

Precip Report, May 2025: Social Science Department

Political Science

Vermont State University

Introductory Narrative

Political science programming has experienced an odyssey since the last review. From a Vermont State Colleges (VSC) vantage point, Johnson State College and Lyndon State College merged to become Northern Vermont University in 2018. In April 2020, we saw an attempt to close three campuses which did not occur due to public pressure and support for the VSC and actions in Montpelier spurred on by public pressure. In July 2023, all the VSC campuses joined forces to become Vermont State University. As a part of that process, all the degree programs went through what was called Optimization 1.0 and Optimization 2.0. This meant that programs needed to revamp curriculum and consolidate programs across the campuses. It also meant some programs were closed and the departure of many professors. Political Science, so important for a functioning democracy, thankfully remained intact.

From the Johnson campus perspective during this period, two political science professors, Senator Bill Doyle and Dr. Bou Nacklie retired leaving Dr. David Plazek as the sole full-time political science professor. There were discussions with administrators about “archiving” the degree, aka termination. From the Castleton viewpoint, the political science program also ended up with one full-time professor, Dr. Rich Clark, after the retirement of Dr. Melissa Pinto in 2021. The consolidation of degrees across campuses included political science. Fortunately, Dr. Clark and Dr. Plazek had a history of collaboration going back to data gathering efforts from Town Meetings in Vermont (2016) where they developed both a professional relationship and a friendship. Dr. Clark’s expertise is American Politics, Law, Statistics, and Methodology. Dr. Plazek’s areas of expertise are International Relations, Comparative Politics, International Political Economy, and Research Design. The net result of consolidation of political science meant that with only two full-time professors there is expertise in virtually every political science subfield. In short, this is a match made in heaven.

Much flowering has occurred in this rich soil. Clark and Plazek began work on a cross-campus, political science degree before the campuses were merged in 2023. The curriculum was streamlined while maintaining a broad and thorough list of offerings. In 2021, the degree’s learning outcomes were rewritten into concise and focused objectives. End of semester student reviews were systematized based on a new rubric clearly tied to degree outcomes. The graduating senior survey originally for Johnson campus Humanities students was altered to focus on political science and given to political science majors from all campuses as a means to gather data for continuous improvement. The upheavals of the last six years did cause some interruptions in these efforts, but they remain functioning and in place. Dr. Clark and Dr. Plazek meet every month outside of the social science department meetings to focus on the political science program. During the 2024-2025 academic year, Dr. Clark has created a Pre-Law certificate and Dr. Plazek developed an International Studies minor. Both these

additions were submitted to the curriculum committee and approved by Faculty Assembly in Spring 2025. They are in-line to be available to students in Fall 2025.

Throughout all of the above, the political science program continued to produce graduates that have contributed greatly to their professions. As with most programs in the VSC, the turmoil from the controversy and uncertainty contributed to the number of political science majors. Despite this, political science maintained enough majors to stay profitable. Moreover, the improving enrollment trends for VTSU, now that there has been some stability, appears to be materializing for the political science program as the number of accepted political science majors almost doubled from 2023-2024 to 2024-2025.

I. Student Success and Retention

Narrative

The available data is limited. This is to be expected considering all the developments in the VSCS over the last 6 years. In terms of number of majors, we have seen a decline from being in the mid-thirties at the beginning of the period of this report to 24 in 2024-2025. We did see a significant increase in accepted political science majors for the 2025-2026 year. Time will tell how that will impact the number of political science majors, but it is a promising sign.

Some DFW rates are available. Introductory level courses are one barometer for this metric. In the years 2021-2023, the DFW rate for POS 1010 Introduction to Political science was 23.3%. The distribution is U-shaped. In fall 2024, the DFW rate was 12.5%, with a flatter distribution. In 2021-2023, the DFW rate for POS 1020 American Government and Politics was 14.5% and the distribution is relatively level. In Fall 2024, the DFW rate was 0. The results for upper level courses show lower DFW rates for 2021-2023. For instance, POS 3040 Politics of Gender had a DFW rate of 6.3%. Another example is POS 3420 Congress and the Presidency with a DFW rate of 4.5%. This pattern appears to suggest that students that stay in the POS program tend to remain in the program. On the other hand, the introductory level courses are more likely to have students that are not POS majors, so that conclusion needs to be taken with a grain of salt.

In terms of transfers, data was not available. Anecdotally, however, we have had political science majors transfer to other institutions during the period under review. For instance, a 2024-2025 Castleton POS major is transferring to Syracuse in Fall 2025. On the Johnson campus, we lost two very talented students to UVM and SUNY-Albany in 2022. Both of these students appreciated their time at NVU (now part of VTSU), but wanted to have a larger number of professors from which to learn. The student who went to UVM has remained in contact with David Plazek and stated that he did not have the in-depth assignments at UVM that he had at NVU. The student who attended SUNY-Plattsburgh contacted David Plazek for a letter of recommendation for Law school in Spring 2025 to which he was accepted. On the other hand, the Johnson campus had two students transfer into the POS program at VTSU-Johnson in fall 2023 and both have been two of the top students in the program since then. The reason for their move to VTSU was cost, but both have communicated their appreciation for the greater

attention they receive at VTSU, which has smaller campuses where professors really get to know their students. The cases here are anecdotes, but there are potential patterns even with such limited data.

Data was also not available for annual completion rates. The anecdotal pattern for Castleton and Johnson POS majors is fairly clear: students that remain in the program generally complete the program. Although the Castleton campus had one students that to date appear to have left the program in Fall 2024, such occurrences are rare. For instance, 5 Castleton POS majors completed their degrees for the year 2023-2024. As for the Johnson campus, aside from the students who transferred to different institutions, most POS majors since Fall 2021 have completed or on their way to completing the requirements for a Bachelors of Arts in political science. One student stopped working on the degree in Spring 2024 due to health issues in her family. Another student who only attended her freshman year has stopped her schooling due to financial pressures. Time will tell if they will re-engage and complete their political science degrees. Now that the Political Science major is available on all campuses (this is discussed below), the next precip report will not be as Castleton/Johnson-centric. It is also logical that the change could potentially contribute to more POS majors for the entire VTSU in the future.

II. Student Outcome and Assessment Plan

A. Program Map for Political Science VSTU even years

FRESHMAN YEAR					
FALL CREDITS			SPRING CREDITS		
POS 1010/1020	Intro to Poli Sci or Amer Pol & Gov't	3	POS 1010/1020	Intro to Poli Sci or Amer Pol & Gov't	3
	Total Credits	3		Total Credits	3

SOPHOMORE YEAR					
FALL CREDITS			SPRING CREDITS		
POS 2050	Int'l Econ and Politics	3	POS 3510	Quantitative Methods	3
POS XXXX	POS Elective	3	POS XXXX	POS Elective	3
	Total Credits	6		Total Credits	6

JUNIOR YEAR					
FALL CREDITS			SPRING CREDITS		
POS 1030	Comparative Politics	3	POS 2040	International Relations	3
POS XXXX	POS Elective	3	POS XXXX	POS Elective	3

	Total Credits	6		Total Credits	6

SENIOR YEAR					
FALL CREDITS			SPRING CREDITS		
SSC 4010	Social Science Applied Research	3	SSC 4720	Senior Thesis/Seminar	3
POS XXXX	POS Elective	3	POS XXXX	POS Elective	3
	Total Credits	6		Total Credits	6

Program Map for Political Science VSTU odd years

FRESHMAN YEAR					
FALL CREDITS			SPRING CREDITS		
POS 1010/1020	Intro to Poli Sci or Amer Pol & Gov't	3	POS 1010/1020	Intro to Poli Sci or Amer Pol & Gov't	3
	Total Credits	3		Total Credits	3

SOPHOMORE YEAR					
FALL CREDITS			SPRING CREDITS		
POS 1030	Comparative Politics	3	POS 2040	International Relations	3
POS XXXX	POS Elective	3	POS XXXX	POS Elective	3
	Total Credits	6		Total Credits	6

JUNIOR YEAR					
FALL			SPRING		
CREDITS			CREDITS		
POS 2050	Int'l Econ & Politics	3	POS 3510	Quantitative Methods	3
POS XXXX	POS Elective	3	POS XXXX	POS Elective	3

	Introduced	Applied	Mastered				
	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	High Impact Activities
POS 1010: Introduction to Political Science	I/A	I/A	I	I	I/A	I/A	Current Events assignments
POS 1020: American Government and Politics	I/A	I/A	I	I	I/A	I/A	
POS 1030: Comparative Politics and Government	I/A	I/A	A/M	I/A	I/A	I/A	Term paper covering history, social characteristics, economic, and political systems in a selected country
POS 1040: African American History and Politics	I/A	I/A	A/M	I	A	I/A	Papers covering significant African- Americans
POS 2320: US Campaigns and Elections	I/A	I/A	I	I/A	I/A	I/A	Series of papers analyzing a single campaign by applying course analytical methods
POS 2040: International Relations	I/A	I/A	A	I	I/A	I/A	Weekly quizzes covering a broad range of theories/in-class theoretical debates
POS 2050: International Economics and Politics	I/A	I/A	A	I/A	I/A	I/A	Term paper covering a topic with significant economic and political ramifications
POS 3040: Politics of Gender	I/A	A	A	I/A	A/M	A/M	Term paper covering a significant topic involving gender
POS 3050: Environmental Ethics and Politics	I/A	A	A	I/A	A/M	A/M	Term paper covering a topic with significant environmental ramifications
POS 3060: Vermont Politics	I/A	A	I	A	A	A/M	Collecting data at Town Meetings
POS 3080: Public Opinion Polling and US Democracy	I/A/M	A	A	A/M	A	A	Term paper assessing polling methodology from recent elections and comparing polls for accuracy and fidelity to best practices in

							scientific polling
POS 3180: Politics in Film	I/A	A	A	A	A	A/M	Movie reviews that apply political concepts
POS 3210: Canadian Politics	I/A/M	A	M	A	A/M	A/M	Term paper covering history, social characteristics, economic, and political systems in a selected province or territory/Fieldtrip to Montreal
POS 3240: Cases in Civil Liberties/Constitutional Law	I/A	A	I/A	A/M	A	A/M	Students brief the class on assigned cases using legal arguments and assessing the Court's adherence to legal precedent and logical argumentation
POS 3420: Congress and the Presidency	A/M	A	I	I/A	A	A	Term papers—submitted in three submissions throughout the semester—assess the state of executive-legislative relations, the degree to which the elected branches of federal government hold each other accountable, and the implications for American democracy.
POS 3510: Quantitative Methods in the Social Sciences	I/A	A	A	I	A	A/M	Students use real social science data to explore social issues through quantitative analysis. Student learn how to use SPSS to explore relationships in data.
POS 3550: American Political Thought	I/A	A	A	I	A	A/M	A series of thought papers have students wrestle with concepts in American political thought to better understand the breadth and tensions in American politics from the founding to contemporary times.

POS 4010: American Foreign Policy	A/M	A	I	A	M	M	Term paper covering a significant event in American foreign policy
POS 4020: Problems in International Relations	A/M	A/M	M	A	M	M	Term paper devoted to solving an international problem
POS 4810: Internship in Political Science	M	M	M	M	M	M	Work in the field
SSC 2510: Social Science Research Methods	I/A	I/A	I	A	A	I/A	Class exercises and assignment requiring the assessment of contemporary research
SSC 4010: Social Science Applied Methods (Formerly POS 3025 Research Design and Analysis until Fall 2022)	A/M	M	M	M	M	M	Completion of a research design
SSC 4720/4740: Senior Thesis/Social Science Seminar	M	M	M	M	M	M	Completion of Senior Thesis

C. Program Outcomes Assessment Matrix

1. We have developed a Rubric for assessing political science majors. We use it to assess students at the end of every semester. Here is the Rubric:

Please rate student's knowledge and engagement with:	Not Meeting Standard	Approaching Standard	Meeting Standard	Exceeding Standard
<u>Content Knowledge</u>	Limited content knowledge base as outlined in learning outcome 1	Understands some of the content, but omits significant information or aspects of topics	Understands most of the content, but omits some information or aspects of topics	Understands all significant content
<u>Analytical Skill</u>	Limited analytic skills as outlined in learning outcome 2	Understands a narrow range of evidence and logical constructs	Understands most concepts, but applies them to a moderate range of social phenomenon and	Understands all fundamental concepts and theories and interprets them in a broad and

			theory	comprehensive manner
<u>Cultural awareness</u>	Limited awareness of the influence of culture as outlined in learning outcome 3	Understands a narrow range of ways culture can impact political beliefs and actions	Understands most ways culture impacts political beliefs and actions	Understands all ways culture impacts political beliefs and actions
<u>Methodological knowledge</u>	Limited methodological knowledge as outlined in learning outcome 4	Understands parts of the research process, but not all the steps	Understands the entire research process, but lacks full comprehension of the broader implications of research	Fully understands the entirety of the research process
<u>Critical Thinking</u>	Limited ability to think critically as outlined in learning outcome 5	Can think critically at times, but struggles with limiting bias and only explores a narrow range of potential causal relations	Can think critically most of the time, but sometimes allows bias to limit exploration of all potential causal relations	Examines all subjects through the lens of critical thinking
<u>Oral and Written Communication Skills</u>	Limited ability to communicate in oral or written forms as outlined in learning outcome 6	Can communicate ideas at times, but struggles with consistency regarding oral or written communication and the application of proper documentation and scholarly conventions	Communicates well most of the times, but sometimes struggles with either oral or written communication	Effectively communicates in both oral or written forms and always uses proper documentation and scholarly conventions

2. We also provide graduating political science seniors with a senior survey as a means of program assessment. Here is the survey:

**Political Science/Vermont State University
Senior Survey**

Name: _____

Semester and year of graduation: _____

Instructions:

We are requesting your help in evaluating the Political Science program as part of a college-wide assessment program. Please take a few minutes to answer the question in this survey. The information you provide will help us improve the program.

Please answer the questions in the space provided. Return to the office chair as soon as possible, but no later than the end of the term. Thanks a lot!

Part I:

Listed below are a number of statements about your learning experience in the Social Sciences and global studies. For statements 1-8 indicate the extent to which you agree with each statement by circling the appropriate alternative

SA – means you **strongly agree** with the statement

A - means you **agree** with the statement

N - means you **neither** with the statement

D - means you **disagree** with the statement

SD - means you **strongly disagree** with the statement

1. I learned the theories and principles of my major.

SA A N D SD

2. I learned how theories, principles and methods can be applied to help identify and discuss individual and societal problems.

SA A N D SD

3. The writing assignments in my political science courses helped me develop my general writing skills.

SA A N D SD

4. I can understand, evaluate, critique, and design research projects in my major.

SA A N D SD

5. I have a greater understanding of other cultures than I had when I began the Political Science major.

SA A N D SD

6. I can critically evaluate theories, methods, and principles of political science as they apply to real-life scenarios.

SA A N D SD

7. My courses within the department have enabled me to present my ideas verbally better than I could when I began the department major.

SA A N D SD

8. I can evaluate the strength of arguments put forth to explain social phenomenon.

SA A N D SD

Part II:

9. What minors, if any, did you obtain during your time at Vermont State University State College?

10. Brief describe your short term plans following graduation (e.g. undecided, employment, law school, graduate work)

11. What are your long-term plans i.e. your career occupational goals.

11a. Which course (courses) in the Political Science program was the most useful to you or most relevant to your goals?

11b. What courses inspired you to pursue knowledge in areas you would not have been interested in prior to the class?

12. Based on your experiences as a Political Science major, what changes additions or modifications in the program would you recommend?

13. How well do you think the Political Science program has prepared you for the job market, and what can the department do to better prepare students to begin their careers?

Results

Department and Program: Social Sciences; Political Science

Date: 5/01/2025

Submitted by: Dr. David J. Plazek

Date of assessment: 2019-2024

Student artifacts assessed: 7

Assessment activities: Senior Survey

Findings:

Part I Questions:

1. 5 Strongly agree, 2 Agree
2. 5 Strongly agree, 2 Agree
3. 6 Strongly Agree, 1 Agree
4. 2. Strongly agree, 5 Agree
5. 7 Agree
6. 2 Strongly agree, 4 Agree, 1 Neither agree or disagree
7. 5 Strongly agree, 2 Agree
8. 6 Strongly agree, 1 agree

Totals: 31 Strongly agree, 24 Agree, 1 Neither Agree or Disagree

Total Percentages: 55% Strongly agree, 43%, Agree, .02 Neither Agree or Disagree

Part II Questions: (Open ended)

9. Global Studies, Pre-Law, Business
10. 2 Graduate School, 2 Law School, 3 Seek employment (Human services, Criminal Justice, Business)
11. 2 Political Science Professors, 2 Lawyers, 1 Enhance their career prospects within Human services, 1 Sheriff, 1 Start their own business.

11 (a). Note: Rich Clark's courses were not available until Fall 2022: Research Design and Analysis/Social Science Applied Methods (4), Senior Seminar/Senior Thesis (4), Canadian Politics (3), International Relations (3), Congress and the Presidency (2), American Government and Politics (2), Introduction to Political Science (2), Cases in Civil Liberties/Constitutional Law (2), Politics in Film (2), Campaigns and Elections (1), Comparative Government and Politics (1), Environmental Ethics and Politics (1), Problems in International Relations (1).

11.(b). Research Design and Analysis (3), Introduction to Political Science (3), American Government and Politics (2), Canadian Politics (2), Cases in Civil Liberties/Constitutional

Law (2), International Relations (2), Comparative Government and Politics (1), Environmental Ethics and Politics (1), Problems in International Relations (1).

12. More political science course offerings (4), Greater stability with the Vermont State College system (2), Paid Internships (2), Available funding for attending conferences (1).

13. Specific quotes are provided here: “Pretty well, but more help could have been available for job placement”, “I feel well prepared for more than one career”, “Paid internships would have helped. It is hard to work for free on top of school and a job”, “The professors are great, but it would have been good to have had more political science professors”, “It’s hard to be prepared for a tough job market”, “Learning how to do actual research gives me confidence for graduate school”, “It would have been nice to have set up internships rather than having to search for one”, “It was nice to get scholarship help. There could be more of that”.

3. With the above in mind, here is the Program Outcomes Assessment Matrix:

Please rate student’s knowledge and engagement with:	Evidence Used	Responsible Parties	Assessment Schedule	Process for Taking Action to “Close the Loop”
<u>Content Knowledge</u>	Cumulative totals for annual Rubric student assessments; Senior survey	Department faculty	End of fall semester and school year rubric assessment	Assessment analysis conclusions used in advising to aid individual students and to inform faculty development activities
<u>Analytical Skill</u>	Cumulative totals for annual Rubric student assessments; Senior survey	Department faculty	End of fall semester and school year rubric assessment	Assessment analysis conclusions used in advising to aid individual students and to inform faculty development activities
<u>Cultural awareness</u>	Cumulative totals for annual Rubric student assessments; Senior survey; State	Department faculty	End of fall semester and school year rubric assessment	Assessment analysis conclusions used in advising to aid individual

	analysis paper assessment from Comparative Government course			students and to inform faculty development activities
<u>Methodological knowledge</u>	SSC 4010 Social Science Applied Methods test results and QR assessment	Course instructor: David J. Plazek, currently/other social science faculty may also teach the course	Assessment cycle year 3 and 4: SSC 4010 test and QR assessment data	Inform faculty to fill rigor gaps in course research assignments
<u>Critical Thinking</u>	Cumulative totals for annual Rubric student assessments; Senior survey	Department Faculty	End of fall semester and school year rubric assessment	Assessment analysis conclusions used in advising to aid individual students and to inform faculty development activities
<u>Oral and Written Communication Skills</u>	Senior thesis and oral assessment of senior thesis presentation/Papers and presentations from other political science courses when discussing individual students at the end of semester student assessments	Department Faculty; Thesis faculty advisors	Assessment Cycle year 4: Senior thesis assessments in May	Faculty review of senior theses in May Department meeting used to inform faculty of performance gaps

III. Program Review: Narrative

1. The results from the senior survey indicate a good deal of satisfaction with the program. There is notable improvement in the area of preparation for careers from the 2018 precip report. This may be due to a concerted effort to address career interests when advising students and the inclusion of a CV completion exercise in SSC 4010 Social Science Applied Methods and SSC 4740 Senior Seminar. The request for more political science professors is hamstrung by budgetary limitations and the move to eliminate courses taught by adjuncts. That said, the work put into coordinating political science offerings across all campuses has opened up courses to the entire VTSU that were previously based on the Castleton and Johnson campuses. In Spring 2025, the VTSU faculty assembly and the administration approved the political science degree being open to students on any VTSU campus as all the POS courses are offered as F2F+, Hybrid, or on-line. This fact is also why the political science degree is now open to all international students. Moreover, David Plazek will continue to be faculty advisor to the Model UN Club at VTSU (which

is now a multi-campus group). Rich Clark will also continue our involvement in the National of Learning and Voter Engagement (NSLVE). We have been participating since 2012, monitoring our students' voting participation and using that as a benchmark for improving voting rates, which we have successfully done in every election by running voter engagement campaigns on campus. We have won the Silver Seal from ALL IN Campus Democracy Challenge twice now (see <https://allinchallenge.org/seal-awardees/>). We are participating as VTSU beginning with the 2024 President Election. <https://nslve.tufts.edu/>

The data response rate is insufficient regarding senior surveys. We have had more graduates than just 7 during this time period. The positive results may be due to only those who are happiest with the program completing the survey. We have improved our efforts in promoting its completion as of late. This has been aided by the greater stability within the VSCS. We no longer have to frequently look over our shoulders regarding campus or program closures. If results do not improve, we will consider making the completion of the senior survey a requirement in order for students to receive their diplomas. That is a drastic action we would like to avoid.

2. Dean's Report: to be determined

Plans for Program Improvement:

1. We will be seeking funding for paid internships. The New England-Canadian Business Council has already expressed an interest in providing internships to VTSU students. VTSU Business professor Tim Egan has been a part of this work. David Plazek, a member of the Ellsworth Trust, will suggest the establishment of funding for paid internships. Moreover, David Plazek and Tim Egan will work on grant applications for VTSU Chancellor grants. If successful, this would add a set internship which was one of the requests outlined by graduating seniors.
2. Rich Clark will work on rebuilding the Polling Institute at Castleton. The subject has been raised with Dean Kupferman and was greeted with enthusiasm.
3. Rich Clark purchased the Missouri Community Action Network Poverty Simulation Kit and plans to run it for our VSCS leadership in Fall 2025. For information, see: <https://www.povertysimulation.org/>
4. David Plazek will continue to grow the Institute of Canadian Studies @ VTSU. He has begun talks with Jamie Gillies at St. Thomas University about making St. Thomas and VTSU sister institutions. This would aid semesters abroad opportunities for VTSU students and be an invitation for Canadian students to spend a semester at VTSU.

IV. Continuous Improvement Plan

1. Goals for continuous improvement:
 - a. Continue the use of the student rubric assessments and the senior survey as means of finding areas for improvement for meeting learning outcomes.
 - b. Continue to promote POS majors taking other social science classes to build their interdisciplinary skills and knowledge of other cultures.

- c. Work on the development of paid internships to improve what we can offer VTSU students.
 - d. Continue to work on the Institute of Canadian Studies @ VTSU and the Polling Institute to again add to what VTSU can offer students.
 - e. Promote the new International Studies minor and Pre-Law Certificate.
2. Program improvement questions:
- a. Will the addition of another political science professor be financially possible?
 - b. Will we be able to attain funds for paid internships?
3. Five year plan

	Learning Outcome/Program Improvement Goal	Responsible Parties	Work Plan
Year 1: Activities focused on Learning Outcome(s)	*Promotion of the recently created International Studies minor to meet the needs of LO 3 (culture). *Promote Senior Thesis presentations in May (LO 6).	Department Chair, Rich Clark and David Plazek	Coordinate with faculty from the social sciences during department meetings
Year 1: Continuous Improvement	*Evaluate students via rubric. *Gather data with senior survey. *assess data from registrar	Department Chair, Rich Clark and David Plazek	*Assess results of student evaluations and senior surveys tabulated and address areas of concern. Receive data from the registrar of how many students have added the minor.
Year 2: Activities focused on Learning Outcome(s)	*Evaluate students via rubric. *Work on Paid internships.	Department Chair, Rich Clark and David Plazek	*Assess results of student evaluations and address areas of concern.
Year 2: Continuous Improvement	*Evaluate students via rubric. *Gather data with senior survey	Department Chair, Rich Clark and David Plazek	*Assess results of student evaluations and senior surveys and address areas of concern. *Work with the Ellsworth Trust (David Plazek is a member) and apply for VSCS Chancellor grants to receive funds for paid internships. *Continue developing

			relationship with the New England-Canadian Business Council for establishing internship possibilities.
Year 3: Activities focused on Learning Outcome(s)	*Evaluate students via rubric.	Department Chair, Rich Clark, and David Plazek	*Assess results of student evaluations and address areas of concern.
Year 3: Continuous Improvement	*Evaluate students via rubric. *Gather data with senior survey	Department Chair, Rich Clark, and David Plazek	*Assess results of student evaluations and senior surveys and address areas of concern. *Tabulations from the first three years will be compared to assess trends over time.
Year 4: Activities focused on Learning Outcome(s)	*Evaluate students via rubric.	Department Chair, Rich Clark, and David Plazek	*Assess results of student evaluations and address areas of concern.
Year 4: Continuous Improvement	*Evaluate students via rubric. *Gather data with senior survey	Department Chair, Rich Clark, and David Plazek	*Assess results of student evaluations and senior surveys and address areas of concern. *Add yearly data to trend data to see longer term patterns to address.
Year 5: Activities focused on Learning Outcome(s)	*Evaluate students via rubric.	Department Chair, Rich Clark, and David Plazek	*Assess results of student evaluations tabulated and address areas of concern.
Year 5: Continuous Improvement	*Evaluate students via rubric. *Gather data with senior survey	Department Chair, Rich Clark, and David Plazek	*Assess results of student evaluations and senior surveys tabulated by David Plazek and address areas of concern. *Tabulations for all 5

			years will be compared to assess trends over time.
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