

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".

Academic Program

Political Science, B.S.

Submission Year

2019-2020

Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name

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If more than one coordinator, please choose one for emails to be sent to.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

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
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice

○ Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 an understanding of political science as an academic discipline that is distinct from other social sciences by obtaining a subscore above 50 on the "political science as an academic discipline" question subset of the Political Science Program Assessment Exam

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% score above 50 on the "political science as an academic discipline" question subset of the Political Science Program Assessment Exam

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

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

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Political Science Program Assessment Exam—
"Political Science as an Academic Discipline" 20
Question Subset

Frequency of Assessment

Yearly in POLS 499 (Capstone Senior Seminar)

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

82%

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Out of 11 seniors, 82% (9 seniors) scored above 50 on the “political science as an academic discipline” subscore. The results indicate that a majority of seniors met the expected outcome and are thus performing well with respect to demonstrating an understanding of political science as an academic discipline. The requirement that majors earn C’s in the first two introductory courses— POLS 101(American National Government) and POLS 103 (Introduction to World Politics)—of the major and the recommendation that majors take POLS 200 (Introduction to Political Science) in the sophomore year help students develop an early understanding of the nature and components of the political science discipline. That early exposure to the fundamentals of the discipline supports the attainment of more complex, political science concepts later on in upper level courses such as POLS 305(European Politics), POLS 360 (Congress and the Presidency) and POLS 445 (American Foreign Policy).

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Money--\$9600 to support adjunct faculty members who would teach sections of introductory POLS classes--POLS 101 (American National Government) and POLS 103 (Introduction to World Politics).

Include estimate of cost.

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) and POLS 103 (Introduction to World Politics) sections. Offering enough sections of the introductory classes--POLS 101 and POLS 103--is very important given that these courses both provide many of the foundational concepts for both understanding Political Science as an academic discipline and for learning material in later courses that further promote understanding Political Science as an academic discipline. Given that Political Science majors must make at least a "C" in both POLS 101 and POLS 103, offering a sufficient number of sections allows Political Science majors to repeat these courses in the following semester if they do not make the required "C" or higher in either POLS 101 or POLS 103.

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 a basic knowledge of forms of government by obtaining a subscore above 50 on the "forms of government" question subset of the Political Science Program Assessment Exam

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

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

The anticipated level of achievement for this Outcome to be considered "Met".

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

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Political Science Program Assessment Exam—
"Forms of Government" 24 Question Subset

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Yearly in POLS 499 (Capstone Senior Seminar)

Data Collected for this Timeframe (Results)

82%

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Out of 11 seniors, 82% (9 seniors) scored above 50 on the “forms of government” subscore. The results indicate that a majority of the seniors met the expected outcome and are performing well with respect to gaining a basic knowledge of forms of government. The requirement that majors earn a “C” or above in POLS 101 (American National Government) and POLS 103 (Introduction to World Politics) helps to ensure that students leave those courses with basic knowledge related to forms of government. Also, the recommendation that majors take POLS 200 (Introduction to Political Science) in the sophomore year helps students develop an early foundation of basic knowledge related to forms of government.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Money--\$9600 to support adjunct faculty members who would teach sections of introductory Political Science classes--POLS 101 (American National Government) and POLS 103 (Introduction to World Politics).

Include estimate of cost.

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) and POLS 103 (Introduction to World Politics) sections. Offering enough sections of the introductory classes--POLS 101 and POLS 103--is very important given that these courses both provide many of the foundational concepts for learning basic knowledge of forms of government and for learning material in later courses that further promote learning basic knowledge of forms of government. Given that Political Science majors must make at least a "C" in both POLS 101 and POLS 103, offering a sufficient number of sections allows Political Science majors to repeat these courses in the following semester if they do not make the required "C" or higher in either POLS 101 or 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 a basic knowledge of political philosophies by obtaining a subscore above 50 on the "political philosophies" question subset of the Political Science Program Assessment Exam

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

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

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

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

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Political Science Program Assessment Exam—
"Forms of Government" 6 Question Subset

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Yearly in POLS 499 (Capstone Senior Seminar)

Data Collected for this Timeframe (Results)

70%

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Out of 10 seniors, 70% (7 seniors) scored above 50 on the "political philosophy" subscore. The results indicate that a majority of seniors met the expected outcome and are obtaining a basic knowledge of political philosophies. In an effort to support students' learning of political philosophy, Political Science majors are strongly encouraged to take POLS 200 (Introduction to Political Science) in the sophomore year so that they can get a foundational exposure to political philosophy before taking POLS 331 (Political Philosophy).

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

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. All three expected outcomes were also met in the previous academic year (2017-2018). Over the next several years, program faculty will reevaluate both its selection of generally--recognized areas of the Political Science discipline that are included in this goal and the questions that are used on the departmental assessment exam to measure the student learning outcomes. This will be done to help ensure that students are demonstrating knowledge across a set of generally recognized areas of the Political Science discipline that is most relevant to the core course offerings in the Political Science major, which reflect what is 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' career and post-undergraduate educational pursuits.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

In order to maintain student performance on this goal, several program changes will be made. First, program faculty are seeking to identify tutors (to work in Lander's Academic Success Center) for most of the core classes (which are required) in the Political Science major. Tutoring assistance for students will provide a means by which students could improve their understanding of important material in the core classes, which will assist them in developing knowledge in most of the generally recognized areas of Political Science. The second program change is directed towards the obtaining a basic knowledge of political philosophies student learning outcome. Program faculty plan to institutionalize the practice of not using a traditional textbook in the POLS 331(Political Philosophy) course. This practice provides for more streamlined, targeted focus on philosophical concepts, which can better focus student attention and allow for increased learning on basic political philosophies.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Political science majors will demonstrate political analysis skills

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
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- Facilities Positioned for Growth and Efficient Utilization
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- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

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

The anticipated level of achievement for this Outcome to be considered "Met".

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

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 50% achieve a total score of 3 or more points across all three categories (organization, mechanics and content) on the POLS 101 Critical Thinking Paper Scoring Rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

POLS 101 Critical Thinking Paper Rubric

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

88%

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Out of 8 students, 88% (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 indicate an overall improvement in student learning as compared to the 2017-2018 student performance, in which the standard was partially met with 62 % of students scoring 4 or more points across all three categories (organization, mechanics, and content) of the POLS 101 Critical Thinking Paper Scoring Rubric.

Analyses of average subscores indicate that student performance improved across all three rubric categories--organization (1.63 average subscore in 2018/2019 as compared to 1.53 subscore in 2017/2018), content (1.75 average subscore in 2018/2019 as compared to 1.39 in 2017/2018), and mechanics (1.88 in 2018/2019 as compared to 1.39 in 2017/2018). Analyses of average subscores across the three rubric categories—organization, content, and mechanics—indicate slightly greater weaknesses in student performances in content (Avg=1.30) and mechanics (Avg=1.39) sections than in organization (Avg=1.53).

This academic year (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 by the center and be encouraged to seek assistance with the organization, mechanics and content of their papers from the trained writing tutors. Given the overall student improvement on demonstrating political analysis skills, we plan to continue this practice in future semesters in order to continue to improve overall student performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

\$4800 to support adjunct faculty members who would teach sections of introductory POLS classes-- POLS 101 (American National Government)

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

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

The anticipated level of achievement for this Outcome to be considered "Met".

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

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

POLS 103 Critical Thinking Paper Rubric

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

87%

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Out of 15 students, 87% (13 students) achieved a total score of 5 or more across all five categories (organization, mechanics, content, thesis, and references) of the POLS 103 Critical Thinking Paper Rubric. The results indicate that students met the standard and are performing 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. Copies of the POLS 103 Critical Thinking Paper are sent to the Writing Center so that tutors are better enabled to assist students with the assignment. Also, POLS 103 faculty provide students with a proofreading checklist on Blackboard in an effort to assist student with the mechanics of the POLS 103 Critical Thinking Paper. Program faculty will continue these practices in order to try to maintain and/or improve upon the student performances received for the last two years.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

\$4800 to support adjunct faculty members who would teach sections of introductory Political Science classes--POLS 103 (Introduction to World Politics)

Include estimate of cost.

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.

Goal Summary

Goal Summary/Comments

The standards were met for both of the student learning outcomes used to measure to goal of demonstrating political analysis skills, thus indicating that students are performing well on this goal. Moreover, students have even shown improvement since the previous (2017-2018) academic year in that the previously partially met standard on the student learning outcome of critiquing the main points of political discourse through a POLS 101 critical thinking paper was met in the 2018-2019 academic year. In order to improve the measurement of this goal, program faculty, within a couple of academic years, plan to add a third student learning outcome which measures the goal of demonstrating political analysis skills. Both of the student learning outcomes used are measured by assignments--critical thinking papers--given in lower level courses (POLS 101 and POLS 103). In order to assess students political analysis skills in the context of upper level coursework, program faculty plan to add a student learning outcome which measures political analysis skills which comes from either the POLS 499 Senior Capstone Seminar course or another upper level course. However, due to the program's continued reconfiguration of the POLS 499 Capstone course, we did not add a political analysis student learning outcome from POLS 499 during the 2018-2019 academic year.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

A program change that will be made for the 2019-2020 academic year to help sustain and improve students' political analysis skills is providing a "proofreading checklist" to students. Instructors will make a "proofreading checklist" available to students on Blackboard in both the POLS 101 and POLS 103 courses (instead of just in POLS 103 as previously done), which both require writing assignments (critical thinking papers) for which students must engage in political analysis. The proofreading checklist includes information and tips related to all of the categories--organization, mechanics, content, thesis/topic, and references--that are included in the grading rubric for the POLS 101 and POLS 103 critical thinking papers. The previously made program changes of (1) providing copies of POLS 101 and POLS 103 writing assignments to the writing center and having a representative from the writing center come visit POLS 101 classes to discuss the services of the writing center will be retained for the 2019-2020 academic year.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Writing Rubric for POLS 101 Critical Thinking Paper.doc

Writing Rubric for POLS 103 Critical Thinking Paper.doc

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

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

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
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- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice

○ Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

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

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

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

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

POLS 490 Internship Evaluation Survey

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

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

100%

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Out of 5 interns, 100% (5 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.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Money (\$1000) 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.

Include estimate of cost.

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 by achieving a total score of 4 or more across all four categories (organization, content, references/citations, and mechanics) on the POLS 445 American Foreign Policy Research Paper Rubric

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% achieve a total score of 4 or more points across four categories (organization, content, references/citations, and mechanics) on the POLS 445 American Foreign Policy Research Paper Rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 50% and less than 70% achieve a total score of 4 or more points across four categories (organization, content, references/citations, and mechanics) on the POLS 445 American Foreign Policy Research Paper Rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 50% achieve a total score of 4 or more points across four categories (organization, content, references/citations, and mechanics) on the POLS 445 American Foreign Policy Research Paper Rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

POLS 445 American Foreign Policy Research Paper Rubric

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Yearly in POLS 445 (American Foreign Policy) Course

Data Collected for this Timeframe (Results)

91%

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Out of 11 students, 91% (10 students) scored 4 or more points across all four categories (organization, content, references/citations, and mechanics) on the POLS 445 American Foreign Policy Research Paper Rubric and thus met the standard for demonstrating research competency through writing the research paper. This student learning outcome was not assessed last year due to an internal error so a comparison with last year's student performance is not possible. An item analysis reveals that while overall student performance across the rubric categories was strong, student performance in the content area was weaker than student performance in the other three areas. By advising political science majors to take POLS 445 (American Foreign Policy) during their senior year of study, the majors take the class having already been exposed to foundational knowledge (from lower level courses such as POLS 101 and POLS 103) regarding both content and basic research skills, both of which are important in demonstrating research competency well in the POLS 445 research paper.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

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 research competency through receiving a "satisfactory" rating on job performance criteria from worksite supervisor

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

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

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

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

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

POLS 490 Internship Evaluation Survey

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

100%

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Out of 5 interns, 100% (5 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.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Money (\$1000) 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.

Include estimate of cost.

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 research competency is useful and necessary various political science work environments.

Goal Summary

Goal Summary/Comments

Students performed well in demonstrating skills (such as knowledge application, 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 all 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.

Program faculty considered incorporating an oral presentation skills assignment into the POLS 499 (Senior Capstone Seminar) as a student learning outcome for the goal of demonstrating skills essential for success in oral presentation skills. However, given the POLS 499 Capstone course is still being reconfigured, program faculty decided to suspend the idea and thus eliminate this previously used student learning outcome (found in the 2017-2018 report).

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

One program change which will be made in the 2019-2020 year to support the goal of demonstrating skills essential for success in careers related to political science is for POLS 445 instructors to add a "web guide" to assist students in improving their research skills for the American Foreign Policy Position Paper. This "web guide" will contain links to relevant data bases and other informational sources that students can use to help strengthen the content of their research. Strong research skills is one of the skills that is important for success in many careers related to political science.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

POLS 445 Writing Rubric for Paper.doc

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

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
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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

2018-2019

Ex. Academic Year 2017-2018

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.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not Applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

49

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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 49 majors. The 2018-2019 rolling average is an increase over the previous (2017-2018) five year rolling average of 44 majors. The number of majors has been significantly higher over the past three academic years (2016-2017, 2017-2018, 2018-2019) as compared to the two previous academic years (2014-2015 and 2015-2016). In order to maintain and increase enrollment, the Political Science program has engaged in activities such as sponsoring departmental advising and informational sessions for majors, increasing the number of minor options in fields related to Political Science (Homeland Security, Criminology, and 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. In the 2018-2019 academic year, the Political Science program (due to having received an outside grant) sponsored a series of special events (which included a political candidate forum, panel on civic engagement, and several speaker presentations) related to civic engagement throughout the year. The political science program intends to continue to sponsor special events related to political science in an effort to maintain and increase interest and enrollment in the program.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Money (\$500) is needed to facilitate bringing in professionals who work in political science related fields.

Include estimate of cost.

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

2018-2019

Ex. Academic Year 2017-2018

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

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

No Applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

11

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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 11 degrees conferred per year. The program has engaged in multiple activities in order to maintain and increase degree completion. The program has a requirement 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. 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 the 2018-2019 academic year, the Political Science program (due to having received an outside grant) sponsored a series of special events (which included a political candidate forum, panels on civic engagement, and several speaker presentations) related to civic engagement throughout the year. The political science program intends to continue to sponsor special events related to political science in an effort to provide interesting opportunities for majors to experience political science outside of the classroom, which will encourage majors to remain in the program.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Money (\$500) is needed to facilitate bringing in professionals who work in political science related fields.

Include estimate of cost.

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. Both the number of students enrolled and the number of graduates have increased over the last several academic years. 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 positive returns, program faculty aspire to continue to grow the political science program both in terms of major enrollment and graduates in the future.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence

of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

One program change that we will make is to expand the number of law-related course offerings to a minimum of two per academic year. Given that many students are interested in law-related courses (based on their interests in law-related careers), 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).

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.