# 2014-2015 Social Sciences General Education Assessment Results and Closing the Loop Actions

**Department:** Political Science and International Studies

**Results and Closing the Loop actions were discussed with faculty – Chair Signature:** Dena Levy  
**Date:** 2/14/15

**Faculty Present:**

## Outcome assessed:

1. Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence and employment of mathematical analysis.

2. Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences.

## List all courses providing assessment data on this outcome (one row for each) | Specific Assignments/Task Evaluated in each course listed | Results of Assessment: n= [number of all assessments]  
[| | (total number of all assessments) | [% Exceeding; Meeting/Approaching; Not Meeting Criterion of Success]] | What was benchmark or criterion of success?  
| | | | 
| PLS 112-Comparative Politics | Students will be asked 5 multiple choice questions dealing with major concepts of political science, as well as the relationship of those concepts to other disciplines. | Total number of students assessed in the course – all sections (n): 24  
Percent exceeding: 0%  
Percent meeting: 38%  
Percent approaching: 25%  
Percent not meeting: 37% | Restate your benchmark: 75% of the students will meet or exceed expectations for the following definitions:  
A cumulative score of 80%+: Exceeds  
A cumulative score of 70-79%: Meets  
A cumulative score of 60-69%: Approaches  
A cumulative score of <60%: Does not meet expectations  
Did you meet your benchmark? Yes No X

Percent exceeding:  
Percent meeting:  
Percent approaching:
Actions to be taken as a direct result of assessment results ("Closing the Loop"): This assessment was given at the end of the semester, with the information having been covered during the first three weeks of class. This lengthy period of time, along with the fact that the quiz was unannounced may have contributed to the poor student performance. I am willing to test students on these concepts directly after their instruction, though it may lead to an unintentional “teaching to the test” outcome. What I think might be beneficial is to alter the testing mode for these fundamental concepts of political science. Instead, maybe develop some questions that are not multiple choice but short answer format. This would allow greater opportunity for students to demonstrate what they do know and give partial credit. Also, it might be helpful to students to partake in some kind of practicum that would assist them on how to read social science texts and take notes effectively. Clearly, the length of time between classroom exposure to these concepts and the test, along with it being unannounced dramatically influenced the poor outcome.