

Framingham State University

Program Assessment Plan for Political Science 2015-2020

Please note: Use of this template is optional. The Office of Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.

Assessment Coordinator:	Christopher McCarthy-Latimer
Department Chair:	Christopher McCarthy-Latimer
Date Created/Updated:	2015-2020

1) PROGRAM MISSION STATEMENT

The Department of Political Science strives to provide students with learning opportunities and analytical reasoning and problem-solving skills that promote their knowledge of politics, their understanding of the American and global political societies, their ability to become independent, moral decision-makers, and their standing as members of their communities both locally and internationally. Students major in Political Science for many reasons. Some go on to work in government, others use training in management to work in non-governmental and non-profit organizations in the public or private sectors. Graduates manage campaigns, run for office, or manage an office. Some go on to professional schools: law, public administration, public policy or business. Others pursue masters or doctorates in political science. In other words, Politics is an interesting and dynamic field of study that opens up many doors and prepares students for viable careers both in and out of politics and government. You learn skills that apply in many settings. You pursue your interests. The movie character's question breaks the election into two parts: running and serving. Serving is what we do after graduation. But learning about politics-our version of running for office-is rewarding and challenging in itself. Learn about representation and legislating in the classroom and then work in an office of a state or national legislator as an intern. Spend a semester in a semester long election simulation and then work in a campaign. We offer classes, internships, a semester in Washington, independent projects of your design, and many more ways for you to think and engage in politics.

2) PROGRAM LEARNING OBJECTIVES

All students will

1. Develop an understanding of the fundamental principles and theories of politics to include foundations of political community, the structure and process of government, citizenship and forms of political participation, and the public policy process.
2. Gain an understanding and appreciation of current political issues and concerns and their impact upon the contemporary political environment.
3. Develop an understanding of political methodology and analysis and the ability to construct basic political theories used to explain political and governmental behavior.
4. Develop the ability to research, analyze, and evaluate political data and information and the ability to use information data bases.
5. Develop the ability to communicate effectively and clearly in written and oral form.

3) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning objective assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

Academic Years	Objectives(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility
WHEN	WHICH Objectives(s) will you examine in each period (Use number)?	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective.	WHAT student work or other evidence will you examine in order to assess each objective?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Year 1 2015	1,2,3,4,5		Participation, Papers, Exams, Quizzes, Internship Journals		Christopher McCarthy-Latimer and Joseph Coelho
Year 2 2016	1,2,3,4,5		Participation, Papers, Exams, Quizzes, Internship Journals		Christopher McCarthy-Latimer and Joseph Coelho

Year 3 2017	1,2,3,4,5		Participation, Papers, Exams, Quizzes, Internship Journals		Christopher McCarthy- Latimer and Joseph Coelho
Year 4 2018	1,2,3,4,5		Participation, Papers, Exams, Quizzes, Internship Journals		Christopher McCarthy- Latimer and Joseph Coelho
Year 5 2019	1,2,3,4,5		Participation, Papers, Exams, Quizzes, Internship Journals		Christopher McCarthy- Latimer and Joseph Coelho

Program Size and Sampling Technique

- a. State the number of students in the program or the number who graduate each year.

There are approximately 48 majors and 12 minors in the program. Students who graduate each year (approximate) 8-10.

4) PLAN FOR ANALYZING RESULTS

- List who is responsible for distributing results and who will receive results?

Christopher McCarthy-Latimer and Joseph Coelho

5) **DISTRIBUTION.** The program will distribute or publish these items in the following ways:

<i>ITEM</i>	<i>Distribution Method</i>					Other (please describe, e.g. department meeting, advising session)
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	
Program Mission				X	X	Department meeting
Program Learning Objectives				X	X	Department meeting
Learning Opportunities				X	X	Department meeting
Assessment Plan			X			Department meeting

The syllabi for all courses will indicate how each course will cover the goals and objectives.

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Objectives

Rubric for essay’s for 100 and 200 level courses attached

Rubric for journal’s attached

Rubric for class participation for 300 and 400 level courses attached

Rubric for oral presentation of Moot Court Class and Model United Nations courses attached

¹ If you have questions or need assistance, please contact Dr. Mark Nicholas, Director of Assessment at mnicholas1@framingham.edu or 508-626-4670

² Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.

Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.