Date (Month/Year) September 2022   Assessment Contact Dr. Steven Rogers

In what year was the data upon which this report is based collected? Academic year 2021-22

In what year was the program's assessment plan most recently reviewed/updated? 2019

Is this program accredited by an external program/disciplinary/specialized accrediting organization? no

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed is this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Outcome 1: Students will be able to identify the structure and operation of political systems in the U.S, across a variety of countries, and in multinational organizations.

Outcome 4: Students and Civil Rights, POLS 3710 Feminal Theory: Gender Justice, POLS 3930 American Political Memoir, POLS 4300 Law, Politics, and Regulatory Policy, POLS 4340 Issues in Public Policy, and POLS 4740 Marx's Capital. In Madrid, the courses were POLS 3567 Political Development in Contemporary Spain (two sections) and POLS 3630 International Security and Conflict Resolution. Instructors relied on exam or test questions, essays, a research paper, class discussions, group projects, and student presentations. Given that this outcome measures ability to gather information from credible sources, a variety of types of projects provide good indicators of learning.

Previous templates for assessment reports did not ask for detailed information about artifacts, so we had no reason to collect that information this year. We plan to do so in the future.

3. Assessment Methods: Evaluation Process
   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s), (e.g. a rubric) used in the process and include them in/with this report document (please do not just refer to the assessment plan).

Instructors completed a rubric for each student majoring in Political Science. Rubrics are attached to this report. Instructors shared a summary of those rubrics through a Qualtrics survey that answered the below questions:

1) For which class are you providing information?

2) This year, we agreed to examine this learning outcome [Outcome 1: Students will be able to identify the structure and operation of political systems in the U.S, across a variety of countries, and in multinational organizations OR Outcome 4: Students will be able to identify and gather information from credible primary and secondary sources]. You can determine whether or not students achieved this outcome according to the goals of your class. How did your class contribute to this goal?

3) Which of these instruments did you use to assess student learning for this report? (check all that apply)
   a) One or more essays
   b) One or more exam or test questions
   c) A research design
   d) Other, describe
   e) A research paper

4) Did you fill in a rubric for each Political Science major in the class?

5) In the matrix below, please summarize what you found from the rubrics. For each of the eight outcomes on the rubric, please provide the number of Political Science majors who did not meet, met but did not exceed, or exceeded expectations.
   [Components of the attached rubrics were listed in a matrix]

6) Overall, what could majors do well in regard to [outcome wording inserted here]?

7) Overall, what could majors do less well in regard to [outcome wording inserted here]?

8) How did Political Science majors compare to students from other departments in terms of being able to [outcome wording inserted here]?

9) What tactics were effective in enhancing students' ability to [outcome wording inserted here]?

10) Do you have suggestions for changing the BA curriculum or approaches in individual courses in order to make sure that students will be able to to [outcome wording inserted here]?

11) Is there anything you want to add about your students' learning?

12) Do you have any comments to improve this reporting process?

4. Data/Results

- x Explaining why countries chose different trade and development regimes
- x Identifying the role of domestic political systems and policies in financial crises
- x Assessing how the financial crises and post-crisis reforms affected the growth of inequality

Students faced more challenges in terms of the following:
- x Identifying how policy outcomes are affected by institutional structures in the US
- x Describing h

Instructors reported that students generally did well in terms of the following:

- x Cullingrelevant information from primary source
- x Reading more than once, ask for help, and integrate input so that they eventually understood what they read
- x Identifying the difference between primary and secondary texts
- x Analyz03 Tw 1T8 (n)f(n)2.3h (a)2.7 (r)3. BTd

difficulty meeting them. It is also possible that the variation in meeting expectations is in part the product of different modes of measuring achievement. The instructor of one of the lower achieving classes filled in rubrics based on specific questions on the midterm and final exams, a type of artifact where gaps in knowledge may be more apparent than in an oral presentation or an essay. In addition, that class was populated almost entirely by first (

The department has been using rubrics to collect information about student learning for the past two years. It seems likely that instructors apply varying standards for what constitutes "meeting" or "exceeding" expectations. A more detailed rubric, with descriptions of what constitutes "meeting" and "exceeding" objectives, might improve inter-instructor comparability of responses. After a department-wide discussion about what we believe students should be able to accomplish, we should begin producing rubrics with that information included, starting with the outcome(s) we measure in the coming academic year.

It is clear from the past few assessment cycles that the department collects a large amount of data of imperfect quality and is not always effective in using that data to improve instruction. It also appears that, going forward, the demands for data collection will increase: we will need to provide more detailed information about the artifacts and the assignment prompts that produced them. Collecting all that information for the 15 courses included this year would be a burden for all. As a result, will behoove the department to simplify the assessment plan so that it includes fewer but more measurable outcomes, more detailed rubrics, and fewer courses in which data are collected each year. We should also reduce the number of 1000 and 2000 classes included in the assessment process, since th

D. How do you plan to (continue to) use this information moving forward?

As detailed above, we plan to produce more detailed rubrics with clearer standards for each gradation of learning.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Political Science BA assessment

Outcome 1: Students will be able to identify the structure and operation of political systems in the U.S, across a variety of countries, and in multinational organizations.

Please fill in at least one rubric for each student in your class. You may use one or multiple assignments. Expectations should reflect the level of the course.

For purposes of department assessment, you will be asked to report the number of students who do not meet, meet, or exceed expectations for each of the qualities listed below. You will also be asked to compare POLS BA students to other students in the class. You can report other comments as well.

Student is able to:	Does not meet expectations	Meets (but does not exceed) expectations	Exceeds expectations	Outcome does not apply to this course
US				
Describe how political institutions operate to produce laws and policies				
Explain the function of key institutions				
Identify how policy outcomes are affected by institutional structures				
Comparative				
Describe how political institutions operate to produce laws and policies				
Explain the function of key institutions				
Identify how policy outcomes are affected by institutional structures				
Distinguish between authoritarian and democratic institutions and their underlying values				
Multinational organizations				
Describe how international institutions operate				
Explain the function of key international institutions				
Identify how outcomes are affected by institutional structures				

Comments, in particular anything related to this outcome that students can or cannot do well that is not covered by the rubric: