2018 - 2019
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:
Please use the "Guidelines" and "Examples for Answering Open-Ended Questions" to answer each question in the template as you complete the report. Please provide and attach the following information:
1. PLO Assessed **(Q1.1, Q2.1)**
2. Definition of the PLO(s) **(Q2.1.1)**
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
4. Direct Measures **(Q3.3.2)**
5. Data Table(s) **(Q4.1)**
6. Curriculum Map **(Q21.1)**
7. Most Updated Assessment Plan **(Q20.2)**

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

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

BA Political Science
OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.
Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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. **Research**
☐ 21A. Other, specify any assessed PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

☐ 21B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.
Are your PLOs closely aligned with the mission and/or the strategic plan of the university?
◉ 1. Yes
○ 2. No
○ 3. Don't know
[Undo]

(**Remember:** Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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):

Written Communication

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

[   ]

Q2.1.1.
Please provide the definition for this PLO (**See Appendix 15 Sample Answer to Q2.1.1**).

PLO 1: Communication. Students will demonstrate the ability to communicate effectively about politics and government.

PLO 1a: Students should be able to express themselves coherently in writing about politics and government.

Q2.2.

Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

  Undo

Q2.2.a.
Please provide the standards of performance/expectations for this PLO:

> Our provisional performance standard is that 75 percent of our upper-division students achieve a score of 3 or h...

Q2.3.
Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment**(
See Appendix 15 Sample Answer to Q2.3):**

Assessment rubric attached.

📎 Poli Sci Assessment Rubric 2018-19.doc
33.5 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 (stdrd)** 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?

1

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:

This year the Political Science Department assessed PLO 1 Communication in two upper-division courses: POLS 115 Democratic Theory, and POLS 170 Public Policy. The first course is in the field of political theory, the second course is in the field of American politics. POLS 170 is a required course for the political science major, and it is recommended for graduating seniors. POLS 115 is an elective course that consists primarily of seniors in the political science major. These courses thus offered a good opportunity for assessing the writing skills of our students near the time of graduation. We evaluated student writing according to a rubric based on four criteria: 1) information acquisition, 2) conceptual thinking and analysis; 3) application of evidence, and 4) presentation of ideas. We asked the faculty teaching POLS 115 and POLS 170 to submit 20 randomly selected student papers from each course. This created a set of 40 papers. Instructor and student names were removed to ensure anonymity. The assessment chair then evaluated the papers according to the rubric, using a four-point scale (1=lowest, 4=highest). In each category each paper was judged as either 1) inadequate, 2) needing work/showing promise, 3) meeting requirements/showing competency, or 4) excellent work.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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 (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 **attach the assignment instructions that the students received to complete the assignment (**
See Appendix 1 Sample Answer to Q3.3.2):

Paper assignments for POLS 115 and 170 attached.

| 📎 **POLS 115 Essay Assignment Spring 2019.docx** **22.73 KB** | 📎 **Public Policy Paper Guidelines and Requirements.doc** **32.5 KB** |

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.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

> 3

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

> 1

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 asked the faculty teaching POLS 115 and POLS 170 to submit 20 randomly selected student papers from each course. This created a set of 40 papers. Instructor and student names were removed to ensure anonymity.

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

> We decided on a sample size of approximately 50 percent of the total students in each course to ensure that the sample would be broadly representative of our students.

Q3.6.2a.
Please enter the number (#) of students _**from ONLY your program**_ that were assessed for this program learning outcome (not all students in the class).

40

Q3.6.3a.
Please enter the number (#) of samples of student work _**from ONLY your program**_ that were evaluated for this program learning outcome.

40

Q3.6.4.
Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

◉ 1. Yes
○ 2. No
○ 3. Don't know

Undo

(**Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

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, please enter 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. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example.) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

	Inadequate (1)	Needs Work/Shows Promise (2)	Meet requirements/ Shows Competency (3)	Excellent Work (4)	Percent scoring 3 or above	TOTAL
Political Science PLO 1 Written Communication Assessment Data, Findings, Conclusions **Total N=40**						
Information Acquisition	3 (8%)	4 (10/%)	26 (65%)	7 (18%)	**83%**	**40**
Conceptual Thinking and Analysis	4 (10%)	11 (28%)	17 (43%)	8 (20%)	**63%**	**40**
Application of Evidence	2 (5%)	7 (18%)	22 (55%)	9 (23%)	**78%**	**40**
Presentation of Ideas	1 (3%)	15 (38%)	16 (40%)	8 (20%)	**60%**	**40**

As this table shows, over 75 percent of our students meet our standard of scoring 3 or above on two criteria (Information Acquisition, Application of Evidence). Most of our students are capable of gathering relevant information and applying it to their assigned topic.

Less than 75 percent of students meet our standard on our other two criteria (Conceptual Thinking and Analysis, Presentation of Ideas). Many students have difficulty thinking abstractly and discussing the relations among different concepts. And many students have trouble presenting a clear thesis and defending it in a well-organized manner.

Future efforts to improve student writing should devote special attention to Conceptual Thinking and Analysis, and Presentation of Ideas.

📎 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 (**See Appendix 15 Sample Answers to Q4.1-Q4.3**)?

As noted previously, our students meet our program standard for PLO 1 Communication for two of our four performance criteria.

We will continue our efforts to improve writing pedagogy in our department. Faculty in our department already devote considerable effort to improving student writing, but we rarely have opportunities for sharing resources and ideas. We plan on addressing this problem in part by holding writing pedagogy workshops in our department.

📎 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.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

○ 1. Yes, describe your plan:

○ 2. No

○ 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas? Undo 1-12 Undo 12-23	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	○	○	◉	○	○
2. Modified curriculum	○	○	◉	○	○
3. Improved advising and mentoring	○	○	◉	○	○
4. Revised learning outcomes/goals	○	○	◉	○	○
5. Revised rubrics and/or expectations	○	○	○	◉	○
6. Developed/updated 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	○	○	○	◉	○

	1.	2.	3.	4.	5.
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:

Q5.3. To what extent did you apply **previous assessment 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
Undo 1-9					
1. Program Learning Outcomes	○	○	○	◉	○
2. Standards of Performance	○	○	○	◉	○
3. Measures	○	○	○	◉	○
4. Rubrics	○	○	◉	○	○
5. Alignment	○	○	◉	○	○
6. Data Collection	○	○	◉	○	○
7. Data Analysis and Presentation	○	○	○	◉	○
8. Use of Assessment Data	○	○	○	◉	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

We assessed a different aspect of student learning this year than last year, so the feedback on last year's assesesment was not directly relevant.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

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

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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. **Research**
☐ 21. Other, specify any PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

> The program review just happened this past year and we are in the process of linking our
>
> assessment activities to those recommendations.

Q9. 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 |

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:
[   ]
(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]
Select Program

Q11.
Report Author(s):
Mark Brown

Q11.1.
Department Chair/Program Director:

Jim Cox

Q11.2.
Assessment Coordinator:
Mark Brown

Q12.
Department/Division/Program of Academic Unit (select):
Government

Q13.
College:
College of Social Sciences & Interdisciplinary Studies

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):
499 (2016)

Q15.
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:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?
4

Q16.1. List all the names:

Political Science, Political Science (International Relations), Political Science and Journalism, Minor in Political Science

Q16.2. How many concentrations appear on the diploma for this undergraduate program?
0

Q17. Number of **master's degree programs** the academic unit has?
3

Q17.1. List all the names:

MA in Political Science (California and its Political Environment), MA in Political Science (International Relations/Comparative Government), MA in Political Science (Political Theory)

Q17.2. How many concentrations appear on the diploma for this master's program?
0

Q18. Number of **credential programs** the academic unit has?

```
0
```

Q18.1. List all the names:

```
```

Q19. Number of **doctorate degree programs** the academic unit has?
```
0
```

Q19.1. List all the names:

```
```

When was your **Assessment Plan**…	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Undo								
Q20. Developed?	◉	○	○	○	○	○	○	○
Q20.1. Last updated?	○	○	○	○	○	◉	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

> **Assessment Plan Political Science September 2018.docx**
> **17.58 KB**

Q21.
Has your program developed a **curriculum map? Please note: A curriculum map is not a roadmap. A roadmap is a graphical representation of the courses students must take to graduate. A curriculum map is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.**

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Undo

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

> cur map pols 19.docx
> 15.42 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Undo

Q23.
Does your program have a capstone class?

○ 1. Yes, specify:

[   ]

◉ 2. No

○ 3. Don't know

[Undo]

Q23.1.
Does your program have a capstone project(s)?

○ 1. Yes

◉ 2. No

○ 3. Don't know

[Undo]

Q24.
BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

☑ 1. PLO Assessed **(Q1.1, Q2.1)**

☑ 2. Definition of the PLO(s) **(Q2.1.1)**

☑ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**

☑ 4. Direct Measures **(Q3.3.2)**

☑ 5. Data Table(s) **(Q4.1)**

☑ 6. Curriculum Map **(Q21.1)**

☑ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!
(**Remember**: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.**11**.19

Political Science Department POL 1 Written Communication Assessment Rubric 2018-19

	Inadequate	Needs Work/Shows Promise	Meet requirements/ Shows Competency	Excellent Work
Information Acquisition: *Student uses the information needed to address paper topic. Information may come from assigned readings, class lectures and discussion, student research from the library, or other sources.*	Information does not address the topic. Student leaves out obvious sources of information available in the library or from class.	Student has some useful information but not enough to adequately address the paper topic. Student relies on information from only a few sources or from the same types of sources.	Student uses enough information available to address paper topic. Student brings in relevant material from class and uses information available in the library as required. Varied sources were used.	Student uses a wide variety of sources to address the question. The student uses all available information from this and other classes.
Conceptual Thinking and Analysis: *Part of a liberal arts education is moving from learning facts to thinking more abstractly. Students should be able to recognize, breakdown, and apply complex concepts and ideas.*	The student's work does not demonstrate a clear understanding of concepts needed to address paper topic. Key concepts are left out of the paper altogether.	Student attempts to explain important concepts and theories, but they are not fully developed. Evidence of an underdeveloped concept or theory includes misstating ideas or leaving out key components.	The student's work demonstrates a basic understanding of the concepts and theories needed to address the paper topic. The student competently explains the relevant concepts and how they fit together.	The student uses meaningful examples to show a solid understanding of relevant concepts and theories. Shows how the concept and theories fit into broader historical and political contexts.
Application of Evidence: *Student is able to recognize and provide appropriate evidence to support theoretical claims and arguments.*	Little evidence exists to back up student's claims or argument. Evidence is used poorly or is irrelevant to the argument.	Student uses some evidence, but it is insufficient or inappropriate. Main points of the paper are poorly supported.	Student provides sufficient and appropriate evidence to back up their argument.	Student provides compelling evidence to back up argument. Student also considers conflicting evidence.
Presentation of Ideas: *The presentation of ideas affects all other categories. Student papers should have a clear thesis, be organized, and not have distracting grammatical errors.*	Paper provides no thesis or argument. The argument is so poorly organized or contains so many writing errors that it is hard to follow.	The paper has too little structure and too many writing errors. However, these writing problems do not completely obscure the student's points.	Student's paper has a thesis, adequate organization, and few writing errors. The student's argument is not obscured by writing problems.	Paper has a clear thesis, is well organized and crisply written. Student's points or arguments are clear.

POLITICAL SCIENCE 170
Spring, 2019

Public Policy Paper Guidelines and Requirements

You should view the paper as a means to inform government policymakers about a policy problem (i.e., a critique of current policy) and to propose solutions, or policy alternatives, to eliminate or, at least, mitigate the problem. You may choose any policy topic that interests you, including any policy issue that is a debate topic in the class. The paper is not meant to be an opportunity to espouse partisan or broadly political ideas or values. Instead, your perspective should be specific, descriptive, pragmatic and objective (within the limits of human understanding). Your writing should be clear and concise (given the length of 15-20 pages), unburdened of abstraction, jargon and unnecessary complexity.

Components of the Paper

Think of the following elements as parts of a checklist. Depending on your particular policy, your paper may emphasize some of them more than others; but you should, in one way or another, address each of them.

 -- Select a specific problem with current government policy. The "problem" could be either the existence of a policy that is wrong or flawed, or the absence of a policy that is needed.

 -- Describe the history and background of the issues and events that led to the creation of the "problem."

 -- Identify the factors (e.g., economic, social, demographic, political, etc.) that shaped the development of the current policy.

 -- Analyze the effectiveness of the current policy. Can it be left alone, does it need to be changed, or does it need to be eliminated?

 -- Compare and contrast the policy alternatives you identify. (Note: a chart or other form of graphic presentation is often effective.)

 -- Recommend, based on your research and the foregoing factors, your preferred policy solution, including a defense of or justification for it.

Format/Content Requirements

Papers should have a standard format of 12 point font, double spacing, consistent margins and numbered pages.
The paper must contain the following parts:

 Policy Description
Clearly and concisely describe the policy. Refer, if applicable, to specific statute(s) or other formal measures. Briefly explain its intended purpose and its intended effects at its initiation, and provide a brief history of the policy since its inception.

Policy Environment/Context

What were the relevant physical (e.g. climate, geography, environment, natural resources), demographic (e.g., population, race/ethnicity, rural/urban), economic (e.g., budget, poverty, unemployment, business environment) and political (e.g., ideology, party, leadership, elections) contexts in which the policy was established? Contrast those features with the current environment.

Policy Effectiveness/Efficiency

Is the policy currently meeting or fulfilling its originally intended purpose or goals (as described in the *Policy Description* section)? To the extent possible, use "objective" data or measures to assess its effectiveness. What about the policy is working, and what isn't? If the original objectives are not being met, how and why? If a cost-benefit analysis is appropriate, employ it here. Is the policy wasteful or inefficient? Quantify if possible.

Policy Alternatives

If the policy is not "working," whether because of changes in the policy environment, or because the policy falls short of its goals, or because the policy is inefficient, or for some other reason or reasons that you have previously identified and discussed in your paper, here is where you present alternatives to the policy that will be more successful in addressing the problem the policy was designed to address. Identify possible options, and discuss the pros and cons and feasibility of each. Charts, tables or some other graphic depictions would help both you (by making sure you fully compare the alternatives) and the reader (by clarifying and simplifying the possible alternatives).

Conclusion/Recommendations

Recommend the best solution to solve the problem. It could be one, or a combination of more than one, of the alternatives you presented. While you should emphasize the virtues of your recommendation(s), you should also be an "honest broker" by discussing possible problems, pitfalls or shortcomings with your recommended policy. In other words, if your recommendation is merely the best among imperfect solutions, say so and say why.

Bibliography (with a note about plagiarism)

List the references you actually used and cited in your paper as well as any materials you consulted for informational or background purposes. In other words, if you looked at something, it should be in your bibliography. APA, Chicago or MLA format is fine (or your own hybrid), as long as you are consistent.

Any ideas or facts that you get from someone else must be cited. This goes beyond the obvious copying of actual words without attribution. It includes thoughts, concepts, data and anything else that is not your own. Failure to attribute them properly is plagiarism. Plagiarism is cheating and will be punished. The severity of the punishment, from, for example, losing points on the paper, to getting a zero, to getting an F for the course, to being referred to Sacramento State's Office of Student Affairs, is within my sole discretion. Obviously, the more serious the offence, the more serious the consequence will be. If you have any questions, please talk to me.

Mark Brown
POLS 115: Democratic Theory
CSUS

ESSAY ASSIGNMENT

Write an essay of about 1500 words (5-6 pages, double-spaced, 1-inch margins, 12-point font) on one of the below questions. Your essay should: (1) use direct quotes and paraphrasing (with citations to specific page numbers) to provide evidence for your argument and demonstrate that you understand the course readings; (2) analyze and evaluate conflicting views on the essay topic; and (3) present a clear argument of your own.
Put simply, you should draw on the courses texts to present an argument about the essay topic. You may consult the secondary resources listed in the syllabus, but be sure to follow proper citation practices, and keep your focus on the reading assignments from this course. *Please do not use online sources,* unless approved by me, as they tend to get students off topic. A draft is due in class on Thursday, April 4. Please attach the below rubric and checklist after the last page of both your rough draft and final essay. The final draft is due in class on Tuesday, April 9.

1. **What is democracy?** Possible subtopics: What's the best generic definition of democracy? What are democracy's core principles? How exactly does democracy relate to other values such as efficiency and justice? What's the relation between democracy and republicanism? What's participatory democracy? What's electoral or representative democracy? What's deliberative democracy? Which model of democracy do you think is best?

2. **What is democratic legitimacy?** Possible subtopics: What's the difference between moral legitimacy and empirical legitimacy? How does democratic legitimacy differ from non-democratic forms of legitimacy? How does democratic legitimacy potentially conflict with other values such as justice or efficiency? When democratic legitimacy conflicts with justice or efficiency, which should have priority? (See Whelan, pp. 28-29, 32-36, 72-74). To what extent do you consider the U.S. political system, and/or the U.S. federal government, democratically legitimate today?

3. **Liberalism and democracy.** Possible subtopics: What are some key values of liberalism? What are some key values of democracy? How do they both complement and conflict with each other with regard to, for example, freedom of speech, freedom of association, or some other specific issue? When they conflict, do you think our society should give priority to the principles of liberalism or democracy?

4. **Voting and democracy.** Possible subtopics: What are the basic functions of voting in a democracy? Historically, how have voting rights been restricted in the U.S. according to race, class, gender, nationality, and felony status? Which restrictions on voting rights today do you consider legitimate, and which do consider illegitimate? What policies could make it easier for more people to vote?

5. **Participation and democracy.** Possible subtopics: What are some of main kinds of political participation, and how do they compare to each other? What are the risks and benefits of increasing political participation? Under what conditions is nonvoting a form of political participation? Does increased participation lead to more egalitarian outcomes? What factors affect who participates and in what way? Does increasing the amount of participation favor either Democrats or Republicans? What are the "side benefits" of political participation Do such benefits make participation worthwhile, even if does not lead to specific policy changes?

6. **Deliberation and democracy**. Possible subtopics: What is deliberation? What is the purpose of deliberation? What is the relation between deliberation and other kinds of political participation? How does democratic deliberation relate to freedom of speech? What does civility require in a democracy? Are deliberative polls an effective way improving democracy?

Assessment Plan Political Science – September 2018

Overarching Program Learning Goals	Corresponding Program Learning Outcomes (PLOs). (Each must directly relate to one or more Program Goals)	In which course(s) will the PLO(s) be assessed?	In which year will the PLO(s) be assessed and how often?	What types of assessment activities[1] will be used to collect the data?	What types of tools[2] will be used to score/evaluate the activity? Who will develop/modify the tool and/or evaluated the activities?	How will the data be collected? By whom?	How will the data be reported[3] (both aggregated and disaggregated), and by whom? What will be the standard of performance?	Who will analyze the data?	How will the data be used? By whom?
I. **PLO1: Communication**—Students will demonstrate the ability to communicate effectively about politics and government.	1. PLO1a: Students should be able to express themselves coherently in writing about politics and government.	GOVT 170 GOVT 130 GOVT 140	2018/19	Examine papers in courses.	We will develop a rubric to assess writing.	Faculty teaching the courses.	The data will be reported in the annual assessment report.	The assessment committee.	It will be used in our ongoing discussion of how to improve student writing.
	2.							The assessment committee.	
	3.							The assessment committee.	
II. **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.	GOVT 170 GOVT 130 Other courses with research papers	2019/20	Examine papers in courses.	We will update a rubric we used before.	Faculty teaching the courses	The data will be reported in the annual assessment report.	The assessment committee.	It will be used in our ongoing discussion of how to improve student writing.
III. **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.	Advanced political theory courses taught that year.	2020/21	Examine papers in courses.	We will update a rubric we used before.	Faculty teaching the courses	The data will be reported in the annual assessment report.	The assessment committee.	It will be used in our ongoing discussion of how to improve student writing.

IV. **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.	GOVT 1 GOVT 35 GOVT 170 GOVT 136 GOVT 140	2021/22	Multiple choice questions	Update questions we used before.	Faculty teaching the courses	The data will be reported in the annual assessment report.	The assessment committee.	Discuss with faculty.
V. **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.	GOVT 100	2022/23	Examine papers in courses.	We will update a rubric we used before.	Faculty teaching the courses	The data will be reported in the annual assessment report.	The assessment committee.	Discuss with faculty.

Assessment Plan Political Science –IR – September 2018

Overarching Program Learning Goals	Corresponding Program Learning Outcomes (PLOs). (Each must directly relate to one or more Program Goals)	In which course(s) will the PLO(s) be assessed?	In which year will the PLO(s) be assessed and how often?	What types of assessment activities[1] will be used to collect the data?	What types of tools[2] will be used to score/evaluate the activity? Who will develop/modify the tool and/or evaluated the activities?	How will the data be collected? By whom?	How will the data be reported[3] (both aggregated and disaggregated), and by whom? What will be the standard of performance?	Who will analyze the data?	How will the data be used? By whom?
I. **PLO1: Communication**—Students will demonstrate the ability to communicate effectively about politics and government.	1. PLO1a: Students should be able to express themselves coherently in writing about politics and government.	GOVT 130 GOVT 140	2018/19	Examine papers in courses.	We will develop a rubric to assess writing.	Faculty teaching the courses.	The data will be reported in the annual assessment report.	The assessment committee.	It will be used in our ongoing discussion of how to improve student writing.
	2.							The assessment committee.	
	3.							The assessment committee.	
II. **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.	GOVT 130 Other courses with research papers	2019/20	Examine papers in courses.	We will update a rubric we used before.	Faculty teaching the courses	The data will be reported in the annual assessment report.	The assessment committee.	It will be used in our ongoing discussion of how to improve student writing.
III. **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.	Advanced political theory courses taught that year.	2020/21	Examine papers in courses.	We will update a rubric we used before.	Faculty teaching the courses	The data will be reported in the annual assessment report.	The assessment committee.	It will be used in our ongoing discussion of how to improve student writing.
IV. **PLO4: Core Knowledge of Politics and Government** --- Students should be familiar with key concepts and	PLO4a: Students will demonstrate an understanding of the working American politics and institutions.	GOVT 35 GOVT 136 GOVT 140	2021/22	Multiple choice questions	Update questions we used before.	Faculty teaching the courses	The data will be reported in the annual	The assessment committee.	Discuss with faculty.

knowledge in the areas of American politics and Government, international relations, and political theory.	PLO4b: Students will explain and apply key concepts and theories in international relations. PLO4c: Students will explain and apply key concepts in political theory.							assessment report.	
V. **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.	GOVT 100	2022/23	Examine papers in courses.	We will update a rubric we used before.	Faculty teaching the courses	The data will be reported in the annual assessment report.	The assessment committee.	Discuss with faculty.
VI.									VI.
VII.									

Attachment II: Curriculum Map Political Science Major 2018/2019

Political Science	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	2019	2020	2020	2020	2021	2021	2022	2022	2022	2023	2023	2023
Expected Over Standard	90%	90%	90%	90%	90%	90%	75%	75%	75%	90%	90%	90%

I = INTRODUCED

D = DEVELOPING

M = MASTERED