

# Program Learning Outcome Assessment Plan Template

## General Information

Academic Year of Implementation: 2010 – 2011

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

General Education- Political Science

Planning Team:

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
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<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

<sup>2</sup> Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline.

## Learning Outcomes and Performance Indicators

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> General Education- Political Science	
<b>Targeted Program Learning Outcome:</b>  <b>Information Literacy:</b> Locate, evaluate, and effectively use information from diverse sources.	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the with the Academic Program:</b>  <b>POS2041, US Government</b>
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> 1. Demonstrate an understanding of the checks and balances system created by the U.S. Constitution, including an understanding of the major powers and responsibilities given to each branch.  2. Develop an understanding of non-governmental actors in the United States and how these effect citizens' lives in pursuit of social, political, and economic goals.
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b>  <b>Information Literacy Performance Indicators:</b> 1. Students will be able to locate or identify diverse sources. 2. Use of citations. 3. Evaluate and Integrate information to accomplish the planned objective.	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b>  -Student assignments will demonstrate an understanding of the position of the legislative, executive, or judicial branches on a political issue or research topic.  -Student assignments will demonstrate an understanding of the position of political parties, interest groups, public opinion, or the media on a political issue or research topic.

**Assessment Method** (What assessment method - written assignment, speech, test, etc. - will you use to assess student ability related to the program / course outcomes selected): **Assignment on a political issue or research topic**

**Description of the Proposed Common Assessment Method** (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to protect faculty freedom to design the delivery of course content):

The faculty member will require that students utilize a variety of different sources, both online and traditional, in completing the assignment. It is the location, evaluation, and effective use of information from diverse sources that this particular assignment is designed to measure. The assignments can be in the form of a written assignment or an oral presentation that utilizes Powerpoint, for submission purposes.

Example of issues/research topics: Same Sex Marriage, Immigration Policy, Campaign Finance Reform, Environmental Policy, Budget Policy, School Desegregation, Gun Control, Capital Punishment, Term Limits, Etc.

**Proposed Assessment Instrument** (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

**Rubric for the assessment of the Target Course Outcome, Information Literacy**

Performance Indicators	Poor Beginning	Average Developing	Good Competent	Excellent Accomplished
Students will be able to locate or identify diverse sources.	No use of sources.	Utilization of limited types of sources.	Utilization of an adequate variety of sources.	Utilization of many diverse types of sources.
Use of citations.	No use or unable to use citations.	Frequently citing information inaccurately and/or inappropriately.	Uses citations generally in appropriate format.	Demonstrates a sophisticated use of citation.

Evaluate and Integrate information to accomplish the planned objective.	Unable to integrate Information.	Minimally integrate compiled information.	Integrates compiled information to accomplish the planned objective.	Successfully Integrates compiled information, into a high quality, original product to effectively accomplish the planned objective.	
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# Implementation Process

## Approval Process

Activities Associated with the Approval of Assessment Plans	Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	Fall 2010	The newly appointed Political Science Program Assessment Coordinator
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	Fall 2010	The newly appointed Political Science Program Assessment Coordinator
Draft assessment plan is revised to reflect input	Fall 2010	The newly appointed Political Science Program Assessment Coordinator
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	N/A	N/A

## Faculty Development Needs Associated with the Proposed Common Assessment

Support of Campus Deans to help coordinate the collection of artifacts from the numerous full time and adjunct faculty members. Measures need to be in place to ensure a large enough sample size to make appropriate generalizations from the assessment.

## Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent)?	Informed Consent should be included in every faculty syllabus.
How will student artifacts or data associated with student performance be collected?	Faculty will forward the student artifacts to the newly appointed Political Science Program Assessment Coordinator and the Assessment Office

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include (all samples will include campus, contract status of the instructor, mode of delivery)?	Information listed is adequate.
How will information about faculty / staff participation in the assessment project be communicated?	Via Fall 2010 Department Meetings, Fall 2010 Welcome Back.
Who will be responsible for coordinating the collection of student artifacts?	The newly appointed Political Science Program Assessment Coordinator and the Assessment Office.
At what point in the academic year / semester will the student artifacts be collected?	At any time during the Spring 2011 semester.

**Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results**

When will student artifacts be assessed / evaluated?	<i>Learning Day 2011 is scheduled for February 11, 2011 Assessment Day 2011 is scheduled for May 5, 2011</i>
Which faculty or staff from the program/discipline will evaluate student artifacts?	
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?	
What training / preparation / information will faculty or staff need in order to analyze the results / data associated with this assessment plan?	

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?	
In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?	
How will the assessment results be disseminated to <b>stakeholders</b> ?	<i>Faculty, Staff, Advisory Boards, etc.</i>

## Improvement Plan

### Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the <b>curriculum (targeted course(s), co-curricular program or student activity)</b> ?	
What changes to the common course outlines, <b>if any</b> , need to be considered?	
<b>What do the results of this assessment plan suggest about changes / improvements to the program assessment process?</b>	