**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.)

**81% of our students achieved GELO #1, and 80% attained GELO #3. This helps demonstrate that most political science students are learning critical and creative thinking skills, as well as learning about political action. Through our department meetings on CLO assessments, we made improvements. For example, we slightly modified existing CLO statements and added some new CLOs. We collectively developed new assessment tools that we use in our classes, and we engaged in discussions of teaching pedagogy.**

**Our action plan is to develop our instructional strategies and assessment tools. We want to try new ways to engage our students. One faculty member shared how she used document-based questions. Another faculty member encouraged the use of more active learning activities, such as simulations and structured class debates. We will work more on teaching students to cite sources professionally. And we plan to develop our skills in preventing students from plagiarizing.**

**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 GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

**GENERAL EDUCATION LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Social and Behavioral Science

Demonstrate proficiency in Social and Behavioral Science by:

1. *Describing the method of inquiry used by the social and behavioral sciences.* **411/507 81%**
2. *Describing how societies and social subgroups have operated in various times* ***N/A* N/A**

*and cultures.*

1. *Analyzing the ways that individuals act and have acted in response to their* **654/820 80%**

*societies.*

 **Regarding GELO #1 (*Describing the method of inquiry used by the social and behavioral sciences*), 81% of our students assessed attained this outcome, and 507 students were assessed. In political science, critical and creative thinking is the key method of inquiry. This is how we teach our students to use to analyze political problems and issues. And it’s gratifying to know that most of the students are learning how to think critically and creatively.**

**None of our CLOs assessed during this cycle informed GELO #2. We did assess CLOs that relate to this GELO prior to this most recent cycle. However, because these CLOs were assessed prior to Spring 2013, the data was not included in this report.**

**Several of the CLOs we assessed during this cycle informed GELO #3 (*Analyzing the ways that individuals act and have acted in response to their societies*). 80% of our students achieved this CLO, and we assessed 820 students. It’s significant that most students met this GELO #3 because the issue of political action is so important to political science.**

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

**MJC Political Science students are doing a good job in achieving GELO #1 and GELO #3. A success rate of 80-81% is strong. It’s unrealistic to expect percentages much higher than that.**

**GELO #1 and GELO #3 are quite important in relation to political science. GELO #1 relates to method of inquiry, which for political science is critical and creative thinking. We teach this critical and creative thinking to students so they know how to challenge presumptions, analyze both sides to issues, and articulate their own political voice. The fact that most students met this outcome tells us that they are learning important skills. GELO #3 relates to action. Political Science students need to understand how their actions can make a difference, and they need to evaluate the actions of political leaders and citizens. So we are glad that most students in the classes met the CLOs that informed this GELO #3.**

**In sum, the results are satisfactory.**

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. We also didn’t ask for additional resources to improve assessment results.**

**With that said, our action plan relates to rethinking instruction efforts and using creative assessment instruments. One of our faculty members (Mary Swier) shared how she used Document-Based Questions in her teaching, and I think some of the other faculty found that useful for them. Another faculty member encouraged use of active learning methods. Further, our action plan relates to source citations. We want to give students a choice in that they may use APA, Chicago Style, or MLA. That way students can continue to use a method that they have perhaps already mastered in a previous class. We want to provide more guidance to help students know how to cite their sources.**