

Assessment Plan

Program: Political Science, BA

Assessment Coordinator for the program: Dr. David F. Damore

Department Responsible for the Program: Department of Political Science

Five-Year Implementation Dates: 2004-2005 to 2009-2010

Is this program accredited by an external organization? No

1. Student Learning Outcomes for the program.

1. Upon completion of the program students will develop critical thinking skills necessary for the evaluation of social scientific concepts.
2. Upon completion of the program students will develop persuasive writing skills (e.g. the ability to articulate, support, and defend an argument).
3. Upon completion of the program students will understand the research process in the social sciences (e.g., differences between normative and empirical perspectives; the differences between probabilistic and deterministic reasoning; and the differences between the major analytical approaches used in applied research).
4. Upon completion of the program students will develop the requisite skills for sophisticated information consumption.
5. Upon completion of the program students will comprehend the obligations and expectations of citizenship.
6. Upon completion of the program students will understand the interplay between preferences and institutions for shaping political outcomes.
7. Upon completion of the program students will comprehend the multiple motivations and constraints underlying political behavior.
8. Upon completion of the program students will be able to identify the multi-causal nature that characterizes the social world.

Specific skills for Comparative Politics:

9. Upon completion of the program students will understand of the elements of comparative research design including theoretical constructs (i.e., the state, regime type) central to analysis of comparative politics.
10. Upon completion of the program students will develop an understanding of the causes and consequences of differing institutional arrangements.
11. Upon completion of the program students will develop an understanding of the major theoretical schools and developments and analytical tools used by scholars conducting research in comparative politics.

Specific skills for International Relations:

12. Upon completion of the program students will understand the major theoretical schools and developments and analytical tools used by scholars conducting research in international relations.
13. Upon completion of the program students will comprehend the competing and contrasting views to the international political arena and international events.
14. Upon completion of the program students will understand the confluence of structural, social, economic, and political factors for shaping international interactions.

Specific skills for American Politics:

15. Upon completion of the program students will understand the major theoretical schools and developments and analytical tools used by scholars conducting research in American politics.
16. Upon completion of the program students will understand the causes and consequences for changes in the institutional relationships between levels of government and between branches of government and the implications for public policy development and implementation.
17. Upon completion of the program students will be able to evaluate and compare the constitutional basis of US government with historical and international alternatives.

Specific skills for Political Theory:

18. Upon completion of the program students will be able to evaluate differing views of justice and the forms of government articulated by major political theorists that allow for a just society to be created.
19. Upon completion of the program students will have knowledge of the differences between ancient and modern political thought.
20. Upon completion of the program students will understand the role of the social contract underlying the development of modern politics, as well as contemporary debates and criticisms of this model of liberal democracy.

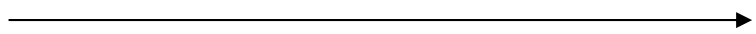
Specific skills for Public Law:

21. Upon completion of the program students will understand the major schools of constitutional/legal thought and interpretation.
22. Upon completion of the program students will be able to delineate the major historical, political, and cultural developments in the interpretation of public law.
23. Upon completion of the program students will understand the institutional structures and the bases of behavior that shape judicial actions.

2a. Curriculum Alignment of Student Learning Outcomes: Major Requirements

Major Requirements
Learning Outcomes

Required Courses



211 Comparative Government and Politics	200 Survey of Political Theory	231 World Politics	101 Intro to American Politics	302 Research Methods
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Critical thinking and evaluation of social science concepts	I	I,E,R	I,E,R	I	E, R
Persuasive writing skills	I	I,E,R	I		E
Knowledge of the social scientific research process	I		I		I, E, R
Informed information consumption	I		E,R	I	E
Obligations & expectations of citizenship	I		E	I	I
Knowledge of the constraints & motivations for political behavior	I	I,E	I	I	
Multifactorial causality	I		I	I	I, E, R
Elements of comparative research design	I				E
Causes and consequences of differing institutional arrangements	I			I	
Understanding the theoretical schools, developments, and analytical tools in cp	I				

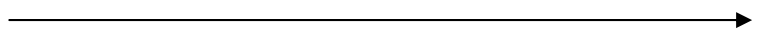
Understanding the theoretical schools, developments, and analytical tools used in ir		I		
Competing and contrasting views of political events		I,E,R		
The confluence of factors shaping international events		I		
Understanding the theoretical developments, schools, and analytical tools used in ap				
Causes and consequences of shifts in power and implications for public policy			I	
Comparison of constitutional basis of US government with alternatives			I	
Knowledge of differing views of justice and a just society	I,E,R			
Knowledge of the differences between ancient and modern political thought.	I,E,R			
The role of the social contract and its criticisms	I,E,R			

I = Introduced E = Enriched R = Reinforced

2b. Curriculum Alignment of Student Learning Outcomes: Comparative Politics

Comparative
Politics
Learning
Outcomes

Required
Courses



407E Politics in Latin America	407Z African Domestic Politics	407Z Democrati- zation	405Z Africa in World Politics	407B Political Systems of East Asia
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Critical thinking and evaluation of social science concepts	E,R	E	E, R	E	E
Persuasive writing skills	R	R	E, R	E, R	E
Knowledge of the social scientific research process	R	E	E, R		E
Informed information consumption	E	E, R	E, R	E, R	E
Obligations & expectations of citizenship	R	E	E, R	E, R	E
Knowledge of the constraints & motivations for political behavior	R	E, R	E, R	E, R	E
Multifactorial causality	E	E, R	E, R	E, R	E
Elements of comparative research design	R	E	E		I
Causes and consequences of differing institutional arrangements	R	E	E, R	E	E
Understanding the theoretical schools, developments, and analytical tools in cp	E	E	E, R	E	I

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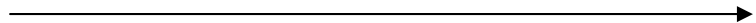
2b. (continued)

Comparative
Politics

Learning
Outcomes



Required
Courses



405 D International Law and Orgs	405 K IR of the Mid East & N Africa	407 D Pol Systems of Mid East & N Africa	407I Politics & Probs in Developing Areas	407O Islamic Politics
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Critical thinking and evaluation of social science concepts	I	I, E	I, E	I, E	I, E
Persuasive writing skills	E	E	E	E	I
Knowledge of the social scientific research process	I, E	I, E	I, E	I, E	I
Informed information consumption	E, R	E, R	E, R	E, R	I, E, R
Obligations & expectations of citizenship	I, E, R	I, E, R	I, E, R	I, E, R	I, E
Knowledge of the constraints & motivations for political behavior	I	I	I	I	I
Multifactorial causality	I, E, R	I, E, R	I, E, R	I, E, R	E, R
Elements of comparative research design	E	E	E	E	E, R
Causes and consequences of differing institutional arrangements	I, E, R	I, E, R	I, E, R	I, E, R	I, E, R
Understanding the theoretical schools, developments, and analytical tools in cp	I, E	E, R	E, R	E, R	E, R

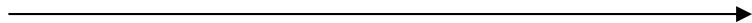
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2b. (continued)

Comparative
Politics
Learning
Outcomes



Required
Courses



407A Political Systems of W Europe	407G Communist Political Systems			
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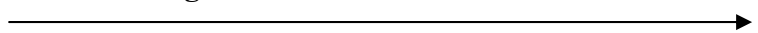
Critical thinking and evaluation of social science concepts	I,E,R	I,E,R			
Persuasive writing skills	E	E			
Knowledge of the social scientific research process	R	R			
Informed information consumption	E,R	E,R			
Obligations & expectations of citizenship	E,R	E,R			
Knowledge of the constraints & motivations for political behavior	E,R	E,R			
Multifactorial causality	E,R	E,R			
Elements of comparative research design	I	I			
Causes and consequences of differing institutional arrangements	I,E,R	I,E,R			
Understanding the theoretical schools, developments, and analytical tools in cp	I,E,R	I,E,R			

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2c. Curriculum Alignment of Student Learning Outcomes: International Relations

International Relations
Student Learning Outcomes

Required Courses



405N IR of Latin America & Caribbean	405J European Union	405E Foreign Policy	405L East Asia in World Politics	405M Pacific Rim & World Politics
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Critical thinking and evaluation of social science concepts	E,R	E,R	E,R	E	E
Persuasive writing skills	R	E,R	E,R	E	E
Knowledge of the social scientific research process	R	E	E	E	E
Informed information consumption	E	E,R	E,R	E	E
Obligations & expectations of citizenship	R	E	E		
Knowledge of the constraints & motivations for political behavior	E,R	E	E	E	E
Multifactorial causality	E	E	E	E	E
Understanding the theoretical schools, developments, and analytical tools used in ir	R	I,E,R	I,E,R	E	E
Competing and contrasting views of political events	R	E,R	E,R	E	E
The confluence of factors shaping international events	R			E	E

I = Introduced E = Enriched R = Reinforced

2c. (continued)

International Relations
Student Learning Outcomes ↓

Required Courses →

403I National Security Policy	342 US Foreign Policy	403D Global Environmental Politics	405O Model UN	405E Foreign Policy/Major Powers
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Critical thinking and evaluation of social science concepts	R	E	R	R	R
Persuasive writing skills	E,R	E	E, R	R	E,R
Knowledge of the social scientific research process	R	E	R	E	R
Informed information consumption	R	E	R	E, R	R
Obligations & expectations of citizenship	R	I	R	R	R
Knowledge of the constraints & motivations for political behavior	R	E	R	R	R
Multifactorial causality	E,R	E, R	E,R	R	E,R
Understanding the theoretical schools, developments, and analytical tools used in ir	R	R	R	E	R
Competing and contrasting views of political events	R	E	R	R	R
The confluence of factors shaping international events	E,R	E, R	E, R	E, R	E,R

I = Introduced E = Enriched R = Reinforced

2c. (continued)

International Relations
Student Learning Outcomes ↓

Required Courses →

	407S Political Economy				
Critical thinking and evaluation of social science concepts	R				
Persuasive writing skills	E,R				
Knowledge of the social scientific research process	R				
Informed information consumption	R				
Obligations & expectations of citizenship	R				
Knowledge of the constraints & motivations for political behavior	R				
Multifactorial causality	E,R				
Understanding the theoretical schools, developments, and analytical tools used in ir	R				
Competing and contrasting views to the international political arena and events	R				
The confluence of factors shaping international events	E,R				

I = Introduced E = Enriched R = Reinforced

2d. Curriculum Alignment of Student Learning Outcomes: American Politics

American
Politics
Student
Learning
Outcomes ↓

Required
Courses →

401D State Politics	314 Religion & the Political Process	316 Politics of Abortion	401F Public Opinion & Pol Beh	403Z Morality Policy
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Critical thinking and evaluation of social science concepts	E, R	I, E	E	R	E
Persuasive writing skills	E	E	E, R	E, R	E
Knowledge of the social scientific research process	I	I	E	E, R	E
Informed information consumption	E			I,E,R	
Obligations & expectations of citizenship	I, E	E		E, R	
Knowledge of the constraints & motivations for political behavior	E, R	E	E	E,R	E
Multifactorial causality	E	I	E	E, R	E
Understanding the theoretical developments, schools, and analytical tools used in ap	E	I, E	E, R	E, R	E
Causes and consequences of shifts in power and implications for public policy	E		E	E,R	E, R
Comparison of constitutional basis of US government with alternatives	E		E	E	

I = Introduced E = Enriched R = Reinforced

2d. (continued)

American
Politics
Student
Learning
Outcomes ↓

Required
Courses →

320 Policy Formation	401A Urban Politics	401G Campaigns & Elections	304 Legislative Process	314 Parties & Interest Groups
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Critical thinking and evaluation of social science concepts	E, R	E, R	E, R	E,R	E,R
Persuasive writing skills	E	E	E	E	E
Knowledge of the social scientific research process	I	I	I, E, R	I,E,R	I,E,R
Informed information consumption	E	E	E	E	E
Obligations & expectations of citizenship	I	I	I,E	I	I,E
Knowledge of the constraints & motivations for political behavior	E, R	E, R	E	E,R	E,R
Multifactorial causality	E	E	E, R	I,E,R	I,E,R
Understanding the theoretical developments, schools, and analytical tools used in ap	E	E, R	E	E	E,R
Causes and consequences of shifts in power and implications for public policy	E	E	I,E	E	E
Comparison of constitutional basis of US government with alternatives	E, R	E, R	E	I	I

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2d. (continued)

American
Politics
Student
Learning
Outcomes ↓

Required
Courses →

305 American Presidency				
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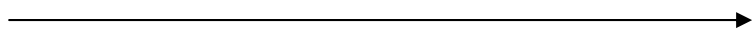
Critical thinking and evaluation of social science concepts	E, R				
Persuasive writing skills	E				
Knowledge of the social scientific research process	I				
Informed information consumption	E				
Obligations & expectations of citizenship	I				
Knowledge of the constraints & motivations for political behavior	E, R				
Multifactorial causality	E				
Understanding the theoretical developments, schools, and analytical tools used in ap	E				
Causes and consequences of shifts in power and implications for public policy	E				
Comparison of constitutional basis of US government with alternatives	E				

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2e. Curriculum Alignment of Student Learning Outcomes: Political Theory

Political Theory

Required Courses



Student Learning Outcomes ↓

409H Problem of Socrates	374 Late Modern	375 Recent	409C American	409L Medieval
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Critical thinking and evaluation of social science concepts	E,R	E,R	E,R	E,R	E,R
Persuasive writing skills	E,R	E,R	E,R	E,R	E,R
Knowledge of the social scientific research process	E				
Informed information consumption	E,R				
Obligations & expectations of citizenship	E				
Knowledge of the constraints & motivations for political behavior	E	E	E	E	E
Multifactorial causality					
Knowledge of differing views of justice and a just society	E,R	E,R	E,R	E,R	E,R
Knowledge of the differences between ancient and modern political thought.	E,R				
The role of the social contract and its criticisms		I,E,R	I,E,R	I,E,R	

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2e. (continued)

Political Theory

Required Courses →

Student Learning Outcomes ↓

409J Feminism	371 Ancient	373 Early Modern		
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Critical thinking and evaluation of social science concepts	E,R	E,R	E,R		
Persuasive writing skills	E,R	E,R	E,		
Knowledge of the social scientific research process	E,R	E	E		
Informed information consumption	E,R	E,R	E,R		
Obligations & expectations of citizenship	E	E,R	E,R		
Knowledge of the constraints & motivations for political behavior	E	E,R	E,R		
Multifactorial causality					
Knowledge of differing views of justice and a just society	E,R	E,R	E,R		
Knowledge of the differences between ancient and modern political thought.		E,R	E,R		
The role of the social contract and its criticisms	E		E,R		

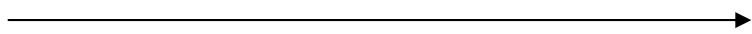
I = Introduced E = Enriched R = Reinforced

2f. Curriculum Alignment of Student Learning Outcomes: Public Law

Public Law

Required

Courses



Student Learning Outcomes ↓

330 Con Law	332 Judicial Process	411A First Amendment	411B Civil Rights	411C Legal Theory
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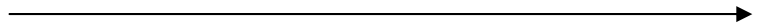
Critical thinking and evaluation of social science concepts	I	I	E,R	E,R	E,R
Persuasive writing skills	I	I	E,R	E,R	E,R
Knowledge of the social scientific research process	I	I	E,R	E,R	
Informed information consumption	I	I	E,R	E,R	E,R
Obligations & expectations of citizenship	I	I	E,R	E,R	E,R
Knowledge of the constraints & motivations for political behavior	I	I	E,R	E,R	E,R
Multifactorial causality	I	I	E,R	E,R	E,R
Understanding the major schools of legal const'l thought & interpretation	I	I	E,R	E,R	E,R
Understanding developments in public law over time	I	I	E,R	E,R	E,R
Understanding structures & behavior	I	I	E,R	E,R	

I = Introduced E = Enriched R = Reinforced

2f. (continued)

Public Law

Required Courses



Student Learning Outcomes ↓

411D Rights of Woman	411E Rights of Accused	411F Constitutional Theory	411H Comparative Law	
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Critical thinking and evaluation of social science concepts	E,R	E,R	E,R	E,R	
Persuasive writing skills	E,R	E,R	E,R	E,R	
Knowledge of the social scientific research process	E,R	E,R	E,R	E,R	
Informed information consumption	E,R	E,R	E,R	E,R	
Obligations & expectations of citizenship	E,R	E,R	E,R	E,R	
Knowledge of the constraints & motivations for political behavior	E,R	E,R	E,R	E,R	
Multifactorial causality	E,R	E,R	E,R	E,R	
Understanding the major schools of legal const'l thought & interpretation	E,R	E,R	E,R	E,R	
Understanding developments in public law over time	E,R	E,R	E,R	E,R	
Understanding structures & behavior	E,R	E,R	E,R	E,R	

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3. Evidence/Artifacts used to assess Student Learning Outcomes over the 5 year period of this Plan.

Student Learning Outcomes for the Program	Methods/Instruments (Direct and Indirect) to be used	Expected Measures from the Methods/Instruments	When and where will the Methods/Instruments be administered and data collected?
1-4,6-23	Exams and quizzes	Quantitative measures (e.g., grades) and written feedback	On-going by individual faculty members
1,2,4,6-23	Written assignments	Quantitative measures (e.g., grades) and written feedback	On-going by individual faculty members
5	Informal advising	Qualitative measurement of students' engagement	On-going by individual faculty members
1,3-23	Class discussions	Qualitative measurement of students' engagement	On-going by individual faculty members
All	Exit survey administered to students prior to graduation	Survey data detailing students' experiences in program	On-going by department chair during exit interviews and analyzed by Assessment Committee

4. Dissemination of Information over the 5 year period of this Plan.

Student Learning Outcomes for the Program	Who will analyze the data?	When, where, and how will the results be disseminated to stakeholders?
All	Individual faculty members	Periodically, at department faculty members and periodic informal discussion among faculty members
All	Curriculum Committee	During periodic reviews of curriculum
All	Assessment Committee	After analysis of program exit surveys and reported on department web page