Program Learning Goals Annual Assessment Report

Department ___ PLSI_____________________________
College  LCA_______________________________________________________
Degree Program(s)_______________________________BA______________________________

Resources about writing measurable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.

PLO 1 Students demonstrate knowledge of basic facts about the American political system.
PLO 2 Students demonstrate comparative knowledge of diverse political systems around the world.
PLO 3 Students demonstrate knowledge of a variety of theoretical traditions from Europe, the United States, Latin America, the Caribbean, Asia and other parts of the world.
PLO 4 In their senior seminar, students demonstrate that they have mastered an integrative approach to the various subfields of political science.
PLO 5 Students demonstrate proficiency in expressing complex ideas and arguments through writing as well as proficiency in political research and analysis.
PLO 6 Students demonstrate an ability to conduct basic empirical analysis in political topics as well as an ability to do textual exegesis
PLO 7 Students demonstrate citizenship skills, including ability to appreciate human diversity, communicate ideas effectively, and engage in community life.
PLO 8 Students demonstrate the ability to link theory to practice by applying political science knowledge to actual problem-solving and community service.
2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

We have not revised these this semester.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

No changes made.

4. What are your new program learning goals?

No changes.

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the 2018-19 academic year.