2016-2017 Assessment Cycle COLA_Political Science BA

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017." The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

MISSION STATEMENT FOR THE DEPARTMENT OF POLITICAL SCIENCE UNIVERSITY OF LOUISIANA AT LAFAYETTE First and foremost, the mission of the Department of Political Science at the University of Louisiana at Lafayette is to make students wonder—to wonder at the character or nature of the American regime; to wonder at the rich and manifold tapestry of regimes other than our own; and to wonder at the multitudinous ways, both obvious and unseen, that politics shapes our own self-understanding of who we are as individuals and as citizens. Only a student capable of wonder—of asking why someone or something is the way that it is—will be genuinely capable of reflection and openness, and therefore of learning. Thereafter, we attempt to provide students with the full range of intellectual tools to critically evaluate and judge. For example, what are the strengths and weaknesses of American government, in particular, and democracy, in general? What qualities constitute a thoroughly robust and vigorous citizen and what specific right and/or duties (if any at all) should that citizen expect from and/or owe to their regime? Or again, what are the arguments of those who advocate or advance an entirely different political architecture and way of life as superior to our own? The awakening of a student's curiosity must be coupled with an ability to think critically both about one's own way of life (and the political forces that shape that life) and the most serious alternatives proffered by others: without the ability to make reasoned and

discerning judgments (and the ability to revisit and revise those judgments in the light of new evidence or ideas), a student risks wandering aimlessly in their education, or even degenerating into a myopic dogmatism. Finally, we wish to help students make an informed decision about the future course of their lives, a decision that reflects their strengths and interests as individuals as well as their progress and achievements in the Department, University, and community as a whole. Not only do we endeavor to canvass the full range of career possibilities-from graduate education to law school to immediate employment-but we also encourage students to keep in contact with us as they advance in their future endeavors. Wonder, judgment, decision: these are the hallmarks of an undergraduate degree in the Department of Political Science. We seek to provide students with a genuinely liberal arts education—an education that prepares each student to become a free and enlightened individual and citizen. To borrow the language of Aristotle, we hope to awaken the student to the possibility of genuine human excellence or eudaimonia; and that possibility can only be realized if one first confronts the architectonic science of politics. Of course, every Department's mission must be tailored to its resources, and we are an admittedly smaller Department with fewer resources, both within the University and by national standards of comparison for a university of our size: consequently, we cannot offer the full range of courses necessary to cover every subfield in political science. Thus, the Department has successfully focused on depth rather than breadth in our curriculum, targeting and tapping the diverse intellectual strengths of the faculty as it currently exists. Indeed, despite our Department's small size, we have managed to excel at each of the three principal areas by which a department is judged: teaching, research and service. In respect to teaching, we offer a general degree program in political science as well as two area concentrations in pre-law and international relations: the former concentration is one of the most popular, and the Department has had great success in sending students to some of the most prestigious law schools in the state and across the nation, including Duke, William & Mary, Vanderbilt, Baylor, Tulane, LSU, Southern Methodist and others. The international relations concentration was only recently instituted, but it is rapidly proving to be extremely popular with students in this new era of globalization. In addition to teaching the Department's traditional course requirements and offerings, the faculty regularly offers new and innovative courses. Some recent courses include Dystopia and Human Nature in Film, Feminism, The Politics of Shakespeare, Presidential Elections, International Security and Conflict, and Sports and Politics. As evidenced by student evaluations of teaching, faculty in political science have some of the highest ratings of any department in the University. In respect to research, the Department is committed to the continued professional development of our faculty, through pursuing every opportunity to provide the requisite time, resources and facilities necessary for the advancement of knowledge. The political science faculty has published articles in a great many peer-reviewed academic journals, including Presidential Studies Quarterly, Journal of Environmental Law and Litigation, Review of Metaphysics, Policy Research Quarterly, The University of Memphis Law Review, Journal of Comparative European Politics, Peace Review, and Review of International Studies. In addition to other scholarly venues-including encyclopedia entries, internet-based offerings, book reviews or review essays, and attending national and regional academic conferences-the faculty have also published books, edited volumes, and translations with such publishers as Rowman and Littlefield, Lynne Rienner, and Transaction. In respect to service to our students, university, and community, the Department has an extraordinary record which promises to become even brighter in the near future. For example, the Department offers a very vibrant and rewarding internship program, where students can work with United States Senators and members of Congress, as well as work in Lafayette city-parish government. We offer over a dozen different fellowships and/or awards to political science students throughout their career, one of the most recent being the Tom and Lena Ritchie Endowed Memorial Scholarships, which provide up to 10 student with \$1,500 awards for law school. We also host or are involved in a number of university and community events throughout the year, including the UL Lafayette Law Club, forums debating the Iraq war, debates in the Philosophy Club, a political science film series, and most recently creating the International Studies Society, which sponsors an array of events and guest speakers. Our service to students is exemplary in other ways as well. For example, students have easy access to their professors: the entire faculty has at least 10 hours of office hours a week, and we all have a "drop on by" attitude when it comes to addressing students' questions or concerns. Several of our faculty have won awards for advising. The Department's service to the community is demonstrated in regular faculty commentary given to the media and departmental sponsorship of public awareness events, such as forums and debates between candidates for elected office. Additionally, several members of the Political Science faculty are asked to provide election night coverage on local television stations and are sought out by state and national media to provide analysis and commentary on important political events throughout the year. Finally, the Department works to make the University community a better place through service on important committees including general education and the American Democracy Project, participation in the Faculty Senate, and answering the call on special projects. Working together, the Political Science Department at the University of Louisiana at Lafayette serves students through teaching and advising, the university community and southwest Louisiana through service, and the intellectual community through cutting-edge research.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Students will increase their level of active engagement with the political system.			
Legends	SLO - Student Le	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes				
Assessment Measures				
	Assessment Measure	Criterion	Attachments	
	Indirect - Survey - students	Measurement of our efforts in this area is accomplished by the creation of a "passport" which records each student's involvement by academic progress (credit hours earned). The passport itself was the result of a collaborative effort among political science faculty. It is an instrument which allows advisors to monitor and record the self-reported participatory activities of each student during regular advising sessions once per academic year (either fall or spring). Target: We hope to see a 100% increase (doubling) of the average of civic participations and social involvements as the students progress from less than 30 hours to over 90 hours.		

Goal/Objective	Students will demonstrate knowledge necessary for effective citizenship.			
Legends	SLO - Student Le	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes				
Assessment Measures				
	Assessment Measure	Criterion	Attachments	
Assessn		The POLS Department believes that the possession of a reasonable amount of information about the American political system is required for efficacious citizen participation. To measure the Department's success in providing students with this important information, an identical pre- and post-test was given in sections of POLS 110 - American Government (a required class for all majors). The identical test was given on the first day of class and again sometime during the last two weeks of class at the discretion of the instructor. Students were given verbal instructions on proper coding methods, and were also informed of the importance of these measures to the value of the students' education and preparation for life after leaving the University. The 25 question test includes the major topics covered in a standard introductory American		

Government course. Thus, the test included questions on various topics such as the Constitution, each of the three branches of government, political behavior by individuals, etc. Target: We seek to double the percent of students passing the test with a 70% (C=satisfactory) or better grade (a 100% increase in the passing rate) between the pre-test and post- test).

Goal/Objective	Students will demonstrate increased positive attitudes towards political participation.			
Legends	SLO - Student Learning Outcome/Objective (academic units);			
Standards/Outcomes				
Assessment Measures				
	Assessment Measure	Criterion	Attachments	
		The POLS Department seeks to develop positive attitudes towards participating in civic activities, believing that an engaged citizenry is necessary for self-government. One way that the Department seeks to accomplish this objective is by requiring those students taking POLS 217/317-State and Local Government to attend (at least) one public governmental meeting. Students attending the public meeting are then required as part of their assignment to complete a "Reaction Paper" that seeks to determine their attitudes (positive or negative) towards government and gauge the likely effects of this required participation on future (voluntary) civic participation. The "Field Trip" assignment in general reflects the assumption that attendance at a governmental meeting will increase the likelihood that students will continue to develop positive attitudes towards their government, will increase their likelihood of attending another governmental meeting and, as a concomitant, will increase the probability of participating in political activities of all types. The Reaction Paper that is a small part of the Field Trip Assignment seeks information about changes in students' attitudes after attending the meeting. Target: We seek to double the percent from the survey pre-test versus post-test of students indicating on the survey positive affect towards political interest and efficacay between the pre-test and post-test).		

Goal/Objective	Students will demonstrate increased ability to read, think, and write critically in the discipline of political science.
Legends	SLO - Student Learning Outcome/Objective (academic units);

Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Written Assignment	The fourth goal articulated in the Assessment Plan for the Department of Political Science is that students completing the political science degree will be able to read complex primary and secondary texts, critique those texts, and write critically about them. In order to measure the Department's success in preparing students for these complex tasks, the Department typically selects 15 papers from majors with less than 60 credit hours and 15 papers from majors with more than 90 credit hours. The basic assumption behind this strategy is that students with more hours in the Political Science program should be able to read, think and write more effectively than should students with fewer hours. The papers collected are then graded by three members of the Political Science faculty according to a 6-point rubric developed by the entire Department. Target: We seek an increase of at least .5 (on a 4.0 scale; a 12.5% improvement or half-letter grade) between the under 60 papers and the over 90 papers.	

Goal/Objective	Students will demonstrate improved knowledge about the academic discipline of Political Science and careers in the field.		
Legends	SLO - Student Le	earning Outcome/Objective (academic units);	
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
		An assessment will be administered twice in POLS 101 Introduction to Political Science. A pre-test once at the beginning of the semester and the same measure will be given again as a post-test at the end of the semester. We will measure knowledge of the major; writing in the discipline; knowledge of club and volunteer opportunities in political science; knowledge of career opportunities; how research is conducted in political science; careers in the various sub- fields of political science; awareness of honors program, study abroad program and scholarship. Target: We seek to double the percent of students passing the test with a 70% (C=satisfactory) or better grade between the pre-test and post-test (i.e. a 100% increase in the passing rate)	

Goal/Objective	The Department of Political Science will retain first-year majors to their second year in the major.				
Legends	PO - Program Objective (ad	cademic units);			
Standards/Outcomes					
Assessment Measures	L	_			
	Assessment Measure Criterion Attac				
	Direct - UL Enrollment Data on Student Retention (Other)	Target: We seek that first-year retention rate of students in the major will be higher than UL's average first-year retention rate across all disciplines.			

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students will increase their level of active engagement with the political system.

Goal/Objective	Students will incr	Students will increase their level of active engagement with the political system.		
Legends		SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes				
Assessment Measures				
	Assessment Measure	Criterion		
	Indirect - Survey - students	Measurement of our efforts in this area is accomplished by the creation of a "passport" which records each student's involvement by academic progress (credit hours earned). The passport itself was the result of a collaborative effort among political science faculty. It is an instrument which allows advisors to monitor and record the self-reported participatory activities of each student during regular advising sessions once per academic year (either fall or spring). Target: We hope to see a 100% increase (doubling) of the average of civic participations and social involvements as the students progress from less than 30 hours to over 90 hours.		
Assessment Findings				

Indirect - Survey - students Has the criterion Measurement of our creation of a "passport" which records each student's academic progress (credit hours earned). The passport itself was the result of a collaborative effort among political science faculty. It is an instrument which allows advisors to monitor and record the self-reported participatory activities of each student during regular advising sees sol no cober 2017.

Assessment List Findings for the Assessment Measure level for Students will demonstrate knowledge necessary for effective citizenship.

Goal/Objective	Students will demonstrate knowledge necessary for effective citizenship.	
Legends	O - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes		
Assessment		

Measures						
	Assessment Measure	Criterion				
	Direct - Pre/Post Test	The POLS Department believes that the possession of a reasonable and of information about the American political system is required for efficacion citizen participation. To measure the Department's success in providing students with this important information, an identical pre- and post-test way given in sections of POLS 110 - American Government (a required class all majors). The identical test was given on the first day of class and again sometime during the last two weeks of class at the discretion of the instru- Students were given verbal instructions on proper coding methods, and w also informed of the importance of these measures to the value of the students' education and preparation for life after leaving the University. T 25 question test includes the major topics covered in a standard introduct American Government course. Thus, the test included questions on vario topics such as the Constitution, each of the three branches of government political behavior by individuals, etc. Target: We seek to double the perce- students passing the test with a 70% (C=satisfactory) or better grade (a 1 increase in the passing rate) between the pre-test and post-test).				
Assessment Findings	Assessment	Criterion	Summary	Attachments	Improvement	
	Measure			of the Assessments	Narratives	
	Direct - Pre/Post Test	Has the criterion The POLS Department believes that the possession of a reasonable amount of information about the American political system is required for efficacious citizen participation. To measure the Department's success in providing students with this important information, an identical pre- and post-test was given in sections of POLS 110 - American Government (a required class for all majors). The identical test was given on the first day of class and again sometime during the	We did not measure this objective during the 2016-2017 assessment cycle. We will measure it during the 2017- 2018 assessment cycle, and have already administered the pre-test in all three sections of POLS 110 American National Government at the start of the Fall 2017 semester.		- Assessment Process: Continuous monitoring: We did not measure this objective during the 2016-2017 assessment cycle. We will measure it during the 2017- 2018 assessment cycle, and have already administered the pre-test in all three sections of POLS 110 American National Government at the start of the Fall 2017 semester.	

last two weeks of class at the discretion of the instructor. Students were given verbal instructions on proper coding methods, and were also informed of the importance of these measures to the value of the students' education
question testincludes the majortopics covered in astandardintroductoryAmericanGovernment course.Thus, the testincluded questionson various topicssuch as theConstitution, each ofthe three branchesof government,political behavior byindividuals, etc.Target: We seek todouble the percentof students passingthe test with a 70%(C=satisfactory) orbetter grade (a100% increase in thepassing rate)between the pre-testand post-test). beenmet yet?

Assessment List Findings for the Assessment Measure level for Students will demonstrate increased positive attitudes towards political participation.

Goal/Objective	Students will demonstrate increased positive attitudes towards political participation.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcom es	

t				
Assessmen Measure	t Criterion			
	The POLS	S Department se	eks to develop positive attitudes towards	participating
	in civic ac	tivities, believing	that an engaged citizenry is necessary	for self-
			t the Department seeks to accomplish th	
			s taking POLS 217/317-State and Local blic governmental meeting. Students atte	
			quired as part of their assignment to con	
			ks to determine their attitudes (positive o	
			gauge the likely effects of this required pa ticipation. The "Field Trip" assignment in	
			at attendance at a governmental meeting	
	the likelih	ood that students	s will continue to develop positive attitude	es towards
			ease their likelihood of attending another	
			d, as a concomitant, will increase the pro tivities of all types. The Reaction Paper t	
			inment seeks information about changes	
			e meeting. Target: We seek to double th	
			ersus post-test of students indicating on	
	•	•	itical interest and efficacay between the	pre-test and
	post-test)	•		
Assessme	Criterion	Summary	Attachments of the Assessments	Improveme
Assessme nt Measure	Criterion	Summary	Attachments of the Assessments	Improveme nt Narratives
nt	Criterion Has the	Summary POLS 317 is	Attachments of the Assessments Local_Government_Attitudinal_Surve	nt
nt	Has the criterion	POLS 317 is a course		nt Narratives - Assessment
nt	Has the criterion The POLS	POLS 317 is a course required of	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process:
nt	Has the criterion The POLS Department	POLS 317 is a course required of most pols	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data
nt	Has the criterion The POLS Department seeks to	POLS 317 is a course required of most pols majors,	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection
nt	Has the criterion The POLS Department	POLS 317 is a course required of most pols	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data
nt	Has the criterion The POLS Department seeks to develop positive attitudes	POLS 317 is a course required of most pols majors, including those with concentration	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities,	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities, believing that an engaged	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip requires students to attend a local	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be taught in two sections by two
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities, believing that an engaged citizenry is	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip requires students to attend a local governmental	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be taught in two sections by two different
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities, believing that an engaged citizenry is necessary	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip requires students to attend a local governmental meeting.	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be taught in two sections by two different instructors.
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities, believing that an engaged citizenry is necessary for self-	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip requires students to attend a local governmental meeting. Typically this	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be taught in two sections by two different instructors. One test of
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities, believing that an engaged citizenry is necessary for self- government	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip requires students to attend a local governmental meeting. Typically this requirement	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be taught in two sections by two different instructors. One test of the measure
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities, believing that an engaged citizenry is necessary for self- government . One way	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip requires students to attend a local governmental meeting. Typically this requirement is completed	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be taught in two sections by two different instructors. One test of the measure will be to
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities, believing that an engaged citizenry is necessary for self- government	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip requires students to attend a local governmental meeting. Typically this requirement	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be taught in two sections by two different instructors. One test of the measure
nt	Has the criterion The POLS Department seeks to develop positive attitudes towards participatin g in civic activities, believing that an engaged citizenry is necessary for self- government . One way that the	POLS 317 is a course required of most pols majors, including those with concentration s in pre-law or political science. The field trip requires students to attend a local governmental meeting. Typically this requirement is completed by	Local_Government_Attitudinal_Surve	nt Narratives - Assessment Process: Data Collection changed: The class on which the assignment is based will now be taught in two sections by two different instructors. One test of the measure will be to see if there

this	board	two classes
objective is	meeting. In	and also
by requiring	an effort to	across
those	measure the	larger
students	attitudinal	numbers of
taking	effects of this	students.
POLS	requirement	Further
217/317-	the	refinement
State and	department	of the
Local	asks students	measure
Governmen	to complete a	and
t to attend		
	"Field Trip	expansion
(at least)	Paper	of the civic
one public	Feedback	component
government	Assignment"	awaits
al meeting.	after	feedback
Students	attending a	from this
attending	meeting	larger and
the public	(survey	more varied
meeting are	below and	student
then	attached).	group.
required as	Twenty eight	
part of their	students	
assignment	completed	
to complete	the	
a "Reaction	questionnaire	
Paper" that	in spring	
seeks to	2016. The	
determine	results were	
their	collated in	
attitudes	Spring 2016	
(positive or	by the	
negative)	instructor.	
towards	Given the	
government		
and gauge	report the	
the likely	question of	
effects of	inter-coder	
this	reliability was	
required	assumed to	
participatio	be moot. The	
n on future	students	
(voluntary)	were asked	
(voluntary) civic		
	six questions and were	
participatio		
n. The "Field Trip"	given a	
"Field Trip"	chance to	
assignment	respond "Strangh	
in general	"Strongly	
reflects the	Agree,"	
assumption	"Agree," "No	
that	Change,"	
attendance	"Disagree,"	
at a	and "Strongly	
government		
al meeting	The results	

will	were as	
increase	follows:	
the	Question 1:	
likelihood	Attendance	
that	at the	
students	meeting	
will	made me	
continue to	better	
develop	informed of	
positive	how	
attitudes	government	
towards	meetings are	
their	conducted.	
government	Results:	
, will	Strongly	
increase	Agree: 18;	
their		
likelihood of	Agree: 9; No	
	Change: 1;	
attending	Disagree: 0:	
another	Strongly	
government	Disagree: 0	
al meeting	(28 total)	
and, as a	Question 2:	
concomitan	Attendance	
t, will	at this	
increase	meeting	
the	helped me	
probability	see that	
of	people can	
participatin	make a	
g in political	difference or	
activities of	have a voice	
all types.	in local	
The	government.	
Reaction	Results:	
Paper that	Strongly	
is a small	Agree: 7;	
part of the	Agree: 13;	
, Field Trip	No Change:	
Assignment	5; Disagree:	
seeks	3; Strongly	
information	Disagree: 0	
about	(28 total)	
changes in	Question 3:	
students'	Attendance	
attitudes	at the	
after	meeting	
attending	positively	
the	changed the	
meeting.	way that I	
Target: We	viewed my	
seek to	government.	
double the	Results:	
percent	Strongly	
from the	Agree: 7;	
survey pre-	Agree: 7; No	

		10
test versus	Change: 12;	
post-test of	Disagree: 2;	
students	Strongly	
indicating	Disagree: 0	
on the	(28 total)	
survey	Question 4:	
positive	Attendance	
affect	of the	
towards	meeting	
political	made me	
interest and	more likely to	
efficacay	attend a	
between	government	
the pre-test	meeting in	
and post-	the future.	
test). been	Results:	
met yet?	Strongly	
Met	Agree: 12;	
	Agree: 7; No	
	Change: 7;	
	Disagree: 2;	
	Strongly	
	Disagree: 0	
	(28 total)	
	Question 5:	
	Attendance	
	at this	
	meeting	
	made it more	
	likely that I	
	would	
	become more	
	involved in	
	local	
	government	
	in the future.	
	Results:	
	Strongly	
	Agree: 10;	
	Agree: 8; No	
	Change: 7;	
	Disagree: 3;	
	Strongly	
	Disagree: 0	
	(28 total)	
	Question 6:	
	Attendance	
	at this	
	meeting	
	made it more	
	likely that I	
	will exercise	
	my	
	participation	
	rights in other	
	ways as a	

	14
citizen at	
some point in	
the future.	
Results:	
Strongly	
Agree: 14;	
Agree: 12;	
No Change:	
2; Disagree:	
0; Strongly	
Disagree: 0	
(28 total)	
Discussion:	
As may be	
seen from the	
results,	
students	
exposed to a	
governmental	
meeting,	
overwhelmin	
gly find that	
their	
experience	
was	
transformativ	
e and are	
much more	
likely to	
attend future	
meetings and	
participate in	
politics in the	
future.	
Indeed,	
among the 28	
students	
responding,	
nearly 96%	
strongly	
agreed or	
agreed that	
"attending a	
meeting	
made [them]	
better	
informed.	
These data	
correspond	
well with the	
department	
goal of	
increasing student and	
student and	
citizen	
participation	

	15
in and with	
government.	
These results	
were	
replicated on	
every	
question. For	
example,	
71% of	
students felt	
that	
attendance at	
the meeting	
increased	
their sense of	
efficacy, the	
point charted	
in question 2;	
50% of	
student's	
attitudes	
were	
positively	
affected	
about	
government	
(question 3);	
68% of	
students	
reported that	
they were	
more likely to	
attend a	
government	
meeting in	
the future;	
64% of	
students	
were more	
likely to	
become	
involved in	
local	
government	
in the future;	
and finally,	
93% of	
students	
believed they	
were more	
likely to	
participate as	
a citizen in	
the future.	
This is the	
first time that	

this new and improved assessment scale has been used and the results are both much clearer and also more positive positive so more positive positive areas. These results far exceed the target of 50% improved likelihood of participation to view the target of 50% improved improved likelihood of participation to view the target of 50% improved to 60% for the measures in question for 2017-18. Changes: The class on which the assignment is based will now be taught in two sections by two different instuctors. </th <th>16</th>	16
assessment scale has been used and the results are both much clearer and also more positive, fulfilling the promise of the last report which hoped for improvement s in these areas. These results far exceed the target of 50% improved likelihood of participation to view the target as met. Thus, the target as met. Thus, the target for positive affect is to be improved to 60% for the measures in question for 2017-18. Changes: The class on which the assignment is based will now be taught in two sections by two different instructors. One test of the measure will be to see if there is significant variation between the two classes	this new and
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will be to see if there is significant variation between the two classes	
if there is significant variation between the two classes	
significant variation between the two classes	
variation between the two classes	
between the two classes	
	between the
	two classes
and also	and also
across larger	across larger

	numbers of students. Further refinement of the measure and expansion of the civic component awaits feedback from this larger and more varied student	
student group.	more varied student	

Assessment List Findings for the Assessment Measure level for Students will demonstrate increased ability to read, think, and write critically in the discipline of political science.

Goal/Objective	Students will demonstrate increased ability to read, think, and write critically in the discipline of political science.					
Legends	SLO - Student Learning Outcome/Objective (academic units);					
Standards/Outcom es						
Assessment Measures						
	Assessment Measure	Criterior	ı			
	Direct - Writte Assignment	Political a able to re write critic preparing 15 paper majors w strategy should b with fewe the Politic entire De a 12.5%	Science is that studen ead complex primary a ically about them. In o g students for these co rs from majors with less vith more than 90 cred is that students with n e able to read, think a er hours. The papers of cal Science faculty ac epartment. Target: We	he Assessment Plan for the D its completing the political sci- and secondary texts, critique rder to measure the Departm omplex tasks, the Departmen as than 60 credit hours and 18 it hours. The basic assumption hore hours in the Political Scie and write more effectively than collected are then graded by the cording to a 6-point rubric de a seek an increase of at least etter grade) between the und	ence degree will be those texts, and eent's success in t typically selects 5 papers from on behind this ence program on should students three members of veloped by the .5 (on a 4.0 scale;	
Assessment Findings						
	Assessme nt Measure	Criterion	Summary	Attachments of the Assessments	Improveme nt Narratives	

					1
	Direct -	Has the	Our goal in the text	RESEARCH PAPER rubric.d	-
	Written	criterion	assessment	ocx	Assessment
	Assignment	The fourth	portion of our		Process:
	Ũ	goal	annual		Measures
		articulated	assessment is to		changed:
		in the	compare how		Clearly, this
		Assessmen	students with less		evaluative
		t Plan for	than 60 credit		scheme is
		the	hours compare to		quite solid
		Department	students with more		and
		of Political	than 90 hours. In		illustrative. It
		Science is	other words, we		does not
		that			need to be
			are trying to assess whether, or		
		students			changed.
		completing	to what degree,		However, it
		the political	students improve		should be
		science	their writing,		noted that if
		degree will	analytical, and/or		an
		be able to	critical thinking,		improvemen
		read	skills. In order to		t is needed,
		complex	assess this, the		then one
		primary and	Department has		might
		secondary	created an		include in
		texts,	assessment/writing		the rubric a
		critique	rubric (see		"degree of
		those texts,	Appendix ***)		difficulty"
		and write	which we believe		factor. What
		critically	captures and		we mean by
		about them.	measures the		this is that
		In order to	essentials of a		students in
		measure	quality essay—		the POLS
		the	from a cogent,		400-level
		Department'	articulated thesis,		courses (in
		s success	thoughtful		general) are
		in preparing	organization,		being asked
		students for	proper grammar		to do an
		these	and syntax, and a		essay of a
		complex	developed		higher
		tasks, the	conclusion. As a		degree of
		Department	smaller		difficulty,
		typically	Department in the		both in
		selects 15	university, one of		terms of
		papers from	the benefits of		length, but
		majors with	doing this is that		more
		less than 60	students with less		importantly
		credit hours	than 60 hours will		in terms of
		and 15	more than likely be		conceptual
		papers from	the same students		formulation
		majors with	who participate in		and
		more than	the above 90 hour		presentation
		90 credit	assessment—thus,		. If this factor
		hours. The	we can accurately		could be
		basic	measure		added into
		assumption	improvement over		the rubric,
		behind this	a substantial		then the
		strategy is	period of time. (It		improvemen

		19
that	should go without	t seen over
students	saying that	the course
with more	students in this	of a few
hours in the	Department will	years for
Political	more likely take	students
Science	every professor	(from
program	over the course of	sophomores
should be	their career, and	to near-
able to	thus they will likely	graduating
read, think	be included in both	seniors)
and write	assessments, or at	would be
	,	
more	least a large	even more
effectively	number of them	drastic.
than should	will.) The courses	Nonetheless
students	that are selected	, we believe
with fewer	for assessment are	that the
hours. The	generally randomly	assessment,
papers	chosen, i.e., those	even as it
collected	courses which for	now stands,
are then	the most part have	suffices for
graded by	students below 60	an optima
three	credit hours and	evaluative
members of	above 90. In this	standard.
the Political	assessment year,	
Science	Ryan Teten's	
faculty	POLS 335:	
according	Campaigns and	
to a 6-point	Elections was	
rubric	chosen and Bryan-	
developed	Paul Frost's POLS	
by the	470: Political	
entire	Philosophy: Major	
Department	Themes. POLS	
. Target:	335 had a total of	
We seek an	43 students, 18 of	
increase of	whom had less	
at least .5	than 60 credit	
(on a 4.0	hours; POLS 470	
scale; a	had a total of 20	
12.5%	students complete	
improveme	the course, and all	
nt or half-	of their essays	
letter grade)	were evaluated.	
between	The topic in POLS	
the under	335 was to	
60 papers	research and to	
and the	discuss three	
over 90	alternatives to the	
papers.	electoral college	
been met	system of election	
yet?	of the president of	
Met	the United States,	
	assessing the	
	strengths and	
	weaknesses of	
	those plans versus	

		20
	the electoral	
	college as it	
	currently exists.	
	The topic in POLS	
	470 was to write a	
	3,000 word	
	interpretive essay	
	of Aristotle's	
	discussion of	
	friendship in books	
	8-9 of the	
	Nicomachean	
	Ethics, highlighting	
	the most significant	
	political/philosophi	
	cal dimensions of	
	the discussion. All	
	of the essays for	
	each of these	
	courses were	
	submitted to three	
	professors (Ryan	
	Teten, Bryan-Paul	
	Frost, and Jason	
	Maloy) and	
	evaluated	
	according to the	
	rubric. Obviously,	
	both Teten and	
	Frost evaluated	
	their own students'	
	papers (as well as	
	the other set) and	
	then assessed	
	them according to	
	the rubric, while	
	Maloy read both	
	sets of papers as	
	well even if he was	
	not the instructor of	
	record in either	
	course. We feel	
	that having three	
	different professors	
	assess the papers	
	gave the process	
	sufficient reliability	
	for an accurate	
	assessment; the	
	students final	
	grade for the	
	course, it should	
	go without saying,	
	had nothing to do	
	with how the	
	professors scored	

		21
	them according to	
	the rubric. The	
	scores for each	
	paper were then	
	averaged	
	according to each	
	evaluator's marks	
	for each section of	
	the rubric. The	
	scores were then	
	tabulated and	
	averaged for the	
	class as a whole.	
	The results are	
	indicated below, as	
	are the	
	improvements	
	seen in each	
	particular area. As	
	one can clearly see, in each area	
	of the rubric, student in the	
	POLS 470 did	
	markedly better	
	than their peers in	
	the 335 course.	
	The conclusion	
	seems quite	
	obvious: on	
	average, students	
	improve their	
	writing, analytical,	
	and critical	
	thinking, skills as	
	they proceed in the	
	political science	
	department over	
	the course of their	
	career. Clearly,	
	this evaluative	
	scheme is quite	
	solid and	
	illustrative. It does	
	not need to be	
	changed.	
	However, it should	
	be noted that if an	
	improvement is	
	needed, then one	
	might include in	
	the rubric a	
	"degree of	
	difficulty" factor.	
	What we mean by	
	this is that students	

in the POLS 400- level courses (in general) are being asked to do an essay of a higher degree of difficulty,	
general) are being asked to do an essay of a higher degree of difficulty,	
general) are being asked to do an essay of a higher degree of difficulty,	
essay of a higher degree of difficulty,	
degree of difficulty,	
both in terms of	
length, but more	
importantly in	
terms of	
conceptual	
formulation and	
presentation. If this	
factor could be	
added into the	
rubric, then the	
improvement seen	
over the course of	
a few years for	
students (from	
sophomores to	
near-graduating	
seniors) would be	
even more drastic.	
Nonetheless, we	
believe that the	
assessment, even	
as it now stands,	
suffices for an	
optima evaluative	
standard. Here are	
the numbers. The	
first number	
indicates the rubric	
description. The	
percentage	
increase is quite	
remarkable. 1.	
79% increase 2.	
70% increase 3.	
25% increase 4.	
51% increase 5.	
71% increase 6.	
99% increase	
Based on: Above	
90 hours (the	
rubric number is	
first, then the	
average across	
papers): 1. 2.75 2.	
2.95 3. 3.05 4.	
3.12 5. 2.85 6.	
3.47 Less than 60:	
1. 1.54 2. 1.74 3.	
2.43 4. 2.06 5.	
1.67 6. 1.74	

Assessment List Findings for the Assessment Measure level for Students will demonstrate improved knowledge about the academic discipline of Political Science and careers in the field.

Goal/Objective	Students will demonstrate improved knowledge about the academic discipline of Political Science and careers in the field.					
Legends	SLO - Student L	earning Outcome/Objectiv	ve (academic unit	s);		
Standards/Outcomes						
Assessment Measures						
	Assessment Measure	Criterion				
	Direct - Pre/Post Test	An assessment will be administered twice in POLS 101 Introduction to Political Science. A pre-test once at the beginning of the semester and the same measure will be given again as a post-test at the end of the semester. We will measure knowledge of the major; writing in the discipline; knowledge of club and volunteer opportunities in political science; knowledge of career opportunities; how research is conducted in political science; careers in the various sub-fields of political science; awareness of honors program, study abroad program and scholarship. Target: We seek to double the percent of students passing the test with a 70% (C=satisfactory) or better grade between the pre-test and post-test (i.e. a 100% increase in the passing rate)				
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
	Direct - Pre/Post Test	Has the criterion An assessment will be administered twice in POLS 101 Introduction to Political Science. A pre-test once at the beginning of the semester and the same measure will be given again as a post- test at the end of the semester. We will measure knowledge of the major; writing in the discipline; knowledge of club and volunteer	We did not measure this objective during the 2016-2017 assessment cycle. We will measure it during the 2017-2018 assessment cycle in the Spring 2018 semester.		- Assessment Process: Continuous monitoring: We did not measure this objective during the 2016- 2017 assessment cycle. We will measure it during the 2017-2018 assessment cycle in the Spring 2018 semester.	

research is conducted in political science; careers in the various sub-fields of political science; awareness of honors program, study abroad program and scholarship. Target: We seek to double the percent of students passing the test with a 70% (C=satisfactory) or better grade between the pre-test and post-test (i.e. a 100% increase in the passing rate) been met
100% increase in the

Assessment List Findings for the Assessment Measure level for The Department of Political Science will retain first-year majors to their second year in the major.

Goal/Objective	The Department	t of Political Scie	ence will retain first-year maj	jors to their secon	id year in the major.
Legends	PO - Program O	bjective (acade	mic units);		
Standards/Outcomes					
Assessment Measures					
	Assessment M	leasure	Criterion		
	Direct - UL Enr on Student Ret		Target: We seek that first- major will be higher than across all disciplines.		
Assessment Findings				1	
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - UL Enrollment Data on Student Retention (Other)	Has the criterion Target: We seek that first-year retention rate of students in the major will be	To measure POLS program retention, we created an Excel spreadsheet of all POLS majors across all years who were declared POLS majors in the Spring of 2016. Although the original plan was to track only First-year students,		- Assessment Process: Data Collection changed: One possible action item might be to contact students enrolled in UL but who transferred out of POLS as

		25
higher than	we realized that our data	their declared
UĽ's	would yield more robust	major, to find out
average	and helpful results if we	why they changed
first-year	tracked all POLS majors.	their major. This
retention	This spreadsheet will be	would determine
rate across	used to track retention	whether students
all	and graduation rates of	are leaving the
disciplines.	those co-horts over the	major due to
been met	next several years. The	unpreventable
yet?	total number of declared	reasons (such as
Met	POLS majors in Spring	they changed their
	2016 was 225. At the end	career goals) or
	of Spring 2016, 30 of	preventable
	those majors successfully	reasons (such as
	graduated, leaving 195	mistaken
	continuing POLS majors.	understandings
	Of those 195 continuing	about career
	POLS majors, at the start	availability or
	of Fall 2017, 20 of them	career options
	were enrolled at UL but	with a POLS
	were no longer listed as	degree).
	POLS majors by Banner.	
	This left 175 continuing	
	POLS majors. However,	
	16 of those continuing	
	POLS students were still	
	listed as POLS majors in	
	Banner were not enrolled	
	in UL at the end of the	
	first two weeks (14 days) of the semester. This left	
	159 students out of 195	
	non-graduating POLS	
	majors who were retained	
	as enrolled and declared	
	POLS majors, an 81.5%	
	retention rate from Spring	
	2016 to Fall 2017. We	
	are still awaiting data	
	from UL's Enrollment	
	Services on UL average	
	retention rates for	
	comparison. Regardless,	
	81.5% seems to be a	
	reasonable/acceptable	
	number of students	
	stopping out and	
	transferring out of POLS,	
	since stop-outs are	
	presumably beyond our	
	control (e.g. health,	
	finances, family issues,	
	change in life goals, etc.)	
	and that number does not	
	include students	
	transferring into POLS at	

UL, either from other UL	
majors or from other	
schools. As a result of	
these considerations,	
given the lack of	
comparison data, we are	
still marking the target as	
"met." Nevertheless, one	
possible action item	
might be to contact	
students enrolled in UL	
but who transferred out of	
POLS as their declared	
major, to find out why	
they changed their major.	
This would determine	
whether students are	
leaving the major due to	
unpreventable reasons	
(such as they changed	
their career goals) or	
preventable reasons	
(such as mistaken	
understandings about	
career availability or	
career options with a	
POLS degree).	

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate. Distributed via email (selected) Presented formally at staff / department / committee meetings Discussed informally (selected) Other (explain in text box below) (selected)

Since we are a small department, all full-time continuing faculty are part of the assessment process. Thus, we have no separate "assessment committee" other than the "committee of the whole" (i.e the entire departmental faculty).

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle) Periodically (2-4 times per cycle) Once per cycle (selected) Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply. Department Head (selected) Dean / Asst. or Assoc. Dean (selected) Departmental assessment committee (selected) Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

All of the POLS faculty are always striving to improve the quality of the educational content and teaching methods in all our courses. This is reflected in the excellent assessment outcomes achieved in the objectives measured in the 2016-2017 assessment cycle: student engagement with the political process, quality of student writing as students advance through curriculum, and retention of POLS students year-to-year.

5) What has the unit learned from the current assessment cycle?

We learned that we are correctly providing high-quality political science education to our majors, at least so far as regards the objectives measured during this assessment cycle.

Attachments