Course or Program Assessment Summary http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Social Sciences**   *Program:* **Political Science**   *Date:* **8/28/12**   *v. 3 2012*

Courses in program, or course: _Political Science_____

Faculty involved with the assessment and analysis: **Victor Krulikowski, Aaron Rodrigues, Mark Weber, Kathryn Logan**

Course-to-program outcome mapping document** is completed Yes___X__   No_____

1	Student Learning Outcome Statements □X Program □ Course	1.Define core terminology integral to the study of politics 2.Analyze the roles of individuals, groups and institutions in political processes 3.Explain the interrelationships among political processes 4.Interpret empirical data and qualitative claims 5.Evaluate the strengths and weaknesses of descriptive and normative theories about politics 6.Formulate practical responses to political issues/problems 7.Recognize the wide array of political experiences and perspectives 8.Value the importance of increased knowledge of the political world
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Review Political Science courses' objectives/outcomes and their correlation to Political Science program outcomes. To date, only survey based assessment has been utilized. For the 2012-2013 academic year, a pilot program will be used to experiment with direct assessment utilizing a map to link course outcomes to program outcomes. All documents may be found in MyCuesta Group/Political Science.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	Data has been collected from individual courses using student self surveys. All Political Science courses have been surveyed as of this date though there is very limited data for some courses. There is substantial data for POLS 202 as numerous sections are taught each semester, while other courses have limited data as only one section is taught per academic year (POLS 205, 206, 209).
4	Assessment Results Summary (summarize Data)	Course assessments utilizing self summaries show a high level of student achievement in all areas. Using the results from POLS 202 as an example, more students responded "very well" (the highest rating) than for any other rating on 7 out of the 8 course outcomes. As many as 93% responded "very well" or "fairly well" for individual outcomes. These results demonstrate positive achievement relative to the program outcomes as well especially in areas like SLO 1 (defining core terminology) and SLO 2 (analyzing the role of individuals, groups, and institutions).
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	During faculty discussions, we noted the large number of course SLOs on which students felt themselves to be achieving at a high level. Discussion also focused on some of the SLOs on which students didn't rate themselves quite as highly and considered ways to further clarify and communicate those issues more effectively in our classes. We also discussed the fact that some course and/or program SLOs might be difficult to evaluate in a very concrete way (ex. "value informed democratic citizenship").

6	Recommended Changes & Plans for Implementation of Improvements	A pilot program to incorporate direct assessment along with continued use of the student surveys was discussed. After the accumulation of further data, revision of course and/or program SLOs will also be considered.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Full and part time Political Science faculty met on multiple occasions to review and discuss course SLO's and the student survey results. The two full time faculty members also attended a help session offered by the SLOA coordinators to get further clarification and feedback particularly relative to the CPAS documents.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at http://academic.cuesta.edu/sloa

Program Assessment Cycle Calendar

CYCLE STAGE	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14			
SLO Assessment	POLS 202, 204	POLS 209							
Analyze Results & Plan Improvements	POLS 201 & POLS 205	POLS 202,204,206	POLS 209						
Plan Implementation		POLS 201 & POILS 205	POLS 202,204, 206	POLS 209					
Post-Implementation SLO Assessment			POLS 201 & POLS 205	POLS 202,204,206	POLS 209				

Notes for developing the calendar:

Start with realistic goals. The assessment cycle calendar should have reachable timelines, considering faculty workload, classroom time needed for assessment, and the inevitable adjustments and improvements in assessment tools and methodology.

Not all SLOs have to be assessed every semester.

Assessment activities don't need to occur every semester.

All courses, degrees and programs do need to be assessed on a regular cycle.