

Political Science, BA (Non-Accredited)

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

Political Science majors will be able to...

1. Analyze and evaluate diverse concepts, theories, and methods used to study politics, governments, and public policies.
2. Analyze, evaluate, and synthesize diverse sources of research and data related to Political Science.
3. Write in multiple formats, including research papers and policy writing, using effective organization, style, methods, and evidence.
4. Present and discuss research and political/policy problems using effective oral delivery and listening skills.
5. Apply content knowledge to develop professional skills and engage in the profession of Political Science.
6. Identify and evaluate the value of political knowledge, ethical decision-making, active citizenship, and diversity in understanding politics, governments, and public policy.

Overview of Measures/Instruments

<p align="center">SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p align="center">ULG *</p>	<p align="center">Measures/Instruments</p> <p align="center"><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p align="center">How is the information Used?</p> <p align="center"><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>1. Political Science majors analyze and evaluate diverse concepts, theories, and methods used to study politics, governments, and public policies.</p>	<p>C, Q</p>	<ul style="list-style-type: none"> • PLS 2033/Research Methods project <ul style="list-style-type: none"> ○ Instructor evaluates student proficiency in critical thinking and methods skills. ○ Most students complete this class in their sophomore year, and it's required as a prerequisite for PLS 4600. • Capstone Survey of students in PLS 4600: <ul style="list-style-type: none"> ○ The PLS major strengthened my knowledge of politics, government, and public policy. ○ The PLS major strengthened my critical thinking skills. ○ The PLS major introduced me to multiple methods used to conduct research. ○ Students complete this survey as a requirement in PLS 4600. • Capstone research and presentation <ul style="list-style-type: none"> ○ Instructor evaluates proficiency in how the student's research project demonstrated content knowledge, critical thinking, and methods skills. ○ Department faculty evaluate proficiency in how research 	<ul style="list-style-type: none"> • Research Methods: 70% will be rated as proficient/highly proficient • Capstone Survey: 80% of responses will be agree/strongly agree • Capstone research & presentation: 80% will be rated as proficient/highly proficient.

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		<p>presentations demonstrated content knowledge and critical thinking.</p> <ul style="list-style-type: none"> ○ All students must take PLS 4600, and usually enroll in their senior year. 	
<p>2. Analyze, evaluate, and synthesize diverse sources of research and data related to Political Science.</p>	<p>C, W, Q</p>	<ul style="list-style-type: none"> ● PLS 2033/Research Methods project <ul style="list-style-type: none"> ○ Instructor evaluates student proficiency at using sources. ● Capstone Survey of students in PLS 4600: <ul style="list-style-type: none"> ○ The PLS major strengthened my ability to analyze and apply multiple sources of political information and research. ● Capstone course <ul style="list-style-type: none"> ○ Instructor evaluates proficiency in how the research project demonstrates analysis, evaluation, and synthesis of diverse sources and data. 	<ul style="list-style-type: none"> ● PLS 2033: 70% will be rated as proficient/highly proficient. ● Capstone Survey: 80% of responses will be agree/strongly agree ● Capstone research paper: 80% will be rated as proficient/highly proficient
<p>3. Political Science majors write in multiple formats, including research papers and policy writing, using effective organization, style, methods, and evidence.</p>	<p>C, W, Q</p>	<ul style="list-style-type: none"> ● PLS 2033/Research Methods assignment <ul style="list-style-type: none"> ○ Instructor evaluates student proficiency with interpreting and applying methods ● Capstone Survey of students in PLS 4600 <ul style="list-style-type: none"> ○ The PLS major strengthened my writing skills. ○ In PLS classes, I wrote a variety of different types of papers. ● Capstone policy assignment <ul style="list-style-type: none"> ○ Instructor evaluates student proficiency in policy writing. ● Capstone research <ul style="list-style-type: none"> ○ Instructor evaluates student proficiency with: <ul style="list-style-type: none"> ▪ Citation style ▪ Overall writing ability ▪ Data interpretation ▪ Methods application 	<ul style="list-style-type: none"> ● PLS 2033: 70% will be rated as proficient/highly proficient. ● Capstone Survey: 80% of responses will be agree/strongly agree ● Capstone policy assignment: 80% will be rated as proficient/highly proficient ● Capstone research: 80% be rated as proficient/highly proficient

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		<ul style="list-style-type: none"> ○ Department faculty evaluate proficiency in how research presentations demonstrated applied methods skills. 	
<p>4. Political Science majors present and discuss research and political/policy problems using effective oral delivery and listening skills.</p>	<p>C, S</p>	<ul style="list-style-type: none"> ● Capstone Survey of students in PLS 4600 <ul style="list-style-type: none"> ○ The PLS major strengthened my speaking and listening skills. ○ The PLS major strengthened my group discussion skills. ● Capstone policy discussions <ul style="list-style-type: none"> ○ Instructor evaluates student proficiency in small group discussion/listening abilities ● Capstone research presentations: <ul style="list-style-type: none"> ○ Instructor and department faculty evaluate student proficiency in presenting research 	<ul style="list-style-type: none"> ● Capstone Survey: 80% of responses will be strongly agree/agree ● Capstone policy discussions: 80% will be rated as proficient/highly proficient ● Capstone presentation: 80% will be rated as proficient/highly proficient
<p>5. Political Science majors apply their content knowledge to develop professional skills and engage in the profession of Political Science.</p>	<p>R, C</p>	<ul style="list-style-type: none"> ● Capstone Survey of students in PLS 4600 <ul style="list-style-type: none"> ○ The PLS major offered me opportunities to develop professional skills. ○ Students are asked to list applied learning activities, RSO participation, and leadership ● Capstone resume assignment <ul style="list-style-type: none"> ○ Instructor evaluates proficiency in how student's ability to write a professional resume, following guidance from the APSA and Career Services ● Applied learning evaluations <ul style="list-style-type: none"> ○ Faculty mentors, simulation instructors, and internship coordinators evaluate student proficiency in demonstrating professional skills and engagement 	<ul style="list-style-type: none"> ● Capstone Survey: 80% of responses will be strongly agree/agree ● RSOs: At least 50% of will participate in RSOs and at least 25% of them will have leadership experience. ● Resume: 90% will be rated as proficient/highly proficient ● Applied learning: 90% will be rated as proficient/highly proficient in demonstrating engagement and professional skills.
<p>6. Political Science majors understand how political knowledge, ethical decision-making, active</p>	<p>R</p>	<ul style="list-style-type: none"> ● PLS 2033/Research Methods IRB Assignment <ul style="list-style-type: none"> ○ Students will complete requirements for IRB certification in ethics in human subject research 	<ul style="list-style-type: none"> ● IRB Assignment: 90% will successfully complete the assignment

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<p>citizenship, and the role of diversity shape politics, governments, and public policy.</p>		<ul style="list-style-type: none"> • Capstone Survey of students in PLS 4600 <ul style="list-style-type: none"> ○ The PLS major strengthened my awareness of how each of the following shapes politics, government, and public policies: <ul style="list-style-type: none"> ▪ Political knowledge ▪ Active citizenship/political participation ▪ Ethical decision making. ▪ Diversity ○ How important to you personally is each of the following (taken from the Wabash National Study of Liberal Arts Education)? <ul style="list-style-type: none"> ▪ Becoming a community leader ▪ Improving my understanding of other countries and cultures ▪ Keeping up to date with political news ▪ Influencing the political structure ▪ Volunteering in my community ▪ Voting in elections • Applied learning evaluations <ul style="list-style-type: none"> ○ Faculty mentors, simulation instructors, and internship coordinators evaluate student proficiency in demonstrating ethical decision-making and engaged active citizenship 	<ul style="list-style-type: none"> • Capstone Survey: 90% of responses will be strongly agree/agree • Applied learning: 90% will be rated as proficient/highly proficient in demonstrating engagement and professional skills.

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Evaluation Rubric for PLS 2033				
	Not Proficient	Minimally Proficient	Proficient	Highly Proficient
Critical Thinking	Research question and/or hypothesis is not present or developed at all.	Research question and/or hypothesis is present but may be vague and not connected to theory or key concepts.	Research question and/or hypothesis is generally well developed, but not fully connected to theory or key concepts.	Research question and/or hypothesis has a strong focus, with a clear connection to theory or key concepts.
Methods logic/analysis	Methods are not appropriate for the data and research question with significant flaws in logic and assumptions.	Methods may not be the best fit for the data and research question, with some flaws in logic and assumptions.	Methods used are mostly appropriate for the data and research question; may include minor flaws in logic or assumptions.	Methods used are appropriate for the data and research question.
Use of Sources	Insufficient sources provided to support the research. Sources are unrelated to the research question or hypothesis.	Sources are not well chosen; necessary sources may be missing; some sources may be unrelated to the research question or hypothesis.	Most sources are well chosen, integrated, and related to the research question or hypothesis.	Sources are well-chosen, integrated, and well suited to the research question or hypothesis.
Methods interpretation/application	Does not demonstrate an understanding of how to interpret and apply appropriate methods.	Demonstrates some understanding of how to interpret and apply appropriate methods, but with several errors in logic and development.	Mostly demonstrates a clear understanding of how to interpret and apply appropriate methods, but with some errors in logic or development.	Demonstrates a clear understanding of how to interpret and apply appropriate methods to a variety of research questions.

Evaluation Rubric for PLS 4600 Writing Assignments				
	Not Proficient	Minimally Proficient	Proficient	Highly Proficient
Content Knowledge	Does not demonstrate knowledge of the context related to the research project.	Generally demonstrates knowledge of the context related to the research project, but with multiple gaps in knowledge.	Demonstrates good knowledge of the context related to the research project but with some minor gaps in knowledge.	Demonstrates strong knowledge of the context related to the research project.
Critical Thinking	Research question and/or hypothesis is not present or developed at all.	Research question and/or hypothesis is present but may be vague and not connected to theory or key concepts.	Research question and/or hypothesis is generally well developed, but not fully connected to theory or key concepts.	Research question and/or hypothesis has a strong focus, with a clear connection to theory or key concepts.
Methods logic/analysis	Methods are not appropriate for the data and research question with significant flaws in logic and assumptions.	Methods may not be the best fit for the data and research question, with some flaws in logic and assumptions.	Methods used are mostly appropriate for the data and research question; may include minor flaws in logic or assumptions.	Methods used are appropriate for the data and research question.
Analysis, Evaluation, and Synthesis of Sources	Insufficient sources provided to support the research. Sources are unrelated to the research question or hypothesis.	Sources are not well chosen; necessary sources may be missing; some sources may be unrelated to the research question or hypothesis.	Most sources are well chosen, integrated, and related to the research question or hypothesis. The literature review is mostly effective, with some gaps in content or synthesis.	Sources are well-chosen, integrated, and well suited to the research question or hypothesis. Sources are synthesized into an effective literature review.
Methods interpretation/application	Does not demonstrate an understanding of how to interpret and apply appropriate methods.	Demonstrates some understanding of how to interpret and apply appropriate methods, but with several errors in logic and development.	Mostly demonstrates a clear understanding of how to interpret and apply appropriate methods, but with some errors in logic or development.	Demonstrates a clear understanding of how to interpret and apply appropriate methods to a variety of research questions.
Citation Style	Does not use an appropriate style for the citations and works cited page.	Applies the appropriate style for citations and works cited page with multiple errors.	Applies the appropriate style for citations and works cited page with some minor errors.	Accurately applies the appropriate style for citations and works cited page.

Overall Writing Style and Mechanics	Does not demonstrate competent writing style, spelling, grammar, or sentence structure. Numerous distracting errors in writing.	Writing style, spelling, grammar, and sentence structure demonstrate minimally competent writing skills, with multiple distracting errors.	Writing style, spelling, grammar, and sentence structure demonstrate good writing skills, with a few distracting errors.	Writing style, spelling, grammar, and sentence structure demonstrate strong writing skills, with minimal distracting errors.
Policy Writing	Does not demonstrate the ability to write about a policy problem and make policy recommendations. Does not use framing, concise writing, or visualizations effectively.	Demonstrates some skill at writing about a policy problem and making policy recommendations, but with weak framing, limited concision, and weak visualizations.	Mostly effective in writing about a policy problem and making recommendations, but with somewhat weaker framing, less concision, or weaker visualizations.	Effectively writes about a policy problem and makes policy recommendations with effective framing, concise writing skills, and visualizations.
Small Group Listening/Discussion	Does not demonstrate small group listening/discussion skills or engage in civil dialogue with classmates.	Demonstrates some small group listening/discussion skills; engages in civil dialogue. Consistent gaps in participation, listening, and integration.	Good small group listening/discussion skills; engages in civil dialogue. Occasional gaps in listening, expressing viewpoints, or integrating ideas.	Highly effective small group listening/discussion skills with an emphasis on civil dialogue. Carefully listens, expresses viewpoints, and integrates ideas.
Research Presentation Skills	Does not demonstrate the ability to effectively present their research projects. Has difficulty engaging in Q&A.	Able to present their research with some understanding of their research project, but consistent gaps in evaluating their project. May demonstrate difficulty in Q&A.	Good research presentation skills with a clear understanding of their research project. Engages in Q&A well. Minor gaps in their ability to evaluate their project.	Highly effective research presentation skills, demonstrating a clear understanding of their research project, the ability to evaluate their project, and engages effectively in Q&A.
Professional Portfolio Skills	Does not demonstrate the ability to write an effective resume.	Able to write a resume, but may not fully understand keyword searches, and clear weaknesses in organization or style.	Good resume writing skills with an understanding of keyword searches, but some minor weaknesses in organization or style.	Highly effective resume writing skills with a clear understanding of keyword searches, organization, and style.

Evaluation Rubric for PLS 4600 Research Presentations				
	Not Proficient	Minimally Proficient	Proficient	Highly Proficient
Content Knowledge	Does not demonstrate knowledge of the context related to the research project.	Generally demonstrates knowledge of the context related to the research project, but with multiple gaps in knowledge.	Demonstrates good knowledge of the context related to the research project but with some minor gaps in knowledge.	Demonstrates strong knowledge of the context related to the research project.
Critical Thinking	Research question and/or hypothesis is not present or developed at all.	Research question and/or hypothesis is present but may be vague and not connected to theory or key concepts.	Research question and/or hypothesis is generally well developed, but not fully connected to theory or key concepts.	Research question and/or hypothesis has a strong focus, with a clear connection to theory or key concepts.
Methods interpretation/application	Does not demonstrate an understanding of how to interpret and apply appropriate methods.	Demonstrates some understanding of how to interpret and apply appropriate methods, but with several errors in logic and development.	Mostly demonstrates a clear understanding of how to interpret and apply appropriate methods, but with some errors in logic or development.	Demonstrates a clear understanding of how to interpret and apply appropriate methods to a variety of research questions.
Research Presentation Skills	Does not demonstrate the ability to effectively present their research projects. Has difficulty engaging in Q&A.	Able to present their research with some understanding of their research project, but consistent gaps in evaluating their project. May demonstrate difficulty in Q&A.	Good research presentation skills with a clear understanding of their research project. Engages in Q&A well. Minor gaps in their ability to evaluate their project.	Highly effective research presentation skills, demonstrating a clear understanding of their research project, the ability to evaluate their project, and engages effectively in Q&A.

Evaluation Rubric for Applied Learning in Political Science				
	Not Proficient	Minimally Proficient	Proficient	Highly Proficient
Connecting Classroom Experiences in an Applied Setting	Does not demonstrate the ability to connect their classroom experiences in the applied setting.	Can make some classroom connections in an applied setting, but frequently misses connections.	Generally demonstrates the ability to connect classroom experiences in an applied setting, but with some minor gaps.	Clearly demonstrates the ability to connect classroom experiences in an applied setting, through internship papers/logs, simulation activities, or through undergraduate research.
Professional Skills	Frequently missed classes, events, or meetings. Supervisor complaints about lack of professionalism. Does not work well with teammates.	Some absences from classes, events, or meetings. Some limited concerns from supervisors about level of professionalism. May not always get along with teammates.	Almost always attends classes, events, or meetings, with some minor gaps. Supervisor is mostly satisfied with the level of professionalism. Rarely has conflicts with teammates.	Does not miss classes, events, or meetings. Supervisor is highly satisfied with level of professionalism. Gets along well with teammates.
Ethical Standards	Does not demonstrate the ability to make ethical decisions or to hold to required ethical standards.	Some challenges in adhering to ethical decision-making and standards. Supervisor may have limited complaints about ethics. Some concerns about plagiarism or IRB requirements but addresses/revises those problems effectively.	Almost always adheres to ethical decision-making and standards. Supervisor is mostly satisfied with ethics—or may not mention it at all. No concerns about plagiarism with undergraduate research. Adheres to IRB requirements.	Consistent high adherence to ethical decision-making and standards. Supervisor is highly satisfied with ethics. No concerns about plagiarism with undergraduate research. Adheres to IRB requirements.
Engaged active citizenship	Does not demonstrate engagement in active citizenship.	Demonstrates a commitment to engaged active citizenship, but occasionally struggles in demonstrating political knowledge and support for democratic values.	Mostly demonstrates a commitment to engaged active citizenship. May demonstrate some minor weaknesses in political knowledge or support for democratic values.	Clearly demonstrates a commitment to engaged active citizenship, including political knowledge and support for democratic values.

Dean Review & Feedback

Dean or designee

Date

Academic Affairs –Review & Feedback

Date

CLAS Deans' comments on B.A. in Political Science report

Reviewer: Mike Cornebise

1. SLOs are clear and seem well-suited to departmental curricular and program-specific goals. They include a good mix of high- and mid-level Bloom's Taxonomy verbs. Evaluation is appropriately embedded throughout the curriculum and, as such, should allow the entire faculty to participate in the assessment process. It also demonstrates that by the time students reach their upper division and capstone courses, their attainment of practical, professional, and analytic skills, along with their grasp of program-specific knowledge, should be quite evident. In this way, deficiencies and other problem spots can be identified and addressed as data is evaluated over time.
2. The rubrics that have been developed to measure levels of proficiency for activities in specific classes (PLS 2033 & 4600) are comprehensive and benchmarking should be pretty straightforward. The rubric for evaluating applied learning is also well-developed. The rubrics will lend consistency to present and future data collection that should produce meaningful comparative data.

Overall, the plan looks to be ready for data collection. Let us know if we can assist with program assessment as you begin the process. We look forward to seeing data analysis in fall of 2023.