

BA Political Science Overall Assessment Plan								
Program/Student Learning Outcomes	Courses where each SLO is assessed (where data collection occurs)	Evidence: Assessment activity/signature assignment used to measure each SLO	Criteria: Assessment tool used to measure outcome success	Benchmark/Goal: How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Schedule for SLO data dissemination	Closing the loop strategies	Notes (optional)
<b>EXAMPLE:</b> Students will be able to deliver a strong Epidemiology-related argument in oral form.	EPI 4222	Oral debate	Rubric with performance criteria (a) clarity, (b) use of arguments, (c) rebuttal, and (d) presentation style	80% at "satisfactory" or above on at least 3 of the 4 criteria in the rubric	Professor Jose Lin	SP21, all program constituents (students, faculty, staff), department chair, and Associate Dean, FA21; Inclusion in Epidemiology newsletter and on program website	Determine if the rubric properly assesses the outcome and make changes if needed; include more opportunities for oral presentations in preceding courses	Use this section to include any notes or helpful comments that inform the program's assessment plan
PSL01. Political Research Skills: Students can demonstrate the ability to conduct library research on political science topics using a variety of scholarly and popular resources.	PLS 1011; PLS 2051; PLS 3055/A; PLS 4411-12; PLS 4610-20	Course embedded project or exam; Senior Theses; Senior Internship Paper	In PLS 1011, students do a literature review. In Senior capstone, students complete a 25-40 page research paper graded by 2 faculty with an extensive rubric; PLS 1011 "Entry Survey" & Senior "Exit Survey"	80% at "satisfactory" (usually a score of 8 or 6) or above on all relevant criteria in the rubric; 75% or more reporting a 1 (strongly agree) on the relevant entry/exit survey questions	All faculty score senior projects; two readers for each paper. Department chair tabulates this and Senior Exit Survey data for presentation and discussion. PLS 1011 profs tabulate "Entry Survey" data for presentation and discussion. Department LTAC rep gathers all other relevant data and completes annual assessment report.	Designated faculty gather data in fall and spring (depending on course); Data is shared with all department faculty at fall retreat, where we have an annual meeting on the subject of assessment; Department Assessment Subcommittee follows up on actions from retreat throughout the academic year	Each year, faculty build on the assessment findings from the previous years and attempt to understand the effects of changes to assessment and curriculum from previous years. When appropriate, new changes are made to assessment tools and curriculum in response to assessment findings.	
PSL02. Analysis of Political Information: Students will be able to identify and describe a variety of ways of analyzing information and will be able to critically analyze quantitative and/or qualitative data and/or other forms of information and evidence.	PLS 1011; PLS 2051; PLS 3055/A; PLS 4411-12; PLS 4610-20	Course embedded project or exam; Senior Theses; Senior Internship Paper	In PLS 3055, the quantitative research class, embedded assignments will be used for assessment. See above for Senior projects; PLS 1011 "Entry Survey" & Senior "Exit Survey"	80% at "satisfactory" (usually a score of 8 or 6) or above on all relevant criteria in the rubric; 75% or more reporting a 1 (strongly agree) on the relevant entry/exit survey questions	All faculty score senior projects; two readers for each paper. Department chair tabulates this and Senior Exit Survey data for presentation and discussion. PLS 1011 profs tabulate "Entry Survey" data for presentation and discussion. Department LTAC rep gathers all other relevant data and completes annual assessment report.	Designated faculty gather data in fall and spring (depending on course); Data is shared with all department faculty at fall retreat, where we have an annual meeting on the subject of assessment; Department Assessment Subcommittee follows up on actions from retreat throughout the academic year	Each year, faculty build on the assessment findings from the previous years and attempt to understand the effects of changes to assessment and curriculum from previous years. When appropriate, new changes are made to assessment tools and curriculum in response to assessment findings.	
PSL03. Effective Argumentation: Students can effectively present arguments, both about research and political positions, orally and in writing.	PLS 4411-12; PLS 4610-20 Senior Project Conference	Senior Theses; Senior Internship Paper; Senior Conference presentations.	In Senior capstone classes a 25-40 page research paper graded by 2 faculty with an extensive rubric. At senior conference, faculty use a rubric to assess verbal presentation skills; PLS 1011 "Entry Survey" & Senior "Exit Survey"	80% at "satisfactory" (usually a score of 8 or 6) or above on all relevant criteria in the rubric; 75% or more reporting a 1 (strongly agree) on the relevant entry/exit survey questions	All faculty score senior projects; two readers for each paper. Department chair tabulates this and Senior Exit Survey data for presentation and discussion. PLS 1011 profs tabulate "Entry Survey" data for presentation and discussion. Department LTAC rep gathers all other relevant data and completes annual assessment report.	Designated faculty gather data in fall and spring (depending on course); Data is shared with all department faculty at fall retreat, where we have an annual meeting on the subject of assessment; Department Assessment Subcommittee follows up on actions from retreat throughout the academic year	Each year, faculty build on the assessment findings from the previous years and attempt to understand the effects of changes to assessment and curriculum from previous years. When appropriate, new changes are made to assessment tools and curriculum in response to assessment findings.	
PSL04. Professional and Career Readiness: Students demonstrate professional and career readiness by applying their knowledge and skills to learn from experience in politics and/or government.	PLS 1011; PLS 4421/A; PLS 4410/A; PLS 4411-12	Internship Course embedded project; Senior Internship paper	In PLS 4411-12, students complete an internship and then write a research paper and use their experience to reflect upon the relevant research about their organization. Rubric used for grading the paper. Rubric also used in internship courses; PLS 1011 "Entry Survey" & Senior "Exit Survey"	80% at "satisfactory" (usually a score of 8 or 6) or above on all relevant criteria in the rubric; 75% or more reporting a 1 (strongly agree) on the relevant entry/exit survey questions	All faculty score senior projects; two readers for each paper. Department chair tabulates this and Senior Exit Survey data for presentation and discussion. PLS 1011 profs tabulate "Entry Survey" data for presentation and discussion. Department LTAC rep gathers all other relevant data and completes annual assessment report.	Designated faculty gather data in fall and spring (depending on course); Data is shared with all department faculty at fall retreat, where we have an annual meeting on the subject of assessment; Department Assessment Subcommittee follows up on actions from retreat throughout the academic year	Each year, faculty build on the assessment findings from the previous years and attempt to understand the effects of changes to assessment and curriculum from previous years. When appropriate, new changes are made to assessment tools and curriculum in response to assessment findings.	
PSL05. American Political Processes: Students can demonstrate knowledge of and the ability to think critically about the ideals, processes, institutions, and behaviors of diverse political actors, including state and non-state entities, in United States politics.	PLS 1010; PLS 2060 or PLS 2080; PLS 4411-12; PLS 4610-20	Course embedded project or exam; Senior Theses; Senior Internship Paper	In Senior capstone classes a 25-40 page research paper graded by 2 faculty with an extensive rubric. In other courses, a rubric will be used to grade embedded projects and/or exams; PLS 1011 "Entry Survey" & Senior "Exit Survey"	80% at "satisfactory" (usually a score of 8 or 6) or above on all relevant criteria in the rubric; 75% or more reporting a 1 (strongly agree) on the relevant entry/exit survey questions	Subfield faculty score artifacts from PLS 2010 and PLS 2060 or 2080. All faculty score senior projects; two readers for each paper. Department chair tabulates this and Senior Exit Survey data for presentation and discussion. PLS 1011 profs tabulate "Entry Survey" data for presentation and discussion. Department LTAC rep gathers all other relevant data and completes annual assessment report.	Designated faculty gather data in fall and spring (depending on course); Data is shared with all department faculty at fall retreat, where we have an annual meeting on the subject of assessment; Department Assessment Subcommittee follows up on actions from retreat throughout the academic year	Each year, faculty build on the assessment findings from the previous years and attempt to understand the effects of changes to assessment and curriculum from previous years. When appropriate, new changes are made to assessment tools and curriculum in response to assessment findings.	
PSL06. Global Political Processes: Students can demonstrate knowledge of and the ability to think critically about the ideals, processes, institutions, and behaviors of state and non-state actors, outside the United States, in a comparative and/or international way.	PLS 2020; PLS 2030; PLS 4610-20; PLS 4411-12	Course embedded project or exam; Senior Theses; Senior Internship Paper	In Senior capstone classes a 25-40 page research paper graded by 2 faculty with an extensive rubric. In other courses, a rubric will be used to grade embedded projects and/or exams; PLS 1011 "Entry Survey" & Senior "Exit Survey"	80% at "satisfactory" (usually a score of 8 or 6) or above on all relevant criteria in the rubric; 75% or more reporting a 1 (strongly agree) on the relevant entry/exit survey questions	Subfield faculty score artifacts from PLS 2020 and PLS 2030. All faculty score senior projects; two readers for each paper. Department chair tabulates this and Senior Exit Survey data for presentation and discussion. PLS 1011 profs tabulate "Entry Survey" data for presentation and discussion. Department LTAC rep gathers all other relevant data and completes annual assessment report.	Designated faculty gather data in fall and spring (depending on course); Data is shared with all department faculty at fall retreat, where we have an annual meeting on the subject of assessment; Department Assessment Subcommittee follows up on actions from retreat throughout the academic year	Each year, faculty build on the assessment findings from the previous years and attempt to understand the effects of changes to assessment and curriculum from previous years. When appropriate, new changes are made to assessment tools and curriculum in response to assessment findings.	
PSL07. Normative and Legal Underpinnings: Students can demonstrate knowledge of the ability to think critically about political concepts (such as power, oppression, and resistance) and political ideals (such as justice, equality, and liberation), as well as the theoretical and legal underpinnings of political systems and processes.	PLS 2040; PLS 2070; PLS 4610-20; PLS 4411-12	Course embedded project or exam; Senior Theses; Senior Internship Paper	In Senior capstone classes a 25-40 page research paper graded by 2 faculty with an extensive rubric. In other courses, a rubric will be used to grade embedded projects and/or exams; PLS 1011 "Entry Survey" & Senior "Exit Survey"	80% at "satisfactory" (usually a score of 8 or 6) or above on all relevant criteria in the rubric; 75% or more reporting a 1 (strongly agree) on the relevant entry/exit survey questions	Subfield faculty score artifacts from PLS 2040 and PLS 2070. All faculty score senior projects; two readers for each paper. Department chair tabulates this and Senior Exit Survey data for presentation and discussion. PLS 1011 profs tabulate "Entry Survey" data for presentation and discussion. Department LTAC rep gathers all other relevant data and completes annual assessment report.	Designated faculty gather data in fall and spring (depending on course); Data is shared with all department faculty at fall retreat, where we have an annual meeting on the subject of assessment; Department Assessment Subcommittee follows up on actions from retreat throughout the academic year	Each year, faculty build on the assessment findings from the previous years and attempt to understand the effects of changes to assessment and curriculum from previous years. When appropriate, new changes are made to assessment tools and curriculum in response to assessment findings.	
PSL08. Global and Political Engagement: Students will produce and apply political science knowledge to engage with diverse communities and perspectives, contributing towards pluralistic forms of justice in local, global, and epistemic dimensions.	PLS 4411-12; PLS 4610-20	Senior Theses; Senior Conference presentations.	In Senior capstone classes a 25-40 page research paper graded by 2 faculty with an extensive rubric. At senior conference, faculty use a rubric to assess verbal presentation skills; PLS 1011 "Entry Survey" & Senior "Exit Survey"	80% at "satisfactory" (usually a score of 8 or 6) or above on all relevant criteria in the rubric; 75% or more reporting a 1 (strongly agree) on the relevant entry/exit survey questions	All faculty score senior projects; two readers for each paper. Department chair tabulates this and Senior Exit Survey data for presentation and discussion. PLS 1011 profs tabulate "Entry Survey" data for presentation and discussion. Department LTAC rep gathers all other relevant data and completes annual assessment report.	Designated faculty gather data in fall and spring (depending on course); Data is shared with all department faculty at fall retreat, where we have an annual meeting on the subject of assessment; Department Assessment Subcommittee follows up on actions from retreat throughout the academic year	Each year, faculty build on the assessment findings from the previous years and attempt to understand the effects of changes to assessment and curriculum from previous years. When appropriate, new changes are made to assessment tools and curriculum in response to assessment findings.	

Last updated: <12/20/2024>

**Instructions:**  
Line 6 is an example only, and may be deleted.  
Column A: Include program learning outcomes or goals (if applicable) that are aligned to the appropriate SLO  
Column B: Student Learning Outcomes  
Column C: Course(s) in which the SLO is assessed (i.e., where data collection takes place)  
Column D: Evidence - the signature assessment activity used to measure SLO success (e.g., lab report, final capstone project, research paper etc.)  
Column E: Criteria - standards by which student performance is assessed  
Column F: A benchmark or target (e.g., "X% performing at "proficient" and above)  
Column G: Designated personnel to collect, analyze, and interpret SLO data for the program  
Column H: When and with whom SLO findings are shared (e.g., program faculty, college assessment committee, administrators, students etc.)  
Column I: Possible change strategies from data analysis and assessment to improve student performance (e.g., discussion with various constituents, curriculum change, co-curricular student support etc.). This is anticipatory only and may change.  
Column J: Additional miscellaneous notes for a meaningful assessment plan