

Assessment of Student Learning Plan (ASLP): Political Science

2014-15 Academic Year

A. College, Department/Program, Date

College CAHS _____
Department/Program Political Science _____
Date June 10, 2015 _____

B. Contact Person for the Assessment Plan

Name and title Francesca Vassallo now, Ron Schmidt for 2015-2016

C. Degree Program

Name of Degree Program: BA in Political Science

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

a. List 3-5 of the most important student learning outcomes for your program.

- 1) Students will acquire knowledge of the American political system, its institutions and tenets.
- 2) Students will understand the functioning of governments across borders and eras, as actors within the larger international context.
- 3) Students will learn some of the many theories dominating political thought and behavior, as well as their application to real cases.
- 4) Students will demonstrate excellent written and oral communication skills, through the preparation of short and long research papers as well as presentations in the classroom and other appropriate public venues such as student conferences, for instance.

- 5) Students will show understanding of work ethic and test their analytical skills through appropriate internship positions, when possible.
- 6) Students will develop a balanced mastery of theoretical and empirical skills through the study of domestic or international problems, while experiencing different forms of communication.

b. *Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).)*

N/A.

Step 2: How and When were the Learning Outcomes assessed?

a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*

Performance tests, papers, class presentations, individual or group projects, research studies, internships.

b. *Briefly describe when and how you implemented the assessment activity.*

All outcomes were measured in fall and spring semesters across multiple courses.

Step 3: Process of Using the Assessment results to Improve Student Learning

a. *Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

N/A.

E. Other Course Assessment Activities: n/a

F. Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

| <u>Community Engagement Activity</u> | <u>Included</u> | <u>Required/Optional</u> | |
|--|-----------------------|--------------------------|-----------------------|
| Student Research (related to a community-based problem) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student-Faculty Community Research Project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internship, or a Field Experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Independent Study (community-related project) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Capstone Course (community-related project) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Service-Learning (a component of a course) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Study Abroad, or an International Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interdisciplinary Collaborative Project (community related) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student Leadership Activities (related to a team project) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students/Faculty Community Leadership (advisory boards, committees, conference presentations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other Activities (not mentioned above): | | | |

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses: N/A

Mid-level courses: N/A

Upper-level courses: POS399, POS445, POS446, POS47x-480