**2013-2014 CLASS FACT Assessment Year End Report, June, 2014**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Political Science** | **Norman Bowen** | **Kim Geron** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Students graduating with a B.A. in Political Science from Cal State East Bay will be able to: 1. develop and articulate an understanding of democratic theory and practice and gain practical experience in politics, public policy, and civic engagement; 2. demonstrate through oral and written competency, an understanding of the theories, concepts, empirical content, and research agendas of the fields of political science with advanced understanding in the selected option; 3. demonstrate an understanding of political culture in the U.S. and around the world including the economic, ideological, ethnic and cultural groups and movements that engage the political process; 4. articulate career goals, demonstrate knowledge of how to achieve those goals, and produce evidence of working to achieve the goals; and  5. demonstrate the ability to apply knowledge through collaborative learning and teamwork.Please list all outcomes in the box below, and append a curriculum map showing alignment of the Program Student Learning Outcomes and CSUEB Institutional Learning Outcomes. |

**B. Program Student Learning Outcome(s) Assessed**

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| POSC Assessment Grid Course:3030 Section:01 Quarter: F12/W13/Sp 13     POOR FAIR GOOD EXCELLENT (PSLO2a) Course SLO1: Ability, with minimum prompting, to develop a strong thesis statement. Indicator: research plan and annotated bibliography rubric: Unable With much With some Independently  help help   11 22 36 23    (PSLO2b) Course SLO2: Ability, with minimum guidance and suggestion of materials to develop a strong bibliography using appropriate academic, governmental, and other sources. Indicator: research plan and annotated bibliography Rubric: Weak prep Inconsistent Generally Strong  even with strong independent  help  11 22 36 23  (PSLO1a,2a) Course SLO3: Ability, independently, to write a well structured research paper with a sustained argument in error-free college-level English.  Indicator: research plan and annotated bibliography Rubric: weak some mostly Strong  structure/ structure/ sustained all areas  argument argument  11 22 36 23   (PSLO2a) Course SLO4: Ability to understand and critique the concepts and theories of political science Indicator: group presentations Rubric: none partial mostly understand  and critique   11 22 36 23    (PSLO2a) Course SLO5: Ability orally to communicate course material and academic research in persuasive professional English. Indicator: group presentations Rubric: limited some mostly strong  or poor   11 22 36 23  (PSLO2b) Course SLO6: Ability to read, understand, and critique non-quantitative academic POSC articles. Indicator: research plan and annotated bibliography  Rubric: weak partial grasps strong and  basics critique  11 22 36 23  (PSLO5) Course SLO 7: Ability to apply knowledge through collaborative learning and teamwork. Indicator: group projects and presentations Rubric: weak some good excellent  insight/ insight/  assistance assistance     POSC Assessment Grid Course:4910 Section:01 & 02 Quarter: Sp 13     POOR FAIR GOOD EXCELLENT (PSLO2a) Course SLO1: Ability, with minimum prompting, to develop a strong thesis statement. Indicator: research paper rubric: Unable With much With some Independently  help help   9 16 17 7  (PSLO2b) Course SLO2: Ability, with minimum guidance and suggestion of materials to develop a strong bibliography using appropriate academic, governmental, and other sources. Indicator: paper preparation and bibliography Rubric: Weak prep Inconsistent Generally Strong  even with strong independent  help  8 14 12 15  (PSLO1a,2a) Course SLO3: Ability, independently, to write a well structured research paper with a sustained argument in error-free college-level English.  Indicator: research paper Rubric: weak some mostly Strong  structure/ structure/ sustained all areas  argument argument  6 18 10 15  (PSLO2a) Course SLO4: Ability to understand and critique the concepts and theories of political science Indicator: seminar discussion and roundtables Rubric: none partial mostly understand  and critique   7 17 16 8    (PSLO2a) Course SLO5: Ability orally to communicate course material and academic research in persuasive professional English. Indicator: formal presentation Rubric: limited some mostly strong  or poor   6 14 14 14  (PSLO2b) Course SLO6: Ability to read, understand, and critique non-quantitative academic POSC articles. Indicator: seminar presentation  Rubric: weak partial grasps strong and  basics critique  7 12 13 8   (PSLO5) Course SLO 7: Ability to apply knowledge through collaborative learning and teamwork. Indicator: seminar groups/roundtables/peer assessment Rubric: weak some good excellent  insight/ insight/  assistance assistance |

**C. Summary of Assessment Process**

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| POSC SLOs are introduced in POSC 3030, the upper-division gateway survey of the major. They are developed in all upper-division POSC courses, which are expected to practice all SLOs that are appropriate to the individual subject matter. All upper-division course syllabi now contain SLOs aligned with the program SLOs. In particular, all upper-division courses are expected to introduce and practice research, analytic, writing, and oral skills in the POSC sub-fields, identify students struggling academically and seek appropriate assistance for them and notify the department. SLO measurement occurs in POSC 3030 and the capstone Political Science Seminar (POSC 4910). Students are expected to achieve mastery of the SLOs in the seminar, which involves an extensive research plan, a 20-page research paper, a formal oral presentation, and participation in a seminar reading and analysis exercise. All POSC majors are assessed. However, the results are all aggregates. Assessment results are shared with the department faculty. Expectations of individual faculty in support of assessment are renewed regularly. The instructors in POSC 3030 and POSC 4910 work closely together. Both courses have been adapted extensively over the past few years to focus on the SLOs. POSC 3030 introduces and practices the various components that go into the seminar project. The seminar instructors use a highly detailed process approach to the research project whereby weekly preliminary assignments provide incremental development of the final paper and multiple indicators of the SLOs. The rubric for 4910 reflects this developmental approach and indicates how close students come to mastery of the SLOs. |

**D. Summary of Assessment Results**

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| The results of the direct indicators of student success are included in the charts above. A comparison of the results in POSC 3030 and POSC 4910 show that students rate higher in 3030. 3030 introduces the components of an academic research project. Students are expected to practice the skills and write shorter papers in the upper-division courses and then demonstrate mastery in the longer seminar paper and formal presentation. The department also administers an anonymous exit survey to all graduating seniors. Students find the seminar to be a more challenging course, as it is designed to be. 13/15 graduating seniors found the seminar to be challenging. 8/18 found the seminar to be too challenging, including 4 of the 8 that said that the seminar was challenging in a good way (“a good intellectual challenge,” “rewarding,” “a great learning experience”). One student commented the need for more ‘prior extensive prep and more emphasis on scholarly research.” [Exit survey Sp 2013] In general, students find that the seminar “works well as a capstone experience.” 19/31 strongly agreed or agree while 11/31 disagree or strongly disagreed. 20/31 agreed that they were well prepared for the seminar project, while 9/31 disagreed. 16/31 students agreed whereas 12/31 disagreed that “the format and structure of the seminar was conducive to the preparation of a quality research paper.” One student commented, in response to this question, that there should be “much better preparation for research and writing. I felt very unprepared for the Senior Seminar. Most professors do not push this and it is very important to success in the field.” In the follow-up 4910 focus group in W 2014 several students felt that there were excessive seminar readings in addition to the research project. In Spring of 2014, 9/23 students fell three or more weeks behind in the assignments. Five cited illness or injury. Four cited their work schedule (including several working full time and taking a full load). Many noted the high number of units they were taking. No student in the class was aware of the amount of work outside of class that is expected of students according to the university catalogue. The department plans to address the issue of course work load and the level of assignments in POSC courses.  The department introduced a comprehensive advising plan several years ago in which each student selects or is assigned an academic advisor according to student interest or option when entering the major. The annual exit survey reveals a less than complete implementation of the plan. Some students still comment that they have never seen an advisor. 15/31 seniors said that they were “satisfied” with their major advisor. 16/31 students were neutral or dissatisfied. In response to previous focus group demands that the department develop better career advising, the new department SLOs include career advising. 14/31 graduating seniors were satisfied with “the assistance I received from POSC faculty in the area of career counseling or preparation for graduate school,” while 17/31 were either neutral or dissatisfied. The department is discussing plans to strengthen career advising. [Exit Survey]  As in past years, the overwhelming majority of POSC majors are satisfied with the major. 19/30 agreed that the major “fulfilled their expectations, while 5/31 disagreed and six were neutral. [Exit Survey] |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| Please make your suggestions for the future here. Thanks. |

Thank you for your hard work for the past year, and have a Great Summer!