



Program (Major, Minor, Core) : MA in Political Science

Department: Political Science

College/School: College of Arts and Sciences

Person(s) Responsible for Implementing the Plan: Political Science graduate committee, under the direction of the graduate program coordinator. All faculty teaching graduate classes are involved in the process.

Date Submitted: September 1, 2016

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<p>What do you expect all students who complete the program to know, or be able to do?</p>	<p>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</p>	<p>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</p>	<p>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when this data shared, and with whom?</p>
<p>1. Students will be able to explain how political systems operate within the context of their chosen MA concentrations</p>	<p>This will be assessed in core courses, which will vary according to the student's chosen concentration, but will include the following courses: POLS 5010: Cultural Methods: Genr: ([8]-2.6(o)-9l(i)-3.9(i)7tD0)46(i)-3.8(c)-4s8(c)32,3:((2(ss)-1.8(a)-3n6(u)-0.7(d)-0 p)13.1(o)-99(w)-6e7(t)4.9(:)Tc 0 ss)1</p>		

	<p>POLS 5750: American Political Thought POLS 5760: Feminist Theory POLS 5770: Feminist Epistemology POLS 5150: Gender and American Politics POLS 5700: History of Political Thought POLS 5510: Democratization POLS 5530: Authoritarianism POLS 5550: Politics of Economic Development POLS 5690: Theories of World Politics POLS 6310: Policy Process</p> <p>In any given year, only some of these courses are offered, and they will be the ones in which assessment occurs.</p>	<p>base assessments. Individual faculty members may develop rubrics for their own purposes.</p>	<p>assessment report at the department August retreat.</p> <p>In addition, the department's graduate committee meets at least once a semester to review student and department-wide outcomes and consider curriculum and/or advising changes. Areas of concern or significant accomplishment will be brought to the attention of the department faculty for further consideration.</p>
--	--	---	--

2.

POLS 5770: Feminist Epistemology
POLS 5150: Gender and American
Politics
POLS 5700: History of Political
Thought
POLS 5510: Democratization
POLS 5530: Authoritarianism
POLS 5550: Politics of Economic
Development
POLS 5690: Theories of World
Politics
POLS 6310: Policy Process

In any given year, only some of
these courses are offered, and
they will be the ones in which
assessment occurs.
Students who choose to write an

POLS 5770: Feminist Epistemology
POLS 5150: Gender and American
Politics
POLS 5700: History of Political
Thought
POLS 5510: Democratization
POLS 5530: Authoritarianism
POLS 5550: Politics of Economic
Development
POLS 5690: Theories of World
Politics
POLS 6310: Policy Process

In any given year, only some of
these courses are offered, and
they will be the ones in which
assessment occurs.

This learning outcome will also be
assessed amongst our students
who choose to write an MA
thesis.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

There is no MA program in Political Science in Madrid, consequently MA assessment efforts presently exist only in St. Louis.

3. The program assessment plan should be developed and approved by 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:

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

At the end of each semester, faculty teaching graduate courses (sections that include graduate students) will submit an assessment report to the department's graduate coordinator. This report will assess progress on the learning outcome being assessed that year. The coordinator will compile these reports and, in consultation with the graduate committee, will report to the full faculty on assessment results.

The department has been assessing student learning outcomes for over a decade at the undergraduate level and, at the graduate level, for as long as programs have existed. In the past, we tended to combine undergraduate and graduate assessment, so the ~~work~~ ^{mark} additional work this plan involves greater attention to specifically MA outcomes and greater involvement of the graduate committee in the assessment process. This additional work will enable us to focus more directly on the graduate learning outcomes.

20152016 Assessment
BA and MA classes

We agreed to assess these student learning outcomes this year:

BA Graduates will demonstrate a strong work ethic.

MA: Students will demonstrate honest and ethical research practices.

If you teach graduate and undergraduate classes, please assess **one of each** this year. If the graduate class is a 4000/5000 class, please report separately for the 4000 and the 5000 section. (That will count as the "one of each.")

To assess student learning outcomes, please answer these questions in no more than one page total and send the results to Ken by MAY 19, 2016:

1. How did your course contribute to this goal? What did you do to develop these skills in students?

2. How well prepared were students coming into the class?

3. How well did student accomplish this goal by the end of class? What tactics were effective in building student skills?

	Majors (xx students)	Non-Majors (xx students)
Number who met expectations		
Number who exceeded expectations		
Number who did not meet expectations		

4. How might the department help students better accomplish these goals?

"Mastery" of any of the student outcomes will look different at different levels. We shouldn't expect freshmen to perform as well as seniors or grad students. Although the expectations in your own class may be different, here are some general guidelines:

For 1000 level courses, students have few absences and come to class prepared. Papers are turned in on time.