

## Associate of Science with a major in Political Science

Warner Robins

Spring Semester 2018

### Academic Program Assessment

#### Program and Assessment Report Information

<b>Prepared on:</b> 7/6/2018 2:44:46 PM	<b>By:</b> christopher.lawrence@mga.edu
<b>In which college or school is this program located?</b>	Arts and Sciences
<b>Program Type:</b>	Associate (60 Hours)
<b>Program Name:</b>	Associate of Science with a major in Political Science
<b>Reporting Cycle:</b> (Note: Some programs are required to report on a semester basis for reasons of secondary accreditation or a graduate program required to established assessment data before the next five-year report to SACSCOC.)	Annual Reporting Cycle
<b>Which semester were the data collected and analyzed? If it crossed multiple semesters, select the latest semester of data.</b>	Spring Semester 2018
<b>For which campus are these assessments being submitted? A separate assessment report is needed for each location a program is offered.</b>	Warner Robins
<b>Approximately how many students are in this program at this location?</b>	0

## Student Learning Outcomes

### SLO 1

<b>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.....)</b>	Students will identify and explain the key features of major U.S. political institutions (Congress, the presidency, and the judiciary) of the U.S. national government.
<b>What instrument 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)</b>	Exam
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	70%
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	70
<b>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)</b>	100

**SLO 2**

<b>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.....)</b>	Students will identify and explain the processes linking citizens and the U.S. national government (elections, parties, and interest groups).
<b>What instrument 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)</b>	Exam
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	70%
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	70
<b>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)</b>	100

**SLO 3**

<b>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.....)</b>	Students will identify the key features of the international system and approaches to studying international politics, and the differences between how various countries are governed around the world.
<b>What instrument 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)</b>	Essay assignment with rubric
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct)</b>	70
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	70%
<b>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)</b>	100

**SLO 4**

<b>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.....)</b>	Students will identify contemporary issues in domestic politics and their impact on national, state, and local governments.
<b>What instrument 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)</b>	Essay assignment with rubric
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	70%
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	70
<b>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)</b>	100

## Sampling

<b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?</b>	0
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## Evidence of changes based on an analysis of results

<b>What changes were implemented based on an analysis of the students' performance on these Student Learning Outcomes? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.)</b>	<p>Since all students continued to meet the SLOs, we engaged in a deeper examination of performance on exam items on the cumulative final examination in POLS 1101, and identified a pattern of weakness in the understanding of the impeachment process for presidents and other high officials.</p> <p>To improve student understanding of the impeachment process, we plan to incorporate additional audiovisual materials from the Watergate and Whitewater scandals into the course so students are more familiar the issues surrounding this topic.</p>
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Form run:

Wednesday, February 13, 2019

