

**Assessment Plan**

**for**

**Political Science FOS (PSFOS) Program**

**Program/Track Name: Political Science Field of Study Program**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| Program-Level Learning Outcomes |
| Program Learning Outcome 1: | Define and apply political terms and concepts |
| Program Learning Outcome 2: | Research political subjects, such as the U.S. political system and foreign relations |
| Program Learning Outcome 3: | Students will be able to collect and analyze data from various types of sources |
| Program Learning Outcome 4: | Critically interpret and analyze contemporary political issues and problems.  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 | Program Learning Outcome 5 | Program Learning Outcome 6 | Program Learning Outcome 7 | Program Learning Outcome 8 |
| GOVT 2305 | I, P, E | I, P, E | I, P | I, P |  |  |  |  |
| GOVT 2306 | I, P, E | I, P, E | I, P | I, P |  |  |  |  |
| GOVT 2304 | I, P, E, A | I, P, E, A | I, P, E, A | I, P, E, A |  |  |  |  |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes. **Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1Define and apply political terms and concepts  | Measure: Students must identify and explain checks and balances within the Federal Government. (Understanding and remembering)Where Assessed: GOVT 2304 – Introduction to Political Science  | For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met. |
| PLO #2Research political subjects, such as the U.S. political system and foreign relations  | Measure: Students must explain Madison’s justification for checks and balances in his *Federalist No. 51* essay in defense of the U.S. Constitution’s ratification. (Understanding and remembering)Where Assessed: GOVT 2304 – Introduction to Political Science | For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met. |
| PLO #3Students will be able to collect and analyze data from various types of sources  | Measure: Students will identify one check granted to the legislative branch and one check granted executive branch in the U.S. Constitution. Then students will identify one contemporary example (of no more than six months ago) in which each check was used by the respective branch. (Apply and analyze)Where Assessed: GOVT 2304 – Introduction to Political Science | For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met. |
| PLO #4Critically interpret and analyze contemporary political issues and problems.  | Measure: Students will explain how the contemporary examples identified are reflective of Madison’s argument in *Federalist No*. *51*, and whether the examples identified further Madison’s articulated purpose. (Create and evaluate)Where Assessed: GOVT 2304 – Introduction to Political Science | For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met. |