

University of Dayton
2010-11 Political Science Assessment Data

Part D: Direct Measures of Student Learning

The Political Science Department also gathered direct assessment data concerning two department learning objectives that map back to the University's Learning Outcome #6: Critical Evaluation of our Times. These data come from a committee reviewing a sample of final exams from two required POL courses. Committee members employed a four-tiered rubric to measure student learning. The learning objectives and scoring results are below.

Department-Level Learning Outcomes Mapped to University Learning Outcome #6

1) To evaluate critically the major institutions of government. Student work will evidence the following characteristics:

- describes institutions and concepts using relevant scholarship
- identifies multiple viewpoints/perspectives
- analyzes shortcomings, conclusions, implications of scholarship

2) To evaluate critically the major historical documents, movements, and trends in American political thought. Student work will evidence the following characteristics:

- describes major historical documents, movements, and trends in American political thought using relevant scholarship
- identifies multiple viewpoints/perspectives on issues
- analyzes shortcomings, conclusion, implications of arguments/evidence

Results are recorded on the next page.

LO 1: To evaluate critically the major institutions of government.		Exemplary: “Beyond where we want them to be”	Proficient: “Where we want them to be”	Emerging: “Approaching where we want them to be”	Not present: “Not yet where we want them to be”
Describes institutions and concepts using relevant scholarship			5	3	
Identifies multiple viewpoints/perspectives			4	2	2
Analyzes shortcomings, conclusions, implications of scholarship			7	1	

LO 2: To evaluate critically the major historical documents, movements, and trends in American political thought.		Exemplary: “Beyond where we want them to be”	Proficient: “Where we want them to be”	Emerging: “Approaching where we want them to be”	Not present: “Not yet where we want them to be”
Describes institutions and concepts using relevant scholarship		1	8	3	
Identifies multiple viewpoints/perspectives		2	6	2	
Analyzes shortcomings, conclusions, implications of scholarship		2	6	3	