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| **Assurance of Student Learning**  **2023-2024** | | | |
| *Potter College* | | *Political Science* | |
| *686 – Political Science* | | | |
| *Scott Lasley* | | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:** Illustrate the role of social, economic and political factors in shaping political problems | | | |
| **Instrument 1** | Assigned Paper from Senior Seminar (Paper #1) | | |
| **Instrument 2** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  Connect the role of formal and informal political actors play in political discourse over public policy. | | | |
| **Instrument 1** | Assigned Paper from Senior Seminar (Paper #3) | | |
| **Instrument 2** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  Assess the ability of actors and institutions to address political and policy problems. | | | |
| **Instrument 1** | Assigned Paper from Senior Seminar (Paper #3) | | |
| **Instrument 2** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| All SLOs will continue to be assessed annually. Students continue to perform reasonably well in the major. The requirements for the major were revised effective Fall 2021. The revisions more closely align the major’s curriculum with PCAL’s core competencies. Potential changes were discussed have been discussed but no clear consensus has emerged and no changes have been made yet. Until changes are made we will plan to maintain the status quo for assessment. | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | Illustrate the role of social, economic and political factors in shaping political problems. | | | | |
| **Measurement Instrument 1** | Assigned Paper from Senior Seminar (Paper #1) | | | | |
| **Criteria for Student Success** | Score at least 3 out of 5 on attached rubric. | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | 86% | |
| **Methods** | 1/3 of papers from Senior Seminar were randomly selected for review by faculty (*n*=14). The departmental assessment committee evaluated the papers using the appropriate rubric. The assessment was completed by two faculty members from the assessment committee. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |

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| **Student Learning Outcome 2** | | | | | | |
| **Student Learning Outcome** | Connect the role of formal and informal political actors play in political discourse over public policy. | | | | | |
| **Measurement Instrument 1** | Assigned Paper from Senior Seminar (Paper #3) | | | | | |
| **Criteria for Student Success** | Score at least 3 out of 5 on attached rubric. | | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | | 79% | |
| **Methods** | 1/3 of papers from Senior Seminar were randomly selected for review by faculty (*n*=13). The departmental assessment committee evaluated the papers using the appropriate rubric. | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | | **Not Met** |

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| **Student Learning Outcome 3** | | | | | | |
| **Student Learning Outcome** | Assess the ability of actors and institutions to address political and policy problems. | | | | | |
| **Measurement Instrument 1** | Assigned Paper from Senior Seminar (Paper #3) | | | | | |
| **Criteria for Student Success** | Score at least 3 out of 5 on attached rubric | | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | | 86% | |
| **Methods** | 1/3 of papers from Senior Seminar were randomly selected for review by faculty (*n*=14). The department assessment committee evaluated the papers using the appropriate rubric. | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | |
| **Results**: As expected.  **Conclusions**: We have good students who perform well in the program and curriculum is structured to emphasize SLOs.We are a bit concerned about some changes to student attendance/behavior post pandemic but they have not been reflected as part of the assessment process.  **Plans for Next Assessment Cycle**: No significant change is planned yet but we will look at adding a 4th SLO (for research/methods) as needed. We will look to once again add student surveys to the annual review of the Department. | | | | | | |

**Rubric for Student Learning Outcomes – Political Science**

SLO 1: Illustrate the role of social, economic and political factors in shaping political problems.

1 – Unable to identify the role of factors in shaping political problems.

3 – Identifies and defines several key factors.

5 – Clearly identifies and defines role of factors in shaping political problems.

SLO 2: Connect the role of formal and informal political actors play in political discourse over public policy.

1 – Unable to identify and connect the role of political actors in political discourse.

3 – Identifies role of actors in discourse and makes basic connections.

5 – Clearly connects role of political actors in political discourse over public policy.

SLO 3: Assess the ability of actors and institutions to address political and policy problems.

1 – Unable to identify and assess the ability of actors to solve problems.

3 – Identifies key actors and institutions and begins to describe their role in addressing political problems.

5 – Clearly analyzes ability of actors and institutions to address policy and political problems.

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| **Program name:** | Political Science | | |  |  |
| **Department:** | Political Science | | |  |  |
| **College:** | PCAL | | |  |  |
| **Contact person:** | Scott Lasley | | |  |  |
| **Email:** | [scott.lasley@wku.edu](mailto:scott.lasley@wku.edu) | | |  |  |
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| **KEY:** | |  |  |  |  |
| **I = Introduced** | |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |
| **M = Mastered** | |  |  |  |  |
| **A = Assessed** | |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** |
|  |  |  | Illustrate the role of social, economic and political factors in shaping political problems. | Connect the role of formal and informal political actors play in political discourse over public policy. | Assess the ability of actors and institutions to address political and policy problems. |
| **Course Subject** | **Number** | **Course Title** |  |  |  |
| PS | 110 | American National Government | I | I | I |
| PS | 250 | International Politics | I/R | I/R | I/R |
| PS | 275 | Intro to Citizenship | R | R | R |
| PS | 301/302 | Stats/Research Design\* |  |  |  |
| PS | XXX | Almost All PS Courses\*\* | R/M | R/M | R/M |
| PS | 499 | Senior Seminar | M/A | M/A | M/A |
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|  |  | \* PS 301/302 does not directly provides skills for achieving program learning outcomes but does not directly address them. We should identify a fourth learning outcome that can be added to the program learning outcomes. |  |  |  |
|  |  | \*\* This includes courses that fall into the three areas of restricted electives. |  |  |  |