



Annual Assessment Report 2021-2022

BA Political Science

Department of Political Science

College of Letters, Arts, and Social Sciences

CONTACT

Name of Program Assessment Lead Robert Nyenhuis

Name of Person Completing Report Robert Nyenhuis

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ 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 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. 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?

- 2

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: Students can demonstrate the ability to analyze quantitative and qualitative data.
- SLO #2: Students can effectively present arguments, both about research and political positions, orally and in writing.

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

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework Capstone product (e.g., project, senior thesis, etc) Oral performance (e.g., presentation, defense, conference presentation, etc) 	<ul style="list-style-type: none"> Used rubric or scoring guide
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored indirect evidence of student learning 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement Alumni survey/interview/focus group that contains self report of SLO achievement Interview or focus groups group that contains self report of SLO achievement 	
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		
<ul style="list-style-type: none"> Implemented closing the loop improvement strategies to improve SLO achievement 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
105	We used a 4-point scale. Scores of 3 and 4 were considered a success	We had over 75% of our seniors score at either 3 or 4, so yes	Students in exit surveys stated that they would like more research methods exposure

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

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework Capstone product (e.g., project, senior thesis, etc) Oral performance (e.g., presentation, defense, conference presentation, etc) 	<ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored indirect evidence of student learning 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement Alumni survey/interview/focus group that contains self report of SLO achievement Interview or focus groups group that contains self report of SLO achievement 	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
105	We developed a rubric to score students' participation in our Senior Conference oral presentations. Again, we used a 4-point scale, and considered students at a 3 or 4 to be a success	Yes, upwards of 80% of our students scored a 3 or 4 for their 10 minutes presentation. Further, in our review of students' senior capstone written submissions, this criterion was one of the top 3 measures we consider	Students were quite comfortable in their oral presentations, even after the virtual environment of COVID

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- Program/department faculty as whole
- A committee of program/department faculty
- Program/department 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 2021-2022 so that others may learn from your experiences.

In regards to our research methods sequence (two semester-long required courses) -- we have a SLO at the department level that students can analyze quant and qual data. We examined students' written submissions (senior thesis projects) and we identified that this was a relative weakness for them (compared to other aspects/requirements in the 30-40 pages paper). We also coupled this with findings from our senior exit survey in which many students stated they'd like more methods instruction. We have revamped our department methods revisions committee and have held two meetings to discuss revisions for the next academic year, with two concrete changes. First, to restructure the class to have the 1st semester serve as an intro to research methods and design. Then, for students to be able to select a second semester of either advanced qual or quant methods. Second, we have set out to get greater faculty involvement in designing short methods projects for the class and possibly guest lecture to draw on our instructors' own methodological strengths and to introduce the skills we expect students to exhibit in their senior thesis projects.

CPP's GI2025 goals What assessment-related efforts 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.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

Prof. Chaturvedi, Guerrero, and Nyenhuis have successfully applied for a SPICE grant to create a software manual for the program R. Our department has identified that our advanced research methods class presents many issues that may contribute to an equity gap. The manual, presented to our students free of costs, will allow students from underprivileged backgrounds to use a free software and master the program before they graduate. It will also help them on the job market as learning and gaining proficiency in R is a valuable asset in high demand.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

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