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Fall 2016

### Political Science Discipline 5-Year Assessment Plan 2016-2021

Political Science Discipline

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**Academic Program: Political Science**

**Academic Division: Social Science**

**Program Contact:**

Name: Sheri Breen

Phone: 320-589-6206

Email: [breens@morris.umn.edu](mailto:breens@morris.umn.edu)

In the space below, list your Program Student Learning Outcomes (PSLOs):

1. Knowledge base in political science
  - a. Understand the range and scope of political science research questions and theories across the spectrum of subfields
  - b. Demonstrate the ability to critically analyze, explain, and critique significant theories prevalent in a subfield of political science
2. Research methods and information literacy
  - a. Understand and utilize multiple quantitative and qualitative research methods of analysis
  - b. Understand and employ databases, indexes, catalogs, and technology applications relevant to political science research and problem-solving
  - c. Demonstrate the ability to design and conduct independent political research
3. Intercultural knowledge and competence
  - a. Understand and appreciate diverse cultural communities in state, national, and international settings
  - b. Acquire global perspectives on international and cross-cultural issues
  - c. Understand the role of group competition for the distribution of power and resources
4. Civic knowledge and engagement
  - a. Understand and engage with significant ethical and enduring political debates in the conduct of political science research and civic life
  - b. Participate actively in political institutions, organizations, movements, and/or deliberations
5. Oral and written communication
  - a. Demonstrate effective skills in oral presentation and argumentation
  - b. Demonstrate effective skills in written communication and argumentation

**Enter Academic Program Name:**

Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
<p><b>2016-17</b></p> <p>Oral and written communication</p>	<ol style="list-style-type: none"> <li>1. Collective assessment of papers produced in research seminars (POL 4305, 4205) according to a matrix developed and used by the discipline for past 10 years, with revisions drawn from assessment rubric workshop 11/5/16</li> <li>2. Collective assessment of poster presentations by students in research seminars; single criterion on oral presentation on the assessment matrix will be expanded</li> <li>3. Data on written communication skills is collected in research seminars by Breen at end of fall semester and Lindberg at end of spring semester</li> <li>4. Oral communication data gathered through participation of all discipline faculty in poster presentations at conclusion of fall and spring semesters</li> </ol>			<p>#2: Inquiry and analysis; written, multi-media, and oral communication</p>
<p><b>2017-18</b></p> <p>Research methods and information literacy</p>	<ol style="list-style-type: none"> <li>1. Discipline will develop an assessment matrix for political research methods and information literacy in collaboration with Briggs Library</li> <li>2. Using that matrix, discipline will collectively assess materials produced by students (exams, final papers) in required course Political Science Research Methods (POL 2001; taught by Rose) at the end of fall semester.</li> <li>3. More detailed assessment of information literacy skills in POL 2001 through assessment tool developed by Rose in collaboration with Briggs Library staff</li> <li>4. Using matrix developed in #1, assessment of outcomes of collaborative research project in Media and Politics (POL 3266; taught by Lindberg) in fall semester</li> </ol>			<p>#2: Quantitative literacy, information and technology literacy</p>

<p><b>2018-19</b></p> <p>Civic knowledge and engagement</p>	<ol style="list-style-type: none"> <li>1. Development of a measurement and assessment matrix in conjunction with national assessment projects through the American Political Science Association and other national PS associations</li> <li>2. Using that matrix, measurement and assessment of student engagement with ethical and political debates using student writing and oral debate in Political Ethics (POL 2354; taught by Breen) and Constitutional Law: Civil Liberties and Civil Rights (POL 3232; taught by Lindberg) during fall semester</li> <li>3. Measurement of student participation, performance, and reflective responses to exit polling conducted in Political Participation and Voting Behavior (POL 3251; taught by Lindberg) during 2018 election</li> <li>4. Participation in a national civic engagement study on civic knowledge and engagement (to be selected following research) incorporating student surveys to provide data on UMM and national students for comparative analysis</li> <li>5. Collection of data on political science majors and minors regarding extracurricular engagement and political participation</li> </ol>	<p>#1: Engagement with big questions, both contemporary and enduring</p> <p>#3: Civic knowledge and engagement; ethical reasoning and actions</p>
<p><b>2019-20</b></p> <p>Knowledge base in political science</p>	<ol style="list-style-type: none"> <li>1. Development of a new assessment tool to be used in Political Science Research Methods (POL 2001) each year and the research seminars (POL 4xxx) each semester</li> <li>2. In the research methods course (POL 2001; taught by Rose every fall semester), the tool will be used as a pretest to provide a baseline of sophomore/junior political science majors and a posttest to measure change during the semester. Data collected from this tool also will be useful to improve assessment of PSLO research methods and information literacy (2017-18).</li> <li>3. In the subfield research seminars each semester, the tool will be used as a posttest to provide an aggregate measure of change in the knowledge base of advanced political science majors and as a time-series for PS subfields to track individual students' knowledge base</li> <li>4. Measurement and assessment can continue on an annual basis, providing a means to assess aggregate change among PS majors over time.</li> </ol>	<p>#1: In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry</p> <p>#2: Inquiry and analysis, critical thinking and problem-solving</p>

<p><b>2020-21</b></p> <p>Intercultural knowledge and competence</p>	<ol style="list-style-type: none"> <li>1. Selection of a measurement tool from the national work being done on intercultural knowledge and competence, including UMTC's Global Programs and Strategy Alliance and Center for Educational Innovation</li> <li>2. Measurement through use of this tool will be possible through pre- and posttests in introductory courses, especially World Politics (POL 1401; taught by Joo) and Introduction to Political Theory (POL 1101; taught by Breen) and through courses focused on intercultural content: Model United Nations (POL 2411; taught by Joo), Race, Class and Power (POL 2234, 2235; taught by Lindberg), East Asian Society and Politics (POL 2501; taught by Joo), Islamic Political Thought (POL 3302; taught by Breen), and International Human Rights (POL 3475; taught by Rose). Assessment will begin in courses being taught during 2020-21 and continued in following years to provide additional data for assessment</li> </ol>	<p>#3: Intercultural knowledge and competence</p>
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\*CSLOs are Campus Student Learning Outcomes. These are reprinted below for your convenience. Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

**Please report any other planned assessment for your academic program in the space below:**

The Political Science Discipline conducts an annual survey of graduating majors (currently through Qualtrics) to collect data on their evaluation of their understanding of politics, preparation for participation in public life, and preparation for graduate and professional programs. The discipline also has surveyed majors for their evaluations of the major requirements, course offerings, teaching techniques, etc., in recent years, which resulted in addition of a new subfield on public law, among other smaller changes. The graduation survey is due for improvement as a measurement instrument and the discipline needs to make better use of the data obtained through the survey for discipline assessment. As resources allow, the discipline also can consider an updated version of the survey previously administered to all majors.

## **UMM Campus Student Learning Outcomes (CSLOs)**

*Approved Unanimously by the Curriculum Committee, December 10, 2009*

*Approved by Campus Assembly, March 3, 2010*

The University of Minnesota, Morris's goal is for students to have gained, by the time of graduation:

*1. Knowledge of Human Cultures and the Physical and Natural World through:*

- a) Core studies in the liberal arts: arts, histories, humanities, languages, mathematics, sciences, and social sciences
- b) In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry
- c) Engagement with big questions, both contemporary and enduring

*2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:*

- a) Inquiry and analysis
- b) Critical thinking and problem-solving
- c) Creative thinking and artistic expression
- d) Written, multi-media, and oral communication
- e) Quantitative literacy
- f) Information and technology literacy
- g) Collaboration

*3. An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:*

- a) Civic knowledge and engagement—local and global
- b) Intercultural knowledge and competence
- c) Aesthetic/artistic engagement
- d) Environmental stewardship
- e) Ethical reasoning and actions

*4. Capacity for Integrative Learning, including:*

- a) Synthesis and advanced accomplishment across general and specialized studies, and through coand extra-curricular activities
- b) Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
- c) Skills for sustained learning and personal development