

Assurance of Student Learning Reflection 2024-2025	
PCAL	Political Science
Political Science – 686	
Scott Lasley	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your ASL Rep by May 15, 2025.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Illustrate the role of social, economic and political factors in shaping political problems.
Evaluation	We are comfortable with the continued use of this and our other two student learning outcomes that we assess annually. This particular SLO is measurable and captures what we attempt to do in many of courses. We like being able to assess each SLO on an annual basis. In general, our senior seminar is structured to reinforce and evaluate the program SLOs. There is a consensus that we should add some form of assessment tied to our our research sequence (design/methods) but we have not formally done so yet.
Measurement Instruments	We evaluate writing assignments from the senior seminar which allows for consistent and meaningful evaluation of student learning. We don't anticipate making any changes to the measurement instrument. If we do add a fourth SLO, it will require drawing an artifact from one of the research related courses (301/302).
Criteria & Targets	Our criteria and targets are consistent across most of our programs and we believe that they are appropriate. They

	also help provide a long-term baseline for longitudinal comparisons.
Results & Conclusion	Results are generally consistent with expectations. On average, we have good students who perform well. We have seen some behavioral changes post-COVID that might ultimately affect student learning and will merit closer attention in future assessments. Faculty agree that we have seen a decline in quality of writing but that is not a program specific SLO. Overall, the primary challenges facing the PS program extend to beyond student learning. For example, the creation of Legal Studies and the rebranding of Professional Legal students seems to have steered potential PS majors into those programs. This and other challenges are better analyzed in the APR process than through the annual ASL assessment.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	With the exception of adding a fourth student learning outcome, we believe that our assessment for student learning is sufficient and we don't anticipate any immediate changes to our assessment process. The primary reason for this conclusion is that we believe that our SLOs and methods of assessment fulfill the goals of the major. There is also a mitigating factor that also plays a role in the decision to not make major changes to the assessment process; we will be participating in the APR process in a couple of years. This will provide as an important opportunity to evaluate the program as a whole and will help guide program change that will lead to a reevaluation of the ASL process.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Connect the role of formal and informal political actors play in political discourse over public policy.
Evaluation	We are comfortable with the continued use of this and our other two student learning outcomes that we assess annually. This particular SLO is measurable and captures what we attempt to do in many of courses. We like being able to assess each SLO on an annual basis.
Measurement Instruments	We evaluate writing assignments from the senior seminar which allows for consistent and meaningful evaluation of student learning. We don't anticipate making any changes to the measurement instrument.
Criteria & Targets	Our criteria and targets are consistent across most of our programs and we believe that they are appropriate. They also help provide a long-term baseline for longitudinal comparisons.

Results & Conclusion	Results are generally consistent with expectations. On average, we have good students who perform well. There is however some concern that student understanding of the policy process is not as strong as it has been in previous years. One avenue to address this concern is to more regularly offer policy related courses. We have also tweaked the senior seminar curriculum to enhance coverage of the policy process.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	With the exception of adding a fourth student learning outcome, we believe that our assessment for student learning is sufficient and we don't anticipate any immediate changes to our assessment process. The primary reason for this conclusion is that we believe that our SLOs and methods of assessment fulfill the goals of the major. There is also a mitigating factor that also plays a role in the decision to not make major changes to the assessment process; we will be participating in the APR process in a couple of years. This will provide as an important opportunity to evaluate the program as a whole and will help guide program change that will lead to a reevaluation of the ASL process.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Assess the ability of actors and institutions to address political and policy problems.
Evaluation	We are comfortable with the continued use of this and our other two student learning outcomes that we assess annually. This particular SLO is measurable and captures what we attempt to do in many of courses. We like being able to assess each SLO on an annual basis. It is likely that this SLO is becoming increasing important and relevant.
Measurement Instruments	We evaluate writing assignments from the senior seminar which allows for consistent and meaningful evaluation of student learning. We don't anticipate making any changes to the measurement instrument.
Criteria & Targets	Our criteria and targets are consistent across most of our programs and we believe that they are appropriate. They also help provide a long-term baseline for longitudinal comparisons.
Results & Conclusion	Results are generally consistent with expectations. On average, we have good students who perform well. There is however some concern that student understanding of the policy process is not as strong as it has been in previous years. One avenue to address this concern is to more regularly offer policy related courses. We have also tweaked the senior seminar curriculum to enhance coverage of the policy process.
	With the exception of adding a fourth student learning outcome, we believe that our assessment for student learning

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	is sufficient and we don't anticipate any immediate changes to our assessment process. The primary reason for this conclusion is that we believe that our SLOs and methods of assessment fulfill the goals of the major. There is also a mitigating factor that also plays a role in the decision to not make major changes to the assessment process; we will be participating in the APR process in a couple of years. This will provide as an important opportunity to evaluate the program as a whole and will help guide program change that will lead to a reevaluation of the ASL process.
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