

Program-Level Assessment Plan

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	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>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.</p> <p>Madrid version: Students will be able to identify and compare political systems in the Western world, international trends at the global level and multinational organizations.</p>	<p>Skills are introduced in 1000- and 2000-level courses, developed in 2000- and 3000-level courses, and achieved in 4000-level seminars. For this outcome, the relevant courses are those in American Politics, Comparative Politics, and International Relations.</p> <p>Classes include: POLS 1150 (I) POLS 1500 (I) POLS 1600 (I) POLS 2100 (D) POLS 2140 (D)</p>	<p>a. Written essay, exam questions, or oral presentations</p> <p>b. A selection of 6 3000-level classes and 4000-level seminars in American Politics, Comparative Politics, and International Relations.</p>	<p>1. The Undergraduate Committee and the Assessment Director meet with faculty to discuss how intended artifacts will show student learning. When grading those artifacts, faculty members complete a rubric for each student. Faculty members then summarize the results and provide those summaries and their own comments through a Qualtrics survey. The Undergraduate Coordinator will analyze the results and present findings to the department.</p> <p>2. A rubric has been developed for this outcome and is attached in its present</p>

		<p>POLS 2200 (D)</p> <p>POLS 2510 (D)</p> <p>POLS 2520 (D)</p> <p>POLS 3100 (D)</p> <p>POLS 3150 (D)</p> <p>POLS 3567 (D)</p> <p>POLS 3620 (D)</p> <p>POLS 4140 (A)</p> <p>POLS 4170 (A)</p> <p>POLS 4300 (A)</p> <p>POLS 4530 (A)</p> <p>POLS 4630 (A)</p> <p>POLS 4670 (A)</p>		<p>form. To improve consistency in reported results, we are in the process of refining this rubric so that it is clearer what “meeting” or “exceeding” expectations looks like. We will do this in the year in which the outcome is being assessed.</p>
2	<p>Students will be able to distinguish among various approaches to studying political phenomena.</p>	<p>Skills are introduced in 1000- and 2000-level courses, developed in 2000- and 3000-level courses, and achieved in 4000-level seminars.</p> <p>Classes include:</p> <p>POLS 1150 (I)</p> <p>POLS 1540 (I)</p> <p>POLS 1600 (I)</p> <p>POLS 1700 (I)</p> <p>POLS 2520 (D)</p> <p>POLS 2530 (D)</p> <p>POLS 2560 (D)</p> <p>POLS 2570 (D)</p> <p>POLS 2590 (D)</p> <p>POLS 2600 (D)</p>	<p>a. Written essays or oral presentations</p> <p>b. A selection of 6 3000-level classes and 4000-level seminars, plus all honors theses and independent study papers written by seniors.</p>	<p>1. The Undergraduate Committee and the Assessment Director meet with faculty to discuss how intended artifacts will show student learning. When grading those artifacts, faculty members complete a rubric for each student. Faculty members then summarize the results and provide those summaries and their own comments through a Qualtrics survey. The Undergraduate Coordinator will analyze the results and present findings to the department.</p> <p>2. A rubric has been developed for this outcome and is attached in its revised form.</p>

		<p>POLS 3530 (D) POLS 4170 (A) POLS 4171 (A) POLS 4500 (A) POLS 4510 (A)</p>		
3	<p>Students will be able to read carefully and evaluate and construct analytical arguments in clear and logical prose.</p>	<p>Skills are introduced in 1000- and 2000-level courses, developed in 2000- and 3000-level courses, and achieved in 4000-level seminars.</p> <p>Classes include: POLS 1540 (I) POLS 1700 (I) POLS 2010 (D) POLS 2700 (D) POLS 2710 (D) POLS 3510 (D) POLS 3710 (D) POLS 3720 (D) POLS 3740 (D) POLS 3770 (D) POLS 4730 (A) POLS 4740 (A) POLS 4750 (A)</p>	<p>a. Written essays and oral presentations b. 3000 and 4000-level Political Thought classes</p>	<p>1. The Undergraduate Committee and the Assessment Director meets with faculty to discuss how intended artifacts will show student learning. When grading those artifacts, faculty members complete a rubric for each student. Faculty members then summarize the results and provide those summaries and their own comments through a Qualtrics survey. The Undergraduate Coordinator will analyze the results and present findings to the department.</p> <p>2. A rubric has been developed for this outcome and is attached in its present form. To improve consistency in reported results, we are in the process of refining this rubric so that it is clearer what “meeting” or “exceeding” expectations looks like. We will do this in the year in which the outcome is being assessed.</p>
4	<p>Students will be able to analyze how the outcomes of political systems are affected by the structure of institutions.</p>	<p>Skills are introduced in 1000- and 2000-level courses, developed in 2000- and 3000-level courses, and achieved in 4000-level seminars.</p> <p>Classes include:</p>	<p>a. Written essays and oral presentations b. A selection of 6 3000-level classes and 4000-level seminars, plus all honors theses and independent study papers written by seniors.</p>	<p>1. The Undergraduate Committee and the Assessment Director meet with faculty to discuss how intended artifacts will show student learning. When grading those artifacts, faculty members complete a rubric for each</p>

		<p>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)</p>		<p>student. Faculty members then summarize the results and provide those summaries and their own comments through a Qualtrics survey. The Undergraduate Coordinator will analyze the results and present findings to the department.</p> <p>2. A rubric has been developed for this outcome and is attached in its present form. To improve consistency in reported results, we are in the process of refining this rubric so that it is clearer what “meeting” or “exceeding” expectations looks like. We will do this in the year in which the outcome is being assessed.</p>
5	<p>Students will be able to design original research to test arguments and hypotheses with qualitative and/or quantitative approaches.</p>	<p>Skills are introduced in 1000-level courses, developed in POLS 2000 and some 3000-level courses, and achieved in 4000-level seminars. Classes include: POLS 1150 (I) POLS 1540 (I) POLS 2000 (D) POLS 2160 (D) POLS 3150 (D) POLS 3530 (D) POLS 4140 (A) POLS 4170 (A) POLS 4300 (A)</p>	<p>a. Research papers and research designs b. POLS 2000 Political Science Methods and 4000-level seminars in which students write research papers or research designs. All honors theses and independent study papers written by seniors.</p>	<p>1. The Undergraduate Committee and the Assessment Director meets with faculty to discuss how intended artifacts will show student learning. When grading those artifacts, faculty members complete a rubric for each student. Faculty members then summarize the results and provide those summaries and their own comments through a Qualtrics survey. The Undergraduate Coordinator will analyze the results and present findings to the department.</p> <p>2. A rubric will be developed for this outcome when it is first assessed.</p>

		POLS 4500 (A) POLS 4520 (A) POLS 4530 (A) POLS 4650 (A) POLS 4670 (A) POLS 4730 (A) POLS 4750 (A)		
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Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

The undergraduate coordinator shares a summary of faculty reports with all faculty members for discussion at the department August retreat. That discussion is a place to share strategies that faculty have found successful in improving student learning and to consider program changes.

In addition, the department’s Undergraduate Committee meets at least once a semester to review student and department-wide outcomes and consider curriculum and/or advising changes. Areas of concern or significant accomplishment will be brought to the attention of the department faculty for further consideration.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

In the annual retreat and in Undergraduate Committee meetings.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program’s student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Year One: Assess outcomes 2
 Year Two: Assess outcomes 3
 Year Three: Assess outcome 4
 Year Four: Assess outcome 5

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.

Please fill in at least one rubric for each student in your class. You may use one or multiple assignments. Expectations should reflect the level of the course.

For purposes of departmental assessment, you will be asked to report the number of students who do not meet, meet, or exceed expectations for each of the qualities listed below. You will also be asked to compare POLS BA students to other students in the class. You can report other comments as well.

Student is able to:	Does not meet expectations	Meets (but does not exceed) expectations	Exceeds expectations	Outcome does not apply to this course
US				
Describe how political institutions operate to produce laws and policies				
Explain the function of key institutions				
Identify how policy outcomes are affected by institutional structures				
Comparative				
Describe how political institutions operate to produce laws and policies				
Explain the function of key institutions				
Identify how policy outcomes are affected by institutional structures				
Distinguish between authoritarian and democratic institutions and their underlying values				
Multinational organizations				
Describe how international institutions operate				
Explain the function of key international institutions				
Identify how outcomes are affected by institutional structures				

Student name:

Political Science Major: Yes No

Political Science BA assessment

Outcome 2: Students will be able to distinguish among various approaches to studying political phenomena.

Student is able to:	Benchmark	Introductory	Developed	Achieved	Exemplary	
<i>Describe theoretical approaches relevant to the class</i>	Name at least two theoretical approaches	Identify and define at least two theoretical approaches	Identify differences among theoretical approaches	Assess significant analytical differences among theoretical approaches	Evaluate subtle analytical differences among theoretical approaches	(Not relevant to this course)
<i>Apply theory to the analysis of political phenomena</i>	Describe at least two theories	Distinguish between fact and theory	Explain how a theory helps explain a political phenomenon	Place thinkers in conversation around a theme	Generate new ideas to extend theory	(Not relevant to this course)
<i>Compare the explanatory power of various theoretical approaches</i>	Identify what a theoretical approach may be able to explain	Describe criteria for comparing theoretical approaches	Compare how well two theoretical approaches explain a given phenomenon	Justify why one theoretical approach is better than another	Evaluate the explanatory power of multiple theoretical approaches	(Not relevant to this course)
<i>Assess the efficacy of a methodological approach to answer a specific question</i>	Describe a methodological approach that might answer a specific question	Describe criteria for evaluating the efficacy of a methodological approach	Evaluate whether a methodological approach would enable the researcher to answer a specific question	Assess benefits and limits to a methodological approach for answering a specific question	Evaluate the efficacy of various methodological approaches	(Not relevant to this course)

Political Science BA assessment

Outcome 3: Students will be able to read carefully and evaluate and construct analytical arguments in clear and logical prose.

This rubric is intended to help you think about components of the outcome being assessed. Your course may address some of these components, or you may want to alter the components to make them more applicable to how the outcome is reached in your class. If you choose to use the rubric, you will fill in one rubric for each student for each assignment you are using to measure the outcome. You will only need to report summary results – whether students meet expectations for the outcome as a whole.

<i>Student is able to:</i>	Does not meet expectations	Meets expectations	Exceeds expectations
Read carefully			
Recall main arguments in course readings			
List supporting evidence in course readings			
Evaluate arguments			
Distinguish between argument and evidence (or thesis and argument)			
Identify underlying assumptions			
Judge the persuasiveness of arguments			
Compare arguments across readings			
Construct arguments			
Formulate a thesis			
Compose coherent arguments			
Move comfortably between different levels of abstraction			
Select persuasive evidence			
SUMMARY SCORE			

Political Science BA assessment

Outcome 4: Students will be able to analyze how the outcomes of political systems are affected by the structure of institutions.

Please fill in at least one rubric for each student in your class. You may use one or multiple assignments. Expectations should reflect the level of the course.

For purposes of departmental assessment, you will be asked to report the number of students who do not meet, meet, or exceed expectations for each of the qualities listed below. You will also have a chance to report other comments.

<i>Student is able to:</i>	Does not meet expectations	Meets (but does not exceed) expectations	Exceeds expectations	Outcome does not apply to this course
Identify the effects of political structures on public policies				
Identify the effects of political structures on the achievement of social values				
Compare the effects of different political structures on political outcomes				
Justify the importance of a given value				
Analyze structural causes of social injustice				

Comments, in particular anything related to this outcome that students can or cannot do well that is not covered by the rubric:

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) How did Political Science majors compare to students from other departments in terms of being able to [outcome wording inserted here]?
- 10) What tactics were effective in enhancing students' ability to [outcome wording inserted here]?
- 11) What changes do you expect to make in this class the next time you teach it, if any, in order to ensure that students will be able to [insert outcome wording].
- 12) Do you have suggestions for changing the BA curriculum or approaches in individual courses in order to make sure that students will be able to [outcome wording inserted here]?
- 13) Is there anything you want to add about your students' learning?
- 14) Do you have any comments to improve this reporting process, including comments on the rubric?