

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Political Science, B.S.

Submission Due Date
Fall 2025: October 1, 2025

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Political science majors will demonstrate knowledge in most of the generally-recognized areas of the discipline

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of seniors demonstrating basic knowledge in the area of American Politics by obtaining a Sub-score of 60 or above on the American Politics subset of the Political Science Program Assessment Exam.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

At least 70% score 60 or above on the "political science as an academic discipline" question subset of the Political Science Program Assessment Exam

Performance Target for "Partially Met"

Between 50% and less than 70% score 60 or above on the "political science as an academic discipline" question subset of the Political Science Program Assessment Exam

Performance Target for "Not Met"

Less than 50% score 60 or above on the "political science as an academic discipline" question subset of the Political Science Program Assessment Exam

Assessment Measure Used

Political Science Program Assessment Exam—
"American Politics" 10 Question Subset

Frequency of Assessment

Every semester in POLS 499 (Capstone Senior Seminar)

Data Collected for this Timeframe (Results)

94%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Out of 17 seniors, 94% (16 seniors) scored above 60 on the "American Politics" subset of the Political Science Departmental Assessment Exam, meeting the expected outcome. This (2023-2024) year is the second year during which this student learning outcome was measured, and the standard was met for both the 2022-2023 and 2023-2024 years. The results for both years indicate that a strong majority of seniors are continuing to perform well in demonstrating basic knowledge related to the "American Politics" area of Political Science.

The program requirement that majors earn a C or above in the introductory course--POLS 101 (American National Government)—of the major helps students obtain a solid understanding of the fundamental knowledge and concepts related to American Politics. Also, in order to further support student learning related to American Politics, program faculty has ensured that tutoring is available at the Student Success Center for students for POLS 101 (American National Government).

Resources Needed to Meet/Sustain Results

Money--\$12,000 to support adjunct faculty members who would teach sections of introductory POLS classes--POLS 101 (American National Government).

Explanation of How Resources Will Be Used

The money used to hire adjunct faculty will enable the program to offer a sufficient number of POLS 101 (American National Government) sections. Offering enough sections of the introductory classes--POLS 101--is very important given that this course provides many of the foundational concepts for the American Politics area of the Political Science major. Given that Political Science majors must make at least a "C" in both POLS 101, offering a sufficient number of sections allows Political Science majors to repeat this course the following semester if they do not make the required "C" or higher in POLS 101.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of seniors demonstrating basic knowledge related to international relations and comparative politics by obtaining a Subscore of 50 or above on the "international relations/comparative politics" subset of the Political Science Departmental Examination.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

At least 70% score above 50 on the "forms of government" question subset of the Political Science Program Assessment Exam

Performance Target for "Partially Met"

Between 50% and less than 70% score above 50 on the "forms of government" question subset of the Political Science Program Assessment Exam

Performance Target for "Not Met"

Less than 50% score above 50 on the "forms of government" question subset of the Political Science Program Assessment Exam

Assessment Measure Used

Political Science Program Assessment Exam—
"International Relations/Comparative Politics" 12
Question Subset

Frequency of Assessment

Every semester in POLS 499 (Capstone Senior Seminar)

Data Collected for this Timeframe (Results)

100%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Out of 17 seniors, 94% (16 seniors) scored above 50 on the "International Relations/Comparative Politics" subset of the Political Science Departmental Assessment Exam, meeting the expected outcome. The results indicate that a majority of seniors are performing well in demonstrating knowledge related to the International Relations and Comparative Politics areas of Political Science.

The program requirement that majors earn a "C" or above in POLS 103 (Introduction to World Politics) helps to ensure that students leave the course having a solid understood the fundamental concepts

related to international relations. Also, in order to further support student learning related to international relations, program faculty has ensured that tutoring is available at the Student Success Center for students for POLS 103 (Introduction to World Politics). Further, the recommendation that majors take POLS 200 (Introduction to Political Science), which includes coverage in both comparative politics and international relations, in the sophomore year after taking POLS 103 (Introduction to World Politics) supports student learning related to international relations/comparative politics.

Resources Needed to Meet/Sustain Results

Money--\$10,800 to support adjunct faculty members who would teach sections of introductory Political Science class--POLS 103 (Introduction to World Politics).

Explanation of How Resources Will Be Used

The money used to hire adjunct faculty will enable the program to offer a sufficient number of POLS 103 (Introduction to World Politics) sections. Offering enough sections of the POLS 103--is very important given that this course provides many of the foundational concepts for basic knowledge related to International Relations. Given that Political Science majors must make at least a "C" in POLS 103, offering a sufficient number of sections allows Political Science majors to repeat these courses the following semester if they do not make the required "C" or higher in POLS 103.

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of seniors demonstrating knowledge related to public administration (public budgeting and state and local government) by obtaining a Subscore of 50 or above on the "Public Administration" subset of the Political Science Departmental Assessment Examination.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

At least 70% score above 50 on the "Public Administration" question subset of the Political Science Program Assessment Exam

Performance Target for "Partially Met"

Between 50% and less than 70% score above 50 on the "Public Administration" question subset of the Political Science Program Assessment Exam

Performance Target for "Not Met"

Less than 50% score above 50 on the "Public Administration" question subset of the Political Science

Program Assessment Exam

Assessment Measure Used

Political Science Program Assessment Exam—
“Public Administration” 12 Question Subset

Frequency of Assessment

Every Semester in POLS 499 (Capstone Senior Seminar)

Data Collected for this Timeframe (Results)

100%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Out of 17 seniors, 94% (16 seniors) scored above 50 on the "Public Administration" subset of the Political Science Departmental Assessment Exam, meeting the expected outcome. The results indicate that a majority of seniors are performing well in demonstrating knowledge related to Public Administration (Public Budgeting and State and Local Government).

Several years ago, the department began offering online sections of POLS 386 (State and Local Government) in order to accommodate students who were required to take the class from several online programs (such as Human Services and Criminology). Sometimes, POLS majors take the POLS 386 online if there were no face-to-face option. In 2022-2023, program faculty moved to have a yearly in-person option for taking POLS 386 State and Local Government, which is required for all Political Science majors. This was done so that POLS majors would have always have an on ground, face-to-face option for taking the class during the academic year. This option is meant to support learning for the Political Science majors in the class, all of whom are on-ground students (as there is no online Political Science program). Given that the POLS majors are not in an online major, many of them may be better able to learn in the face-to-face setting vs. the online setting. Program faculty will continue this now standardized practice for the future.

As was done with POLS 386 (State and Local Government), program faculty, for the 2023-2024 academic year moved to have a yearly in-person option for taking POLS 318 Public Budgeting, which is required for all Political Science majors. This was done so that POLS majors would have always have an on ground, face-to-face option for taking the class during the academic year. This option is meant to support learning for the Political Science majors in the class, all of whom are on-ground students (as there is no online Political Science program). Given that the POLS majors are not in an online major, many of them may be better able to learn in the face-to-face setting vs. the online setting.

Resources Needed to Meet/Sustain Results

\$10,800 to support adjunct faculty members who would teach sections of POLS 381 (State and Local Government) and POLS 318 (Public Budgeting).

Explanation of How Resources Will Be Used

The money used to hire adjunct faculty will enable the program to offer a sufficient number of POLS 386 (State and Local Government) and POLS 318 (Public Budgeting) sections given that both courses are required for POLS majors.

Goal Summary

Goal Summary/Comments

Students met all three expected learning outcomes for the goal of demonstrating knowledge in most of the generally-recognized areas of the Political Science discipline. This is the first year in which these three new student learning outcomes are being implemented for the goal of demonstrating knowledge in most of the generally-recognized areas of the Political Science discipline. Therefore, we have no previous data for comparison. We will continue to use these three student learning outcomes and their associated measurement instruments for the coming academic year (2023-2024). Thereafter, we will

have a second year of data as a point of comparison with this year's (2022-2023) data.

For the 2022-2023 academic year, program faculty developed three new student learning outcomes, mapped the modified set of course classes in the Political Science major to these student learning outcomes, and developed a new Political Science Departmental Assessment Exam which reflected the new student learning outcomes. The first student learning outcome measuring the goal is demonstrating basic knowledge in American Politics. The POLS 101 (American National Government) introductory course is mapped to this goal. This student learning outcome is measured by a 10 Question Subset on the Departmental Assessment Exam. The second student learning outcome measuring the goal is demonstrating basic knowledge related to international relations/comparative politics. Two classes--POLLS 103 (Introduction to World Politics) and POLS 200 (Introduction to Political Science) are mapped to this student learning outcome. This student learning outcome is measured by a 12 Question Subset on the Departmental Assessment Examination. The third student learning outcome measuring the goal is "demonstrating knowledge pertaining to public administration." Two classes—POLLS 386 (State and Local Government) and POLS 318 (Public Budgeting) are mapped to this student learning outcome. It is measured by a 12 Questions Subset on the Departmental Assessment Examination.

Note: In response to past years of positive returns and the desire to periodically examine our student learning outcomes, program faculty reevaluated the learning outcomes and courses that represent the generally--recognized areas of the Political Science discipline that were included in this goal. This was done to help ensure that students are demonstrating knowledge across the generally recognized areas of the Political Science discipline that are most relevant for students' post undergraduate environments. The ultimate goal is for students to demonstrate knowledge across the generally-recognized areas of the Political Science discipline that are relevant and applicable to students' careers and post-undergraduate educational pursuits. Beginning with students on the 2020-2021 major program, a modified set of core classes were required for the major. POLS 386 (State and Local Government) and POLS 318 (Public Budgeting) were added to the required core classes. These classes were added due to the practical relevance they have to the governmental-related job settings in which a significant number of POLS majors are likely to work during their careers. Alternatively, several courses (POLLS 331--Political Philosophy, POLS 360--Congress and the Presidency, and POLS 445--American Foreign Policy) were removed from the Political Science major's core (required) courses given that they are not as practically relevant to governmental-related job settings frequently occupied by Political Science majors. Although the modified set of core major courses were in effect by the 2021-2022 academic year, neither the student learning outcomes representing the generally-recognized areas of the discipline nor the questions on the POLS Assessment exam were changed until the 2022-2023 academic year. The change was delayed until the point was reached in which the majority of graduating seniors followed the new major program requirements.

Changes Made/Proposed Related to Goal Program Changes for 2023-2024

Student Learning Outcome #3--Demonstrating knowledge related to public administration (public budgeting and state and local government)

As was done in 2022-2023 with POLS 386 (State and Local Government), program faculty, for the 2023-2024 academic year moved to have a yearly in-person option for taking POLS 318 (Public Budgeting), which is required for all Political Science majors. This was done so that POLS majors would have always have an on ground, face-to-face option for taking the class during the academic year. This option is meant to support learning for the Political Science majors in the class, all of whom are on-ground students (as there is no online Political Science program). Given that the POLS majors are not in an online major, many of them may be better able to learn in the face-to-face setting vs. the online setting.

All Student Learning Outcomes for Goal #1

In 2022-2023, courses in the College of Behavioral and Social Sciences (of which the Political Science program is a part), piloted using a common Blackboard template which was designed by instructional designers from ITS. The goal of using this Blackboard template was to better facilitate student learning across all courses. This Blackboard template contains features that are meant to both better facilitate communication between students and their instructors and provide students greater clarity in accessing course materials and in completing course assignments. Further, this template also includes a “Student Resources” page with information on the library, writing center, and advising and tutoring services, which all play important, supportive roles in student degree completion. Program faculty plan to continue to use the Blackboard template in the future for all classes in the Political Science major in order to continue supporting student learning so they can demonstrate knowledge in the most of the generally-recognized areas of the discipline.

Continuation of Previously Made Changes

To maintain student performance on this goal, several previously made program changes will be retained for the 2023-2024 academic year.

First, we will retain the program requirement that majors earn a C or above in the introductory course--POLS 101 (American National Government)—of the major. This will help students obtain a solid understanding of the fundamental knowledge and concepts related to American Politics (Student Learning Outcome #1). Likewise, we will retain the program requirement that majors earn a C or above in the Introductory Course--POLS 103 (Introduction to World Politics) as this will help students obtain a solid understanding of concepts related to international relations/comparative politics (Student Learning Outcome #2). Third, program faculty will continue the effort to identify tutors (to work in Lander's Student Success Center) for the introductory core classes (POLS 101, POLS 103, and POLS 200) in the Political Science major (Student Learning Outcomes #1 and #2). Tutoring assistance for students will provide a means by which students could improve their understanding of important material in these core classes, which will assist them in developing knowledge in the American Politics and International Relations/Comparative Politics areas of the Political Science discipline. Fourth, In 2022-2023, program faculty moved to have a yearly in-person option for taking POLS 386 State and Local Government, which is required for all Political Science majors (Student Learning Outcome #3). This was done so that POLS majors would always have an on ground, face-to-face option for taking the class during the academic year. This option is meant to support learning in the Public Administration area for the Political Science majors in the class, all of whom are on-ground students (as there is no online Political Science program). Given that the POLS majors are not in an online major, many of them may be better able to learn in the face-to-face setting vs. the online setting.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Political science majors will demonstrate political analysis skills

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of students demonstrating the ability to identify and critique the main points of political discourse by achieving a total score of 4 or more points across all three (organization, mechanics, and content) categories of the POLS 101 Critical Thinking Paper Scoring Rubric

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

At least 70% achieve a total score of 4 or more points across all three categories (organization, mechanics and content) on the POLS 101 Critical Thinking Paper Scoring Rubric

Performance Target for "Partially Met"

Between 50% and less than 70% achieve a total score of 4 or more points across all three categories (organization, mechanics and content) on the POLS 101 Critical Thinking Paper Scoring Rubric

Performance Target for "Not Met"

Less than 50% achieve a total score of 4 or more points across all three categories (organization, mechanics and content) on the POLS 101 Critical Thinking Paper Scoring Rubric

Assessment Measure Used

POLS 101 Critical Thinking Paper Rubric

Frequency of Assessment

Fall and Spring Semesters in POLS 101 (American National Government)

Data Collected for this Timeframe (Results)

78%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Out of 9 students, 78% (7 students) achieved a total score of 4 or more points across all three categories (organization, mechanics, and content) of the POLS 101 Critical Thinking Paper Scoring Rubric, meeting the expected outcome. These results come after having partially met the standard in the previous (2021-2022) academic year. Analyses of average scores indicate that although the standard was met this year--2022-2023, the 2022-2023 student performances on all three categories (organization, mechanics, and content) were very close to what they were in 2021-2022. Student performance on organization was slightly higher in 2022-2023 (Avg=1.7) than it was in 2021-2022 (Avg=1.5). The 2022-2023 student performance on content was very slightly lower (Avg=1.2) than it

was in 2021-2022 (Avg=1.4). Similarly, the 2022-2023 student performance on mechanics (Avg=1.5) was almost the same as it was in 2021-2022 (Avg=1.4). In 2022-2023, the average student performance on content (Avg=1.2) was lower than student performance in the other two categories—mechanics (Avg=1.4) and organization (Avg=1.7).

Beginning 2023-2024, POLS 101 instructors will perform a brief activity in an attempt to address the slightly lower performance scores in the content category on the POLS 101 Critical Thinking Paper. The activity involves using an assignments (or other course activity) that students submit before they are given the Critical Thinking Paper assignment. Instructors will use a previously submitted assignment (or other course activity) and discuss some ways in which content could have been improved in the assignment. Given that this brief instruction on improving content will occur before the assignment and submission of the Critical Thinking Paper itself it may encourage students to place more attention to content regarding the paper, which will be given later.

Note: In 2018-2019, we began the practice of bringing in a representative from the Writing Center to POLS 101 classes so that students could learn about the services offered and be encouraged to seek assistance. However, since Spring of 2020, we suspended the practice of bringing Writing Center representatives into POLS 101 classes due to the changes in instruction brought on by the COVID 19 Pandemic. Although students were still encouraged to seek assistance from the writing center, the pandemic may have discouraged some students to visit the writing center. In 2022-2023, program faculty decided to no longer require tutors from the writing center to visit POLS 101 classes. Given that POLS 101 is usually taught in three different modes (on ground, in-person, and online-hybrid) across the academic year, the logistics of writing center tutors visiting classes became somewhat more complex. Program faculty recognized that informing students about the writing center, taking them to the website to show student how to sign up, including links to the Writing Center on syllabi and Bb pages, and reminding students of the writing center when the critical thinking paper is assigned, and sending copies of writing assignments to the writing center, all could encourage students to use the Writing Center's resources.

Resources Needed to Meet/Sustain Results

\$27,000 to support adjunct faculty members who would teach sections of introductory POLS classes-- POLS 101 (American National Government)

Explanation of How Resources Will Be Used

The money would be used to support the hiring of adjunct faculty members who are needed in order to provide a sufficient number of POLS 101 sections of reasonable (35 or fewer students) class sizes. If enough sections of POLS 101 are offered so that larger sections are avoided, then faculty will be better able to assist students in developing the ability to identify and critique the main points of political discourse through the usage of written assignments.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of students demonstrating the ability to identify and critique the main points of political discourse by achieving a total score of 5 or more points across all five (thesis/topic, references, organization, mechanics, and content) categories of the POLS 103 Critical Thinking Scoring Rubric

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

At least 70% achieve a total score of 5 or more points across all five categories (thesis/topic, references, organization, mechanics and content) on the POLS 103 Critical Thinking Paper Scoring Rubric

Performance Target for "Partially Met"

Between 50% and less than 70% achieve a total score of 5 or more points across all five categories (thesis/topic, references, organization, mechanics and content) on the POLS 103 Critical Thinking Paper Scoring Rubric

Performance Target for "Not Met"

Less than 50% achieve a total score of 5 or more points across all five categories (thesis/topic, references, organization, mechanics and content) on the POLS 103 Critical Thinking Paper Scoring Rubric

Assessment Measure Used

POLS 103 Critical Thinking Paper Rubric

Frequency of Assessment

Fall and Spring Semesters in POLS 103 (Introduction to World Politics)

Data Collected for this Timeframe (Results)

80%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Out of 10 students, 80% (8 students) achieved a total score of 5 or more across the five categories (organization, mechanics, content, thesis, and references) of the POLS 103 Critical Thinking Paper Rubric. Further, students' average scores across four of the five rubric categories are similar, indicating that students are also performing pretty well across all five areas (Organization=1.4, Mechanics =1.4, Content=2.1, Thesis=1.3, and References =1.2) of the rubric. This marks the third year in a row in which the standard was met. However, student performance on content was stronger than student performance in the other four areas. Student performance across four of the five categories was similar to what they were in 2021-2022. Student performance was higher on content in 2022-2023 than it was in 2021-2022. The results indicate that overall, students are continuing to perform well regarding identifying and critiquing the main points of political discourse through their performances across the five categories of the POLS 103 Critical Thinking Paper Rubric.

In 2021-2022, program faculty piloted the practice of requiring students to submit a writing assignment--a reflection paper--before they do the critical thinking paper. This allows students to get practice in writing and receive instructor feedback on their writing before doing the critical thinking paper. By already having received feedback from the reflection paper writing assignment, students can learn from

the feedback and perform better on the critical thinking paper assignment. Program faculty standardized this practice across all POLS 103 sections in 2022-2023 and will continue with it in the future.

For the past few academic years, copies of the POLS 103 Critical Thinking Paper have been sent to the Writing Center so that tutors are better enabled to assist students with the all five categories of the assignment. Also, POLS 103 faculty provide students with a proofreading checklist on Blackboard in an effort to assist student with the references and content of the POLS 103 Critical Thinking Paper. Program faculty will continue the aforementioned practices in order to try to maintain and/or improve upon the student performances received for the last several assessment cycles.

Resources Needed to Meet/Sustain Results

\$10,800 to support adjunct faculty members who would teach sections of introductory Political Science classes--POLS 103 (Introduction to World Politics)

Explanation of How Resources Will Be Used

The money would be used to support the hiring of adjunct faculty members who are needed in order to provide a sufficient number of POLS 103 sections of relatively small class sizes. If enough sections of POLS 103 are offered so that larger sections are avoided, then faculty will be better able to assist students in developing the ability to identify and critique the main points of political discourse through the usage of written assignments.

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of students demonstrating the ability to analyze the institutional and behavioral political content of a movie by achieving a score of 2 points on Political Analysis section of the POLS 200 Movie Paper Rubric

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

At least 75% achieve a total score of 2 points on the Political Analysis section on the POLS 200 Movie Paper Scoring Rubric

Performance Target for "Partially Met"

Between 50% and less than 75% achieve a total score of 2 points on the Political Analysis section on

the POLS 200 Movie Paper Scoring

Performance Target for "Not Met"

Less than 50% achieve a total score of 2 or more points on the Political Analysis section on the POLS 200 Movie Paper Scoring

Assessment Measure Used

POLS 200 Political Analysis Movie Paper

Frequency of Assessment

Every Fall Semester (when POLS 200 is taught)

Data Collected for this Timeframe (Results)

75%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Out of 12 students, 75% (9 students) achieved a score of 2 on the Political Analysis section of the POLS 200 Movie Paper Rubric. The results indicate that students partially met the standard. This represents a slight improvement from the 2021-2022 results in which the results were partially met.

One practice started in 2021-2022 which will be continued in the future is providing a brief outline (on the assignment itself) of the questions that must be addressed in the political analysis portion of the paper. The purpose of this outline is to guide students in writing a thorough analysis in their papers.

For 2023-2024, program faculty will begin reducing the required word count for the Movie Paper by a third in order to encourage more substantive and concise analyses in papers. Program faculty observed that some students were being too repetitive and not providing enough substantive analyses in their responses to some of the assignment's questions.

This is the second year for implementation of the instrument to measure this outcome. As such, we have no previous data for comparison. For the coming year, the assignment will be used again for the outcome. This will give us a third year of data as a point of comparison. As we continue to utilize this assignment in the future, we will be able to observe trends in the data to ensure students are meeting the outcome of successful political analysis.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Student performance on the goal of demonstrating political analysis skills was good in that the standard was met for all three learning outcomes. Last academic year, the standard was met for one outcome, and partially met for two outcomes (Outcomes #'s 1 & 3) There was a slight improvement in student performance on Student Learning Outcome #1—demonstrating the ability to identify and critique the main points of political discourse in the POLS 101 Critical Thinking Paper. Also, there was a slight improvement in student performance on Student Learning Outcome #3— demonstrating the ability to analyze the institutional and behavioral political content of a movie. The met standard for the Student Learning Outcome #3 occurs as this was the only the second year in which this student learning outcome was used. Overall, these results suggest that a majority of the students are performing well in demonstrating political analysis skills. However, we recognize that there is still room for improvement on the goal in the future, especially considering that the observed improvement in student performance on two of the student learning outcomes were slight improvements.

Changes Made/Proposed Related to Goal

2023-2024 Changes Related to Goal

Several changes related to the goal of demonstrating political analysis skills will be made during the 2023-2024 academic year. First, in an effort to improve student performance in the content category of the POLS 101 Critical Thinking Paper (Learning Outcome #1), POLS 101 instructors will perform a brief activity. Instructors will use a previously submitted assignment (or other course activity) and discuss some ways in which content could have been improved in the assignment. Given that this brief instruction on improving content will occur before the assignment and submission of the Critical Thinking Paper itself it may encourage students to place more attention to content regarding the paper, which will be given later. Second, to improve student performance regarding analysis on the POLS 200 Movie Paper (Learning Outcome #3), program faculty will begin reducing the required word count for the Movie Paper by a third. This will be done in order to encourage more substantive and concise analyses in papers. Program faculty observed that some students were being too repetitive and not providing enough substantive analyses in their responses to some of the assignment's questions.

Other recently made program changes related to this goal will be continued in the 2023-2024 academic year are described below.

In the 2022-2023 academic year, all classes in the Colleges of Behavioral and Social Sciences (of which the Political Science Program is a part) began using a common Blackboard template which includes a "Student Resources" page with information on the library, writing center, and advising and tutoring services, which all play important, supportive roles in student degree completion. Program faculty plan to continue to use the Blackboard template in the future for all classes in the Political Science major in order to continue supporting student performances on the writing assignments that are associated with all three of the Student Learning Outcomes of this goal.

Student Learning Outcome #1--Demonstrating the ability to identify and critique the main points of political discourse through achievement on the POLS 101 Critical Thinking Paper

For the 2023-2024 academic year, program faculty will continue the 2022-2023 program change of using the reduced number of writing assignments in the on-ground and online hybrid sections of POLS 101. The plan is for the reduction to afford students more time and attention to focus on the critical thinking paper assignment, which will hopefully help improve student performance on it.

Student Learning Outcome #2--Demonstrating the ability to identify and critique the main points of political discourse through achievement on the POLS 103 Critical Thinking Paper

In 2021-2022, program faculty piloted the practice of requiring students to submit a writing assignment-- a reflection paper--before they do the critical thinking paper. This allows students to get practice in writing and receive instructor feedback on their writing before doing the critical thinking paper. By already having received feedback from the reflection paper writing assignment, students can learn from the feedback and perform better on the critical thinking paper assignment. Program faculty standardized this practice across all POLS 103 sections in 2022-2023 and will continue with it in the future.

Student Learning Outcome #3--Analyzing the institutional and behavioral political content of the POLS 200 Movie Paper

A practice started in 2021-2022 which will be continued in the future is providing a brief outline (on the assignment itself) of the questions that must be addressed in the political analysis portion of the paper. The purpose of this outline is to guide students in writing a thorough analysis in their papers.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Political science majors will demonstrate skills essential for success in careers related to political science

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of students demonstrating their political science knowledge in work environments by receiving a "satisfactory" rating on job performance criteria from worksite supervisor

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

At least 70% receive a "satisfactory" rating on job performance criteria from worksite supervisor

Performance Target for "Partially Met"

Between 50% and less than 70% receive a "satisfactory" rating on job performance criteria from worksite supervisor

Performance Target for "Not Met"

Less than 50% receive a "satisfactory" rating on job performance criteria from worksite supervisor

Assessment Measure Used

POLS 490 Internship Evaluation Survey

Frequency of Assessment

Yearly (Fall Semester, Spring Semester and Summer Session) in POLS 490 (POLS Internship)

Data Collected for this Timeframe (Results)

100%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Out of 3 interns, 100% (3 interns) received a "satisfactory" rating on job performance criteria from worksite supervisor on the internship evaluation survey, thus meeting the standard. The successful job performances of the interns suggest that they are demonstrating their political science knowledge in work environments successfully. Further, interns successfully applied for and received experiential learning credit through the "EYE (Experience Your Education)" program. This activity, which encourages students to consider undertaking additional experiential activities in the future, which carry the potential for "EYE" credit. The completion of enough "EYE" credits would qualify students to receive an "EYE" degree at graduation.

Resources Needed to Meet/Sustain Results

Money (\$3000) is needed to facilitate bringing Political Science Alumni to campus to share their experiences and stories of impact while working in political science related fields.

Explanation of How Resources Will Be Used

The money will be used to pay the expenses of bringing Political Science Alumni to campus to give presentations and interact with current political science majors. Political Science Alumni, who have worked in political science related fields, can share their experiences and stories of impact. Providing current political science majors to interact with alumni would help foster a greater appreciation for how political science knowledge is applied to various work environments.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of students demonstrating research competency through receiving a "satisfactory" rating on job performance criteria from worksite supervisor

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

At least 70% receive a "satisfactory" rating on job performance criteria from worksite supervisor

Performance Target for "Partially Met"

Between 50% and less than 70% receive a "satisfactory" rating on job performance criteria from worksite supervisor

Performance Target for "Not Met"

Less than 50% receive a “satisfactory” rating on job performance criteria from worksite supervisor

Assessment Measure Used

POLS 490 Internship Evaluation Survey

Frequency of Assessment

Yearly (Fall Semester, Spring Semester and Summer Session) in POLS 490 (POLS Internship)

Data Collected for this Timeframe (Results)

100%

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Out of 3 interns, 100% (3 interns) received a "satisfactory" rating on job performance criteria from worksite supervisor on the internship evaluation survey, thus meeting the standard. The successful job performances of the interns suggest that they are demonstrating their political science knowledge in work environments successfully. Further, interns successfully applied for and received experiential learning credit through the "EYE (Experience Your Education)" program. This activity, which encourages students to consider undertaking additional experiential activities in the future, which carry the potential for “EYE” credit. The completion of enough “EYE” credits would qualify students to receive an “EYE” degree at graduation.

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The money will be used to pay the expenses of bringing Political Science Alumni to campus to give presentations and interact with current political science majors. Political Science Alumni, who have worked in political science related fields, can share their experiences and stories of impact. Providing current political science majors to interact with alumni would help foster a greater appreciation for how research competency is useful and necessary various political science work environments.

Goal Summary

Goal Summary/Comments

Students performed well in demonstrating skills (knowledge application and research competency demonstration) that are essential for success in careers related to political science in that all three student learning outcomes for this goal were met. Although Political Science internships are not required for Political Science majors, program faculty have encouraged majors to consider doing an internship so that they can learn how to demonstrate relevant research skills and knowledge in political science work environments. Program faculty will continue to monitor student performance on all student learning outcomes related to this goal.

Changes Made/Proposed Related to Goal

We have received multiple years of past positive returns regarding the student learning outcomes of students demonstrating their political science knowledge and research competencies in work environments.

Program faculty have standardized and will continue a program change begun in the 2020-2021 academic year. The change was that the POLS 490 Internship is being offered as a letter grade course instead of a pass/fail course. Two considerations prompted POLS faculty to make this change. First, as a pre-professional experience, a grade serves as a form of "job performance" evaluation for majors similar to what they will experience in the workplace, thus serving to encourage strengths and point out areas for professional growth. Second, graded internships better capture the variability in the quality of the internship experience and quality of work achieved by majors.

Strong research skills serve as one of the skills that is important for success in many careers related to political science. However, as of students entering in Fall of 2020, POLS 445 (American Foreign Policy) is no longer included as part of the Political Science core set of required classes. Therefore, beginning 2022- 2023, demonstrating research competency through performance on the Foreign Policy Research Paper Rubric was no longer used as a student learning outcome for the goal of demonstrating skills for success in careers related to Political Science. Instead, a student learning outcome related to demonstrating research competency on an assignment from the core, required POLS 499 (Capstone Senior Seminar) and/or other upper-level core class will be added to measure this goal beginning 2024-2025. Note: We had initially planned on making this change in the previous (2023-2024) academic year, but deferred it to the 2024-2025 academic year due to internal considerations related to the main content of the POLS 499 Capstone Course. During 2023-2024 academic year, two versions of the POLS 499 Capstone--an original, more research focused version and a newer more career-preparation focused version were taught. When the version of the POLS 499 Capstone is chosen for 2024-2025, either a demonstrating research competency student learning outcome or another student learning outcome related to the goal of demonstrating skills essential for success in careers related to political science will be identified.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/Professional is less than 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

48.8

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The Political Science program met this standard and has maintained a solid enrollment for the past five years, with a rolling average of 48.8 majors, which is very close to the previous year's (2021-2022) five-year rolling average of 49.4. The number of majors has ranged between 44 majors and 54 majors over the past five academic years (2018-2019 through 2022-2023).

In order to maintain and increase enrollment, the Political Science program has engaged in multiple activities for a number of years. These activities have included participating in all Open Houses, increasing the number of minor options in fields related to Political Science (Homeland Security, Criminology, Non-Profit Management), encouraging students to consider pursuing minors related to political science, adding several new course offerings (such as Homeland Security and Emergency Management), and sponsoring informational sessions and student presentations on both the Washington Semester internship program and the WISH internship program.

To provide venues outside the classroom within which interested students can pursue political science related interests and explore potential careers, the program sponsors a student organization, the Political Science Association (PSA). Also, the program routinely recognizes students of exemplary performance in the Political Science field through inviting them to join the Political Science Honor Society (Pi Sigma Alpha). Further, the program annually recognizes students who have attained various academic achievements are recognized during the spring semester in an honors and awards program.

In 2020-2021, a modified, more streamlined version of the Political Science major became available to students. Program faculty streamlined the major so that the required, core classes (such as State and Local Government and Public Budgeting) better reflected practical content that would be applicable to work settings in which many Political Science majors are likely to become employed. The new major program also allows for students to take more electives hours, which they can use to add minors which relate to their desired occupations and/or graduate or professional school goals.

In 2022-2023, the program continued its commitment (begun in 2019-2020) to increasing the number of law-related course offerings. In 2021-2022, the program committed to offering a minimum of three law related courses per academic year (which is up from the previous minimum offering of two law courses

per academic year). Given that many students are interested in law-related courses, offering law courses on a more frequent basis could encourage students to pursue a political science degree. Although multiple law classes are being offered every academic year, some of those law classes are taught online in order to accommodate the new online BA in Paralegal Studies program. Thus, program faculty is aware that when Political Science majors (or students considering taking majoring in Political Science) take the online version of these classes, they sometimes may not have as close of a connection with each other, the instructor, or department as they would in on ground law classes. Such connections are important to both building and maintaining student enrollment in the major. Future departmental planning regarding course offerings will be made with awareness of the importance of on ground law classes for on ground Political Science majors.

One new step taken in 2022-2023 to both support and maintain enrollment in the major was setting up a Pre-Law Advising Center on Blackboard. The Blackboard page contains various types of information related to considering and preparing for law school. We will continue to utilize and build upon this virtual Pre-Law Advising Center in the future to support students who are considering law school.

In 2022-2023, the program also continued to sponsor high caliber events to attract students to the Political Science major and to engage majors. The department continued to celebrate and facilitate Constitution Day (in accordance with the American Democracy project) in September, which covered constitutional-related topics that are of interest to many Political Science majors. The main event (which was in person) was a conversation with a Lander Political Science graduate who works as an attorney. The guest speaker, being a former Lander student, serves as a role model for many Lander students. The program plans to continue facilitating Constitution Day events in the future in order to stimulate the minds students interested in Political Science. A "Holocaust Remembrance Day" program, which featured a guest speaker whose area of expertise was held in which students were able to learn about and react to events related to the Holocaust.

In 2022-2023 program continued the practice of sponsoring showcases in which current and former majors shared their experiences related to internships and other special out of the classroom experiences with students. In this event, program faculty provided a forum within which students interested in Political Science could learn about the opportunities that can be experienced in the major from other students. In 2022-2023, the program continued to sponsored several social events for students and faculty in order to encourage student interaction with faculty. In the "Get to Know Your Professor," event, students were invited to take part in a game in which students were able to ask professors various questions. The event facilitated positive interactions between the faculty and students in an informal, entertaining setting.

In February of 2023, the Political Science program sponsored the South Carolina Political Science Association's Annual Conference. This was a professional conference that involved professional research presentations and events related to Political Science. This venue afforded several Political Science students with opportunities to attend a professional conference, present their research papers, and gain feedback from a professional audience within the discipline. This conference served as an opportunity to engage students outside the regular classroom.

Resources Needed to Meet/Sustain Results

Money (\$5000) is needed to facilitate bringing in professionals who work in political science related fields for special presentations and programming.

Explanation of How Resources Will Be Used

The money will be used to pay the expenses of bringing in guests who work in political science related fields. These professionals will interact with students and share their real world experiences of working in political science related fields. This will help majors and perspective students to get a better sense of the variety of careers and contexts in which they could apply their Political Science backgrounds.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3

Performance Target for "Partially Met"

No Applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

10.8

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The Political science program met this standard by producing a solid number of graduates over the past five years, with a rolling average of over 10.8 degrees conferred per year, which is slightly below both the previous year's (2021-2022) rolling average (12.3) degrees and the 2020-2021 year's rolling average (13.6) degrees.

The program has engaged in multiple activities in order to maintain and increase degree completion. The program requires that majors earn a "C" or above in two introductory courses (POLS 101-- American National Government and POLS 103--Introduction to World Politics) so that students will have solid foundational knowledge of the discipline which will help them be more successful in more advanced upper level courses that are taken later. The program has worked with the Academic Success Center in making tutors available in the introductory courses (POLS 101, POLS 103, and

POLS 200) so that students will have access to coursework assistance, which can enhance student performance and progressions through the major. Program faculty keep regular office hours to be available for student assistance. Further, in order to guide students to graduation, program faculty spend a significant amount of time advising students during the course registration period and when needed throughout the semester.

The program also maintains a student organization--the Political Science Association--which provides opportunities for majors to engage in politically-related activities such as voter registration drives, guest speaker events, and political discourse.

In 2020-2021, a modified, more streamlined version of the Political Science major became available to students. Program faculty streamlined the major so that the required, core classes better reflected practical content that would be applicable to work settings in which many Political Science majors are likely to become employed. The new major program also allows for students to take more elective hours, which they can use to add minors which relate to their desired occupations and/or graduate or professional school goals.

In 2022-2023, the program continued its commitment (begun in 2019-2020) to increasing the number of law-related course offerings. In 2021-2022, the program committed to offering a minimum of three law related courses per academic year (which is up from the previous minimum offering of two law courses per academic year). Given that many students are interested in law-related courses, offering law courses on a more frequent basis could encourage students to pursue a political science degree. Although multiple law classes are being offered every academic year, some of those law classes are taught online in order to accommodate the new online BA in Paralegal Studies program. Thus, program faculty is aware that when Political Science majors (or students considering taking majoring in Political Science) take the online version of these classes, they sometimes may not have as close of a connection with each other, the instructor, or department as they would in on ground law classes. Such connections are important to both building and maintaining student enrollment in the major. Future departmental planning regarding course offerings will be made with awareness of the importance of on ground law classes for on ground Political Science majors.

One new step taken in 2022-2023 to both support and maintain enrollment in the major was setting up a Pre-Law Advising center Blackboard page was set up on Blackboard. The Blackboard page contains various types of information related to considering and preparing for law school. We will continue to utilize and build upon this virtual Pre-Law Advising page in the future to support students who are considering law school.

In 2022-2023, the program also continued to sponsor high caliber events to attract students to the Political Science major and to engage majors. Program Faculty has worked to secure multiple external grants for many of these types of events since 2018. The department continued to celebrate and facilitate Constitution Day (in accordance with the American Democracy project) in September, which covered constitutional-related topics that are of interest to many Political Science majors. The main event (which was in person) was a conversation with a Lander Political Science graduate who works as an attorney. The guest speaker, being a former Lander student, serves as a role model for many Lander students. The program plans to continue facilitating Constitution Day events in the future in order to stimulate the minds students interested in Political Science. A "Holocaust Remembrance Day" program, which featured a guest speaker whose area of expertise was held in which students were able to learn about and react to events related to the Holocaust.

In 2022-2023 program continued the practice of sponsoring showcases in which current and former majors shared their experiences related to internships and other special out of the classroom experiences with students. In this event, program faculty provided a forum within which students interested in Political Science could learn about the opportunities that can be experienced in the major

from other students. In 2022-2023, the program continued to sponsored several social events for students and faculty in order to encourage student interaction with faculty. In the "Get to Know Your Professor," event, students were invited to take part in a game in which students were able to ask professors various questions. The event facilitated positive interactions between the faculty and students in an informal, entertaining setting.

Beginning in 2022-2023, courses in the College of Behavioral and Social Sciences (of which the Political Science program is a part), began using a common Blackboard template which was designed by instructional designers from ITS. The goal of using this Blackboard template was to better facilitate student learning, which in turn supports student degree completion, This Blackboard template contains features that are meant to both better facilitate communication between students and their instructors and provide students greater clarity in accessing course materials and in completing course assignments. Further, this template also includes a "Student Resources" page with information on the library, writing center, and advising and tutoring services, which all play important, supportive roles in student degree completion. Program faculty plan to continue to use the Blackboard template in the future for all classes in the Political Science major in order to continue supporting student learning, which in turn supports successful student completion of the degree.

Resources Needed to Meet/Sustain Results

Money (\$5000) is needed to facilitate bringing in professionals who work in political science related fields for special presentations and programming.

Explanation of How Resources Will Be Used

The money will be used to pay the expenses of bringing in guests who work in political science related fields. These professionals will interact with students and share their real world experiences of working in political science related fields. This will help majors students to get a better sense of the variety of careers and contexts in which they could apply their Political Science backgrounds, which will in turn encourage them to complete the degree.

Goal Summary

Goal Summary/Comments

Overall, the Political Science program is doing well in both maintaining a significant number of majors and awarding a significant number of Political Science degrees. The program aims to get students interested in the major and keep them interested by offering various academic, social, and career related opportunities of which they can take advantage. Despite these overall positive returns, program faculty recognizes the slight decreases in the rolling average of the number of degrees awarded over the past two years. Program faculty will continue to engage in activities that could foster growth in the political science program both in terms of major enrollment and graduates in the future.

Changes Made/Proposed Related to Goal

One fairly recent program change (from 2021-2022) that we will continue in 2023-2024 is to expand the number of law-related course offerings to a minimum of three per academic year. Offering law courses on a more frequent basis could help attract students to the political science program and encourage them to complete the political science degree (within which they could take multiple law-related classes). Given that some law classes offered in the recent past have been online (to support several online degree programs), future departmental planning regarding course offerings will be made with awareness of the importance of on ground law classes for on ground Political Science majors. Another change initiated in 2022-2023 to both support and maintain enrollment in the major was setting up a Pre-Law Advising center Blackboard page was set up on Blackboard. The Blackboard page contains various types of information related to considering and preparing for law school. We will continue to utilize and build upon this virtual Pre-Law Advising page in 2023-2024 to support students who are considering law school.

Several other recently made program changes for the purposes of supporting our major degree completions will be retained for the 2022-2023 academic year. First, we continue to apply the new, modified version of the Political Science major (first used in 2020-2021) in which the required number of Political Science classes has been reduced so that the degree is more accessible to students. Also, the increased number of elective hours that students will have available in the major program curriculum allows majors more room for majors to add either relevant minors and/or a second major to their curricula.

Finally, the program will continue to host various types of high caliber and/or interactive events (such as guest speaker presentations and student-faculty interactive activities) to encourage student interest and engagement in the field which will facilitate both student enrollment in and student completion of the major. Program Faculty has worked to secure external grants for many of these types of events since 2018. The program plans to continue facilitating both the student showcase and Constitution Day events during the 2023-2024 academic year.

Upload Rubrics/Other Files

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Dean's Email Address

smcmillan@lander.edu