

Bachelor of Science with a major in Political Science, Cochran

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?	6

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)	0
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?	Although we did not meet the target for this assessment, one of the two students tested on the Cochran campus was just below the national average. As discussed below we examined sub scores on the MFT to identify areas of needed improvement that should boost overall performance in future years.

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 score 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)	0
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?	Neither student performed within 9 points of the national mean on this measure, which is based on U.S. government and politics. It is possible that the performance reflects the mix of coursework these specific students pursued. While two data points is not sufficient statistical evidence to draw any useful conclusions, nonetheless this finding does suggest there are weaknesses in the teaching of core concepts of American government and politics. We are planning to use videoconferencing starting in spring 2022 to ensure more elective courses in American politics are available to students in Cochran to help improve this measure.

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)	0
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?	On the Cochran campus, students did substantially better on the international politics sub score than they did in either U.S. or comparative politics, which suggests that teaching in the former area is substantially stronger. To improve the teaching of comparative politics, we have recruited a new faculty member who has deeper graduate training in that subfield who will be based on the Cochran campus, starting in fall 2021.

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)	100
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 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?	2
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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 American politics courses to Cochran-based students through the future use of videoconferencing to deliver elective courses.
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.