Program Political Science Major; Department: Political Science; College/School: Arts and Sciences
Person(s) Responsible for Implementing the Plan: Kenneth Warren, Assessment Director; Ellen Carnaghan, Chair
Date Submitted: 1 May 2016

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<th>Program Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
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<td><em>What do you expect all students who complete the program to know, or be able to do?</em></td>
<td><em>Where is the outcome learned/assessed</em></td>
<td><em>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance?</em></td>
<td><em>How does the program use assessment results to recognize success and &quot;close the loop&quot; to inform additional program improvement?</em></td>
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**Graduates will understand how knowledge is created and shared across forms and contexts.**

Graduates will:

- demonstrate contextual understanding and sufficient factual and historical background to assess political science theories and concepts.
- recognize and apply major concepts and approaches in the study of American politics, comparative politics, international relations, and political thought.
- discuss and defend their ideas orally, with increasing confidence as they proceed through the major.
- present arguments and evidence clearly in written form, with increasing sophistication as they move through the major.
- read carefully and comprehend theoretical texts.
- **Madrid only:** display competence in the use of various disciplinary perspectives across the field of political science to analyze key global challenges and design inter-disciplinary solutions that take into account the interconnectedness between the local, regional and the global.

| Courses, culminating in our two required 4000 seminars | Students demonstrate through written work (papers and tests), orally through presentations and discussions | All faculty submit reports annually to Dr Warren who analyzes, bundles and condenses them. Department meets to discuss his report at August retreat. |
Graduates will understand inquiry as sustained engagement with increasingly complex questions.

Graduates will:

- critique and assess scholarly writing.
- construct and write clear, well-reasoned, and persuasive theoretical arguments.
- correctly identify underlying assumptions and conceptual categories.
- critically evaluate and incorporate information and its sources.
- adjudicate between competing theories or arguments, giving credit to perspectives other than their own.
- evaluate evidence to test theories and to make persuasive arguments.
- assess the strengths and weaknesses of various methodological approaches.
- frame meaningful questions and devise strategies to answer them.
- develop, plan, and defend a research project, and write up the results in the appropriate style.
- **Madrid only:** use knowledge of (an)other cultures and languages to conduct culturally-sensitive analyses of local, regional, and global issues.

Courses, culminating in our two required 4000 seminars.

Students demonstrate through written work (papers and tests), orally through presentations and discussions

See above
Graduates will understand themselves in solidarity with and for others locally, nationally, and globally.
Graduates will:
- demonstrate increased interest in political phenomena, leading to greater engagement with the community and the world.
- discern the ethical consequences of decisions, actions, and inaction.
- demonstrate awareness of the complex identities of themselves and others.
- **Madrid only:** demonstrate an understanding of one’s own culture, assumptions and attitudes in a global and comparative perspective.
- **Madrid only:** demonstrate an appreciation for the need to act responsibly at local, national or global levels for creating a more peaceful, just and sustainable world.

<table>
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<tr>
<th>Courses, culminating in our two required 4000 seminars.</th>
<th>Students demonstrate through written work (papers and tests), orally through presentations and discussions</th>
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Graduates will demonstrate a strong work ethic.

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<tr>
<th>Courses, culminating in our two required 4000 seminars.</th>
<th>By due diligence in completing and submitting quality work in a timely fashion.</th>
<th>See above</th>
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1. **Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

All faculty submit reports annually, in May, to Dr Warren who bundles and condenses them. Department meets to discuss at August retreat.
Department then choses one or two areas for special emphasis each academic year.

**For 2014-2015 special emphasis was “Graduates will be able to adjudicate between competing theories or arguments, giving credit to perspectives other than their own.”**

**For 2015-2016 it is “Graduates will demonstrate a strong work ethic.”**
2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

We have shared relevant plans and summary documents.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

   Process was developed through faculty discussion over a number of years. The most recent round of discussion began in May, 2008. Modifications were made as needed. Dr Warren, whose academic research includes assessment, has helped shape the process.

   a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

      Assessment is reviewed each year, at August retreat, and then as needed throughout the year.

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

      This has not been done.

   c. What external sources were consulted in the development of this assessment plan?


      The assessment plans of other colleges and universities, posted online, were consulted (Syracuse, Calvin, Wittenberg, etc.).

   d. Assessment of the manageability of the plan in relation to departmental resources and personnel

      We have conducted learning outcome assessment according to this plan for at least a decade, so continuing seems feasible.