2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: [BA Government & International Relations Conc   ⬍]

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?** [**Check all that apply**]

- ☑ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☑ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☑ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any assessed PLOs not included above:

a. [   ]
b. [   ]
c. [   ]

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

We assessed four PLOs. These were assessed last year and this year we developed new PLOs that were developed using the new Graduate Learning Goals/Objectives developed by the Faculty Senate.

PLO 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.

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

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

PLO 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

○ 4. N/A

○ 5. Other, specify: [_____]

[Undo]

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

● 1. Yes

○ 2. No

○ 3. Don't know

[Undo]

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

○ 1. Yes

● 2. No (skip to **Q1.5**)

○ 3. Don't know (skip to **Q1.5**)

[Undo]

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

[Undo]

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

[Undo]

Q1.6.
Did you use action verbs to make each PLO measurable?

○ 1. Yes

● 2. No

○ 3. Don't know

[Undo]

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

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

[Select PLO from list   ▲▼]

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

[   ]
[   ]
[   ]
[   ]
[   ]
[   ]
[   ]

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
[Undo]

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

We expect 75% of our students to score 3 or better on their comprehensive exams.

📎 Govt Masters Rubric.docx
   13.04 KB   📎 Click here to attach a file

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	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
☐	☐	☐	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

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?
● 1. Yes
○ 2. No (skip to **Q6**)
○ 3. Don't know (skip to **Q6**)
○ 4. N/A (skip to **Q6**)
[Undo]

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?
[Don't know ▼]

Q3.2.
Was the data **scored/evaluated** for this PLO?
● 1. Yes
○ 2. No (skip to **Q6**)
○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

[Undo]

Q3.2.1.

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:

The data was collected as part of the grading of comprehensive exams that students take to fulfill the requirements of the master's 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. Eleven student exams were scored by three different faculty on the exam committee. This was for exams over the last three semesters. We had fewer students take the exam this year, so we reported the scores for all students since we have been doing assessment. There was mostly agreement on the scores, but when there were differences the scores were averaged.

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.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

🔘 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

[Undo]

Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

☑ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☐ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify: _____

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

The measure was for written comprehensive exams. The questions varied by subfield, semester and student. Below is an example of the one of the questions that was used for one part of the exam. Students had three hours to answer this question.

Political polarization has increased over the past 30 years.   What have been the impacts on American politics and government? Can democracy function with the degree of polarization we have seen recently? Have there been any positive impacts? Some questions you might consider in answering these questions are: 1.) Is the amount of polarization we are seeing unprecedented? 2.) What caused the polarization? Does this change how we think about it? 3.) Has polarization taken-place among the mass public? How does polarization interact with the level of public information? 4.) How has polarization impacted governance in California and other states? 5.) Does this change the way we think about political parties? You should include material from three of the four courses offered.   (Govt 281, 280, 250 and 270)

[📎 **Click here to attach a file**]   [📎 **Click here to attach a file**]

Q3.4.

What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

◉ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

[Undo]

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [_____] (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

[Undo]

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

○ 1. Yes

◉ 2. No

○ 3. Don't know

○ 4. N/A

[Undo]

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

○ 1. Yes

◉ 2. No

○ 3. Don't know

○ 4. N/A

[Undo]

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

```
1
```

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

```
9
```

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○   4. N/A

[Undo]

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

We evaluated most students who took comprehensive exams over the past three semesters. Some exams were not scored becasue the committee forgot to do so, but the eleven we did score represent a good representation of students finishing up our program.

Q3.6.1.
How did you **decide** how many samples of student work to review?

We try to evaluate all student exams.

Q3.6.2.
How many students were in the class or program?

We have around 40 students in th

Q3.6.3.
How many samples of student work did you evaluated?

11

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

⦿   1. Yes

○   2. No

○   3. Don't know

[Undo]

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

○   1. Yes

⦿   2. No (skip to **Q3.8**)

○   3. Don't Know (skip to **Q3.8**)

[Undo]

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify: [   ]

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

📎 **Click here to attach a file**   📎 **Click here to attach a file**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, what was the response rate?

Question 3C: 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?

○ 1. Yes

⦿ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

[Undo]

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐   3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐   4. Other, specify: [ ]

Q3.8.2.
Were other measures used to assess the PLO?

○   1. Yes

◉   2. No (skip to **Q4.1**)

○   3. Don't know (skip to **Q4.1**)

[Undo]

Q3.8.3.
If other measures were used, please specify:

[ ]

📎 Click here to attach a file   📎 Click here to attach a file

(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO
for **Q2.1**:

Table 1: Average Scores for Government Masters' Students for Comprehensive Exams from 2015-2016.

PLO	Average Score
PLO 1: Knowledge of one subfield of Political Science	2.70
PLO 2: Analysis	2.83
PLO 3: Communication	3.08
PLO 4: Application of Knowledge	3.38

📎 Click here to attach a file   📎 Click here to attach a file

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

We reported the average scores in Table 1 for each PLO and the percent who scoreed over 3. We
did not report the percentage at each category because there were only 11 students. Students met
our standards of 75% being scored at meets expectations (3). The Knowledge of Political Science
and Analysis scored lower than communication and application of knowledge. It is difficult for
students to demonstrate competency on all for of these criteria on a single exam, but most of our
students are ablet to do it.

📎 Click here to attach a file   📎 Click here to attach a file

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

○   1. **Exceeded** expectation/standard

◉   2. **Met** expectation/standard

○   3. **Partially** met expectation/standard

○   4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

[Undo]

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

🔘 1. Yes

○ 2. No

○ 3. Don't know

[Undo]

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

🔘 1. Yes

○ 2. No

○ 3. Don't know

[Undo]

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

Q5.1.
As a result of the assessment effort and based on 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 (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

[Undo]

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.

We are going to try to assess students progress throughout the program and not just at the end.
 We have also changed our assessment plan and PLOs to comply with the new gradaute goals just approved by the Faculty Senate.

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

[Undo]

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**] [Undo 1-12] [Undo 12-23]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. 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					

Item	Col 1	Col 2	Col 3	Col 4	Col 5
(top row)	◉	○	○	○	○
6. Developing/updating assessment plan	◉	○	○	○	○
7. Annual assessment reports	○	◉	○	○	○
8. Program review	○	◉	○	○	○
9. Prospective student and family information	○	○	◉	○	○
10. Alumni communication	○	○	○	◉	○
11. WSCUC 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 modifications	○	○	○	○	◉
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:

We are changing our assessment plan to better evalaute how students are doing. We have also been discussing how we can change courses assignments to help students improve their skills.

(**Remember**: Save your progress)

Additional Assessment Activities

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

📎 Click here to attach a file   📎 Click here to attach a file

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 12. Intercultural Knowledge and Competency

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. Global Learning

☐ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. Overall Competencies in the Major/Discipline

☐ 19. Other, specify any PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

Q8. Please attach any additional files here:

| 🔗 Click here to attach a file | 🔗 Click here to attach a file | 🔗 Click here to attach a file | 🔗 Click here to attach a file |

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

[   ]

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

| BA Government & International Relations Conc | ⬍ |

P1.1.
Program/Concentration Name(s): [by department]

| Select... | ⬍ |

P2.
Report Author(s):

Jim Cox

P2.1.
Department Chair/Program Director:

Nancy Lapp

P2.2.
Assessment Coordinator:

Jim Cox

P3.
Department/Division/Program of Academic Unit

| Government | ⬍ |

P4.
College:

| College of Social Sciences & Interdisciplinary Studies | ⬍ |

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

40

P6.
Program Type:

○ 1. Undergraduate baccalaureate major

○ 2. Credential

◉ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

○ 5. Other, specify: [   ]

P7. Number of **undergraduate degree programs** the academic unit has?

| 3 | ⬍ |

P7.1. List all the names:

Government

International Relations

Government/Journalism

P7.2. How many concentrations appear on the diploma for this undergraduate program?

| Don't know | ⬍ |

P8. Number of **master's degree programs** the academic unit has?

| Don't know | ⬍ |

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

| Don't know | ⬍ |

P9. Number of **credential programs** the academic unit has?

| Don't know | ⬍ |

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

| 0 | ▲▼ |

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
Undo							
P11. developed?	○	○	○	●	○	○	○
P11.1. last updated?	○	○	○	○	●	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **Graduate Learning Objectives.docx**
13.62 KB

P12.
Has your program developed a **curriculum map?**

○ 1. Yes
○ 2. No
○ 3. Don't know
[Undo]

P12.1.
Please attach your latest **curriculum map**:

📎 Government Masters map.docx
12.37 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

● 1. Yes
○ 2. No
○ 3. Don't know
[Undo]

P14.
Does your program have a capstone class?

○ 1. Yes, indicate:
● 2. No
○ 3. Don't know
[Undo]

P14.1.
Does your program have **any** capstone project?

○ 1. Yes

○ 2. No

○ 3. Don't know

[Undo]

(**Remember**: Save your progress)

Rubric for Government Masters Assessment

PLO and Definition	Definition	Does not meet expectations (1)	Mostly Meets Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
PLO 1: Knowledge of one subfield of Political Science.	Students understand history and a debate in the field of Political science.	Student does not show an understanding of a historical debate in Political Science.	Student shows some understanding of debate, but some issues are left out.	Student adequately demonstrates understanding of subfield,	Student demonstrates deep understanding of subfield and places it in larger debates within political science.
PLO 2: Analysis	Students will demonstrate an ability to describe, integrate and analyze major controversies in the field of Political Science.	Student missing major argument or theories. Little or no analysis provided of controversies.	Student lists relevant literature, but there is not enough integration or analysis different points of view.	Student provides adequate review of literature and also discusses different assumptions and evidence of competing approaches.	Student provides a thorough review of the literature and an extensive analysis of competing approaches.
PLO 3: Communication	Students will demonstrate an ability to effectively communicate concepts and arguments relating to Political Science.	Student's answer is poorly written and hard to follow the argument. Concepts are not clearly explained or answer does not address the question.	Student's answer is mostly clear. Some problems of organization and clarity. Answer may not address the question.	Student's answer has a clear argument and is well organized. Student explains concepts adequately and addresses the question.	Student has a clear argument and answers the questions clearly.
PLO 4: Application of Knowledge	Students will demonstrate an ability to apply concepts from Political Science to current political issues.	Students does not apply concepts to current issues	Student makes some attempt to apply concepts to current issues, but the linkage is not completely clear.	Student explains how concepts from political science apply to current issues.	Student clearly demonstrates how concepts applies to current political issues. The student's application is insights and original.

MA GOVT Q4.1

Table 1: Average Scores for Government Masters' Students for Comprehensive Exams from 2015-2016.

PLO	Average Score
PLO 1: Knowledge of one subfield of Political Science	2.70
PLO 2: Analysis	2.83
PLO 3: Communication	3.08
PLO 4: Application of Knowledge	3.38

Table 2: Percent of Government Masters' Students Scoring over 3 for Comprehensive Exams from 2015-2016.

PLO	Percent Meeting Expectations
PLO 1: Knowledge of one subfield of Political Science	87.5%
PLO 2: Analysis	87.5%
PLO 3: Communication	100.0%
PLO 4: Application of Knowledge	87.5%

Graduate Learning Objectives	Program Learning Outcomes
GLO 1: Students will demonstrate knowledge of theories, debates, methods, and history of Political Science.	PLO 1: Students will demonstrate knowledge of theories and debates in at least one subfield in our program. These fields include International Relations, Political Theory, and California and its Political Environment. PLO 2: Students will demonstrate knowledge of methods in Political Science.
GLO 2: Demonstrate the ability to be creative, analytical, and critical thinkers.	PLO 3: Students will demonstrate an ability to describe, integrate and analyze major controversies in the field of Political Science.
GLO 3: Students show an understanding of how Political Science relates to political issues.	PLO 4: Students will demonstrate an ability to apply concepts from Political Science to current political issues.
GLO 4: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.	PLO 5: Students will demonstrate an ability to effectively communicate concepts and arguments relating to Political Science.
GLO 5: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.	PLO 6: Students will be able to obtain and analyze relevant information relating to Political Science and politics

Government Masters' Program Assessment Map

Course Work	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Govt 200 (Core)		X	X		X	X
Govt 210 (Core)	X		X	X	X	
Govt 213 (Elective)			X	X	X	
Govt 218 (Elective)			X	X	X	
Govt 219 (Core)	X		X	X	X	
Govt 230 (Core)	X		X	X	X	X
Govt 236 (Core)	X		X	X	X	X
Govt 240 (Core)	X		X	X	X	X
Govt 250 (Elective)			X	X	X	X
Govt 270	X		X	X	X	