DATA SAY:
Course-level direct assessments and faculty evaluations of graduating seniors from 2011-2013 indicated student proficiency (3 or more on a 0-5 scale) for the student learning outcomes related to ethics, international context, and empirical research. Weaker scores were observed for the outcomes of social theory, U.S. organizations, legal research, and policy analysis.

SO WHAT:
Several of these outcomes are related to the broader cognitive goals of critical thinking and analysis.

HOW WE CHANGED:
We increased emphasis on critical thinking activities, questions, and discussions. We increased the use of technology for instant assessment and feedback to students. We revised course outcomes and objectives, and we increased the use of guest speakers from sub-disciplines.

WHAT WE GOT:
Analyses of student learning outcomes will continue in 2013-2014.