

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA Government

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☒ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

We assessed how well our students understand two of our three areas. This aligns with the learning goal Competency in the Disciplines. The PLOs are listed below.

PLO4: Core Knowledge of Politics and Government --- Students should be familiar with key concepts and knowledge in the areas of American politics and Government, international relations, and political theory.

PLO4a: Students will demonstrate an understanding of the working American politics and institutions.

PLO4b: Students will demonstrate an understanding of international relations and comparative politics.

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:

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 Senior College and University Commission (WSCUC))?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip 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", see <http://degreeprofile.org>) 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?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

(Remember: **Save your progress**)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **OR** type in **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):

Overall Disciplinary Knowledge

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

We expect our students to have knowledge about politics and institutions in the United States and internationally.

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 standards of performance** that you have developed for this PLO here or in the appendix.

We expect 75% of our students to get 50% of the answers correct.



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Q2.4.
PLO

☐

Q2.5.
Stdnd

☐

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

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)

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:

We used to sets of multiple-choice questions. For PLO4a we gave a 48 question multiple-choice test related to American politics to 23 Freshman non-majors, 22 Freshman majors and 68 Senior majors to compare how our students did and whether there was improvement. For PLO4b, a ten question exam was given to Freshman non-majors and upper division majors. All of these questions were given to students in a Government course.

(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)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The exam questions were chosen to reflect general knowledge in American politics and International relations. We would expect that students who graduate would have some basic knowledge about politics and institutions in the United States and Internationally.

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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.)

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

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

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

Q3.5.

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

3

Q3.5.1.

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

3

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

Q3.6.

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

We picked Government courses with Freshman and upper division majors.

Q3.6.1.

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

It was based on the number of people in the courses.

Q3.6.2.

How many students were in the class or program?

over 100.

Q3.6.3.

How many samples of student work did you evaluated?

NA

Q3.6.4.

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

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(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**)

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:

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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**)

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**)

Q3.8.3.

If other measures were used, please specify:

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(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 in **Q2.1**:

Table 1: Student Performance on American Politics Substantive Knowledge Test (PLO4a) on All Questions


	Percent Over 50% Correct	Average Score	N
Non-major Freshman	8.7%	16.0/48	23
Freshman Majors	36.4%	19.0/48	22
Senior Majors	48.5%	22.8/48	68


Table 2: Student Performance on American Politics Substantive Knowledge Test (PLO4a) on 32 Questions

	Percent Over 50% Correct	Average Score	N
Non-majors	17.4%	12.5/32	23
Freshman Majors	36.7%	14.5/32	22
Senior Majors	67.7%	16.9/32	68

Table 3: Student Performance on International Politics Substantive Knowledge Test (PLO4b)

	Percent Over 50% Correct	Average Score	N
Non-majors	29.0%	3.5/10	86
Govt 130	39.0%	4.1/10	75
Govt 140	47.0%	4.9/10	30


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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?

Students did not meet the standards for PLO4a when we examined all 48 question as can be seen in Table 1. The problem was that this was probably too many questions to answer in the allotted 25 minutes given in class. Many students were not able to finish the questions. When we examine only the first 32 questions as reported in Table 2, we see that seniors did meet the standard. We also can see that seniors in the major did much better than Freshman non-majors and Freshman majors. This suggest that our students are learning some substantive knowledge, but maybe not as much as we would like.

The results are similar for PLO4b. Students taking upper division International Relations and Comparative Politics courses did not meet the standard, but they did perform much better than Freshman taking a lower division Government course. The students in Govt 130 and Govt 140 were both regular Government and International Relations majors and were both Juniors and Seniors.

 No file attached

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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

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

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

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)

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.

In the regular Government major we realized that some students might not take an American Government course other than Govt 1, which they usually take as Freshman. We plan to advise students to take an American Government course as an elective.

Also, we realized that a small number of our Freshman majors did well on the substantive knowledge exam. These students probably have enough knowledge that they do not need to take Govt 1. For students who took AP Government and receive a 3 or better we are going to waive the Govt 1 requirement for the major and advise them to take an upper division American course in its place. This change does not change the number of units they have to take for the major.

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan					

	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

We continue to talk about assessment and how students have performed. We did not make any policy changes based on last year's assessment, but we have discussed how we can design writing assignments in our courses to improve our students' critical thinking. We also used past assessment results when we made priorities for hiring this year.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

9. Other, please specify:

☐
☐
☐
☒
☐

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

This year we used very different instruments than last year. Since the type of assessment is so different, we have not had an opportunity to incorporate feedback from last year. However, we continually think about how we can improve data collection and analysis given the time constraints we have.

(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:

Last year we surveyed students about our courses. Specifically, we asked them what courses they would like to see added to our offerings. This information was useful in thinking about our hiring needs.



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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, Competency, and Perspectives
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning and Perspectives
- ☐ 16. Integrative and Applied Learning

- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

 No file attached  No file attached  No file attached  No file attached

Q8.1.

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

Attachment I: Government Major Learning Objectives

Attachment II: Government Curriculum Map

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BA Government

Q10.

Report Author(s):

Jim Cox

Q10.1.

Department Chair/Program Director:

Nancy Lapp

Q10.2.

Assessment Coordinator:

Jim Cox

Q11.

Department/Division/Program of Academic Unit

Government

Q12.

College:

College of Social Sciences & Interdisciplinary Studies

Q13.

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

461

Q14.

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:

Q15. Number of undergraduate degree programs the academic unit has?3 **Q15.1.** List all the names:***Government, Government- International Relations, Government Journalism*****Q15.2.** How many concentrations appear on the diploma for this undergraduate program?0 **Q16. Number of master's degree programs** the academic unit has?1 **Q16.1.** List all the names:

Government MA

Q16.2. How many concentrations appear on the diploma for this master's program?0 **Q17. Number of credential programs** the academic unit has?0 **Q17.1.** List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your assessment plan...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



Assessment PLO Government Major.docx
12.54 KB

Q20.

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

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



cur map Govt 17.docx
15.04 KB

Q21.

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

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q22.

Does your program have a capstone class?

- ☐ 1. Yes, indicate:
- ☒ 2. No
- ☐ 3. Don't know

Q22.1.

Does your program have **any** capstone project?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

Assessment Program Learning Objectives Government Major – 2016/17

PLO1: Communication—Students will demonstrate the ability to communicate effectively about politics and government.

PLO1a: Students should be able to express themselves coherently in writing about politics and government.

PLO2: Information Literacy – Students will locate, identify and evaluate information related to politics and government.

PLO2a: Students can use the library and web resources to find information relating to government and politics.

PLO2b: Students can properly cite sources used in their research.

PLO2c: Students can critically evaluate information sources they are using as evidence.

PLO 3: Critical Thinking —Students need to be able to critically examine arguments, claims, and alternative explanations.

PLO3a: Students will provide appropriate evidence to support claims and arguments and recognize obvious objections and alternative views.

PLO3b: Students identifies and evaluates the context and underlying assumptions of competing arguments.

PLO4: Core Knowledge of Politics and Government --- Students should be familiar with key concepts and knowledge in the areas of American politics and Government, international relations, and political theory.

PLO4a: Students will demonstrate an understanding of the working American politics and institutions.

PLO4b: Students will explain and apply key concepts and theories in international relations.

PLO4c: Students will explain and apply key concepts in political theory.

PLO5: Quantitative Knowledge - Students will be able to analyze quantitative data and write up research findings.

PLO5a: Developing Hypotheses- Student states a clear and testable hypothesis and explains why it is plausible.

PLO5b: Research methodology and analysis- Student uses an appropriate research design and explains data, independent and dependent variables.

PLO5c: Interpretation and presentation of results - Student presents and interprets the results by explaining how it is linked to their hypotheses.

Attachment II: Curriculum Map Government Major 2016/2017

GOVERNMENT	PLO 1: Communication	PLO 2: Information Literacy			PLO 3: Critical Thinking		PLO 4: Core Knowledge			PLO 5: Quantitative Analysis		
	PLO 1a	PLO 2a	PLO 2b	PLO 2c	PLO 3a	PLO 3b	PLO 4a	PLO 4b	PLO 4c	PLO 5a	PLO 5b	PLO 5c
	writing	acquire info	cite	evaluate	argument	evidence	American	Theory	IR	Hyp.	Methods	Interp.
GOVT 1	I	I	I	I	I	I	I					
GOVT 100	D	D	D	D	D	D				I,D,M	I,D,M	I,D,M
GOVT 110/111	D	D	D	D	D	D		D,M				
GOVT 120A/120B	D		D	D	D	D	D					
GOVT 130	D	D	D	D	D	D			D,M			
GOVT 170	M	M	M	M	M	M	M					
Electives	M	M	M	M	M	M						
Timeline												
First Round	2011	2011	2011	2016	2011	2014	2017	2020	2017	2015	2015	2015
Second Round	2018	2018	2018	2018	2019	2016	2020	2020	2020	2021	2021	2021
Expected Over Standard	90%	90%	90%	90%	90%	90%	75%	75%	75%	90%	90%	90%

I = INTRODUCED

D = DEVELOPING

M = MASTERED