

**Degree: BA & BS in Political Science**

## 2023-2024 Assessment Plan

	<b>Student Learning Outcome #1</b>	Students will demonstrate a substantive knowledge in the five subfields of Political Science – American, Comparative, International Relations, Policy and Public Administration, and Statistics and Research Methods.
<b>PLAN</b>	<b>Assessment Method(s)</b>	<p>Graduating seniors will be required prior to graduation to take a standardized test constructed by Ph.D. holding faculty in the Department of Political Science. The examination will be administered via Blackboard during the Spring semester. The examination contains questions categorized in the five subject areas and provides a standardized score that will allow the department to compare student performance based on changes and past scores.</p> <p>Review one paper from each graduating senior. The paper will be assigned to one of the five areas and evaluated for successful application of the subfield. A subfield rubric will be utilized for the term papers.</p>
	<b>Proficiency</b>	<p>A score of 55 out of 100 or above is considered proficient. A typical student degree plan will only expose a student to approximately 80% of the material on the exam, therefore a lower success level is expected.</p> <p>A score of 13 out of 16 on the rubric is considered proficient.</p>
<b>DO</b>	<b>Benchmark</b>	<p>The goal is for all graduating seniors to achieve a proficient score on the exam.</p> <p>The goal is 80% proficient across all subfields.</p>
	<b>Results of Assessment</b>	All graduating seniors achieve proficiency on the exit exam with scores ranging from 64 to 97 with an average of 82.4 and an n of 5.

		On the final research project 60% achieved proficiency. This did not meet our benchmark.
<b>S T U D Y</b>	<b>Analysis of Results</b>	The core problem is that the limited number of graduating majors resulted in a number of subfields that did not have any research projects to evaluate. Only the comparative politics and American government subfields had projects submitted by graduating seniors in 23/24. Two of the three projects, one in comparative and one in American government, did not meet our benchmark.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>The main goal will be to increase the n of papers in 23/24. We will start collecting papers from seniors that are graduating in fall or spring throughout the entire year. Hopefully this will provide enough cases to provide for the evaluation of all cases. The action plan for SLO#2 should also improve research across all subfields, which should boost performance in this area.</p>
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	<b>Student Learning Outcome #2</b>	Students will develop the ability to conduct original research in the field.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Students will be assessed at the end of the methods sequence (POLS 3352) and after completing an advanced 4000 level course (POLS 4312 and POLS 4322).  The two sets of papers will be scored using the department's scoring rubric.
	<b>Proficiency</b>	A score of 13 out of 16 is considered proficient.
<b>DO</b>	<b>Benchmark</b>	Research Sequence Assessment – 60% Proficient  Advance Senior Assessment - 70% Proficient
	<b>Results of Assessment</b>	The research sequence assessment had 81.78% (n=11) of students achieving the proficiency standard.  The advanced senior assessment had 80% (n=5) of students meeting the proficiency standard.
<b>S T U D Y</b>	<b>Analysis of Results</b>	In both assessments students met the benchmark. The senior pool performed slightly worse than the research methods sequence of pool of students. Looking at the individual rubrics the ability to place their original research into the broader theoretical context of the field was the weakest area.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>We will begin embedding peer reviewed journal articles into all upper-level courses in 24/25. The goal is to provide students with more examples of academic research in the field rather than relying on textbooks and lectures. These examples will serve as models for student research and improve the use of relevant literature in their original research.</p>
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	<b>Student Learning Outcome #3</b>	Students will demonstrate improvement in knowledge in American, Comparative, International Relations, Policy and Public Administration, and Statistics and Research Methods.
<b>PLAN</b>	<b>Assessment Method(s)</b>	The entrance examination will be given in the fall semester to all students enrolled in POLS 1301 (Introduction to Political Science). The same examination will be given to all graduating seniors with a major in Political Science as an exit examination required in the student's last semester of course work. The exit exam consists of five separate area exams administered all at once.
	<b>Proficiency</b>	<p>Weighted percentage increase in knowledge based on distribution of subfields in the degree plan.</p> <p>American – 60%</p> <p>Comparative -15%</p> <p>International Relations – 15%</p> <p>Policy and Public Administration – 15%</p> <p>Statistics and Research Methods – 15%</p>

<b>DO</b>	<b>Benchmark</b>	Seventy percent of students will achieve the desired improvement in a subfield exam. The benchmark applies to all five measures.
	<b>Results of Assessment</b>	<p>Improvement on Exit Exam compared to Entrance Exam Across all Students.</p> <p>American – 61.1%</p> <p>Comparative - 85.7%</p> <p>International Relations – 162.5%</p> <p>Policy and Public Administration – 192.2%</p> <p>Statistics and Research Methods – 103.8%</p> <p>All five graduating seniors hit the benchmark for improvement in the five subfields. We had 100% success in all five subfields.</p>
<b>S T U D Y</b>	<b>Analysis of Results</b>	These results are atypical with all subfields doing well. The department has traditionally had issues in the fields of public administration and comparative politics. The revision of the curriculum in these two areas has finally resulted in improvement in student performance.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>The weakest area is currently the American government subfield. Although the goal was achieved, we saw the lowest improvement in this area. The likely issue is that the heavy focus on pre-law results in a narrow exposure to the subfield. Our department will review the course offerings as well as the content of POLS 1301 an attempt to strengthen performance in this area.</p>
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