**Executive Summary**

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

**The Political Science program has many CLOs that inform the ILOs at Modesto Junior College. Most of our students assessed have attained these ILOs, so we are pleased with the results. We assessed a high number of students in relation to ILOs having to do with critical thinking and library research. We also believe our program makes a unique contribution to ILOs because we have a political internship program. This class promotes civic engagement, volunteerism, and social responsibility, which are components of two ILOs**

**An important part of our action plan is to expand the political internship program. We will work to develop more partnerships with organizations in the Modesto area. Other parts of our action plan are to develop strategies to assist students in their political science scholarly research. We want to help students critique academic writings. And we want to offer varied ways of presenting political science subject material.**

**Faculty Included in the Preparation and Sharing of this Report:**

(Please replace this area with the names of all faculty that helped to prepare and provide input on this report. This includes faculty who were parts of draft discussions and conversations. Ideally, it is all faculty representing the core disciplines making up the degree or certificate.)

**Steve Miller**

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately* **313/400****78%**

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that* **13/15****87%**

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the* **13/15****87%**

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, N/A N/A*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic* **355/435****82%**

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and* **355/435****82%**
2. *praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and N/A N/A*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. N/A N/A*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, N/A N/A*

 *religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its N/A N/A*

*global context, including the emergence and perpetuation of inequalities and the*

 *interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with*  **8/8****100%**

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social*  **8/8****100%** *responsibility through cross-cultural interactions, volunteerism, and civic*

 *engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information.* **299/400****75%**

*2. Analyze, synthesize and apply information practically and ethically within* **693/866****80%**

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to N/A N/A*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set* **3/4****75%**

 *and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and*  **8/8****100%**

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making.* **8/8 100%**

*4. Exhibit quality judgment, dependability, and accountability while maintaining*  **8/8 100%**

*flexibility in an ever-changing world.*

**I will break my analysis up into the into the different Institutional Learning Outcomes categories.**

**Communication
79% of our students are achieving ILO # 1. These are sold results, although there is room for improvement. 87% of our students attained ILO #2 and ILO #2. While we do not have a large sample for these two ILOs, we are pleased that the percentage of students meeting these ILOs is high. We did not have any CLOs that informed ILO #4.**

 **Creative, Critical and Analytical Thinking
82% of our students attained ILO #1. And 82% of our students met ILO #2. These are good results and very important to our learning goals for political science. We did not have any CLOs that informed ILO #3 or ILO #4.**

**Cultural Literacy and Social Responsibility
We have a political internship program where students volunteer with political and legal organization. The purpose is to have students practice social responsibility in the workplace. Our students performed well in their internships. And if fact, 100% attained ILO #3. The number of students assessed for these two ILOs was eight students. We did not assess any CLOs this cycle that informed ILO #2, and none of our CLO’s inform ILO #1.**

**Information and Technology Literacy
We had a high number of students assessed in relation to ILO #1 and ILO #2. 75% of our students met ILO #1 and ILO #2. We did not have any CLOs that related to ILO #3**

**Personal and Professional Development**
**The CLOs for our department’s political internship program related to these four ILOs. The sample pool was small but 75% of the students met ILO #1, and 100% of our students met ILO#2, ILO #3, and ILO #4. So we are pleased with these results.**

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving ILOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each ILO in relation to your CLO data. **Are your results satisfactory?**

**The data suggest that most of our students are achieving the ILOs. We assessed a high number of students for several of the ILOs, and the students performed well. In relation to some of the ILOs, the number of students assessed was low but the students assessed usually met the ILO. The one ILO that could be better has to do with political science searches and literature critiques (ILO #1, Information and Technology Literacy).**

**It’s also the case that our political internship program connects well to the ILOs in Cultural Literacy and Social Responsibility, and Personal and Professional Development. Completing these ILO assessments helps reinforce the importance of our having such a program.**

**There were some courses that related to ILOs that we did not assess this past cycle. However, we will be able to incorporate CLO assessment of these courses in future ILO reports.**

**Overall, our results are satisfactory.**

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

**We made changes in our CLO statements during the last cycle. For POLSC 101 (American Politics), we slightly changed the verbiage of three of the CLOs, and we added a new fourth CLO. Steve Miller completed a course on “Creating Effective Assessments” that was offered online through @One training. In this course, the instructor emphasized that for each survey course, there should be four CLOs. Otherwise, it’s unlikely the CLOs will cover all of the main areas of the course. So now for POLSC 102 (The Constitution and Rights of Americans), we added a third and fourth CLO.**

**The Political Science Department did not receive funding for resources requests that were aimed to improve assessment results.**

**However, we made improvements in the areas of teaching and instruction processes, our courses, and our programs. These improvements occurred because of our CLO assessments. All of the faculty in the department (1 full-time faculty and four part-time faculty) participated in the CLO assessments of POLSC 101 (American Politics). We had three meeting over the course of the academic year. At these meetings we collectively developed assessment tools. This improved the program because we have some newer part-time faculty. They gained more knowledge on the kinds of assessment tools that would be good for their classes. Some of these part-time faculty are now using the assessment tools we had developed during the assessment process. These assessment meetings also brought all of the faculty in the department together. We talked about various teaching strategies and shared with each other what was working and what was not working in our classes. We discussed a range of issues, such as testing, how to handle difficult students, and plagiarism. These CLO assessment meetings served as a space where we could all re-examine our teaching and develop improvements that work for us in our own classes.**

1. **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

**We have already updated our CLO statements. No modifications of course outlines were necessary. Our course outlines were all accepted by the UC/CSU reviewers when they granted transferability for our courses. In addition, our course outlines were accepted by the reviewers for the AA-T in Political Science. The Political Science Department didn’t ask for additional resources to improve assessment results.**

**Our action plan has the following components:**

1. **Help students develop effective strategies to find scholarly political science literature.**
2. **Give students an example of a good political science literature critique, so they can better understand how to write such critiques.**
3. **Emphasize the importance of using varied ways of presenting the subject material. This is particularly important for PLO #4, and this can help students who have diverse learning styles.**
4. **Continue to expand the political internship program. Offer additional opportunities for students to intern with political and public-interest law organizations in the Modesto area.**