Politics and International Relations (BA)

📋 Program-27

Annual Assessment Plan

1

2 **4.2 - 5. Forms of appropriate documentation**

Demonstrate writing, information search methods, and forms of documentation appropriate to the discipline of Political Science and the procedures for pursuing research in the discipline of Political Science.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
POLI 243 -- Original Research Project using CWMLO2 rubric	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper	Data collected annually and assessed every three years Spring 2022
POLI 494 -- Senior Seminar Paper using CWMLO2 rubric	80% of students will score at least a 3 on a 4-point rubric	Year 3 (2021-2022)
POLI 362 -- Foreign Polic and Grand Theory using CWMLO2 rubric	80% of students will score at least a 3 on a 4-point rubric if a paper	Year 3 (2021-2022)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> Due to issues in implementing the outcomes to be assessed, this outcome was only assessed in the fall semester. 100% of students met the target. We are implementing new writing sequence, moving this element out of senior seminar/ capstone and putting in POLI 212 and 213 which students take at the beginning of their work. We have drafted a general and also course specific writing objectives.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Implement new writing course sequence. Adopted writing in political science book which all faculty will work to build into their courses. Students will buy in first semester and keep for their entire time in major.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

3 **4.3 - 6. Proficiency in the field**

Demonstrate proficiency in the field of political science sufficient to pursue a career and/or continue education at the graduate level.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 2 - Breadth and Depth of Knowledge

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
POLI 494 -- Senior Seminar Papers	80% of students will score at least a 3 on a 4-point rubric	Data collected annually and assessed every three years Spring 2022
POLI 362 -- Realism: Defined and Applied	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper. CWMLO3 rubric	Year 3 (2021-2022)
Senior Survey	75% of students will indicate 4 or 5 on questions 15 and 16	Year 3 (2021-2022)
Alumni Survey	75% of alumni will indicate 4 or5 on questions 5 and 7	Year 3 (2021-2022)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> Targets met in course data (excluding student who did not take final and student who did not complete all of the essays), but below target in response to relevant senior survey data. We need to filter the senior survey data because it was administrated in capstone and did include juniors who would still have at least a year of classes left.

⑤ Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> The seminar/capstone will be focus for review next year for its next offering in 2023-24 as we continue transitioning from its former format to better align with common learning outcomes and account for the more strict division of courses by concentration. In addition, we will be collecting data from all courses each semester.

⑥ Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

4   4.1 C - Democratic values

Demonstrate commitment to democratic values for meaningful participation in the political process

Outcome(s)

① Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

② Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

③ Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
POLI 494 -- Senior Seminar Papers using CWMLO 1 rubric	80% will score at least 3 on the rubric	Data collected annually and assessed every three years Spring 2021
POLI 320 Final Exam OR Exam Questions OR Culminating Paper using CWMLO1 rubric	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper	Year 2 (2020-2021)
POLI 346 Final Exam OR Exam Questions OR Culminating Paper using CWMLO1 rubric	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper	Year 2 (2020-2021)
POLI 348 Final Exam OR Exam Questions OR Culminating Paper using CWMLO1 rubric	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper	Year 2 (2020-2021)
POLI 360 Final Exam OR Exam Questions OR Culminating Paper using CWMLO1 rubric	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper	Year 2 (2020-2021
Exit Interviews	Exit interviews will be evaluated to identify appearing and not appearing themes. (updated 5/2015)	Year 2 (2020-2021)

Measures	Targets	Timeline
Alumni Survey	75% will indicate 1 or 2 on questions 12 and 13.	Year 2 (2020-2021)
Senior Survey	75% of students will indicate 4 or 5 on questions 12, 13, and 14	Year 2 (2020-2021)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Invite Kate to speak us about fundamentals as we change the curriculum-also conversation about mapping

> We did this and completed curriculum mapping, as well as course objective revisions.

5 **4.5 - Faith**
Articulate how faith connects to the field of Political Science and to potential career options in the field of Political Science.

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
POLI 494 -- Senior Seminar Papers	OR 80% of students will score at least a 3 on a 4-point rubric	Data collected annually and assessed every three years Spring 2021
Exit Interview	75% of students will score at least 3 on rubric the CWMLO 5 rubric	Year 2 (2020-2021)
Alumni Survey	75% of alumni will score 1 or 2 on Question 11, Pull Question 10 responses also	Year 2 (2020-2021)

4   **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> invite Kate to speak us about fundamentals as we change the curriculum-also conversation about mapping
>
> Examine how the survey is administered; introduce specific examples or models in appropriate courses so students are guided through this faith integration. More discussion needed.
>
> We addressed in curriculum mapping and have added elements to courses.

6 **4.1 A - Foundational content**
Explain foundational content, practices and philosophical and ethical assumptions of political science.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Senior Survey Questions 4, 5, 6, 7 and 8	75% of students will indicate 4 or 5 on questions 4, 5, 6, 7, and 8 on the Senior Survey.	Data collected annually and assessed every three years spring 2020
Final Exam OR Exam Questions OR Culminating Paper using CWMLO 1 rubric	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper	Year 1 (2019-2020)

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

⑤ **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

⑥ **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

7 **4.1 D - Global interactions**

Explain the impact of global interactions and identify the significance of different cultural and political structures.

Outcome(s)

① Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

②

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Final Exam OR Exam Questions OR Culminating Paper using CWMLO 1 rubric	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper	Data collected annually and assessed every three years Spring 2020
Senior Survey questions 10 & 11	75% of students will indicate 4 or 5	Year 1 (2019-2020)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 **4.1 B - Normative approaches**

Explain the empirical and normative approaches of political science inquiry

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Final Exam OR Exam Questions OR Culminating Paper using CWMLO 1 rubric	80% of students will score at least 80% on the exam or designated questions OR 80% of students will score at least a 3 on a 4-point rubric if a paper	Data collected annually and assessed every three years spring 2021
POLI 243 -- Original Research Paper using CWMLO 1 rubric	80% of students will score at least a 3 on a 4-point rubric	Year 2 (2020-2021)
POLI 494 -- Senior Seminar Papers using CWMLO 1 rubric	80% of students will score at least a 3 on a 4-point rubric	Year 2 (2020-2021)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> POLI 494 and 204
> Invite Kate to speak us about fundamentals as we change the curriculum-also conversation about mapping
>
> POLI 243
>
> Enrollment of 20 is really the max (listed as 24). Students didn't learn the software. Other courses can help alieve this and can be spotlighted when mapping occurs:
>
> 1. prior experience with: lit reviews, logic of system design, if they had stats that would help
> 2. change the assessment language
> 3. More intentionality and robust writing (papers have context and a purpose)
>
> Curriculum mapping occurred. Some of the elements - literature review and foundations of scientific method shifted to POLI 213.

9 **4.4 - Options for employment**

Identify options for employment, voluntary service, and/or graduate education in the field of Political Science and identify one's sense of vocation in this field.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Senior Survey question 17	75% of students will score 4 or 5 on question 17	Year 3 (2018-2019)
Alumni Survey question 8	75% of alumni will score 3 or 4 on question 8	Year 3 (2018-2019)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

2

Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Assessment Rubric

1

Process

	1	2	3	4
	○	○	○	◉
Is the plan being implemented faithfully and revised as needed?	Assessment plan is not implemented.	Most aspects of plan are being implemented or all aspects are implemented to some degree.	Assessment plan is fully implemented.	Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

> We are going to be collecting data each semester from all classes but have been doing regular assessment and revisions to process.

3

Engagement

	1	2	3	4

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	○ Limited involvement beyond chair/director	○ All educators contributing to the curriculum are aware of process and results	● All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	○ All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4 Explanations:

5

Program Learning Objectives

	1	2	3	4

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	○ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	○ PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	◉ PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6 Explanations:

7

Measures

	1	2	3	4

	1	2	3	4
	○	○	○	⦿
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8 Explanations:

9

Targets

	1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	○ Some targets are missing.	○ Targets are arbitrarily chosen or reflect minimal expectations.	○ Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	◉ Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

11

Timeline

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	○ Not identified clearly for all measures.	○ Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	◉ Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	○ Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

> Increasing collection, maintaining 3 year cycle of analysis.

13

Action Plan

	1	2	3	4
	○	○	◉	○
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

14 Explanations:

15

Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	○ No record of assessment results and changes made as a result of assessment findings.	○ The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	⦿ The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

> 4.4 - Options for employment--If I'm understanding your time line I would think this should have been assessed this year. It appears you are on a three year cycle and last assessed in 18-19, so I would have thought this would be assessed in 21-22, but no data is entered. Could be that I am not understanding your timeline designations.

CLOSE AND EXIT