

BA/BA in Political Science

Annual Program Report Template

Year:	2023
Program:	Political Science
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

The data from assessment is used to make both large and small changes in the curriculum. The majority of these changes are small changes that are embedded in classes. Larger changes are the changes to the curriculum as a whole. The two critical points of the data were a deficiency in the comparative subfield, and issues with data collect in the research process. The problem with the comparative subfield will be addressed by integrating new personnel into the program and revising the subfield curriculum. Our new hire has piloted one new course and has developed a second to be deployed in the future. The smaller issue on research productivity and data collection has been addressed by how material is presented in POLS 1301, POLS 2351 and POLS 3352, which is the methods sequence for the program. We continually look for weaknesses in the research process even when we achieve our target and adjust our courses to meet those deficiencies before they become problems.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Comparative Changes Politics of Western Democracies has been removed. Comparative Environmental Policy has been piloted. Comparative Civil-Military Relations has been developed and will be piloted in the future. The introduction to comparative politics course has been updated.

Items have been added or emphasized in POLS 1301, POLS 2351, and POLS 3352.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
The departmental goal is to provide a curriculum that provides a well-rounded exposure to the five subfield of political science.	Graduating seniors majoring in Political Science will have acquired basic knowledge and understanding of the substantive fields of the discipline (American Politics, Comparative Politics, International Relations, Public Administration, and Research Methodology). Gaining basic knowledge and understanding of the substantive fields of the discipline equips students to pursue a variety of career paths and prepares them for post-graduation studies in law, political science, and other social sciences.	Pretest/Posttest Design Graduating seniors majoring in Political Science will have acquired basic knowledge and understanding of the substantive fields of the discipline (American Politics, Comparative Politics, International Relations, Public Administration, and Research Methodology). Gaining basic knowledge and understanding of the substantive	All Political Science majors and minors are required to take POLS 1301 (Introduction to Political Science). All introductory students will be required to take the test outlined above at the beginning of the Fall semester. Students then retake the exam in the spring semester of POLS 3352, which is typically taken as a senior. The achievement target will	All graduating seniors will score 60% or higher on the Political Science exit examination.	Two students received less than 60%, and the class average was 70.33%. When analyzing the data, the primary deficiency came in the area of Comparative Politics. The other four subfields all performed as expected. The statistics subfield was also weak but within the typical range for seniors in the course.	Fall 2021, a comparativist started and is in the process of revising the curriculum and reviewing the standard knowledge assessment used in the field. The transformation of both the curriculum and the assessment to reflect the current focus of the subfield should improve performance in subfield.

		fields of the discipline equips students to pursue a variety of career paths and prepares them for post-graduation studies in law, political science, and other social sciences.	accomplish two evaluative objectives: (1) it will allow faculty to compare the knowledge base of incoming freshmen with graduating seniors; and (2) it will allow faculty to track knowledge enhancement by individual students from the introductory level to the graduating senior level. Members of the Political Science SACs committee will then use the test results to evaluate course contents and identify weaknesses in the curriculum.			
The departmental goal is to teach research skills across the curriculum.	Graduating seniors majoring in Political Science will demonstrate proficiency in the quantitative and	An assessment committee comprised of Ph.D. holding faculty will use	Papers submitted in POLS 3352, Advanced Research Methods	The goal is for 70% of the term papers assessed to achieve an overall score of	Of the five graduating seniors the scores ranged from 11 to 15. This indicated	A focus of establishing a timetable for research and allocating enough time to collect data has been added to the method sequence

	<p>qualitative research skills necessary to conduct and critically evaluate social science research. Proficiency in conducting primary and secondary research enhances students' post graduation success by expanding the research tools available to them in careers and post-graduate studies.</p>	<p>the attached Term Paper Scoring Rubric to assess the quality of term papers.</p>	<p>(quantitative research) and POLS 4312 in Fall 2021 will be evaluated based on the Term Paper Scoring Rubric. The rubric includes organization, clarity and style, use of evidence and sources, and overall products. Scores can range from 4 to 16.</p> <p>Rubric can be provided if needed.</p>	<p>twelve points or higher as based on the Term Paper Scoring Rubric</p>	<p>that the current curriculum is effectively teaching the research techniques set forth in our department's objectives. The weakest area of the four categories is use of evidence. This appears to be driven more by poor time management skills of the students rather than a lack of ability to conduct research.</p>	<p>(POLS 2351 and POLS 3352)</p>
<p>The departmental goal is to see an improvement in knowledge that is equal to or exceeds the emphasis on the subfield in the curriculum.</p>	<p>Graduating seniors majoring in Political Science will demonstrate significant improvement in knowledge in the five subject areas noted in 1.a. above as a result of their Political Science education. Improvement in knowledge gained in the subfields demonstrates student advancement through the discipline</p>	<p>All incoming Political Science majors will be required to take an entrance examination in the subject areas listed in 1.a. above. The entrance examination will be the standardized examination constructed by Ph.D. holding</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</p>	<p>Weighted percentage increase in knowledge based on distribution of subfields in the degree plan.</p>	<p>In the five subfields we saw an increase in student performance in American (47% increase), I.R. (62% increase), P.A. (126% increase), and Statistics (140% increase). All four of the subareas met</p>	<p>This is the same action from outcome #1, as they both identified the same problem. Fall 2021, a comparative started and is in the process of revising the curriculum and reviewing the standard knowledge assessment used in the field. The transformation of both the curriculum and the assessment to reflect the current focus of the subfield should improve performance in subfield.</p>

	from the freshman to the senior level and provides valuable learning outcome assessment data over time.	faculty in the Department of Political Science as referred to in Measurement 1 above.	Political Science as an exit examination required in the student's last semester of course work. The exam has five subfield indexes. By comparing the entrance and exit exam scores in each of the subfields, the department will be able to determine the effectiveness of the curriculum in terms of "knowledge gained." The overall improvement of students should correspond with the weight the department assigns to each of the subfields in our curriculum. In addition, assessment will also be		the department's goal. Comparative did not meet the goal. Four of the five subfields met our department objectives. The department has been without a comparativist for a number of years and the subfield has suffered.	
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			conducted by comparing the overall examination performance of incoming freshmen with that of graduating seniors. The entrance/exit exams are under project attachments.			

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Fall 2021, a comparativist started and is in the process of revising the curriculum and reviewing the standard knowledge assessment used in the field. The transformation of both the curriculum and the assessment to reflect the current focus of the subfield should improve performance in subfield.	P	Dr. Gregory has piloted one new course and is developing a second new course. Two comparative courses have been removed from the curriculum.
A focus of establishing a timetable for research and allocating enough time to collect data has been added to the method sequence (POLS 2351 and POLS 3352)	C	The material has been added to the course. We will need to wait until after the next assessment
This is the same action from outcome #1, as they both identified the same problem. Fall 2021, a comparativist started and is in the process of revising the curriculum and reviewing the standard knowledge assessment used in the field. The transformation of both the curriculum and the assessment to reflect the current focus of the subfield should improve performance in subfield.	P	Dr. Gregory has piloted one new course and is developing a second new course. Two comparative courses have been removed from the curriculum.