

Bachelor of Science with a major in Political Science, Macon

Semester reporting: Spring Semester 2022

Reporting cycle: Annual Reporting Cycle

Academic Program Assessment Report Information

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In which college or school is this program located?	Education and Behavioral Sciences
Program Type:	Undergraduate
Approximately how many students are in this program at this location?	11

Student Learning Outcomes

SLO1

<p>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.....)</p>	<p>Describe and identify the theoretical underpinnings of the study of politics and government.</p>
<p>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>Exam (ETS Major Field Test) – Total test score</p>
<p>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....)</p>	<p>50% of students should have a scaled score at or above the national mean (152.3)</p>
<p>SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Comparability with peer institutions</p>
<p>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>0</p>
<p>SLO 1: Improvement Plans and 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? (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. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>As it would be irresponsible to make large-scale changes in an academic program based on the results of a test involving two students, no immediate changes were made. However, these results, along with results from prior cycles, will be incorporated in future curriculum discussions.</p>

SLO2

<p>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.....)</p>	<p>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.</p>
<p>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>Exam (ETS Major Field Test) – Subscore 1</p>
<p>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....)</p>	<p>50% of students should have a scaled subscore at or above the national mean (52.4)</p>
<p>SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Comparability with peer institutions</p>
<p>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>0</p>
<p>SLO 2: Improvement Plans and 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? (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. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>As it would be irresponsible to make large-scale changes in an academic program based on the results of a test involving one students, no immediate changes were made. However, these results, along with results from prior cycles, will be incorporated in future curriculum discussions.</p>

SLO3

<p>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.....)</p>	<p>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.</p>
<p>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>Exam (ETS Major Field Test) – Subscores 2 and 3</p>
<p>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....)</p>	<p>50% of students should have scaled scores at or above the national mean in the IR (52.9) and CP (52.4) assessments</p>
<p>SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Comparability with peer institutions</p>
<p>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>0</p>
<p>SLO 3: Improvement Plans and 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? (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. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>As it would be irresponsible to make large-scale changes in an academic program based on the results of a test involving two students, no immediate changes were made. However, these results, along with results from prior cycles, will be incorporated in future curriculum discussions.</p>

SLO4

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.
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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?	Research paper assignment in POLS 3045 with rubric 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.
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
SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)	Comparability with peer institutions
SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.	100%
SLO 4: Improvement Plans and 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? (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. Major changes to curriculum must go through the Academic Affairs process.)	Since students met the target performance level we did not determine that any changes in courses or curriculum were necessary for future improvements.

Sampling

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

Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).	Assessment results based on small sample sizes 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.
Optional Open Text Box For Assessment Comments:	
If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to assessment@mga.edu when you submit this form with your Department name and program in the subject line.)	

