

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: BA in Political Science

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Submission Date: October 4, 2023

Review Cycle:

Even Year

X Odd Year

Review Round:

Round A (Associate Dean review)

X Round B (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Political Science, BA

Non-Accredited

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

Political Science majors will be able to...

1. Analyze and evaluate diverse concepts, theories, and methods used to study politics, governments, and public policies.
2. Analyze, evaluate, and synthesize diverse sources of research and data related to Political Science.
3. Write in multiple formats, including research papers and policy writing, using effective organization, style, methods, and evidence.
4. Present and discuss research and political/policy problems using effective oral delivery and listening skills.
5. Apply content knowledge to develop professional skills and engage in the profession of Political Science.
6. Identify and evaluate the value of political knowledge, ethical decision-making, active citizenship, and diversity in understanding politics, governments, and public policy.

Overview of Measures/Instruments

<p align="center">SLO(s)</p> <p align="center"><i>Note: Measures might be used for more than 1 SLO</i></p>	<p align="center">ULG *</p>	<p align="center">Measures/Instruments</p> <p align="center"><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p align="center">How is the information Used?</p> <p align="center"><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>1. Political Science majors analyze and evaluate diverse concepts, theories, and methods used to study politics, governments, and public policies.</p>	<p>C, Q</p>	<p>PLS 2033/Research Methods project The instructor evaluates student proficiency in critical thinking and methods skills, based on a class project.</p> <p>Most students complete this class in their sophomore year, or for transfer students, in their first year at EIU. The course is a prerequisite for PLS 4600.</p>	<p>PLS 2033/Research Methods Project Faculty Evaluations <u>Target:</u> 70% will be rated as proficient/highly proficient</p> <p><u>Results, N=41</u> Critical thinking skills</p> <ul style="list-style-type: none"> • 44% proficient • 51.2% highly proficient • 95.2% proficient or highly proficient combined <p>Effective data interpretation</p> <ul style="list-style-type: none"> • 48.7% proficient • 29.2% highly proficient • 77.9% proficient or highly proficient combined <p>Effective methods application</p> <ul style="list-style-type: none"> • 48.7% proficient • 34.1% highly proficient • 82.8% proficient or highly proficient combined <p>Targets were met.</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>PLS 4600/Capstone Research and Presentation</p> <p>The instructor evaluates proficiency in how the student’s research project in PLS 4600 demonstrated content knowledge, critical thinking, and methods skills.</p> <p>Department faculty evaluate proficiency in how student research presentations demonstrate content knowledge and critical thinking.</p> <p>All students must take PLS 4600, usually in their senior year.</p>	<p>PLS 4600/Capstone Research & Presentation</p> <p>Faculty Evaluations</p> <p><u>Target:</u> 80% will be rated as proficient/highly proficient.</p> <p><u>Results, N=30:</u></p> <p>Content knowledge in an area of political Science</p> <ul style="list-style-type: none"> • 50% proficient • 43% highly proficient • 93% proficient or highly proficient combined <p>Critical thinking skills</p> <ul style="list-style-type: none"> • 36.7% proficient • 60.3% highly proficient • 97% proficient or highly proficient combined <p>Appropriate methods skills</p> <ul style="list-style-type: none"> • 63.3% proficient • 30% highly proficient • 93.3% proficient or highly proficient combined <p>Note: Due to COVID, we did not have enough faculty evaluations of the presentations to adequately use this measure. We will reevaluate how to improve this measure and implement a change this fall semester.</p> <p>Targets were met.</p>
		<p>Applied Learning Experiences</p> <p>The faculty mentor or coordinator evaluates student’s ability to connect their classroom experience with the applied learning experience, based on the written requirements for the experience.</p> <p>Assessments include internships, simulations, independent studies, and department honors. All students must complete 3 credits of an applied learning experience. All of</p>	<p>Applied Learning Experiences</p> <p>Faculty Evaluations</p> <p><u>Target:</u> 80% will be rated as proficient/highly proficient</p> <p><u>Results:</u></p> <p>Internships, Connecting classroom experience with internship setting, N=12</p> <ul style="list-style-type: none"> • 16% proficient • 66.7% highly proficient • 82.7% proficient or highly proficient combined

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>them are assessed here except a study abroad option.</p> <p>Note: this was not originally included in our assessment plan, but the data are an additional measure of student content knowledge and critical thinking.</p>	<p>Simulations, Connecting classroom experience with simulation, N=48</p> <ul style="list-style-type: none"> • 29.2% proficient • 60.8% highly proficient • 90% proficient or highly proficient combined <p>Independent Studies/Departmental Honors, Connecting classroom experience with research N=8</p> <ul style="list-style-type: none"> • 37.5% proficient • 50% highly proficient • 87.5% proficient or highly proficient combined <p>Targets were met.</p>
		<p>Exit Survey of Students: Students complete this survey as a requirement in PLS 4600.</p> <p>3 questions focus on this SLO:</p> <ul style="list-style-type: none"> • The PLS major strengthened my knowledge of politics, government, and public policy. • The PLS major strengthened my critical thinking skills. • The PLS major introduced me to multiple methods used to conduct research. 	<p>Exit Survey of Students: <u>Target:</u> 80% of responses will be agree/strongly agree</p> <p><u>Results:</u> The PLS major strengthened my knowledge of politics, government, and public policy. (N=24)</p> <ul style="list-style-type: none"> • 29% agree • 62.5% strongly agree • 91.5% agree or strongly agree combined <p>The PLS major strengthened my critical thinking skills. (N=24)</p> <ul style="list-style-type: none"> • 33.3% agree • 58.3% strongly agree • 91.6% agree or strongly agree combined <p>The PLS major introduced me to multiple methods to conduct research. (N=17)</p> <ul style="list-style-type: none"> • 29.4% agree • 47.1% strongly agree • 76.5% agree or strongly agree combined

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>2. Analyze, evaluate, and synthesize diverse sources of research and data related to Political Science.</p>			<p>Target was met for 2 of the survey questions and nearly met for the 3rd question. There was a smaller response size for the 3rd question due to a one section using an older version of the exit survey.</p>
	<p>C, W, Q</p>	<p>PLS 2033/Research Methods Projects</p> <p>The instructor evaluates student proficiency at using sources after classroom material and readings involving sources.</p>	<p>PLS 2033/Research Methods Projects</p> <p>Faculty Evaluations</p> <p><u>Targets:</u> 70% will be rated as proficient/highly proficient.</p> <p><u>Results, N=41</u></p> <ul style="list-style-type: none"> • 48.7% proficient • 34.1% highly proficient • 82.8% proficient or highly proficient combined <p>Target was met.</p>
		<p>PLS 4600/Capstone Research</p> <p>The instructor in PLS 4600 evaluates how well the student’s research project demonstrates analysis, evaluation, and synthesis of diverse sources and data.</p>	<p>PLS 4600/Capstone Research</p> <p>Faculty Evaluations</p> <p><u>Target:</u> 80% will be rated as proficient/highly proficient</p> <p><u>Results, N=30</u></p> <ul style="list-style-type: none"> • 50% proficient • 43% highly proficient • 93% proficient or highly proficient combined <p>Target was met.</p>
		<p>Exit Survey of Students:</p> <p>Students in PLS 4600 will respond to the exit survey, evaluating whether the PLS major strengthened their ability to analyze and apply multiple sources of political information and research.</p>	<p>Exit Survey of Students:</p> <p><u>Target:</u> 80% of responses will be agree/strongly agree</p> <p><u>Results, N=17</u></p> <ul style="list-style-type: none"> • 53% agree • 47% strongly agree • 100% agree or strongly agree combined <p>Target was met.</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>3. Political Science majors write in multiple formats, including research papers and policy writing, using effective organization, style, methods, and evidence.</p>	<p>C, W, Q</p>	<p>PLS 2033/Research Methods Assignment</p> <p>The instructor evaluates student proficiency with interpreting and applying methods based on a class project.</p>	<p>PLS 2033/Research Methods Assignment</p> <p>Faculty Evaluations</p> <p><u>Targets:</u> 70% will be rated as proficient/highly proficient.</p> <p><u>Results, N=41</u></p> <p>Effective data interpretation</p> <ul style="list-style-type: none"> • 48.7% proficient • 29.2% highly proficient • 77.9% proficient or highly proficient combined <p>Effective methods application</p> <ul style="list-style-type: none"> • 48.7% proficient • 34.1% highly proficient • 82.8% proficient or highly proficient combined <p>Targets were met.</p>
		<p>PLS 4600/Capstone Policy Assignment</p> <p>The instructor evaluates student proficiency in policy writing, based on a writing assignment in the class.</p>	<p>PLS 4600 Capstone Policy Assignment</p> <p>Faculty Evaluations</p> <p><u>Target:</u> 80% will be rated as proficient/highly proficient</p> <p><u>Results, N=18</u></p> <p>Proficiency in policy writing</p> <ul style="list-style-type: none"> • 33.3% proficient • 61% highly proficient • 94.3% proficient or highly proficient combined <p>Note: the written policy assignment was not distributed each semester. We will reevaluate how to improve this assessment.</p> <p>Target was met.</p>
		<p>PLS 4600/Capstone Research and Presentation</p> <p>The instructor evaluates student proficiency with:</p> <ul style="list-style-type: none"> • Citation style • Overall writing ability • Data interpretation 	<p>PLS 4600 Capstone Research and Presentation</p> <p>Faculty Evaluations</p> <p><u>Target:</u> 80% be rated as proficient/highly proficient</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<ul style="list-style-type: none"> • Methods application <p>Department faculty evaluate proficiency in how research presentations demonstrated applied methods skills.</p>	<p><u>Results:</u> Applying an appropriate citation style, N=30</p> <ul style="list-style-type: none"> • 10% proficient • 86.7% highly proficient • 96.7% proficient or highly proficient combined <p>Effective overall writing skills, N=30</p> <ul style="list-style-type: none"> • 33.3% proficient • 63.3% highly proficient • 96.6% proficient or highly proficient combined <p>Effective data interpretation, N=28</p> <ul style="list-style-type: none"> • 42.3% proficient • 46% highly proficient • 88.3% proficient or highly proficient combined <p>Effective methods application, N=30</p> <ul style="list-style-type: none"> • 56.7% proficient • 30% highly proficient • 86.7% proficient or highly proficient combined <p>Note: Due COVID, we did not have enough faculty evaluations of the presentations to adequately use this measure. We will reevaluate how to improve this measure and implement a change this fall semester.</p> <p>Targets were met.</p>
		<p>Exit Survey of Students</p> <p>2 survey questions are related to this SLO:</p> <ul style="list-style-type: none"> • The PLS major strengthened my writing skills. • In PLS classes, I wrote a variety of different types of papers. 	<p>Exit Survey of Students</p> <p><u>Target:</u> 80% of responses will be agree/strongly agree</p> <p><u>Results:</u> The PLS major strengthened my writing skills. (N=24)</p> <ul style="list-style-type: none"> • 50% agree • 50% strongly agree • 100% agree or strongly agree combined

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
			<p>In PLS classes, I wrote a variety of different types of papers. (N=17)</p> <ul style="list-style-type: none"> • 23.4% agree • 52.9% strongly agree • 76.3% agree or strongly agree combined <p>The target for the 1st survey question was met, but was not met for the 2nd survey question, which had a smaller sample size.</p>
<p>4. Political Science majors present and discuss research and political/policy problems using effective oral delivery and listening skills.</p>	<p>C, S</p>	<p>PLS 4600/Capstone Policy Discussions</p> <p>The instructor in PLS 4600 evaluates student proficiency in small group discussion/listening abilities based on class meetings.</p>	<p>PLS 4600/Capstone Policy Discussions</p> <p>Faculty Evaluations</p> <p><u>Targets:</u> 80% will be rated as proficient/highly proficient</p> <p><u>Results:</u> N=29</p> <ul style="list-style-type: none"> • 24% proficient • 76% highly proficient • 100% proficient or highly proficient combined <p>Target was met.</p>
		<p>PLS 4600/Capstone Research Presentations:</p> <p>The Instructor and department faculty evaluate student proficiency in presenting research.</p>	<p>PLS 4600/Capstone Research Presentation</p> <p>Faculty Evaluations</p> <p><u>Target:</u> 80% will be rated as proficient/highly proficient</p> <p><u>Results:</u> N=30</p> <ul style="list-style-type: none"> • 23.3% proficient • 73.3% highly proficient • 96.6% proficient or highly proficient combined <p>Note: Due to COVID, we did not have enough faculty evaluations of the presentations to adequately use this measure. We will reevaluate how to improve this measure and implement a change this fall semester.</p> <p>Target was met.</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>Exit Survey of Students</p> <p>2 Survey questions are related to this SLO:</p> <ul style="list-style-type: none"> • The PLS major strengthened my speaking and listening skills. • The PLS major strengthened my group discussion skills. 	<p>Exit Survey of Students</p> <p><u>Target:</u> 80% of responses will be strongly agree/agree</p> <p><u>Results:</u></p> <p>The PLS major strengthened my speaking and listening skills. (N=24)</p> <ul style="list-style-type: none"> • 33.3% agree • 50% strongly agree • 83.3% agree or strongly agree combined <p>The PLS major strengthened my group discussion skills. (N=17)</p> <ul style="list-style-type: none"> • 47.1% agree • 41% strongly agree • 88.1% agree or strongly agree combined <p>Targets were met.</p>
<p>5. Political Science majors apply their content knowledge to develop professional skills and engage in the profession of Political Science.</p>	<p>R, C</p>	<p>PLS 4600/Capstone Resume Assignment</p> <p>The instructor evaluates proficiency in how student’s ability to write a professional resume, following guidance from the instructor, the American Political Science Association website, and EIU Career Services.</p>	<p>PLS 4600/Capstone Resume Assignment</p> <p>Faculty Evaluations</p> <p><u>Targets:</u> 90% will be rated as proficient/highly proficient</p> <p><u>Results, N=30</u></p> <ul style="list-style-type: none"> • 16.7% proficient • 83.3% highly proficient • 100% proficient or highly proficient combined <p>Target was met.</p>
		<p>Applied Learning Experiences</p> <p>Faculty mentors, simulation instructors, and internship coordinators evaluate student proficiency in demonstrating professional skills and engagement.</p>	<p>Applied Learning Experiences</p> <p>Faculty Evaluations</p> <p><u>Target:</u> 90% will be rated as proficient/highly proficient in demonstrating engagement and professional skills.</p> <p><u>Results:</u></p> <p>Internships, Overall Professionalism, N=12:</p> <ul style="list-style-type: none"> • 83% highly proficient

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			<p>Simulations, Professionalism at the Simulation, N=47:</p> <ul style="list-style-type: none"> • 12.8% proficient • 70.2% highly proficient • 83% proficient or highly proficient combined <p>Independent Studies/Department Honors, Professionalism in Research, N=8</p> <ul style="list-style-type: none"> • 37.5% proficient • 50% highly proficient • 87.5% proficient or highly proficient combined <p>Target was not met for any of the applied learning experiences.</p>
		<p>Exit Survey of Students</p> <p>2 survey questions are related to this SLO:</p> <ul style="list-style-type: none"> • The PLS major offered me opportunities to develop professional skills. • Students are asked to list applied learning activities, RSO participation, and leadership. 	<p>Exit Survey of Students</p> <p><u>Target:</u></p> <ul style="list-style-type: none"> • 80% of responses will be strongly agree/agree on professional skills • At least 50% of will participate in RSOs and at least 25% of them will have leadership experience. <p><u>Results:</u></p> <p>The PLS major offered me opportunities to develop professional skills. (N=17)</p> <ul style="list-style-type: none"> • 35.3% agree • 35.7% strongly agree • 71% agree or strongly agree combined <p>Students are asked to list applied learning activities, RSO participation, and leadership. (N=24)</p> <ul style="list-style-type: none"> • 92% of respondents participated in RSOs • 58% of respondents held leadership positions on campus <p>The target for the 1st instrument was not met, but the target for the 2nd instrument was met. Note the</p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
			<p>smaller sample size for the 1st instrument.</p>
<p>6. Political Science majors understand how political knowledge, ethical decision-making, active citizenship, and the role of diversity shape politics, governments, and public policy.</p>	<p>R</p>	<p>PLS 2033/Research Methods IRB Assignment The instructor will evaluate the proficiency of students' knowledge and understanding of human subject research guidelines.</p>	<p>PLS 2033/Research Methods IRB Assignment Faculty Evaluations <u>Targets:</u> 90% will successfully complete the assignment <u>Results:</u> N=26 <ul style="list-style-type: none"> • 100% highly proficient Target was met.</p>
		<p>Applied Learning Experiences Faculty mentors, simulation instructors, and internship coordinators evaluate student proficiency in demonstrating ethical decision-making and engaged active citizenship.</p>	<p>Applied Learning Experiences Faculty Evaluations <u>Target:</u> 90% will be rated as proficient/highly proficient in demonstrating engagement and professional skills. <u>Results:</u> Internships, N=12 <ul style="list-style-type: none"> ○ Ethical decision making: 100% highly proficient ○ Engaged active citizenship: 100% highly proficient Simulations, N=47 Ethical decision making: <ul style="list-style-type: none"> • 8.5% proficient • 72.5% highly proficient • 81% proficient or highly proficient combined Engaged active citizenship: <ul style="list-style-type: none"> • 2% proficient • 74.5% highly proficient • 76.5% proficient or highly proficient combined Target was met for Internships, but not for Simulations.</p>
		<p>Exit Survey of Students 2 sets of questions are related to this SLO: The PLS major strengthened my awareness of how each of the</p>	<p>Exit Survey of Students: <u>Target:</u> 90% of responses will be strongly agree/agree <u>Results:</u></p>

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG *</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
		<p>following shapes politics, government, and public policies:</p> <ul style="list-style-type: none"> • Political knowledge • Active citizenship/political participation • Ethical decision making. • Impact of diversity <p>How important to you personally is each of the following?</p> <ul style="list-style-type: none"> • Becoming a community leader • Improving my understanding of other countries and cultures • Keeping up to date with political news • Influencing the political structure • Volunteering in my community • Voting in elections 	<p>The PLS major strengthened my awareness of how each of the following shapes politics, government, and public policies:</p> <p>Political knowledge (N=24)</p> <ul style="list-style-type: none"> • 29.2% agree • 62.8% strongly agree • 92% agree or strongly agree combined <p>Active citizenship/political participation (N=24)</p> <ul style="list-style-type: none"> • 37.5% agree • 50.5% strongly agree • 88% agree or strongly agree combined <p>Ethical decision making (N=17)</p> <ul style="list-style-type: none"> • 35.3% agree • 35.7% strongly agree • 71% agree or strongly agree combined <p>Diversity (N=17)</p> <ul style="list-style-type: none"> • 29.4% agree • 58.6% strongly agree • 88% agree or strongly agree combined <p>Only 1 instrument (political knowledge) met the target, but 2 of the other 3 were close to the target.</p> <p>How important to you personally is each of the following? (N=17)</p> <p>Becoming a community leader</p> <ul style="list-style-type: none"> • 52.9% agree • 6% strongly agree • 58.9% agree or strongly agree combined

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG</p> <p>*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
			<p>Improving my understanding of other countries and cultures</p> <ul style="list-style-type: none"> • 71% agree • 11% strongly agree • 82% agree or strongly agree combined <p>Keeping up to date with political news</p> <ul style="list-style-type: none"> • 41% agree • 15% strongly agree • 56% agree or strongly agree combined <p>Influencing the political structure</p> <ul style="list-style-type: none"> • 41% agree • 12% strongly agree • 53% agree or strongly agree combined <p>Volunteering in my community</p> <ul style="list-style-type: none"> • 65% agree • 6% strongly agree • 71% agree or strongly agree combined <p>Voting in elections</p> <ul style="list-style-type: none"> • 76% agree <p>None of the measures met the target, and three were well below the target.</p>

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

- The most significant change implemented this Fall 2023 is a new 1-credit course, PLS 1500/Political Science Forum. The purpose of this course is to create a stronger cohort of new majors and new transfer students, provide an introductory understanding of Political Science fields and methods, explore career and professional opportunities, and discuss strategies for success in Political Science classes. We will include this course in our assessment process, since all new students are required to take the class, ideally in their 1st semester at EIU.

- We will develop an entrance survey based on the exit survey, to gauge student attitudes and expectations as they begin the major.
 - We will assess student writing projects, presentations, and group discussion skills in this class, allowing for an earlier snapshot of these instruments.
 - We can better emphasize the importance, purpose of, and ethics/professionalism expected in applied learning experiences (internships, independent studies, simulations, study abroad, and departmental honors), hopefully leading to improved assessments.
 - We are also more regularly offering courses in non-western Comparative politics, expanding students' knowledge of regions of the world outside of the U.S. and Europe.
 - Based on assessment results so far, we'll be discussing the following topics this year:
 - Developing an ethics and professionalism module for students in applied learning experiences, to reinforce expectations of professional behavior.
 - Exploring other methods of assessing different types of writing skills that students develop in their courses, to capture whether students are developing their skill at writing papers such as policy briefs, case briefs, op-eds, book reviews, etc.
- 2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).**

Most of the unmet targets were related to the Exit Survey and Applied Learning Experiences, including the following:

Exit Survey

- The PLS major introduced me to multiple methods to conduct research. (76.5% agree/strongly agree; missed target by 3.5%)
- In PLS classes, I wrote a variety of different types of papers. (76.3% agree/strongly agree; missed target by 3.7%)
- The PLS major offered me opportunities to develop professional skills. (71% agree/strongly agree; missed target by 9%)
- Importance of...
 - Active citizenship/participation (88% agree/strongly agree; missed target by 2%)
 - Impact of diversity (88% agree/strongly agree; missed target by 2%)
 - Ethical decision-making (71% agree/strongly agree; missed target by 19%)
 - Becoming a community leader (58.9% agree/strongly agree; missed target by 31.1%)
 - Improving my understanding of other countries and cultures (82% agree/strongly agree; missed target by 8%)
 - Keeping up to date with political news (56% agree/strongly agree; missed target by 34%)
 - Influencing the political structure (53% agree/strongly agree; missed target by 37%)
 - Volunteering in my community (71% agree/strongly agree; missed target by 19%)
 - Voting in elections (76% agree; missed target by 14%)
- In most cases, the student survey responses were very positive, and followed the trends we expected. It's possible that having a target of 90% is simply too high; lowering the target to 80% would mean that 25% of these questions would meet the target, and another 50% would be fairly close.
- These responses may be artifacts of a highly politicized, polarized era, during a global pandemic. More data collection with a larger sample size will provide a better picture.
- During the past 3 years, the department has been slow to return to guest speakers, events, and workshops for students, which may help improve these responses—this fall we have multiple events already scheduled and hope to see improvement.

Applied Learning Experiences

- While all assessments of Applied Learning Experiences met the target of connecting the experience with the classroom, some assessments fell short of their targets:
 - Demonstrating engagement and professional skills
 - Ethical decision-making
 - Engaged active citizenship
- We had an unusual case in the past year with a small number of students leaving behaving unprofessionally. We will work to address this through both academic advising, mentoring, and course syllabi.

Our assessment instruments were not ideal in two areas:

- Faculty assessment of student capstone presentations.
 - Due to the pandemic, faculty were not consistently able to attend the capstone presentations. We will discuss this fall how to better assess student presentations, though we do have a measure through the Capstone instructor's assessment.
- Assessing student policy writing.
 - We are attempting to assess forms of writing outside of traditional research papers, but not all Capstone instructors have a policy writing assignment. We will discuss how to assess this through other classes, where a wider variety of writing assignments are used.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
9/2021	Melinda Mueller, Jeff Ashley, Karen Swenson, and Alexandria Wilson-McDonald (Department Chair and Undergraduate Curriculum & Assessment Committee), and then all the faculty	In Fall 2021 we established and approved this assessment plan. The department chair consulted with faculty teaching/mentoring relevant courses about their role in assessment. The department chair sent assessment instruments out at the end of each semester to faculty teaching/mentoring relevant courses.
9/2022	Melinda Mueller, Jeff Ashley, and Karen Swenson (Department Chair and Undergraduate Curriculum & Assessment Committee members)	In Fall 2022 the department chair discussed data collection with the Undergraduate Curriculum and Assessment Committee. The department chair sent assessment instruments out each semester to faculty teaching/mentoring relevant courses. We discussed opportunities to assess PLS 1500, and to improve assessment of different genres of writing in the major.
9/2023	Melinda Mueller shared a draft report with members of the Undergraduate Curriculum & Assessment Committee (Jeff Ashley, Kevin Anderson, and Jin Hong Kim), and with all department faculty.	The department will meet October 18 to discuss changes to the assessment plan, addressing the issues raised in the previous section. The department chair will continue to send out assessment instruments each semester to faculty teaching or mentoring relevant courses. We have already sent out an entrance survey to PLS 1500 students who are entering 1 st years or new transfer students.

CLAS Dean's Comments

The BA in Political Science assessment plan is well-conceived with clearly identified and mapped out SLOs and measurements tied to a variety of instruments including applied learning experiences, an exit survey, and student performance on specific course-related activities (e.g., presentations, projects, and other assignments). The Political Science Assessment and Curriculum committees completed annual reviews which resulted in the improvement of assessment procedures and steps to enhance the assessment of writing competency within the major. Assessment data also led to curricular changes including the development of PLS 1500 (Political Science Forum) which is designed to create a stronger cohort among first year and transfer students in the program. Overall, the program report is well-done and we look forward to seeing the progress at the 4-year mark (2025).

Dean or designee: Michael Cornebise



Date: 11/17/2023

B.A. Political Science

The B.A. in Political Science program has set out a nicely balanced program of assessment, one that can only become even more effective in addressing those areas for improvement identified in the process. For instance, the program has added a 1-credit introductory forum course, and is contemplating the addition of an entrance survey. On the advanced end of the spectrum, the capstone course lends important information, and the exit survey reveals the need for greater focus, perhaps throughout the entire political science curriculum, on ethical decision-making and active citizenship. The program plans to hone in on writing skills as they are developed in multiple genres of political science writing.



VPAA or designee Dr. Suzie Park, Asst VPAA Interim

Date: 4/2/24