

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

1. Yes
 2. No
 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

1. Yes
 2. No (Go to Q1.5)
 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
 2. No
 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

1. Yes
 2. No, but I know what the DQP is
 3. No, I don't know what the DQP is.
 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

1. Yes
 2. No
 3. Don't know

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

The Government Master's program has four Program Learning Outcomes (PLO) (See Appendix I). We assessed all four PLOs this year. These include:

Goal 1: Students will demonstrate knowledge of the history and major debates of at least one subfield in our program. These fields include International Relations, Political Theory, and California and its Political Environment.

Goal 2: Students will demonstrate an ability to describe, integrate and analyze major controversies in the field of Political Science.

Goal 3: Students will demonstrate an ability to apply concepts from Political Science to current political issues.

Goal 4: Students will demonstrate an ability to effectively communicate concepts and arguments relating to Political Science.

Q1.2.1. Do you have rubrics for your PLOs?

1. Yes, for all PLOs
 2. Yes, but for some PLOs
 3. No rubrics for PLOs
 N/A, other (please specify):

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

See above.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

We expect the average student performance to be 3.0 or above.

Q2.4. Please indicate the category in which the selected PLO falls into.

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other: |

Please indicate where you have published the PLO, the standard of performance, and

Q2.5

Q2.6

Q2.7

the rubric that measures the PLO:	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO			
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities	x	x	X
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

<p>Q3.1. Was assessment data/evidence collected for the selected PLO in 2014-2015?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)</p>	<p>Q3.2. If yes, was the data scored/evaluated for this PLO in 2014-2015?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6)</p>
<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>Four</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p>The data was collected as part of the grading of comprehensive exams that students take to fulfill the requirements of the Masters degree. A few of our students write a thesis, but the vast majority takes an exam. When grading the exam, the exam committee used a rubric and scored each exam on all four PLOs. Seven student exams were scored by three different faculty on the exam committee. There was mostly agreement on the scores, but when there were differences the scores were averaged.</p> <p>The exams were six hours long and were made up of two questions. One question was a general field question that all students answered and the other was one of four subfield questions.</p>

Q3A: Direct Measures (key assignments, projects, portfolios)

<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input checked="" type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes</p>
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<p>Q3.3.2. Please attach the direct measure you used to collect data.</p> <p>Comprehensive exams.</p>	<table border="1"> <tr><td><input type="checkbox"/></td><td>4. Classroom based performance assessments such as simulations, comprehensive exams, critiques</td></tr> <tr><td><input type="checkbox"/></td><td>5. External performance assessments such as internships or other community based projects</td></tr> <tr><td><input type="checkbox"/></td><td>6. E-Portfolios</td></tr> <tr><td><input type="checkbox"/></td><td>7. Other portfolios</td></tr> <tr><td><input type="checkbox"/></td><td>8. Other measure. Specify:</td></tr> </table>	<input type="checkbox"/>	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques	<input type="checkbox"/>	5. External performance assessments such as internships or other community based projects	<input type="checkbox"/>	6. E-Portfolios	<input type="checkbox"/>	7. Other portfolios	<input type="checkbox"/>	8. Other measure. Specify:
<input type="checkbox"/>	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques										
<input type="checkbox"/>	5. External performance assessments such as internships or other community based projects										
<input type="checkbox"/>	6. E-Portfolios										
<input type="checkbox"/>	7. Other portfolios										
<input type="checkbox"/>	8. Other measure. Specify:										

Q3.4. How was the data evaluated? [Select only one]

1. No rubric is used to interpret the evidence (Go to Q3.5)

2. Used rubric developed/modified by the faculty who teaches the class

3. Used rubric developed/modified by a group of faculty

4. Used rubric pilot-tested and refined by a group of faculty

5. The VALUE rubric(s)

6. Modified VALUE rubric(s)

7. Used other means. Specify:

<p>Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>
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<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>Three</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
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<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]?</p> <p>It was all students who took the comprehensive exam in Spring 2015.</p>	<p>Q3.6.1. How did you decide how many samples of student work to review?</p> <p>See above.</p>
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<p>Q3.6.2. How many students were in the class or program?</p> <p>7</p>	<p>Q3.6.3. How many samples of student work did you evaluate?</p> <p>All</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
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Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

<p>Q3.7. Were indirect measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No (Skip to Q3.8)</p> <p><input type="checkbox"/> 3. Don't know</p>	<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE)</p> <p><input type="checkbox"/> 2. University conducted student surveys (e.g. OIR)</p> <p><input type="checkbox"/> 3. College/Department/program student surveys</p> <p><input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews</p>
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>	

	<input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:
Q3.7.3. If surveys were used, briefly specify how you selected your sample.	Q3.7.4. If surveys were used, what was the response rate?

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know	Q3.8.1. Which of the following measures were used? <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:
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Q3.8.2. Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)	Q3.8.3. If other measures were used, please specify:
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Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
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Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

Table 1: Percentage of Students by Scores for All Government Students in Govt 100

Goal	Average Score
Goal 1: Knowledge of one subfield of Political Science	2.88
Goal 2: Analysis	3.00
Goal 3: Communication	3.38
Goal 4: Application of Knowledge	3.48

Table 2: Percentage of Students by Scores for All Government Students in Govt 100

Goal	Percent Meeting Expectations
Goal 1: Knowledge of one subfield of Political Science	85.7%
Goal 2: Analysis	71.4%
Goal 3: Communication	100.0%
Goal 4: Application of Knowledge	85.7%

The average scores for seven students were determined by taking the average of three faculty raters' scores and then taking the average for all seven students. Since there were so few students take the exam, the percentages of students for each score are not reported. The average for all students was above three for three of the four goals. For Goal 1, Knowledge of one subfield, it was below 3 but only 1 of the seven students scored below 3. The students averaged three for Analysis (Goal 2), but scored higher on Communication and Application of Knowledge (Goals 3 and 4).

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Overall our graduate students are doing well meeting our goals. We were pleased with how students applied theories in political science to real world issues. We think our students have a good grasp of this. We would like to see students demonstrate a deeper knowledge of a subfield and be able to better analyze political research. However, students are meeting standards. This is the first year we have assessed our goals and we plan on holding a Graduate Committee meeting in the fall to discuss the results.

Q4.3. For **selected** PLO, the student performance:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Exceeded expectation/standard |
| <input checked="" type="checkbox"/> | 2. Met expectation/standard |
| <input type="checkbox"/> | 3. Partially met expectation/standard |
| <input type="checkbox"/> | 4. Did not meet expectation/standard |
| <input type="checkbox"/> | 5. No expectation or standard has been specified |
| <input type="checkbox"/> | 6. Don't know |

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes
 2. No (Go to **Q6**)
 3. Don't know (Go to **Q6**)

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

1. Yes
 2. No
 3. Don't know

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
a.
b.
c. |

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix I: Government Master's Program Learning Objectives

Appendix II: Rubric for Government Masters Assessment

Program Information

P1. Program/Concentration Name(s):
Government and International Relations Majors in Government

P2. Program Director:
James Cox, Graduate Coordinator

Department P1.1. Report Authors: James Cox		P2.1. Department Chair: Nancy Lapp									
P3. Academic unit: Department, Program, or College: Government Department		P4. College: SSIS									
P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment): 27		P6. Program Type: [Select only one] <input type="checkbox"/> 1. Undergraduate baccalaureate major <input type="checkbox"/> 2. Credential <input checked="" type="checkbox"/> 3. Master's degree <input type="checkbox"/> 4. Doctorate (Ph.D./Ed.d) <input type="checkbox"/> 5. Other. Please specify:									
Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 3 P7.1. List all the name(s): Government, GOVT/International Relations; GOVT/Journalism P7.2. How many concentrations appear on the diploma for this undergraduate program? 3		Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 1 P8.1. List all the name(s): Government Masters P8.2. How many concentrations appear on the diploma for this master program? 1									
Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names:		Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List all the name(s):									
When was your assessment plan?		1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed										X	
P12. Last updated										X	
									1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?										X	
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?										X	
P15. Does the program have any capstone class?										X	
P16. Does the program have ANY capstone project?										X	

Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

Report Assessment Activities on Additional PLOs Here



