Annual Assessment Report 2020-2021

BA Political Science

Political Science

College of Letters Arts and Social Science

CONTACT
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DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
   o   We developed them as a program/department using our own knowledge and expertise of the field.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
*   Department Website - provide URL: https://www.cpp.edu/class/politicalscience/about/learningoutcomes.shtml

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?
*   7

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #1: Students can demonstrate the ability to conduct library research on political science topics using a variety of scholarly and current resources.
- SLO #2: Students can demonstrate the ability to analyze quantitative and qualitative data.
- SLO #3: Students can effectively present arguments, both about research and political positions, orally and in writing.
- SLO #4: Students can demonstrate the ability to learn about politics and government from experience.
- SLO #5: Students can demonstrate knowledge of and the ability to think critically about the processes and institutions of American Government
- SLO #6: Students can demonstrate knowledge of and the ability to think critically about the processes and institutions of governmental systems other than that of the United States and about international relations.
- SLO #7: Students can demonstrate knowledge of and the ability to think critically about the theoretical and legal underpinnings of political systems and processes

Student Learning Outcome (SLO): SLO 1: The ability to identify, compare, and apply a broad range of economic theories and concepts in the analysis of economic events and government policies

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Capstone product (e.g., project, senior thesis etc)	
• Collected indirect evidence of student learning (e.g., survey, interviews, focus groups etc)	• Student survey/interview/focus group with self reports on SLO achievement	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course modify assignments etc)		
• Implemented closing the loop improvement strategies to improve SLO achievement		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
65	Self-assessment, survey question on exit survey	yes	We also examined this SLO in the context of our Research Methods courses. We identified this as an area in which we can improve

Student Learning Outcome (SLO): **SLO 2: Students can demonstrate the ability to analyze quantitative and qualitative data**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Capstone product (e.g., project, senior thesis etc)	
• Collected indirect evidence of student learning (e.g., survey, interviews, focus groups etc) • Scored and/or analyzed indirect evidence of student learning	• Student survey/interview/focus group with self reports on SLO achievement	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course modify assignments etc)		
• Implemented closing the loop improvement strategies to improve SLO achievement		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
102	Senior Capstone projects, and exit survey questions	yes	Our two projects analyzed students' ability to analyze data in their thesis projects. These were scored and the rubrics collected from faculty. This was a strength of our department. In our summer mini grant we examined instructors' syllabi to assess the activities they designed to have students demonstrate their mastery of research methods. We found that all four instructors designed activities and assignment that aligned with this SLO

Student Learning Outcome (SLO): SLO 3: Students can effectively present arguments, both about research and political positions, orally and in writing.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Capstone product (e.g., project, senior thesis etc) • Oral performance (e.g., presentation, defense, conference presentation etc)	• Used rubric or scoring guide
• Collected indirect evidence of student learning (e.g., survey, interviews, focus groups etc) • Scored and/or analyzed indirect evidence of student learning	• Student survey/interview/focus group with self reports on SLO achievement	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course modify assignments etc)		
• Implemented closing the loop improvement strategies to improve SLO achievement		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
102	We designed a rubric to score each student's capstone presentation. We awarded prizes for best student presentation at our senior conference.	Yes, it did	The averages were much higher in 2020/1 than in 2019/20. Perhaps this illustrates that spring 2020 was really a strange year

Student Learning Outcome (SLO): **SLO 4: Students can demonstrate the ability to learn about politics and government from experience.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected indirect evidence of student learning (e.g., survey, interviews, focus groups etc) • Scored and/or analyzed indirect evidence of student learning	• Student survey/interview/focus group with self reports on SLO achievement • Alumni survey/interview/focus group that contain self report of SLO achievement	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course modify assignments etc)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
65	Student reported answers on a 1-5 Likert scale, asking about their cumulative experiences with our department	Yes, it did	Nothing were really eye opening

Student Learning Outcome (SLO): SLO 5: Students can demonstrate knowledge of and the ability to think critically about the processes and institutions of American Government

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected indirect evidence of student learning (e.g., survey, interviews, focus groups etc) • Scored and/or analyzed indirect evidence of student learning	• Student survey/interview/focus group with self reports on SLO achievement	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course modify assignments etc)		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
65	Student reported answers, 1-5, strongly disagree to strongly agree on whether or not they developed these skills over four years	Yes, it did	Many students mentioned the hyperpolarized nature of the US political system, and that they found our instructors to carefully and considerably teach during these moments, and during an election year

Student Learning Outcome (SLO): **SLO 6: Students can demonstrate knowledge of and the ability to think critically about the processes and institutions of governmental systems other than that of the United States and about international relations.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected indirect evidence of student learning (e.g., survey, interviews, focus groups etc) • Scored and/or analyzed indirect evidence of student learning	• Student survey/interview/focus group with self reports on SLO achievement	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course modify assignments etc)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
65	1-5 Likert scale, about agreement that they developed these skills	Yes, it did	Students responded favorably to the addition of another IR/CP colleague, and the increase in course offerings for this specific subfield

Student Learning Outcome (SLO): SLO 7: Students can demonstrate knowledge of and the ability to think critically about the theoretical and legal underpinnings of political systems and processes

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Capstone product (e.g., project, senior thesis etc)	• Used a rubric or scoring guide
• Collected indirect evidence of student learning (e.g., survey, interviews, focus groups etc) • Scored and/or analyzed indirect evidence of student learning	• Student survey/interview/focus group with self reports on SLO achievement	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course modify assignments etc)		
• Implemented closing the loop improvement strategies to improve SLO achievement		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
102.65	2 faculty scorers using a designed rubric to assess this in reading senior capstone papers. A student self-evaluation of the program introducing these skills	Yes, it did	No real eye-opening data. Rather, a continued upward trend in students' agreement that these skills have been introduced and developed over four years

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.
- Assessment procedure changes (SLO, curriculum matrix, rubric, evidence collected, sampling, communicating with faculty etc
- Course level changes (e.g., syllabus, content, pedagogy)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.
- Program/department faculty as whole
- College assessment committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.
We continued with our solid senior capstone project -- students presented their results and projects orally and turned in a 30-40 page paper. We had two faculty readers for each thesis, and completed their scores for all student submissions. These results were compiled, shared, and discussed among all faculty. Further, a summer mini grant project specifically examined instructors' syllabi, and their assessment mechanisms in our research methods sequence. Results were shared with instructors of these classes and the department as a whole

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)
We have drafted our department's identity document and submitted this to the CLASS Deans. This document outlines our commitment to diversity, equity, and inclusion. It broadly and specifically outlines our strategies and goals. Further, our Program Review action plan and University-wide memo included efforts at improving our department's diversity, among both faculty and students.

The most current assessment plan and curriculum matrix we have on file for your program may be found here. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan Yes

Curriculum Matrix Yes

If you would like us to review other assessment documents such as your evidence (e.g., assignment, survey, interview questions, etc.) or scoring rubric, please upload them. (Select all that apply)

Rubric