

**Sample Transfer and Basic Skills
Departmental Assessment Analysis Form**

Political Science

Department	Political Science
Meeting Date	2/3/06
Number of Faculty/Staff in Attendance	5 (2 full time, 3 adjunct)
Number of Faculty/Staff sharing Assessment Results	4 (2 full time, 2 adjunct)
Core Competency or Course SLOs measured	Global Awareness
Assessment Tools (Give examples of major assignments your faculty/staff used to measure the competency or course SLOs)	<p>Group projects and individual papers including:</p> <ul style="list-style-type: none"> • Comparing the civil rights movement with the anti-globalization movement • Comparing the systems of federalism and confederation in the U.S. and Europe • Test questions on coverage of the news media • Paper focused on the elements of the U.S. Constitution and how federalism operates
<p>Assessment Results (Summarize the overall results of your department)</p> <p>What student needs and issues were revealed?</p> <p>Were there any areas where student performance was outstanding?</p> <p>Any areas where it can be improved?</p>	<p>Students reported in their papers that they gained a greater understanding of world events by doing research on how these movements and systems differ.</p> <p>Greater perspective on both the need for involvement in our civic society and knowledge of the particulars of other countries' political systems were outcomes of these projects.</p> <p>In some classes students became aware of the greater participation on the part of citizens in societies which employ parliamentary systems of government.</p> <p>An ongoing problem is that students often do not possess the writing skills necessary to be successful in political science courses. Our most offered course, PS1, is designated as a writing factor class. This means not only that students must write a substantial amount, it also indicates that grades will be based upon written work. Obviously writing skills are a necessity for success in political science courses.</p>

<p>Next Step in the Classroom to Improve Student Learning</p> <p>How might student performance be improved?</p>	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly ○ Revise content of assignment/activities ○ Revise activities leading up to and/or supporting assignment/activities ○ Other: Referral to social sciences tutor, more writing lab assistance.
<p>Next Step in the Department to Improve Student Learning</p>	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Encourage faculty to share activities that foster competency ○ Analyze course curriculum,, so that the department can build a progression of skills as students advance through courses
<p>Priorities to Improve Student Learning</p> <p>(List the top 3-6 things faculty/staff felt would <u>most</u> improve student learning)</p>	<ul style="list-style-type: none"> ● A mandatory introductory course for students focusing on college level skills ● A Global Studies (social sciences) tutor ● Greater consistency in college policies regarding eligibility for courses, especially those with the writing factor
<p>Implementation</p> <p>(List the departmental plans to implement these priorities)</p>	<ul style="list-style-type: none"> ● Incorporate these ideas into our department's instructional plan. ● Discuss the possibility of joining with History and other Global Studies departments in the request for a tutor ● Appeal to our division administrator to help find ways to develop the mandatory introductory course
<p>Timeline for Implementation</p> <p>(Make a timeline for implementation of your top priorities)</p>	<ul style="list-style-type: none"> ● Department instructional planning is under way – include ideas generated in meetings regarding student learning ● Continue discussion this semester and next with the Global Studies chair to explore the need for a social science tutor