Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here: https://www.mga.edu/provost/program-histories.php; if they don't please contact OIRDS to update them. NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission. https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

 Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work In the event that you need to edit your submission, you may contact the Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

christopher.lawrence@mga.edu

Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

Bachelor of Science with a major in Political Science

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

◉ Cochran

◯ Macon

○ Eastman

○ Dublin

○ Warner Robins

○ Online

Q4. In which College is this program located?

○ Arts and Letters

○ Aviation

○ Health and Natural Sciences

○ Business

○ Computing

● Education and Behavioral Sciences

Q5. Program Type

○ Graduate

● Undergraduate

○ Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

○ Summer 2022

○ Fall 2022

● Spring 2023

Q7. Approximately how many students are enrolled in this program at this location?

2

8. SLO 1: What is the first Student Learning Outcome for this support area? 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.

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Exam (ETS Major Field Test) – Total test score

10. 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 (152.3).

11. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Comparability of program with peer and aspirant institutions.

12. 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)

0

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

No students taking classes primarily on the Cochran campus completed the assessment for the 2022-23 cycle. Results from the Macon campus were used to assess program effectiveness and consider changes in pedagogy and curriculum.

14. SLO 2: What is the second Student Learning Outcome for this support area? 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.

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Exam (ETS Major Field Test) – Subscore 1 (American Politics)

16. 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 (52.4).

17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Comparability of program with peer and aspirant institutions.

18. 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)

0

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

> No students taking classes primarily on the Cochran campus completed the assessment for the 2022-23 cycle. Results from the Macon campus were used to assess program effectiveness and consider changes in pedagogy and curriculum.

20. SLO 3: What is the third Student Learning Outcome for this support area? 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.

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

> Exam (ETS Major Field Test) – Subscores 2 and 3 (International Relations and Comparative Politics)

22. 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 (52.4) assessments.

23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

> Comparability of program with peer and aspirant institutions.

24. 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)

0

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

No students taking classes primarily on the Cochran campus completed the assessment for the 2022-23 cycle. Results from the Macon campus were used to assess program effectiveness and consider changes in pedagogy and curriculum.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? 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.

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Research paper assignment in POLS 3045 with rubric.

28. 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.

29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Expected performance for junior-level college students on a written assignment in the social and behavioral sciences.

30. 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)

100

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Since student met the target performance level we did not determine that any changes in courses or curriculum were necessary for future improvements.

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

This program does not have any tracks or concentrations.

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

NA

Q43. Report and analyze the learning outcomes associated with each program concentration or track

NA

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

SLOs 1-3: 0; SLO 4: 1.

33. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

- ☑ Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- ☐ Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets
- ☑ Own Student Success 3. Develop academic pipelines and expand degrees
- ☑ Own Student Success 4. Expand student engagement and experiential learning
- ☐ Build Shared Culture 5. Attract talent and enhance employee development and recognition
- ☐ Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- ☐ Build Shared Culture 7. Cultivate engagement with its local communities

34. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- ☑ Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- ☑ Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- ☐ Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- ☑ Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- ☐ Request for Additional Financial or Human Resources
- ☐ Customer Service Changes: Communication, Services, etc
- ☑ Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- ☐ Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- ☐ Other [_____]

35. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost/No-Cost Books

36. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

Assessment results based on small sample sizes (or no sample, in the case of SLOs 1-3 for Cochran) are highly challenging to use as the basis for any efforts to produce continuous improvement; as a result, the department examines student performance more holistically in deciding on curricular and programming changes to improve student performance.

37. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).