 1510 (I)  
POLS 1540 (I)  
POLS 2100 (D)  
POLS 2300 (D)  
POLS 2530 (D)  
POLS 2600 (D)  
POLS 3300 (D)  
POLS 3350 (D)  
POLS 3740 (D)  
POLS 4300 (A)  
POLS 4325 (A)  
POLS 4340 (A)  
POLS 4360 (A)

student. Faculty members then  
summarize the results and provide  
those summaries and their



## Year Five: Assess outcome 1

August: Together with the Undergraduate Coordinator, the Assessment Director establishes the outcomes being assessed and informs faculty whose classes will be included for the upcoming academic year. Findings from the previous year are discussed at the department retreat, and decisions are made about possible program changes. At the retreat, rubrics for the past year are revisited, and rubrics for the coming cycle are refined. After the retreat, the Undergraduate Coordinator completes the assessment report and hands it in to the Dean's office.

September: Together with the Undergraduate Coordinator, the Assessment Director meets with faculty teaching courses where assessment will take place to discuss appropriate assignments for measuring student learning. Final rubrics for the coming cycle are approved by the full faculty.

October: The undergraduate committee discusses the previous year's assessment results and makes recommendations about changes or actions to the full department faculty.

November: The Assessment Director reminds faculty to fill in rubrics for each student and produces the Qualtrics survey to collect results.

December: The Assessment Director reminds faculty to submit summary results and assignment prompts from Fall classes. The assessment director also reminds faculty whose courses will be included in assessment in the Spring semester and adapts the Qualtrics survey for the present year.

April: The Assessment Director reminds faculty to fill in rubrics for each student.

May: The Assessment Director reminds faculty to submit summary results and assignment prompts.

June: The Assessment Director provides the Undergraduate Coordinator with the summary results from the Qualtrics survey.

July: The Undergraduate Coordinator completes parts 1-5 of the assessment report.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

This plan developed from discussions with Marissa Cope, the Assessment Director, the interim department chair, and the Undergraduate Director. All department faculty were involved in a discussion of the new plan at the August 2022 retreat. The plan was also shared for input from the Madrid faculty.

**IMPORTANT:** Please remember to submit any rubrics or other assessment tools along with this plan.

## Political Science BA assessment

**Outcome 1:** Students will be able to identify the structure and operation of political systems in the U.S, across a variety of countries, and in multinational organizations.

Student name:

Political Science Major: Yes No



Political Science BA assessment  
Outcome 3:



Instructors share a summary of the rubrics through a Qualtrics survey that answered the below questions:

- 1) For which class are you providing information?
- 2) This year, we agreed to examine this learning outcome: [insert appropriate outcome]. How did your class contribute to this goal?
- 3) Please describe in detail the instruments (assignments) that you used to measure student learning on this outcome and explain how the instrument measures whether students are able to [insert appropriate outcome].

Please upload the assignment prompt(s).

- 4) Did you fill in a rubric for each Political Science major in the class?
- 5) If no, why not?
- 6) In the matrix below, please summarize what you found from the rubrics.
- 7) Overall, what could majors do well in regard to [outcome wording inserted here]?
- 8) Overall, where did majors experience more difficulty?
- 9)