



Lander University: Unit/Program Review Report

UNIT/PROGRAM NAME	Political Science
OFFICE OF PRIMARY RESPONSIBILITY	Department of Political and Social Sciences
ASSESSMENT COORDINATOR	Kimberly Richburg
SUBMISSION DATE OF THIS REPORT	August 28, 2009

I. **UNIT/PROGRAM GOAL:** Political science majors will demonstrate knowledge in most of the generally-recognized areas of the discipline

Strategic Goal Supported	1. Learning					
Indicator of Success/ Student Learning Outcome AND Summary of Data	Indicator/ Learning Outcome		AY 2007-08	AY 2008-09		
	1.	Percentage of seniors demonstrating an understanding of political science as an academic discipline that is distinct from other social sciences	44% (7/16)	68% (15/22)		
	2.	Percentage of seniors demonstrating a basic knowledge of forms of government	88% (14/16)	100% (22/22)		
	3.	Percentage of seniors demonstrating a basic knowledge of political philosophies	25% (4/16)	32% (7/22)		
	4.	Percentage of seniors indicating knowledge in most of the generally-recognized areas of the discipline	N/A	100% (14/14)		
Assessment Instrument(s) and Frequency	Instrument		Frequency			
	1.	Political Science Assessment Exam (50-questions) - subscore derived from 20 individual questions	Fall semesters in POLS 499 (Capstone Senior Seminar)			

of Assessment	2.	Political Science Assessment Exam (50-questions) - subscore derived from 24 individual questions	Fall semesters in POLS 499 (Capstone Senior Seminar)	
	3.	Political Science Assessment Exam (50-questions) - subscore derived from 6 individual questions	Fall semesters in POLS 499 (Capstone Senior Seminar)	
	4.	Exit Survey item (a self-reported level of knowledge in most of the generally-recognized areas of the discipline)	Fall and Spring semesters to graduating seniors (using Blackboard)	
Expected Outcome		Met (3)	Partially Met (2)	Not Met (1)
	1.	At least 70% score above 50 on subscore	Between 50% and 69% score above 50 on subscore	Less than 50% score above 50 on subscore from 20 individual assessment exam questions
	2.	At least 70% score above 50 on subscore from 24 individual assessment exam questions	Between 50% and 69% score above 50 on subscore from 24 individual assessment exam questions	Less than 50% score above 50 on subscore from 24 individual assessment exam questions
	3.	At least 70% score above 50 on subscore from 6 individual assessment exam questions	Between 50% and 69% score above 50 on subscore from 6 individual assessment exam questions	Less than 50% score above 50 on subscore from 6 individual assessment exam questions
	4.	At least 70% report at least a 4 on a 5-point self-reported competency scale	Between 50% and 70% report at least a 4 on a 5-point self-reported competency scale	Less than 50% report at least a 4 on a self-reported competency 5-point scale
Review of Results and Actions Taken	1.	<p>Understanding political science as a distinct academic discipline is important for several reasons. While political science is related to and often overlaps with other social sciences such as history, sociology and law; the composition of the discipline goes beyond the overlaps that it has with such disciplines. However, it is fairly common that students who are unfamiliar with political science embody incorrect notions of political science as being essentially the same as some of its related fields (especially history or law). Understanding political science as a distinct social science discipline involves understanding the uniqueness of the discipline with respect to its structure and developing an awareness of the substantive knowledge and topics of interest related to its various subfields (some of which are American politics, comparative politics, international relations and methodology).</p> <p>Academic year 2008/09: Out of 22 Seniors, 68% (15 Seniors) scored above 50 (median score=60) on subscore 1.</p>		

	<p>The results suggest that even though the expected outcome was not fully met, a majority of seniors are obtaining an understanding of political science as an academic discipline distinct from other social sciences.</p> <p>This subset of the assessment examination, which measures “students’ understanding of political science as an academic discipline distinct from other social sciences,” includes items from POLS 310 (the comparative political science class). Program faculty set out to compare student learning when the comparative political science class—POLS 310—was taught under two different teaching approaches. An item analysis of the “political science as an academic discipline distinct from other social sciences” subset revealed that students who took POLS 310, (which was formerly taught as Russian Politics but was taught as European Politics in Fall 2008), under a new teaching approach performed better on pertinent assessment exam items than did students who took POLS 310 under the original teaching approach. The new teaching approach produced a course which (1) was more intensively comparative institutionally, politically, culturally and economically and (2) combined the usage of a traditional text with contemporary journalistic readings. The analysis revealed that out of the seniors who took the comparative class under the original approach, over half of them incorrectly answered four out of the six items. However, out of the seniors who took the class under the new approach, over half of them incorrectly answered only two out of six items. Given the improved level of student learning associated with the new approach as indicated by the higher assessment scores, future POLS 310 comparative political science classes will be taught employing the new approach with the intention of continuing to improve students’ understanding of comparative politics.</p> <p>Academic Year 2007-08: Out of 16 Seniors, 44% (7 Seniors) scored above 50 (median score=50) on subscore 1.</p> <p>The results suggest that although seniors came close to partially meeting the expected outcome, they did not meet the expected outcome and thus did not demonstrate an understanding of political science as a distinct academic discipline according to the expected standard of assessment exam subscores.</p>
2.	<p>Academic Year 2008-09: Out of 22 Seniors, 100% (22 Seniors) scored above 50 (median score=74) on subscore 2.</p> <p>The results suggest that the seniors are performing well with respect to gaining a basic knowledge of forms of government from the program.</p> <p>Academic Year 2007-08: Out of 16 Seniors, 88% (16 Seniors) scored above 50 (median score=63) on subscore 2</p>

		<p>The results suggest that the vast majority of seniors are performing well with respect to gaining a basic knowledge of forms of government from the program.</p>
	3.	<p>Academic Year 2008-2009: Out of 22 Seniors, 32% (7 Seniors) scored above 50 (median score =50) on subscore 3.</p> <p>The results suggest that the majority of seniors are not obtaining a basic knowledge of political philosophies according to the specified expected outcomes. However, we note that since there are relatively few items(only six items) in this subscore set as opposed to the other subscore sets (twenty or more items), it is more difficult to meet the expected standard with respect to this small subscore set. Thus, program faculty plan monitor this situation in the future to see if it the small subscore set continues to contribute to the difficulty of meeting the standard in the political philosophy subset. If such is the case, program faculty will re-visit the idea of whether the expected standard is too high given the small number of items in the political knowledge subscore.</p> <p>An item analysis of the assessment examination section measuring a basic knowledge of political philosophies revealed that a large percentage of seniors who took the assessment exam incorrectly answered items assessing a basic knowledge of political philosophies pertaining to American Political Thought and Marxism-Leninism. At least two thirds of the seniors incorrectly answered three items pertaining to American Political Thought and Marxism-Leninism. Political Philosophy topics pertaining to American Political Thought and Marxism-Leninism are covered in POLS 331 (Political Philosophy) and (at an introductory level) in POLS 200 (Introduction to Political Science). POLS 200 (Introduction to Political Science) and POLS 331(Political Philosophy) instructors will increase course coverage (amount of time spent and assignments given) on the American Political Thought and Marxism-Leninism units in order to increase student learning in those philosophical topics.</p> <p>Academic Year 2007/08: Out of 16 Seniors, 25% (4 Seniors) scored above 50 (median score=50) on subscore 3</p> <p>The results suggest that seniors did not demonstrate an understanding of political science as an academic discipline according to the expected standard of assessment exam subscores.</p>
	4.	<p>Academic Year 2008-09: The item is an indirect measure of the program goal as a self-reported level of competency on the attainment of knowledge in most of the generally-recognized areas of the discipline. Out of 14 graduating seniors who took the exit survey (in Fall 2008 and Spring 2009), 100% evaluated their level of competency on program goal (the demonstration of knowledge in most of the generally-recognized areas of the discipline) at a 4 out of 5 or higher. The average self-reported competency level on the program goal was 4.4.</p>

	<p>Overall, the exit survey results suggest that the graduating seniors who took the survey believed that they had attained knowledge in most of the generally-recognized areas of the discipline.</p> <p>The response rate(over 60%) was much improved over last year's response rate. However, we will continue to try to communicate to the students why it is important for them to complete the survey.</p> <p>Academic Year 2007-08: In Spring 2008, we attempted to gather the data on a voluntary basis but were not successful - with only one student responding. In reponse to this, we will try to communicate to the students why this survey is important while still leaving it voluntary. If this approach does not work in the next academic year, we will consider making it a requirement.</p>
Sum	<p>Academic Year 2008-09: Given that expected outcome #1 was partially met and expected outcome #3 was not met, there is significant room for improvement with regard to the goal of demonstrating knowledge in most of the generally-recognized areas of the discipline.</p> <p>During the two weeks before classes began in August 2009, program faculty reviewed the appropriateness of assessment items and revised portions of the assessment exam accordingly. First, faculty examined whether any "time sensitive" items needed to be updated to reflect recent changes in the political world. For instance, one item pertaining to who occupies the office of secretary of state was changed to reflect the change in that position due to the new presidential administration. Second, program faculty examined what was learned about student learning both from the previous year's assessment exam results and from the program changes that resulted from those assessment results. We determined that one exam item needed to be deleted and replaced by another item in order to reflect a program change that we are making as a result of the previous year's assessment exam results. The increased attention that will be given to the American Political Thought unit in the POLS 331 course (as a result of the program change referred to above in the discussion of the results section of Indicator 3) led us to change one assessment exam item in order to reflect this program change. Third, program faculty examined whether any assessment exam items needed to be modified in order to reflect changes made in topics emphasized in courses due to the dynamic nature of the political science field. New theoretical approaches and discoveries concerning political phenomena do affect what particular topics are emphasized in the classes on which the assessment examination is based. Faculty decided that no items needed to be changed for this reason. Another assessment examination item was changed in order to reflect course content due to faculty turnover.</p> <p>In August 2009, during the two weeks before classes began, program faculty reexamined whether assessment</p>

		<p>examination items were categorized under the appropriate student learning outcomes. Faculty reviewed the alignment of the assessment exam items with the various student learning outcomes and concluded that these alignments were meaningful and so we decided not to alter them.</p> <p>Two slightly different versions of the Assessment Examination (Versions A and B) were given in 2008/09 in order to account for changes in the topics covered in several classes due to faculty member turnover. In August 2009, program faculty tentatively decided to give both versions of the assessment exam again in 2009/10 due to faculty member turnover if it is deemed to be necessary.</p> <p>In August 2009, program faculty reexamined the student learning outcomes derived from the program goal. Since we concluded that the student learning outcomes are among the observable skills that students should be able to demonstrate if they have attained the goal, we did not make any changes to our student learning outcomes.</p> <p>Academic Year 2007/08: Since expected outcomes #1 and #3 were not met, there is significant room for improvement with regard to the goal of demonstrating knowledge of the most generally-recognized areas of the discipline.</p> <p>Program faculty will review the appropriateness of assessment items and possibly revise portions of the assessment examination.</p> <p>Program faculty will examine whether assessment items are categorized under the appropriate student learning outcomes.</p>	
Outcomes		Indicator of Success Evaluation	Indicator of Success Score
	1.	Partially Met	2
	2.	Met	3
	3.	Not Met	1
	4.	Met	3
Additional Resources Required to Achieve or Sustain Results		<p>\$0.00</p> <p>Explanation</p>	

II. **UNIT/PROGRAM GOAL:** Political science majors will demonstrate political analysis skills

Strategic Goal Supported	1. Learning						
Indicator of Success/ Student Learning Outcome AND Summary of Data	Indicator/ Learning Outcome		AY 2007-08	AY 2008-09			
	1.	Percentage of students demonstrating the ability to identify and critique the main points of political discourse (Measure 1)	86% (66/77)	85% (178/210)			
	2.	Percentage of students demonstrating the ability to identify and critique the main points of political discourse (Measure 2)	77% (23/30)	71% (53/75)			
	3.	Percentage of students demonstrating the ability to understand the factors that have affected their political development	100% (16/16)	100% (22/22)			
	4.	Percentage of students demonstrating the ability to identify and critique the main components of their own political ideology	100% (16/16)	100% (22/22)			
	5.	Percentage of students indicating that they are equipped with political analysis skills	N/A	93% (13/14)			
Assessment Instrument(s) and Frequency	Instrument		Frequency				
	1.	POLS 101 Critical Thinking Paper	Fall and Spring Semesters in POLS 101 (American National Government)				
	2.	POLS 103 Critical Thinking	Fall and Spring Semesters in POLS 103 (World Politics)				

of Assessment		Paper		
	3.	Political Autobiography	Fall Semesters in POLS 499 (Capstone Seminar)	
	4.	Political Autobiography	Fall Semesters in POLS 499 (Capstone Seminar)	
	5.	Exit Survey item (self-reported level of political analysis skills)	Fall and Spring semesters to graduating seniors (using Blackboard)	
Expected Outcome		Met (3)	Partially Met (2)	Not Met (1)
	1.	At least 70% score 70 points or more on the paper	Between 50% and 70% score 70 points or more on the paper	Less than 50% score 70 points or more on the paper
	2.	At least 70% score 70 points or more on the paper	Between 50% and 70% score 70 points or more on the paper	Less than 50% score 70 points or more on the paper
	3.	At least 70% score a 70 points or more on the political autobiography	Between 50% and 70% score 70 points or more on the political autobiography	Less than 50% score 70 points or more on the political autobiography
	4.	At least 70% score 70 points or more political autobiography	Between 50% and 70% score 70 points or more on the political autobiography	Less than 50% score 70 points or more on the political autobiography
	5.	At least 70% score at least a 4 on a 5-point self-reported competency scale.	Between 50% and 70% score at least a 4 on a 5-point self-reported competency scale	Less than 50% score at least a 4 on a self-reported competency 5-point scale
Review of Results and Actions Taken	1.	<p>Academic Year 2008-09: Out of 210 students, 85% (178 students) scored 70 points or more on the POLS 101 critical thinking paper.</p> <p>A majority of the students have demonstrated the ability to identify and critique the main points of political discourse by having met the standard on the POLS 101 (American National Government) Critical Thinking Papers.</p> <p>Given that we have received good early returns with respect to meeting our expected outcomes on critical thinking papers, we have decided to make several improvements to our program. First, we have established Critical Thinking paper requirements for all Freshmen level classes (POLS 101 and POLS 103) in the Political Science program in order to help increase student ability to identify and critique the main points of political discourse. Also, piloting these papers in all of the Freshmen level introductory classes will aid us in seeing where the learning gaps are over a longer span of time. Second, we have established some type of writing assignment (in</p>		

	<p>the form of a paper) as a requirement in all political science courses in order for students to receive continuous practice regarding political analysis throughout the political science program.</p> <p>Despite receiving good early returns with regard to student performance on the POLS 101 critical thinking papers, program faculty decided to develop a scoring rubric for POLS 101 critical thinking papers for 2009/10 (see Summary). Program faculty did this during the two weeks in August 2009 before classes began. Program faculty decided to begin using the rubric in in 2009/10 order to gain a better understanding of where learning gaps are and to further identify strengths and weaknesses regarding students' political analysis skills of identifying and critiquing the main points of political discourse.</p> <p>Academic Year 2007/08: Out of 77 students, 86% (66 students) scored 70 points or more on the POLS 101 critical thinking paper.</p> <p>POLS 101 writing assignment was effective in assessing our learning outcome of identifying and critiquing the main points of student discourse and should be retained.</p>
2.	<p>Academic Year 2008-09: Out of 75 students, 71% (53 students) scored 70 points or more on the POLS 103 critical thinking paper.</p> <p>A majority of the students have demonstrated the ability to identify and critique the main points of political discourse by having met the standard on the POLS 103 (World Politics) Critical Thinking Papers.</p> <p>Given that we have received good early returns with respect to meeting our expected outcomes on critical thinking papers, we have decided to make several improvements to our program First, we have established Critical Thinking paper requirements for all Freshmen level classes (POLS 101 and POLS 103) in the Political Science program in order to help increase student ability to identify and critique the main points of political discourse. Also, piloting these papers in all of the Freshmen level introductory classes will aid us in seeing where the learning gaps are over a longer span of time. Second, we have established some type of writing assignment (in the form of a paper) as a requirement in all political science courses in order for students to receive continuous practice regarding political analysis throughout the political science program.</p> <p>Despite receiving good early returns with regard to student performance on the POLS 103 critical thinking papers, program faculty decided to develop a scoring rubric for POLS 103 critical thinking papers for 2009/10 (see Summary). Program faculty did this during the two weeks in August 2009 before classes began. Program faculty decided to begin using the rubric in 2009/10 in order to gain a better understanding of where learning gaps are and to further identify strengths and weaknesses regarding students' political analysis skills of identifying and</p>

	<p>critiquing the main points of political discourse.</p> <p>Due to faculty turnover, in academic year 2008/09, POLS 103 critical thinking paper assignment was used as the POLS 103 writing assignment in place of the POLS 103 point/counterpoint paper.</p> <p>Academic Year 2007/08: Out of 30 students, 77% (23 students) scored 70 points or more on the POLS 103 point counterpoint paper.</p> <p>POLS 103 writing assignment was effective in assessing our learning outcome of identifying and critiquing the main points of student discourse and should be retained.</p> <p>Due to faculty turnover, program faculty will establish consistent assessment measure with new faculty in Fall 2008.</p>
3.	<p>Academic Year 2008-09: Out of 22 students, 100% scored 70 points or more on the political autobiography. The average score was 87 points.</p> <p>The results of the POLS 499 Political Autobiographies suggest that the vast majority of the seniors have a significant understanding of the factors that have affected their political development.</p> <p>During the two weeks before classes began in August 2009, program faculty considered raising the standard on the expected outcome for the upper level course paper, the POLS 499 Political Autobiography. All of the Seniors in POLS 499 met the expected outcome in 2008/09. Program faculty questioned whether the expected outcome was an appropriate one considering that these were graduating seniors enrolled in an upper level course. Alternatively, we discussed the possibility that the current standard may indeed be an appropriate one given the notion that a strong majority of students in an upper level division political science course should be able to obtain satisfactory achievement, at least 70 points, on an introspective paper such as a political autobiography in which they have to understand the factors that have affected their own political development. Ultimately, we decided to raise the standard on the expected outcome for the POLS 499 Political Autobiography due to our reasoning that a strong majority of upper level students who are about to graduate should be able to attain above satisfactory achievement on an introspective course paper such as the political autobiography. For 2009/10, our expected outcome will be "at least 70% will score 80 points or more on the political autobiography."</p> <p>Academic Year 2007/08: The department will not begin to use the political autobiography as a means of assessing the ability to understand</p>

	<p>the factors contributing to one's political development until POLS 499 is taught again, which will be in Fall 2008. Data will be analyzed next year when it becomes available.</p>
<p>4.</p>	<p>Academic Year 2008/09: Out of 22 students, 100% scored 70 points or more on the political autobiography. The averages score was 87 points.</p> <p>The results of the POLS 499 Political Autobiographies suggest that the vast majority of the seniors are able to identify and critique the main components of their own political ideology (such as self-placement on an ideological spectrum, core beliefs that structure one's world view, in-depth description of one's political self and impact of political socialization agents on one's political self).</p> <p>During the two weeks before classes began in August 2009, program faculty considered raising the standard on the expected outcome for the upper level course paper, the POLS 499 Political Autobiography. All of the Seniors in POLS 499 met the expected outcome in 2008/09. Program faculty questioned whether the expected outcome was an appropriate one considering that these were graduating seniors enrolled in an upper level course. Alternatively, we discussed the possibility that the current standard may indeed be an appropriate one given the notion that a strong majority of students in an upper level division political science course should be able to obtain satisfactory achievement, at least 70 points, on an introspective paper such as a political autobiography in which they have to identify and critique the main components of their own political ideology. Ultimately, we decided to raise the standard on the expected outcome for the POLS 499 Political Autobiography due to our reasoning that a strong majority of upper level students who are about to graduate should be able to attain above satisfactory achievement on an introspective course paper such as the political autobiography. For 2009/10, our expected outcome will be "at least 70% will score 80 points or more on the political autobiography."</p> <p>Academic Year 2007/08: The department will not begin to use the political autobiography as a means of assessing the ability to identify and critique the main components of one's own political ideology until POLS 499 is taught again, which will be in Fall 2008. Data will be analyzed next year when it becomes available.</p>
<p>5.</p>	<p>Academic Year 2008-2009: This item is an indirect measure of the program goal as a self-reported level of political analysis. Out of 14 graduating seniors (from Fall 2008 and Spring 2009) who took exit survey, 93%(13 seniors) evaluated their level of competency on program goal (being equipped with skills of political analysis) at a 4 out of 5 or higher. The average self-reported competency level on the program goal was 4.1</p> <p>The results from the self-reported competency levels in the Exit Survey suggest that a majority of the graduating</p>

	<p>seniors believe they are equipped with political analysis skills. This finding is consistent with the findings of other forms of assessment pertaining to this goal.</p> <p>Exit survey results from this year reveal having met the standard (at least 70% of the seniors reported at least a 4 on a 5 point self-reported competency scale on the goal) with regard to the goal of being equipped with political analysis skills. However, in recent past findings from Spring of 2007, the average self-reported competency level on this goal was one of the lower scoring goals on the exit survey at 4.0. Also, data from the POLS 382 (a research methodology course called Quantitative Research for Public Administration) class from Spring 2009 (the most recent semester in which the class was taught), revealed that the grade received in MATH 211(Introduction to Statistical Methods I) did not appear to have an effect on the performances of students in POLS 382. All but one student entered POLS 382 having previously received a "C" in MATH 211, but there was significant variability in the grades received from POLS 382. These two findings suggest that Math 211 is not contributing to students' political analysis skills as previously intended. The faculty has changed the political science program so that students will be able to choose from among the math classes that are approved under the general education curriculum. Further, students will be encouraged to take POLS 382, the research methodology class in the political science department in order to enhance to their political analysis skills. Essentially, this change involves opening up the political science curriculum so that students can gain more political analysis skills through being encouraged to take POLS 382--the political science department's research methods course. Program faculty will monitor exit survey results and performances in POLS 382 to see if there is any improvement in students' political analysis skills over time.</p> <p>The response rate(over 60%) was much improved over last year's response rate. However, we will continue to try to communicate to the students why it is important for them to complete the survey.</p> <p>Academic Year 2007/08: In Spring 2008, we attempted to gather the data on a voluntary basis but were not successful - with only one student responding. In reponse to this, we will try to communicate to the students why this survey is important while still leaving it voluntary. If this approach does not work in the next academic year, we will consider making it a requirement.</p>
Sum	<p>Academic Year 2008/09: Data indicate that the vast majority of the students are equipped with some significant political analysis skills since they have met expected outcomes on all three indicators of success of this program goal.</p> <p>Academic Year 2007/08: Data indicates that students are equipped with the political analysis skills according to the expected outcomes in</p>

		<p>all categories.</p> <p>Program faculty discussed the possibility of developing scoring rubrics for papers but decided not to develop scoring rubrics for papers for 2008/09 due to several factors. Given that we would have faculty member turnover in 2008/09, we decided to focus instead on establishing consistent assessment measures with new faculty for the 2008/09 academic year. Also, we decided that we would revisit the discussion of developing scoring rubrics for introductory level class (POLS 101 and POLS 103) critical thinking papers for the next academic year (2009/10).</p> <p>Program faculty will consider raising the standard on expected outcomes, but decided not to raise any standards at this time since only once cycle of data gathering had occurred for most of our assessments.</p>				
Outcomes	Indicator of Success Evaluation		Indicator of Success Score			
	1.	Met	3			
	2.	Met	3			
	3.	Met	3			
	4.	Met	3			
	5.	Met	3			
Additional Resources Required to Achieve or Sustain Results		<p>\$0.00</p> <p>Explanation</p>				

- III. **UNIT/PROGRAM GOAL:** Political science majors will demonstrate both the broad training and the general competence in the discipline required to equip them for successful careers in professions such as governmental service, politics and campaigning, legal practice, journalism, business, the ministry, military service, law enforcement, teaching, public relations, and service in public, quasi public, and private agencies

Strategic Goal Supported	1. Learning					
Indicator of Success/ Student	Indicator/ Learning Outcome		AY 2007-08	AY 2008-09		
	1.	Percentage of students	N/A	100%		

Learning Outcome AND Summary of Data		demonstrating oral presentation skills		(20/20)			
	2.	Percentage of students demonstrating their political science knowledge in work environments	89% (8/9)	95% (19/20)			
	3.	Percentage of students demonstrating research competency (Measure 1)	92% (24/26)	93% (27/29)			
	4.	Percentage of students demonstrating research competency (Measure 2)	89% (8/9)	95% (19/20)			
	5.	Percentage of students indicating that they can demonstrate both the broad training and general competence in the discipline required to equip them for successful careers	N/A	79% (11/14)			
Assessment Instrument(s) and Frequency of Assessment	Instrument		Frequency				
	1.	"Career" Presentation	Fall semesters in POLS 499 (Capstone Seminar)				
	2.	Internship Worksite Supervisor Evaluation	Every Fall and Spring semester in POLS 490 (POLS Internship)				
	3.	Research Paper	When POLS 345 (American Foreign Policy) is offered or at least every three semesters				
	4.	Internship Worksite Supervisor Evaluation	Every semester in POLS 490 (POLS Internship)				
	5.	Exit Survey item (a self-reported level of competency)	Fall and Spring semesters to graduating seniors (using Blackboard)				
Expected Outcome	Met (3)		Partially Met (2)		Not Met (1)		
	1.	At least 80% score 70 points or more on presentation	Between 60% and 79% score 70 points or more on presentation		Less than 60% score 70 points or more on presentation		

	2.	At least 70% receive a “satisfactory” rating on job performance criteria from worksite supervisor	Between 50% and 69% receive a “satisfactory” rating on job performance criteria from worksite supervisor	Less than 50% receive a “satisfactory” rating on job performance criteria from worksite supervisor
	3.	At least 70% score 70 points or more on research paper	Between 50% and 70% score 70 points or more on research paper	Less than 50% score 70 points or more on research paper
	4.	At least 70% receive a “satisfactory” rating on job performance criteria from worksite supervisor	Between 50% and 69% receive a “satisfactory” rating on job performance criteria from worksite supervisor	Less than 50% receive a “satisfactory” rating on job performance criteria from worksite supervisor
	5.	At least 70% score at least a 4 on a 5-point self-reported competency scale	Between 50% and 70% score at least a 4 on a 5-point self-reported competency scale	Less than 50% score at least a 4 on a self-reported competency 5-point scale
Review of Results and Actions Taken	1.	<p>Academic Year 2008/09: Out of 20 seniors, 100% scored 70 points or more on the POLS 499 oral (career website) presentation. The average score was 91 points.</p> <p>Results from the career website presentation suggest that vast majority of seniors are performing well with respect to gaining oral presentation skills.</p> <p>During the two weeks prior to classes beginning in August 2009, program faculty revised the scoring rubric for the POLS 499 Career Website Presentation. Despite the positive performance of the seniors on the career website presentations, we modified the POLS 499 Career Website Presentation grading rubric so that more weight would be given to the organization/style components of the presentation than was given to those components in the previous rubric. This change will encourage an even higher caliber of student performance on the career website oral presentation, which is used as a means of assessing oral presentation skills. Consequently, this change will further encourage student learning with regard to the goal of demonstrating oral presentation skills, which are essential for them to have successful careers in political science.</p> <p>In August 2009, before classes began, program faculty considered raising the standard on the expected outcome for upper level course presentation--POLS 499 Career Website Oral Presentation due to several possibilities. Given the very high degree of success, all of the seniors scored 70 points or more on the POLS 499 Career Website Oral presentation (with the average score being a 91 points), program faculty discussed whether the current expected outcome is an appropriate one for an oral presentation by seniors. Alternatively, program faculty discussed the possibility that the current expected outcome that 80% of seniors should be able to deliver a</p>		

	<p>satisfactory oral presentation may be a very appropriate one for graduating seniors. Program faculty also reasoned that given that this was the first academic year that the career website oral presentation was used as an assessment of a skill that would enable them to be successful in political science-related careers, it may take several cycles of measuring the oral presentation skills in order to discern which of the aforementioned scenarios appears to be the most likely. Further, faculty preferred to wait until data on student performance on the oral presentations based on the newly revised grading rubric (referred to above) becomes available before modifying the expected learning outcome standards. Hence, program faculty decided not to raise the standard on the expected outcome for the POLS 499 Career Website Presentation.</p> <p>Academic Year 2007/08: The department will not begin using the career website presentation as a means of assessing oral presentation skills until POLS 499 is taught again, which will be in Fall 2008. Data will be analyzed once it becomes available.</p> <p>Program faculty will consider using a scoring rubric for POLS 499 career website presentation.</p>
2.	<p>Academic Year 2008/09: Out of 20 interns, 95% (19) received a “satisfactory” rating on job performance criteria from worksite supervisor.</p> <p>The successful job performances of the vast majority of interns suggest that the vast majority of them are demonstrating their political science knowledge in work environments successfully.</p> <p>Thus far, we have met the standard by receiving positive returns on ratings of job performance criteria for internship. The promising success of the job performances of the interns has been the incentive for the POLS program to pilot a special internship program that will provide additional opportunities for interns to apply their knowledge to work environments and develop their research competencies. In the pilot program, teams of interns are utilized to perform a specific research idea for local governments. These teams are involved in activities such as creating survey instruments, analyzing results and presenting results to elected and appointed officials. It is the instructor’s preference that students participating in this pilot internship program either be concurrently enrolled in or have already taken POLS 382 (Quantitative Research for Public Administration).</p> <p>Academic Year 2007/08: Out of 9 interns, 89% (8) received a satisfactory rating on job performance criteria from worksite supervisor.</p> <p>Data indicates that learning outcome of demonstrating political science knowledge to work environments is being met and that interns are doing a satisfactory job in their job placements.</p>

	<p>Academic Year 2008-09: Out of 29 students, 93% (27 students) scored 70 points or more on the Research Paper.</p> <p>The performances on the POLS 345 (American Foreign Policy) Research Paper suggest that the majority of the students are developing significant research competencies.</p> <p>Due to turnover in faculty, the POLS 345 Research Paper took the place of the POLS 310 Research Paper (which was previously used in the 2007/08 Academic Year) in Fall 2008 and will continue to do so in the 2009/10 academic year.</p> <p>During the two weeks in August prior to the beginning of classes, program faculty considered raising the standard on expected outcome for upper level course paper--POLS 345 Research Paper due to several possibilities. Given the very high degree of success—93% students scored satisfactorily, 70 points or more, on the POLS 345 Research Paper, program faculty discussed whether the current expected outcome is an appropriate one considering that these are mostly upper class students enrolled in an upper level division course. Also, program faculty discussed the possibility that while receiving a satisfactory score on the Research Paper may qualify one for merely meeting the expected outcome, such a performance is not the equivalent of performing “above satisfactory” work. Further, we discussed the possibility that the current standard may indeed be an appropriate one given the notion that a strong majority of students in an upper level division political science course should be able to demonstrate enough research competency to obtain at least satisfactory performance (at least 70 points) on a Research Paper. As mentioned above, simply meeting the standard at the lowest level implies “satisfactory” work, but not “above satisfactory” work. Program faculty ultimately decided not to raise the standard regarding the POLS 345 Research Paper for several reasons. The POLS 345 instructor had only given the assignment once and felt it was better not to modify standards until more data would become available from giving the assignment additional times in the future. Also, program faculty developed a grading rubric for the POLS 345 Research Paper in order to more systematically assess strengths and weaknesses in student performance with respect to demonstrating research competency through writing the research paper.</p> <p>Academic Year 2007/08: Out of 26 students, 92% (24 students) scored 70 points or more on the POLS 310 research paper.</p> <p>The results indicate that a majority of students are developing necessary research skills.</p> <p>Due to faculty turnover, program faculty will establish consistent assessment measure with new faculty in Fall 2008.</p>
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	4.	<p>Academic Year 2008-09: Out of 20 interns, 95% (19) received a “satisfactory” rating on job performance criteria from worksite supervisor.</p> <p>The successful job performances of the vast majority of interns suggest that the vast majority of the interns are developing significant research competences.</p> <p>Thus far, we have met the standard by receiving positive returns on ratings of job performance criteria for internship. As mentioned earlier (in the second review of results section pertaining to applying political science knowledge to work environments), the promising success of the job performances of the interns has been the incentive for the POLS program to pilot a special internship program that will provide additional opportunities for interns to apply their knowledge to work environments and develop their research competencies. In the pilot program teams of interns are utilized to perform a specific research idea for local governments. These teams are involved in activities such as creating survey instruments, analyzing results and presenting results to elected and appointed officials. It is the instructor’s preference that students participating in this pilot internship program either be concurrently enrolled in or have already taken POLS 382 (Quantitative Research for Public Administration).</p> <p>Academic Year 2007/08: Out of 9 interns, 89% (8) received a satisfactory rating on job performance criteria from worksite supervisor.</p> <p>Data indicates that learning outcome of developing research competency is being met and that interns are doing a satisfactory job in their job placements.</p>
	5.	<p>Academic Year 2008/09: This item is an indirect measure of the program goal of demonstrating the broad training and the general competence in the discipline required equip them for successful careers in professions related to political science.</p> <p>Out of 14 graduating seniors who took the exit survey(in Fall 2008 and Spring 2009), 79% (11 seniors) evaluated their level of competency on program goal of demonstrating the broad training and the general competence in the discipline required to equip them for successful careers in professions related to political science) at 4 out of 5 or higher. The average self-reported competency level on the program goal was 4.1.</p> <p>The results suggest that a reasonable majority of graduating seniors believe that they have acquired the training and competence to equip them for successful careers related to political science.</p> <p>The response rate(over 60%) was much improved over last year's response rate. However, we will continue to try to communicate to the students why it is important for them to complete the survey.</p>

		<p>Academic Year 2007/08: In Spring 2008, we attempted to gather the data on a voluntary basis but were not successful - with only one student responding. In reponse to this, we will try to communicate to the students why this survey is important while still leaving it voluntary. If this approach does not work in the next academic year, we will consider making it a requirement.</p>	
	Sum	<p>Academic Year 2008/09: Overall, based on the findings that the students met expected learning outcomes regarding all six indicators, a majority of the students are gaining the necessary skills for successful careers related to political science.</p> <p>For the 2009/10 academic year, the program faculty has modified the wording of this goal so that it is more simplified and shorter in length. However, the modified version of the goal will have the same basic meaning as the original version. The modified version of the goal will be worded as "political science majors will demonstrate skills essential for success in careers related to political science." Also, the program faculty plan to use the same indicators of success that were used to measure the original, 2008/09 version of the goal in order to measure the modified 2009/10 version of the goal.</p> <p>Academic Year 2007/08: Overall, based on the findings that the students met expected learning outcomes regarding all three indicators, a majority of the students are gaining the necessary skills for successful careers related to political science.</p> <p>Program faculty will consider simplifying wording of program goal.</p>	
Outcomes		Indicator of Success Evaluation	Indicator of Success Score
	1.	Met	3
	2.	Met	3
	3.	Met	3
	4.	Met	3
	5.	Met	3
Additional Resources Required to Achieve or Sustain		<p>\$300.00</p> <p>Program faculty would like to add a dining etiquette dinner and presentation as part of the POLS 499 Capstone Seminar for graduating seniors. Through this exercise, students could learn how to utilize oral presentation skills</p>	

Results	(Indicator 1) and apply their political science knowledge(Indicator 2) properly in relatively formal and professional dining settings related to their work environments. This exercise could help maintain the positive returns on student learning that we have received thus far pertaining to demonstrating oral presentation skills and applying political science knowledge to work environments. These skills are essential for success in careers related to political science. The information in this presentation will also assist students in acquiring the appropriate social and dining skills that will be useful to them in career related activities such as job interviewing, social networking and functioning appropriately in formal settings within professional environments.
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IV. **UNIT/PROGRAM GOAL:** Political science majors will demonstrate effective citizenship

Strategic Goal Supported	1. Learning					
Indicator of Success/ Student Learning Outcome AND Summary of Data	Indicator/ Learning Outcome		AY 2007-08	AY 2008-09		
	1.	Percentage of students engaging in citizenship-related activities (Measure 1: voting and voter registration)	N/A	64% (4/6)		
	2.	Percentage of students engaging in citizenship-related activities (Measure 2: attending political events)	N/A	64% (4/6)		
	3.	Percentage of students engaging in citizenship-related activities (Measure 3: community events).	N/A	64% (4/6)		
	4.	Percentage of students indicating that they have acquired the skills and knowledge that enable them to be effective citizens	N/A	100% (14/14)		
Assessment Instrument(s) and	Instrument		Frequency			
	1.	"Citizenship" survey given as part of the Exit Survey	Spring Semesters to graduating seniors (using Blackboard)			

Frequency of Assessment	2.	“Citizenship” survey given as part of the Exit Survey	Spring Semesters to graduating seniors (using Blackboard)	
	3.	“Citizenship” survey given as part of the Exit Survey	Spring Semesters to graduating seniors (using Blackboard)	
	4.	Exit Survey item (a self-reported level of skills and knowledge)	Fall and Spring semesters to graduating seniors (using Blackboard)	
Expected Outcome		Met (3)	Partially Met (2)	Not Met (1)
	1.	At least 70% score at least a 4 out of 8 on citizenship survey	Between 50 and 70% score at least a 4 out of 8 on citizenship survey	Less than 50% score at least a 4 out of 8 on citizenship survey
	2.	At least 70% score at least a 4 out of 8 on citizenship survey	Between 50 and 70% score at least a 4 out of 8 on citizenship survey	Less than 50% score at least a 4 out of 8 on citizenship survey
	3.	At least 70% score at least a 4 out of 8 on citizenship survey	Between 50 and 70% score at least a 4 out of 8 on citizenship survey	Less than 50% score at least a 4 out of 8 on citizenship survey
	4.	At least 70% score at least a 4 on a 5-point self-reported competency scale	Between 50 and 70% score at least a 4 on a 5-point self-reported competency scale	Less than 50% score at least a 4 on a self-reported competency 5-point scale
Review of Results and Actions Taken	1.	<p>Academic Year 2008/09: Out of 6 graduating seniors who took the citizenship survey from Spring 2009, 67% (4 seniors) scored at least a 4 out of 8 on the citizenship survey.</p> <p>Even though the expected outcome standard was only partially met with regard to participation in citizenship-related activities, a majority of the graduating seniors who took the citizenship survey revealed participation in a significant number of citizenship-related activities such as voter registration and voting.</p> <p>The low response rate to the citizenship survey may have contributed to the failure to fully meet the standard with regard to the citizenship survey. Program faculty will take steps to increase the response rate for this survey in the 2009/10 academic year. Program faculty will try to underscore the importance of completing the citizenship survey to the graduating seniors in the program. Currently, completion of the citizenship survey is voluntary. However, if low response rates continue to be a problem in the near future, program faculty will consider making the survey a requirement in either the POLS 499 or other courses.</p> <p>Academic Year 2007/08: The department will not begin administering the citizenship survey to graduating seniors until Spring 2009. Data</p>		

	will be analyzed next year when it becomes available.
2.	<p>Academic Year 2008/09: Out of 6 graduating seniors who took the citizenship survey from Spring 2009, 67%(4 seniors) scored at least a 4 out 8 on the citizenship survey.</p> <p>Even though the expected outcome standard was only partially met with regard to participation in citizenship-related activities, a majority of the graduating seniors who took the citizenship survey revealed participation in a significant number of citizenship-related activities such as attending political events.</p> <p>The low response rate to the citizenship survey may have contributed to the failure to fully meet the standard with regard to the citizenship survey. Program faculty will take steps to increase the response rate for this survey in the 2009/10 academic year. Program faculty will try to underscore the importance of completing the citizenship survey to the graduating seniors in the program. Currently, completion of the citizenship survey is voluntary. However, if low response rates continue to be a problem in the near future, program faculty will consider making the survey a requirement in either the POLS 499 or other courses.</p> <p>Academic Year 2007/08: The department will not begin administering the citizenship survey to graduating seniors until Spring 2009. Data will be analyzed next year when it becomes available.</p>
3.	<p>Academic Year 2008/09: Out of 6 graduating seniors who took the citizenship survey from Spring 2009, 67%(4 seniors) scored at least a 4 out 8 on the citizenship survey.</p> <p>Even though the expected outcome standard was only partially met with regard to participation in citizenship-related activities, some of the graduating seniors who took the citizenship survey revealed participation in citizenship-related activities such as attending community events.</p> <p>The low response rate to the citizenship survey may have contributed to the failure to fully meet the standard with regard to the citizenship survey. Program faculty will take steps to increase the response rate for this survey in the 2009/10 academic year. Program faculty will try to underscore the importance of completing the citizenship survey to the graduating seniors in the program. Currently, completion of the citizenship survey is voluntary. However, if low response rates continue to be a problem in the near future, program faculty will consider making the survey a requirement in either POLS 499 or other courses.</p>

		<p>Academic Year 2007/08: The department will not begin administering the citizenship survey to graduating seniors until Spring 2009. Data will be analyzed next year when it becomes available.</p>		
	4.	<p>Academic Year 2008/09: This item is an indirect measure of the program goal as a self-reported level of skills and knowledge enabling students to become effective citizens: Out of 14 graduating seniors who took the exit survey (in Fall 2008 and Spring 2009), 100% evaluated their level of competency on program goal (of demonstrating skills and knowledge to enable them to be effective citizens) at a 4 out of 5 or higher. The average self-reported competency level on the program goal was 4.4.</p> <p>Overall, the exit survey results suggest that the seniors who took the exit survey believe that they have acquired the skills and knowledge to enable them to be effective citizens.</p> <p>The response rate (over 60%) was much improved over last year's response rate. However, we will continue to try to communicate to the students why it is important for them to complete the survey.</p> <p>Academic Year 2007/08: In Spring 2008, we attempted to gather the data on a voluntary basis but were not successful - with only one student responding. In reponse to this, we will try to communicate to the students why this survey is important while still leaving it voluntary. If this approach does not work in the next academic year, we will consider making it a requirement.</p>		
	Sum	<p>Academic Year 2008/09: Overall, the citizenship survey results suggest that a reasonable percentage (majority) of graduating seniors appear to have acquired the skills and knowledge to enable them to become effective citizens while the exit survey results suggest that the vast majority of graduating seniors believe they have acquired the skills and knowledge to enable them to become effective citizens.</p> <p>Academic Year 2007/08: The exit survey did not yield sufficient results due to the low response rate for the 2007/08 academic year and the citizenship survey will not begin until the 2008/09 academic year. Therefore, no conclusions can be drawn regarding this goal until data becomes available next academic year 2008/09.</p>		
Outcomes	Indicator of Success Evaluation		Indicator of Success Score	
	1.	Partially Met	2	

	2.	Partially Met	2
	3.	Partially Met	2
	4.	Met	3
Additional Resources Required to Achieve or Sustain Results		\$0.00 Explanation	

V. **UNIT/PROGRAM GOAL:** Political science majors will demonstrate the capacity to read retentively, express their ideas in writing concisely and to express their ideas in speech precisely

Strategic Goal Supported	1. Learning					
Indicator of Success/ Student Learning Outcome AND Summary of Data	Indicator/ Learning Outcome		AY 2007-08	AY 2008-09		
	1.	Percentage of students demonstrating the ability to read retentively	77% (23/30)	71% (53/75)		
	2.	Percentage of students demonstrating the ability to write effectively	100% (16/16)	100% (22/22)		
	3.	Percentage of students demonstrating the ability to speak effectively	N/A	100% (20/20)		
	4.	Percentage of students indicating their capacity to read retentively, to express their ideas in writing concisely and to express their ideas in speech precisely	N/A	64% (9/14)		
Assessment	Instrument		Frequency			

Instrument(s) and Frequency of Assessment	1.	POLS 103 Critical Thinking Paper	Fall and Spring semesters in POLS 103 (World Politics)	
	2.	Political Autobiography Writing Assignment	Fall semesters in POLS 499 (Capstone Seminar)	
	3.	Oral Presentation	Fall semesters in POLS 499 (Capstone Seminar)	
	4.	Exit Survey item (a self-reported level of competency on the capacity to read retentively, express ideas in writing concisely and express ideas in speech precisely).	Fall and Spring semesters to graduating seniors (using Blackboard)	
Expected Outcome		Met (3)	Partially Met (2)	Not Met (1)
	1.	At least 70% score 70 points or more on the paper	Between 50% and 70% score 70 points or more on the paper	Less than 50% score 70 points or more on the paper
	2.	At least 70% score 70 points or more on the political autobiography	Between 50% and 70% score 70 points or more on the political autobiography	Less than 50% score 70 points or more on the political biography
	3.	At least 80% score 70 points or more on the presentation	Between 60% and 79% score 70 points or more on the presentation	Less than 60% score 70 points or more on the presentation
	4.	At least 70% score at least a 4 on a 5-point self-reported competency scale	Between 50% and 70% score at least a 4 on a 5-point self-reported competency scale	Less than 50% score at least a 4 on a self-reported competency 5-point scale
Review of Results and Actions Taken	1.	<p>Academic Year 2008/09: Out of 75 students, 71% (53 students) scored 70 points or more on the POLS 103 Critical Thinking paper.</p> <p>A reasonable percentage of students have demonstrated their ability to read retentively through successfully writing a critical thinking paper which is partially based on the reading of course-related materials.</p> <p>Due to faculty turnover, the POLS 103 paper assignment in 2008/09 was a critical thinking paper instead of a point counterpoint paper.</p> <p>Despite receiving good early returns with regard to student performance on the POLS 103 critical thinking papers,</p>		

	<p>program faculty decided to develop a scoring rubric for POLS 103 critical thinking papers for 2009/10. Program faculty did this during the two weeks in August 2009 before classes began. Program faculty decided to begin using the rubric in in 2009/10 in order to gain a better understanding of where learning gaps are and to further identify strengths and weaknesses regarding student performance on demonstrating retentive reading of relevant course materials. However, if our program goal is modified so that retentive reading is no longer one of its components, the POLS 103 Critical Thinking Paper will no longer be used as an indicator (see Summary section for more detail).</p> <p>Academic Year 2007/08: Out of 30 students, 77% (23 students) scored 70 points or more on the POLS 103 point counterpoint paper.</p> <p>Data indicates that a reasonable percentage of students have demonstrated their ability to understand and critique the main points of political discourse through successfully writing a POLS 103 point counterpoint paper which is partially based on the retentive reading of materials.</p> <p>Due to faculty turnover, program faculty will establish consistent assessment measures with new faculty in Fall 2008.</p>
2.	<p>Academic Year 2008/09: Out of 22 students, 100 % scored 70 points or more on the political autobiography. The average score was 87 points.</p> <p>Results indicate that seniors have performed well at expressing their ideas in writing concisely through writing an introspective political science seminar paper---the POLS 499 Political Autobiography.</p> <p>During the two weeks before classes began in August 2009, program faculty considered raising the standard on the expected outcome for the upper level course paper, the POLS 499 Political Autobiography. All of the Seniors in POLS 499 met the expected outcome in 2008/09. Program faculty questioned whether the expected outcome was an appropriate one considering that these were graduating seniors enrolled in an upper level course. Alternatively, we discussed the possibility that the current standard may indeed be an appropriate one given the notion that a strong majority of students in an upper level division political science course should be able to obtain satisfactory achievement, at least 70 points, on writing an introspective paper such as a political autobiography in which they have to understand the factors that have affected their own political development. Ultimately, we decided to raise the standard on the expected outcome for the POLS 499 Political Autobiography due to our reasoning that a strong majority of upper level students who are about to graduate should be able to attain above satisfactory achievement with respect to writing an upper level course paper such as the political autobiography.</p>

	<p>For 2009/10, our expected outcome will be "at least 70% will score 80 points or more on the political autobiography."</p> <p>Academic Year 2007/08: Out of 16 students, 100% scored 70 points or more on the political autobiography.</p> <p>Results indicate that seniors have performed well at expressing their ideas in writing concisely through successfully writing an introspective political science seminar paper.</p>
<p>3.</p>	<p>Academic Year 2008/09: Out of 20 students, 100% scored 70 points or more on the oral presentation. The average score on the oral presentations was 91 points.</p> <p>Results indicate that seniors have performed well at expressing their ideas in speech precisely by delivering the POLS 499 Capstone Seminar Career Oral Website Presentation.</p> <p>Given promising early returns on the career website oral presentation from the Capstone Seminar, the Political Science faculty has decided to make oral presentations a requirement in courses other than the Capstone Seminar such as POLS 345 (American Foreign Policy), POLS 383 (Advanced Research Methodology) and POLS 307(Public Opinion). These additional oral presentation requirements would provide more opportunities for students to enhance their "ability to express their ideas in speech precisely" with respect to the topics covered in those courses.</p> <p>In August 2009, before classes began, program faculty considered raising the standard on the expected outcome for upper level course presentation--POLS 499 Career Website Oral Presentation due to several possibilities. Given the very high degree of success, all of the seniors scored 70 points or more on the POLS 499 Career Website Oral presentation (with the average score being a 91 points), program faculty discussed whether the current expected outcome is an appropriate one for an oral presentation by seniors. Alternatively, program faculty discussed the possibility that the current expected outcome that 80% of seniors should be able to communicate effectively through an oral presentation may be a very appropriate one for graduating seniors. Program faculty also reasoned that given that this was the first academic year that the career website oral presentation was used as an assessment of a skill that would enable them to be successful in political science-related careers, it may take several cycles of measuring the oral presentation skills in order to discern which of the aforementioned scenarios appears to be the most likely. Further, faculty preferred to wait until data on student performance on effective oral communication based on the newly revised grading rubric (referred to above) becomes available</p>

	<p>before modifying the expected learning outcome standards. Hence, program faculty decided not to raise the standard on the expected outcome for the POLS 499 Career Website Presentation.</p> <p>During the two weeks prior to classes beginning in August 2009, program faculty revised the scoring rubric for the POLS 499 Career Website Presentation. Despite the positive performance of the seniors on the career website presentations, we modified the POLS 499 Career Website Presentation grading rubric so that more weight would be given to the organization/style components of the presentation than was given to those components in the previous rubric. This change will encourage an even higher caliber of student performance on the career website oral presentation, which is used as a means of assessing oral communication skills. Consequently, this change will further encourage student learning with regard to the goal of communicating effectively through speech.</p> <p>Academic Year 2007/08: The department will not begin using the career website presentation as a means of assessing the ability to deliver a seminar presentation until POLS 499 is taught again in Fall 2008. Data will be analyzed when it becomes available next academic year 2008/09.</p>
4.	<p>Academic Year 2008/09: This item is an indirect measure of the program goal as a self-reported level of competency on the capacity to read retentively, express ideas in writing concisely and to express ideas in speech precisely. Out of 14 graduating seniors who took the exit survey (in Fall 2008 and Spring 2009), 64%(9 seniors) evaluated their level of competency on program goal (of exhibiting their capacity to read retentively, express their ideas in writing concisely and express their ideas in speech precisely) at a 4 out of 5 or higher. The average self-reported competency level on the program goal was 4.</p> <p>Despite not fully meeting the expected outcome standard, the results suggest that a reasonable percentage of seniors who took the exit survey believe that they have acquired the abilities to read retentively, express their ideas in writing concisely and express their idea in speech precisely.</p> <p>The response rate (over 60%) was much improved over last year's response rate. However, we will continue to try to communicate to the students why it is important for them to complete the survey.</p> <p>Academic Year 2007/08: In Spring 2008, we attempted to gather the data on a voluntary basis but were not successful - with only one student responding. In reponse to this, we will try to communicate to the students why this survey is important while still leaving it voluntary. If this approach does not work in the next academic year, we will consider making it a requirement.</p>

Outcomes	Sum	<p>Academic Year 2008/09: Results suggest that a majority of students are adequately demonstrating the skills of this program goal--reading retentively, expressing their ideas in writing concisely and expressing their ideas in speech precisely.</p> <p>For the 2009/10 academic year, the program faculty plan to modify the wording of this goal. We plan to modify the wording of the goal to "political science majors will demonstrate the ability to communicate effectively." Further, we will discuss the possibility that the "capacity to read retentively" does not fit well with what we are trying to capture regarding the goal's emphasis on communicating effectively. If we conclude that this is the case, then the indicator relating to retentive reading--POLS 103 Critical Thinking Paper based on retentive reading of course materials--will not be used for the modified version of the goal in 2009/10.</p> <p>Academic Year 2007/08: Results suggest that according to the data available at this time, a majority of students have demonstrated the skills of this program goal--the ability to read retentively, express their ideas in writing concisely and express their ideas in speech precisely.</p>	
		Indicator of Success Evaluation	Indicator of Success Score
	1.	Met	3
	2.	Met	3
	3.	Met	3
4.	Partially Met	2	
Additional Resources Required to Achieve or Sustain Results	<p>\$0.00</p> <p>Explanation</p>		

VI. UNIT/PROGRAM SUMMARY

Unit/Program Goal	Strategic Goal Supported	Unit/Program Goal Outcome		Additional Resources Required to Achieve or Sustain Results
		Score	Evaluation	
			Met: 3.00 – 2.01 Partially Met: 2.00 – 1.01 Not Met: 1.00 – 0.01 Not Evaluated: 0.00	

1. Political science majors will demonstrate knowledge in most of the generally-recognized areas of the discipline	1. Learning	2.25	Met	\$0.00
2. Political science majors will demonstrate political analysis skills	1. Learning	3.00	Met	\$0.00
3. Political science majors will demonstrate both the broad training and the general competence in the discipline required to equip them for successful careers in professions such as governmental service, politics and campaigning, legal practice, journalism, business, the ministry, military service, law enforcement, teaching, public relations, and service in public, quasi public, and private agencies	1. Learning	3.00	Met	\$300.00
4. Political science majors will demonstrate effective citizenship	1. Learning	2.25	Met	\$0.00
5. Political science majors will demonstrate the capacity to read retentively, express their ideas in writing concisely and to express their ideas in speech precisely	1. Learning	2.75	Met	\$0.00
UNIT/PROGRAM TOTALS		2.65	Met	\$300.00
<p>Unit/Program Summary: Goal #1: The subset of the assessment examination, which measures students' understanding of political science as an academic discipline distinct from other social sciences, includes items from POLS 310 (the comparative political science class). Program faculty set out to compare student learning when the comparative political science class—POLS 310—was taught under two different teaching approaches. An item analysis of the “political science as an academic discipline distinct from other social sciences” subset revealed that students who took POLS 310, (which was formerly taught as Russian Politics but was taught as European Politics in Fall 2008), under a new teaching approach performed better on pertinent assessment exam items than did students who took POLS 310 under the original teaching approach. The new teaching approach produced a course which (1) was more intensively comparative institutionally, politically,</p>				

culturally and economically and (2) combined the usage of a traditional text with contemporary journalistic readings. The analysis revealed that out of the seniors who took the comparative class under the original approach, over half of them incorrectly answered four out of the six items. However, out of the seniors who took the class under the new approach, over half of them incorrectly answered only two out of six items. Given the improved level of student learning associated with the new approach as indicated by the higher assessment scores, future POLS 310 comparative political science classes will be taught employing the new approach with the intention of continuing to improve students' understanding of comparative politics.

An item analysis of the assessment examination section measuring a basic knowledge of political philosophies revealed that a large percentage of seniors who took the assessment exam incorrectly answered items assessing a basic knowledge of political philosophies pertaining to American Political Thought and Marxism-Leninism. At least two thirds of the seniors incorrectly answered three items pertaining to American Political Thought and Marxism-Leninism. Political Philosophy topics pertaining to American Political Thought and Marxism-Leninism are covered in POLS 331 (Political Philosophy) and (at an introductory level) in POLS 200 (Introduction to Political Science). POLS 200 (Introduction to Political Science) and POLS 331 (Political Philosophy) instructors will increase course coverage (amount of time spent and assignments given) on the American Political Thought and Marxism-Leninism units in order to increase student learning in those philosophical topics.

Goal #2:

A majority of the students demonstrated political analysis skills through demonstrating the ability to identify and and critique the main points of political discourse by meeting the expected outcomes on both the POLS 101(American National Government) and POLS 103 (World Politics) Critical Thinking Papers. Given these positive early returns with respect to meeting our expected outcomes on critical thinking papers, we have decided to make several improvements to our program . First, we have established Critical Thinking paper requirements for all Freshmen level classes (POLS 101 and POLS 103) in the Political Science program in order to help increase student ability to identify and critique the main points of political discourse. Also, piloting these papers in all of the Freshmen level introductory classes will aid us in seeing where the learning gaps are over a longer span of time. Second, we have established some type of writing assignment (in the form of a paper) as a requirement in all political science courses in order for students to receive continuous practice regarding political analysis throughout the political science program.

Exit survey results from this year reveal having met the standard (at least 70% of the seniors reported at least a 4 on a 5 point self-reported competency scale on the goal) with regard to the goal of being equipped with political analysis skills. However, in recent past findings from Spring of 2007, the average self-reported competency level on this goal was one of the lower scoring goals on the exit survey at 4.0. Also, data from the POLS 382 (a research methodology course called Quantitative Research for Public Administration) class from Spring 2009 (the most recent semester in which the class was taught), revealed that the grade received in MATH 211(Introduction to Statistical Methods I) did not appear to have an effect on the performances of students in POLS 382. All but one student entered POLS 382 having previously received a "C" in MATH 211, but there was significant variability in the grades received from POLS 382. These two findings suggest that Math 211 is not contributing to students' political analysis skills as previously intended. The

faculty has changed the political science program so that students will be able to choose from among the math classes that are approved under the general education curriculum. Further, students will be encouraged to take POLS 382, the research methodology class in the political science department in order to enhance to their political analysis skills. Essentially, this change involves opening up the political science curriculum so that students can gain more political analysis skills through being encouraged to take POLS 382--the political science department's research methods course. Program faculty will monitor exit survey results and performances in POLS 382 to see if there is any improvement in students' political analysis skills over time.

Goal #3:

The successful job performances of the vast majority of interns suggest that the vast majority of them are both demonstrating their political science knowledge in work environments and developing research competencies. Thus far, we have met the standard by receiving positive returns on ratings of job performance criteria for internship. The promising success of the job performances of the interns has been the incentive for the POLS program to pilot a special internship program that will provide additional opportunities for interns to apply their knowledge to work environments and develop their research competencies. In the pilot program, teams of interns are utilized to perform a specific research idea for local governments. These teams are involved in activities such as creating survey instruments, analyzing results and presenting results to elected and appointed officials. It is the instructor's preference that students participating in this pilot internship program either be concurrently enrolled in or have already taken POLS 382 (Quantitative Research for Public Administration).

Goal #5:

Results indicated that students demonstrated the ability to speak effectively through having met the expected learning outcome on delivering the POLS 499 (Capstone Seminar) Career Website Oral Presentation. Given these promising early returns on the career website oral presentation from the Capstone Seminar, the Political Science faculty decided to make oral presentations a requirement in courses other than the Capstone Seminar such as POLS 345 (American Foreign Policy), POLS 383 (Advanced Research Methodology) and POLS 307(Public Opinion). These additional oral presentation requirements would provide more opportunities for students to enhance their "ability to express their ideas in speech precisely" with respect to the topics covered in those courses.

Process for Aligning Indicators (Student Learning Outcomes) with Program Goals:

First, program faculty clarified the intended meaning of program goals in the context of the political science field. In several cases (as noted in our assessment report), this meant modifying the wording of the goal for the coming year. Then, we came up with suggestions as to what types of observable and measurable skills students would need to demonstrate in order to indicate that a particular goal has been met. These skills in turn became the indicators for a particular program goal. To further assist us in aligning indicators with program goals, we compared the program goals to the goals of some of our political science courses and looked at what types of skills instructors were expecting students to achieve in accordance with those program goals. Since our program goals mirror the goals of many of the courses in our department, we observed the types of skills that were aligned with certain goals in such classes and sometimes used these skills a guide in determining which indicators should be aligned with which program goals.

Process for Identifying Expected Outcomes:

Our process for initially identifying expected outcomes usually involved setting a standard that would be met if a strong majority of students attained satisfactory performance or ratings on the assessment instrument. The process for modifying expected outcomes for assignments generally involved considering the level of the material on which the assignment was based, the year in college of the students performing the assignment, the current status of students in the major, and the level of preparedness for college of the students. For instance, we reasoned that expected outcomes should in some cases be different for assessments in the form of writing assignments done in Freshmen level classes (with students who are new both to the political science field and to college) than for some assignments done in upper level classes composed of graduating seniors. Further, the process of modifying expected outcomes was also partially based on past student performance on assignments related to the indicator in question.

Assessment of Expected Outcomes and Instruments Used:

In assessing each program goal, we attempted to use multiple methods of assessment (such as writing assignments, exams, self-reported surveys and oral presentations) in order to attain a better understanding of the scope of student learning pertaining to that goal. Further, our assessment instruments came from a combination of upper and lower level courses so that student performance could be monitored at various points in the major program. We will continue the process of evaluating how well our assessment instruments are functioning at measuring student performance on our goals. For the assessments that we were able to carry out, we either met or partially met the expected outcomes associated with those indicators. However, we have decided to raise the standard regarding several of these expected outcomes. The frequency of assessing our student learning outcomes ranged from twice a year (each semester) to whenever the particular class in which the assessment takes place is offered. We use our Senior Capstone Seminar class (POLS 499) as an opportunity to assess expected outcomes that we expect our seniors to have obtained by the time they near graduation.

Program Improvements Resulting from Assessment:

Our assessment program has resulted in multiple program improvements. These improvements pertain to course requirements, major requirements, internship options, course delivery style and course content.

Goal #1:

Item analyses results from the assessment exam subset measuring the “understanding of political science as an academic discipline distinct from other social sciences” indicator led us to conclude that improved student learning occurs when POLS 310, the comparative political science course is taught under an intensely comparative approach using text traditional along with contemporary journalistic readings. Given this finding POLS 310 will be taught in the future using this new approach.

An item analysis of the assessment exam subset measuring a “basic knowledge of political philosophies” indicator revealed deficiencies in student learning regarding American Political Thought and Marxism-Leninism. This finding has led to a commitment of instructors of two courses that cover political philosophy—POLS 331(Political Philosophy) and POLS 200(Introduction to Political Science)—to increase

course coverage on those two political philosophy units when the course is taught in the future.

Goal #2:

Promising early returns on POLS 101 and POLS 103 critical thinking papers, which were assessments of the “identifying and critiquing the main points of political discourse” indicator led us to make several program requirements regarding writing assignments in political science courses. First, critical thinking paper requirements have been set for freshmen level classes in the political science program. Second, all political science courses are required to have some type of a writing assignment. These writing requirements in courses will aid students in developing their political analysis skills throughout the program.

Exit survey results pertaining to students’ self-reported level of competency of political analysis skills along with an analysis of data from POLS 382 (a research methodology course called Quantitative Research for Public Administration) indicate that taking Math 211 (Introduction to Statistical Methods I) did not appear to contribute to students’ political analysis skills as previously intended. Thus, Math 211 was removed as a requirement for political science majors and program faculty agreed to encourage majors to take the POLS 382 in order to improve their skills of political analyses instead.

Goal #3:

The promising success of job performances of interns (POLS 490) on both the indicators of “demonstrating their political science knowledge in work environments” and “demonstrating research competency” has served as the incentive to pilot a special internship program. In this new program, interns will work in teams and perform a specific research idea for local governments. If early returns on the program are successful, these “internship teams” may make up a significant portion of our internship program in the future.

Goal #5:

The assessment of the “ability to speak effectively” indicator revealed early promising returns on Career Website Oral Presentations from POLS 499 (Capstone Seminar). Program faculty has decided to make oral presentations a requirement in several other political science courses (POLS 345, POLS 307, POLS 383). This requirement provides more opportunities to enhance their ability to speak effectively with respect to a wide range of topics covered in these courses.

We report assessment data regarding our program goals for only two academic years (2007/08 and 2008/09) due to a number of significant occurrences that have taken place in the political science program over the past five academic years involving curriculum changes and faculty member turnovers. Due to turnovers, all three current full time political science faculty members have been employed in the department in full time capacities for less than four years. First, in 2004/05, the political science department decided to abandon the old curriculum in exchange for a new, modified curriculum which would begin during academic year 2005/06. The old curriculum had a rather complex structure and included too many courses for which there were either not enough full-time faculty members or no full-time faculty members with relevant areas of expertise. The new curriculum (which began in 2005/06) contained courses for which there would be enough full time faculty with the relevant areas of expertise. Also, the new curriculum had a more

simplified structure, making it easier for students to follow and complete their programs of study. In addition to being the first year of the new curriculum, 2005/06 was also a year of faculty turnover in which a new full time faculty member was hired to fill a recently vacated faculty position. During the following academic year, 2006/07, the department reviewed program goals and began outlining an assessment program based on the new curriculum for the next academic year, 2007/08. In the 2007/08 academic year, the departmental faculty experienced another modification through the transition of a part-time faculty position into a full-time faculty position in order to meet with student demand for courses in certain areas of expertise. At that point, with three full time faculty positions in place, the department initiated the data gathering process for the assessment program which it had begun designing during the previous academic year (2006/07). Finally, the department experienced another faculty turnover during the 2008/09 academic year due to the hiring of a new faculty member to replace a retiring faculty member who had been one of a significant number of Lander University faculty members who had been hired after the University entered the state system of higher education in 1973. The University as a whole has experienced significant faculty turnover over during past several years as a result of the retirement of such persons. During this 2008/09 academic year, this new composition of full-time faculty members continued to adjust the curriculum, review the assessment program, and gather assessment data.