

CALIFORNIA STATE UNIVERSITY, CHICO
ASSESSMENT SUMMARY UPDATE

PROGRAM: M.A. Political Science

Year of Review	Student Learning Outcomes	Describe assessment activity done this year for this SLO	Briefly report the results of the assessment activity	Based on results/evidence, what action was taken regarding program improvement?	Based on results / evidence, what action was taken regarding the assessment process?	Describe the plans you have to reassess this goal and/or follow up action needed
2011-12	3. Students can formulate hypotheses, construct research designs, conduct research, and apply appropriate analytic skills, including quantitative reasoning, to the study of political science.	Direct, embedded assessment of students' abilities through evaluation of research design papers in POLS 621.	The assessment data reveals student achievement above our minimum expectation on SLO #3. Further, the data shows that the student learning outcome is effectively being taught in the course material of POLS 621.	Because the student learning outcome assessed was met, no changes are planned at this time. This assessment provides a baseline for future assessments of POLS 621.	None are planned at this time. Assessment data was shared with the coordinator of the MA in Political Science program and the chair of the Political Science Department.	Because the student learning outcome assessed was met, no changes are planned at this time. This assessment provides a baseline for future assessments of POLS 621.
2012-13	2. Students can describe structural and institutional components of governments-legislative, executive, and judicial-and explain their relationship to each other and to other political actors.	Direct, embedded assessment of students' abilities through evaluation of final exams in POLS 651 and research papers in POLS 672.	The assessment data reveals student achievement above our minimum expectation on SLO #2. Further, the data shows that the student learning outcome is effectively being taught in the course material of POLS 651 and POLS 672.	Because the student learning outcome assessed was met, no changes are planned at this time. This assessment provides a baseline for future assessments of SLO #2.	None are planned at this time. Assessment data was shared with the coordinator of the MA in Political Science program and the chair of the Political Science Department.	Because the student learning outcome assessed was met, no changes are planned at this time. This assessment provides a baseline for future assessments of SLO #2.
2013-14	SLO 4: Students can write and speak with sufficient clarity and professionalism to convey their attitudes, knowledge and skills.	Direct, embedded assessment of students' abilities through evaluation of seminar research papers and oral presentations of research in POLS 621.	The assessment data reveals student achievement above our minimum expectation on SLO #4 and demonstrates that the student learning outcome is effectively being taught in POLS 621, our introductory graduate seminar. Data on individual components of the assessed student work give us a more complete picture and help us see where we might provide more attention to student success.	This assessment provides a baseline for future assessments of SLO #4. Our assessment results help us more clearly identify areas where our graduate students are excelling and areas where more attention may be warranted.	Assessment data was shared with the coordinator of the MA in Political Science program and the chair of the Political Science Department. We will continue to provide individualized and specific feedback to graduate students about their academic strengths, weaknesses, and suggestions for improvement.	Because the student learning outcome assessed was met, no changes are planned at this time. This assessment provides a baseline for future assessments of SLO #4.

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2014-15	SLO #1 Students can distinguish among theories of politics and analyze current political situations in theoretical terms.	Percent of students performing at B- (80%) or higher on seminar research papers in POLS 632 (direct embedded assessment).	Our assessment data reveal successful student achievement and performance on SLO #1 in the MA in Political Science program and demonstrate that this student learning outcome is effectively being taught through our program's POLS 632 Seminar in Political Theory course.	The assessment data reported here indicate a successful political science MA program, as well as successful achievement of SLO #1. The program will continue to offer high-quality graduate seminars in which our faculty members successfully help students develop the skills to distinguish among theories of politics and analyze current political situations in theoretical terms.	We will continue to monitor our SLO results, establishing or changing the bar for acceptable performance as necessary. This assessment provides a baseline for future assessment of SLO #1. These assessment results are being shared with the political science MA program coordinator, Dr. Matthew Thomas, the associate dean of the College of Behavioral and Social Sciences, Dr. Ryan Patten, and the 2015-2016 assessment facilitator for the political science MA program, Dr. Alan Gibson.	Because the student learning outcome assessed was met, no changes are planned at this time. This assessment provides a baseline for future assessments of SLO #1.
2015-16	SLO #2 Students can describe structural and institutional components of government – legislative, executive, and judicial –and explain their relationship to each other and to other political actors.	MA students answers in the "institutions" and "theory" section of the American politics comprehensive examination were evaluated based on rubric and given a designation of effective, adequate, and inadequate.	Student success in this assessment was high. No student answer was judged to be inadequate. Students achieved a rating of adequate in five responses. Students achieved an effective rating – the highest possible - in thirteen of eighteen responses.	The assessment data reported here indicate a successful political science MA program, as well as successful achievement of SLO #2. The program will continue to offer high-quality graduate seminars in which our faculty members successfully help students develop an understanding of the structural and institutional components of government.	We will continue to monitor our SLO results, establishing or changing the bar for acceptable performance as necessary. This assessment provides a baseline for future assessment of SLO #2. These assessment results are being shared with the political science MA program coordinator, Dr. Matthew Thomas and the associate dean of the College of Behavioral and Social Sciences, Dr. Ryan Patten.	Because the student learning outcome assessed was met, no changes are planned at this time. This assessment provides a baseline for future assessments of SLO #2.

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2016-17	Students can write with sufficient clarity and professionalism to convey their attitudes, knowledge and skills.	This assessment was conducted by evaluating seven student essays for "POLS 632: Seminar in Political Theory." This course examined the fragmentation and polarization of politics in America over the last half century culminating in the election of Donald Trump as President. Students were given the following prompt and a list of topics to guide their culminating essay in this course.	Seven essays from POLS 632 were examined to gauge the writing proficiency of graduate students in political science. This number of students is typical for a graduate seminar in our MA program. The assessment data provided in the tables above reveal successful student achievement and performance on SLO #4.	No actions for improvement appear to be necessary based on these results.	No revisions are currently planned to the program's assessment metric since a new rubric for determining writing proficiency was developed this year. This assessment provides a baseline for future assessment of SLO # 4.	None at this time.