Political Science Assessment Plan & Developments

Kristin Johnson
Assistant Professor
College of Arts & Sciences – Department of Political Science

Student Learning Outcomes

200 level:

(1) Identify core concepts, methods, and theories in Political Science
(2) Apply Political Science theories to a case or set of cases

400 level:

(1) Formulate salient or original research question engaging a problem, inquiry or question in Political Science
(2) Demonstrate research and critical inquiry skills

2010 Political Science 4 Credit Curricular Revision

- 400 level: Capstone Courses
- 300 level: Experiential Courses
- 200 level: Foundational Courses
- 100 level: Introductory Courses
Progress to Date:

Formation of a Departmental Assessment Committee

200 level improved assessment process for PSC 210 & PSC 211

Implementation of changes based on Assessment Report Review at the 200 level

Draft 400 level assessment rubric for all courses

Political Science Assessment Timeline

- Summer 2011: Revised Assessment Plan
- Fall 2011: 200 Level Assessment Strategy
- Spring 2012: 400 Level Assessment Strategy
- June 2012: Report & Assessment Changes
**Revised assessment measures for required 200 level courses based on Assessment Report**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measure for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify core concepts, methods, and theories in political science</td>
<td><strong>Common Questions &amp; Comparable Content Questions in PSC 210 &amp; 211</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Midterm Exams</strong></td>
</tr>
<tr>
<td>Apply political science theories to a case or identified set of cases</td>
<td><strong>Common Format Question on Final Exam</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PSC 210 &amp; 211</strong></td>
</tr>
</tbody>
</table>

**Improvements & Changes**

Disaggregated reporting to track weaknesses in concept, theory or method knowledge.

Common questions to ensure equivalent evaluation of learning outcomes.

Midterm evaluation allows in course modification to address potential weaknesses in student learning.
**Draft assessment measures for 400 level capstone courses based on Assessment Report**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measure for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate original/salient research project engaging a problem, inquiry, or question in Political Science</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>Demonstrate research &amp; critical inquiry skills</td>
<td>Capstone Project</td>
</tr>
</tbody>
</table>

**Improvements & Changes**

Creation of a common rubric across capstone courses.

Systematic identification of areas of weakness in the formulation and implementation of student research.

Movement away from a simple grade based outcome.