

## Assessment of Student Learning Plan (ASLP): Political Science

### A. College, Department, Date

College        CAHS  
Department    Program: Political Science  
Date            June 1, 2016

### B. Contact Person for the Assessment Plan

Name and title Ronald Schmidt, Assoc. Prof., for summer. Robert Klotz, Assoc. Prof., with the Fall.

### C. Degree Program

Name of Degree Program BA in Political Science

### D. Assessment of Student Learning: Program Assessment

#### Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? Yes/No

i. If yes, please indicate the url: \_\_\_\_\_

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

- a. Students will acquire knowledge of the American political system, its institutions and tenets.
- b. Students will understand the functioning of governments across borders and eras, as actors within the larger international context.
- c. Students will learn some of the many theories dominating political thought and behavior, as well as their application to real cases, and the historical practice of political theory per se.

- d. Students will demonstrate excellent written and oral communication skills, through the preparation of short and long analytic and/or research papers as well as presentations in the classroom and other appropriate public venues (such as student conferences, for example).
- e. Students will test their research and analytic skills at appropriate internship positions, when and where appropriate.
- f. Students will develop a balanced mastery of theoretical and empirical skills through the study of domestic or international problems, while learning and employing different forms of communication.

b. Please identify **which of your student learning outcome(s) 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

c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? No

### **Step 2: Assessment Methods Selected and Implemented**

g. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

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

- h. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

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

**Step 3: Using the Assessment results to Improve Student Learning**

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

n/a

- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

Program is still in discussion. Improve the assessment plan is one leading candidate.

- c. *Date of most recent program review/self-study?* 2011-12

**E..Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

Visiting Professor Timothy Ruback is developing new assessments for the Maine Model United Nations program (MeMUNC) via POS 445.

**F. Community Engagement Activities in your departmental curriculum:**

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

b. Please indicate what community engagement activities are included in your program's curriculum, and whether 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)	___	R	O
Student-Faculty Community Research Project	___	R	O
Internship, or a Field Experience	___	R	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (course-based)	___	R	O
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	___	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	R	O
Other Activities (not mentioned above):			

c. Please list any 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: POS 399, POS 445, POS 446, POS 47x-480