

<p align="center">Political Science 2013-24</p> <p align="center">Department of History and Political Science School of Humanities Dixie State University</p>							
<p>PLO <i>Identify the PLO(s) assessed in the current AY (1-2)</i></p>	<p>Measure(s) <i>1. Direct or indirect 2. Description of measure (upload instrument & sample artifacts) 3. Scoring strategy (upload rubric) 4. Score scale (e.g., 4=exemplary, ... 1=unacceptable)</i></p>	<p>Baseline / Threshold / Benchmark/ Target</p>	<p>Data Collection Method <i>1. Course(s) number 2. Semester collected 3. Sample size</i></p>	<p>Results <i>For each PLO, consider all the data and summarize the three important findings</i></p> <p>Highlight whether the targets were met, partially met, or not met <i>Include summary reliability indices</i></p>			<p>Action Taken (closing the loop) <i>State action(s) taken to improve student learning</i></p>
NA	Direct Measure(s): NA	NA	NA	Met	Partially Met	Not Met	Due to a misunderstanding concerning whether the Political Science program needed to be accessed since it does not have an independent degree program, no artifacts were created for the 2013-14 school year. In this upcoming year our department will be instituting a pre and post-test system to evaluate PLO 1 (Political Science Knowledge) as well as a 100 point rubric model to evaluate course grades for indirect evidence.
	Indirect Measure(s): NA	NA	NA	NOT MET			
	Direct Measure(s):			Met	Partially Met	Not Met	
	Indirect Measure(s):						

Dixie State University Political Science Program Learning Outcomes Rubric

Learning Outcomes	Level of Development				
<i>25% Each</i>	Excellent mastery 5	Good mastery 4	Some mastery 3	Minimal mastery 2	No mastery 1-0
<p>PLO 1 Political Science Knowledge: Students will exhibit a descriptive knowledge of key theories, ideas, institutions, and processes related to the study of politics and government as determined by their faculty mentor.</p>	<ul style="list-style-type: none"> -Statements are correct, verifiable, and precise -Clear understanding of factors influencing institutions and concepts 	<ul style="list-style-type: none"> -Statements are correct but broadly stated - Omits some key informing factors shaping institutions and concepts 	<ul style="list-style-type: none"> - Some incorrect statements -Narrow range of informing factors 	<ul style="list-style-type: none"> - Limited factual errors - Few informing factors tied to the discussion 	<ul style="list-style-type: none"> - Multiple factual errors - Explores its subject in a intellectual vacuum
<p>PLO 2 Political Science Research: Students will demonstrate an ability to collect and categorize divers and appropriate forms of social scientific evidence.</p>	<ul style="list-style-type: none"> -Full explanation of the problem under review - Essay reflects the complexity and depth of the material under review 	<ul style="list-style-type: none"> - Some key parts of issues omitted - At some points, critiques either inappropriate or unsubstantiated 	<ul style="list-style-type: none"> - Vagueness in response - Significance of the material presented remains unclear 	<ul style="list-style-type: none"> -Confusing or contradictory arguments - Little to no discussion of wider context of institutions and concepts 	<ul style="list-style-type: none"> - Omission of key explanations - Fails to analyze issues within their distinctive context
<p>PLO 3 Political Science Communication: Students will produce forms of written and oral presentation, using accepted professional methodologies, which clearly articulate interpretations currently used by political scientists.</p>	<ul style="list-style-type: none"> - Argument unfolds through a logical sequence of points -Statements made in a straightforward, understandable, and persuasive manner 	<ul style="list-style-type: none"> - Good organizational skills, though some parts of the essay move in unexpected directions - Line of argument generally clear 	<ul style="list-style-type: none"> - Difficult to detect a logical sequence of the points in the essay - Material presented in a scattershot fashion 	<ul style="list-style-type: none"> - Confusing and puzzling sequence of points raised in the argument - Difficult to determine the appropriateness of the material offered 	<ul style="list-style-type: none"> - Organization of argument incomprehensible
<p>PLO 4 Critical Thinking/Analysis: Students will display an interpretive knowledge of key political, economic, and social debates and issues that concern practicing political scientists, differentiating between causal and correlative factors in scientific explanation.</p>	<ul style="list-style-type: none"> - Situates issues within distinctive context - Clarifies significance of the issue under review - Complex grasp of causation & correlation 	<ul style="list-style-type: none"> - Some effort at contextualizing the question - Some gaps as essay explores meaning and significance of major issues 	<ul style="list-style-type: none"> - Essay mentions (but does not explain) key issues - Weak contextualization 	<ul style="list-style-type: none"> - Confusing or contradictory arguments answers - Critiques commonly unfair, irrelevant, or misinformed. 	<ul style="list-style-type: none"> - Critiques misplaced and inappropriate