

Knowledge of Political Science Subfields **NOT MET**

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.

MEASURES	RESULTS	ACTIONS
<div>Departmental Standardized Test</div> <div>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.</div> <div>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.</div> <div>Direct - Exam (Course)</div> <div>Target</div> <div>The target is for all graduating seniors to achieve a proficient score on the exam.</div>	<div>NOT MET</div> <div>Departmental Standardized Test</div> <div><div>Exceeded</div><div>Not Met</div></div> <div><div></div><div></div></div> <div>0%100%</div> <div>Values are not shown when too close to each other. Click or use arrow keys to see details.</div> <div><div>Exceeded:</div><div>89%</div></div> <div><div>Not Met:</div><div>11%</div></div> <div><div>Met Total:</div><div>89%</div></div> <div><div>Not Met Total:</div><div>11%</div></div> <div>Analysis</div> <div>The results of the assessment were driven by one particular student. Eight of nine students demonstrated the desired improvement during the completion of their degree plan. Dropping the outlier, the average student scored an 84% on the exam, far exceeding expectations.</div>	<div>Maintain Assessment Strategy</div> <div>The assessment will continue for another year to determine if any changes to the curriculum are necessary. If multiple students do not achieve the goal, we will reassess how to improve student performance.</div>
<div>Student Written Paper</div> <div>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.</div> <div>A score of 13 out of 16 on the rubric is considered proficient.</div> <div>Direct - Assignment</div> <div>Target</div> <div>The goal is 80% proficient across all subfields.</div>	<div>MET</div> <div>Student Written Paper</div> <div><div>Exceeded</div><div>Met</div></div> <div><div></div><div></div></div> <div>0%100%</div> <div>Values are not shown when too close to each other. Click or use arrow keys to see details.</div> <div><div>Exceeded:</div><div>60%</div></div> <div><div>Met:</div><div>40%</div></div> <div><div>Met Total:</div><div>100%</div></div> <div><div>Not Met Total:</div><div></div></div> <div>Analysis</div> <div>All five papers met or exceeded expectations. The only problem was that only three of the five subfields were represented. In order to assess the individual subfields, we will need multiple assessment cycles to get adequate</div>	<div>No actions have been added.</div>

	numbers to evaluate the five areas. The areas of international relations and comparative politics did not have submissions by graduating seniors in this assessment cycle.	
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General Outcome Actions

ACTIONS
Gather Additional Data Not Started A second year of data collection will provide a larger n and allow us to better assess our subfields. Recommended Due Date: 06/01/2026

Conclusion

The assessment has two primary problems. The first is the low n. We do not have a large program, and our seniors are spread out across classes. It is difficult to get a large enough sample to truly evaluate the subfields. We will need to collect data over multiple assessment cycles. The second issue is that the results are being skewed by one individual. This problem has the same solution as outliers will not have as large an impact in a large sample.

Original Research NOT MET

Students will develop the ability to conduct original research in the field.

MEASURES	RESULTS	ACTIONS
Research Methods Paper 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. A score of 13 out of 16 is considered proficient Direct - Assignment <i>Advanced Research Methods: POLS 3352</i> Target 60% of students will be Proficient	NOT MET Research Methods Paper ■ Exceeded ■ Met ■ Approached ■ Not Met 0% 100% Exceeded: 50% Met: 6% Approached: 22% Not Met: 22% Met Total: 56% Not Met Total: 44%	Revise Curriculum Not Started Common writing expectations across the department began in the freshmen POLS 1301 course in Fall 2025. Once these students begin taking upper-level courses and see repeated exposure to common expectations across courses, we expect to see an increase in student performance. These expectations include the use of the APSA style manual, the use of academic sources, and the structuring of research papers. Recommended Due Date: 06/01/2026

<p>Advance Senior Assessment</p> <p>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.</p> <p>A score of 13 out of 16 is considered proficient.</p> <p>Direct - Assignment</p> <p><i>International Law/Institutions: POLS 4322</i></p> <p>Target</p> <p>70% of students will be Proficient</p>	<p>NOT MET</p> <p>Analysis</p> <p>Zero students met the criteria this academic year. Students are taking the courses out of sequence.</p>	<p>Gather Additional Data</p> <p>COMPLETE</p> <p>Every year will not generate students who meet this criterion, as students are not forced to take courses in the recommended order. These courses are still the best location to assess undergraduate research and the end of a student's degree plan.</p> <p>Recommended Due Date: 06/24/2025</p>
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Conclusion

There were two issues with this outcome. The first was a lack of data. We simply do not have the number of majors to generate the needed data in a single academic year. The second one is tied to student performance. Changes across the curriculum should address these issues as students are exposed to the new points of emphasis in the curriculum.

Student Improvement **MET**

Students will demonstrate improvement in knowledge in American, Comparative, International Relations, Policy and Public Administration, and Statistics and Research Methods.

MEASURES	RESULTS	ACTIONS
<p>Entrance to Exit Exam Improvement</p> <p>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.</p> <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> <p>Direct - Other</p> <p>Target</p>	<p>MET</p> <p>ENTRANCE_Exit 24_25.xlsx</p> <p>Analysis</p> <p>Students did very well in all five areas. In fact, the lowest percent increase was 165% increase. The increase ranged from 165% to 251%. We will be increasing are bench mark for improvement next year as the curriculum changes seem to have all five areas doing exceptionally well.</p>	<p>Revise Benchmark / Target</p> <p>COMPLETE</p> <p>American - 125%</p> <p>Comparative - 50%</p> <p>I.R. - 50%</p> <p>Policy and Public Administration - 50%</p> <p>Stats - 50%</p> <p>Recommended Due Date: 06/24/2025</p>

Seventy percent of students will achieve the desired improvement in a subfield exam. The benchmark applies to all five measures.		
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General Outcome Actions

ACTIONS
<div>Revise Benchmark / Target</div> <div>COMPLETE</div> <div>125% Comparative - 50% I.R. - 50% Policy and Public Administration - 50% Stats - 50%</div> <div>Recommended Due Date: 06/24/2025</div>

Conclusion

Students did very well in all five areas. In fact, the lowest percent increase was 165% increase. The increase ranged from 165% to 251%. We will be increasing are bench mark for improvement next year as the curriculum changes seem to have all five areas doing exceptionally well.