

**Review of Assessment Report
Assessment Review Committee (ARC) – Dean’s Report**

Academic Program: **Political Science & International Affairs**

Date: **September 2018**

Criteria	Description of Criteria	Beginning	Developing	Accomplished	Exemplary	Comments from Assessment Review Committee
SLOs	The Student Learning Outcomes (SLOs) establish the critical components of student learning that define the program and articulate the knowledge and abilities expected of program graduates in ways that are observable and measurable.				X	The department is commended for their clearly defined student learning outcomes. That factor combined with the course matrix that identifies which learning outcomes are assessed within each course, is highly beneficial.
Evidence of Student Learning	Results are based upon evidence of student learning, and evidence can be provided to both internal and external reviewers (preferably in electronic form).			X		It is appreciated that this report took the time to go through each individual assignment, which demonstrates how the degree of difficulty increases as they progress through their academic program
Meaningful Rubrics	Criteria for successful performance are provided through rubrics or other specific descriptions.			X		Rubrics are utilized in such a fashion that provide meaningful evidence of student learning. I recommend that the anchors for those categorical options (e.g. proficient) clearly defined. Also, please consider adding % breakdowns to results.

Additional Comments:

I commend the assessment work that Political Science and International Affairs has completed this past academic year; many of “next steps” that were recommended on the previous year report have been successfully implemented. I am very thankful to the faculty for the significant amount of work they have put into this process. In many aspects, this report continues to be a model for others. The SLOs remain well-defined and applicable across lower and upper level courses (from 100 to 300).

Next Steps:

- 1— If not completed, please discuss your assessment report with your department so all faculty are contributing to the assessment of student learning.
- 2 – Explicitly incorporate operational definitions of your assessment (Likert scale) categories and add % breakdowns within the results.
- 3 – Consider adding an exit exam for majors; it could provide additional quantitative data, but ARC leaves that up for departmental discussion.
- 4—Continue to collect evidence of student learning according to your LO Matrix and modify rubrics accordingly.