Bachelor of Science with a major in Political Science, Macon

Semester reporting: Spring Semester 2021

Reporting cycle: Annual Reporting Cycle

Academic Program Assessment by Location Report Information

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In which school is this program located?	Education and Behavioral Sciences
Program Type:	Undergraduate
Approximately how many students are enrolled in this program at this location?	19

Student Learning Outcomes

SLO1

7. SLO 1: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)	Describe and identify the theoretical underpinnings of the study of politics and government.
8. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Exam (ETS Major Field Test) – Total test score
9. SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)	50% of students should have a scaled score at or above the national mean (152.2)
10. SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	34
11. SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome?	One student exceeded the benchmark while a second student was within 2 points, suggesting we were close to meeting this target. As SLO 1 reflects general performance across the curriculum, we generally look to SLOs 2, 3, and 4 to identify areas of study that need reinforcement instead.

Student Learning Outcomes

SLO2

12. SLO 2: What is the second Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)	Describe and identify the formal and informal institutions and processes of, and political behavior within, the political system of the United States and those of other countries.
13. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Exam (ETS Major Field Test) – Subscore 1
14. SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).	50% of students should have a scaled subscore at or above the national mean (52.2)
15. SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	34
16. SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome?	As with SLO 1, one student exceeded the benchmark score while one was only a few points short of exceeding the benchmark. Nonetheless this does suggest a weakness in student training in American politics on the Macon campus. To address this, we are going to make use of videoconferencing technology to provide access to more American politics electives to students on the Macon campus starting in spring 2022.

Student Learning Outcomes
SLO3

17. SLO 3: What is the third Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)	Describe and identify the key features of the international system, including interactions between countries, and the differences between how various countries are governed around the world.
18. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Exam (ETS Major Field Test) – Subscores 2 and 3
19. SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).	50% of students should have scaled scores at or above the national mean in the IR (52.9) and CP (52.3) assessments
20. SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	34
21. SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome?	As with SLOs 1 and 2, the pattern of performance was similar for SLO 3: one student exceeding the benchmark and one within a few points of the benchmark. On the Macon campus, international relations was the weakest field, which is not surprising since our faculty member with the greatest expertise in IR is based on the Cochran campus and we only recently were able to recruit a part-time faculty member to teach more advanced IR courses in person in Macon. The weakness in comparative politics was not as egregious. The combination of videoconferencing (as noted in SLO 2) and the recruitment of a new faculty member in Cochran with expertise in comparative politics and IR should lead to better student performance in future cohorts.

Student Learning Outcomes
SLO4

22. SLO 4: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)	Identify and use appropriate methodologies for collecting, analyzing, and presenting data and evidence in written, oral, and graphical form, within the context of political science.
23. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)	Research paper assignment with rubric
24. SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....	70% of students should achieve level 2 or higher ("Good") in range 0-4) on rubric in each category
25. SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	80
26. SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome?	Since 80% of students met the target performance level we did not determine that any changes in courses or curriculum were necessary for future improvements.

Sampling

27. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	3

Open Box for Assessment Comments

28. In this field, please document the overall use of assessment results for continuous improvement and Open Text Box For Assessment Comments:	As noted above, we used the results of SLOs 1-3 to implement some changes in our teaching, namely the recruitment of a replacement full-time faculty member with greater expertise in comparative politics and giving access to more IR and comparative courses to Macon-based students through the future use of videoconferencing to deliver elective courses, which should result in future improvements in student performance. 3 students were assessed on SLOs 1-3; 5 students were assessed on SLO 4. One of the three students who was assessed on the MFT in Macon in POLS 4900 is not expected to graduate until spring 2022, so their scores might well have been higher had they taken the MFT as a graduating senior. If this students' scores had been omitted, we would have met the benchmark on SLOs 1-3.
29. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	There were no obvious impacts of COVID-19 on these results beyond those affecting the university and its students in general. It is possible that some of the observed weakness in SLOs 1-3 might reflect the abrupt shift to online teaching in March 2020 but we have no direct evidence to support such a conclusion.