University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD's commitment to the intellectual, spiritual, and overall development of students. A Pdf version of this form will be posted on the University's Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)

BA IREL

College/School Name (e.g. CAS, KSPS, SB, SMSOE)

CAS

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The learning outcome assessed this year is Political Efficacy and Active Citizenship - Students will develop a sense of political competence and an understanding of the specific ways in which an individual can participate meaningfully in politics. The department measured efficacy with a standard three-question battery known to measure the respondent's internal sense of political competence. These questions were embedded in a 40-question dedicated survey. Because students in both the PS and IR majors take those classes, all the students' answers for both programs were pooled and IR majors were identified based on their responses to the survey.

Results and Actions Taken
Assessment Cycle

2017-2018

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

Learning outcome one states that the department wants graduates to "demonstrate a sense of political agency and be able to identify the specific ways in which an individual can participate meaningfully in politics." Their answers to the survey questions and their reported behavior indicates that they meet these goals at significantly higher rates than entering students. As the department goes forward in thinking about expanding their internship program, it is worth noting that many of the department's students already do internships. It might be worth analyzing students as they go through the program to get a better of understanding of where and when these students are building this competency.