



# Student Learning Assessment Report, Academic

Report Year

Program

Department Head

Submitted By

Previously Submitted Reports

Mission

The Political Science program aims to provide students with: A foundation for future careers; A solid theoretical, empirical and methodological foundation for future graduate study; A knowledge and awareness, as citizens, of the responsibility of that membership within a democratic society entails; sensitivity to the cultural and political diversity within the United States and the world community.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Final capstone project papers from two sections of POSC 497 (Topics: Public Opinion & Elections, International Human Rights Law). For each section a random sample of half projects were assessed.

Capstone projects will:

- Be well organized
- Include a clearly stated thesis/argument
- Display a strong command of language & grammar
- Use proper citation & reference formatting

When does assessment occur?

How often does assessment occur?

Criteria (How do you know students are achieving learning outcome?)

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

2015:

82% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 5 components.

-strengths the in use of language & grammar & clear thesis statements.

Weaknesses in citation formatting & articulating the primary argument

2016:

50% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 5 components.

-weaknesses in articulating a clear argument and organization.

-most students were able to use proper citation formatting

2017:

93% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 5 components, with an average rating of 3.2 (just above "good").

-Nearly all papers used proper citation format and had satisfactory command of language & grammar

-Lowest scores in the articulation of a clear thesis, but still quite strong

2018:

A random sample of a half of the capstone papers (16) submitted during the 2017-18 AY were evaluated using rubric with four components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.6 (between Satisfactory and Good).

-student writing remains strong in the program and in these capstone projects.

2019:

A random sample of a half of the capstone papers (15) submitted during the 2018-19 AY were evaluated using rubric with four components designed for this assessment. 93% of the sample (14/15 papers) earned a score of Satisfactory (2) or higher, with an average score of 3.0 (Good).

-student writing remains strong in the program and in these capstone projects.

2020:

A random sample of a half of the capstone papers (13) submitted during the 2019-20 AY were evaluated using rubric with four components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.5 (between Good and Excellent).

-student writing remains strong, with the highest average scores to date.

2021:

For the Fall section, all projects (7) were evaluated using a rubric with four components designed for this assessment. 86% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.89 (just below Good).

For the Spring section, a random sample of a half of the capstone papers (7) were evaluated using rubric with four components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.35 (between Good and Excellent).

-Together, the two sections showed evidence of relatively strong writing skill, in line with prior years.

2022:

A random sample of a half of the capstone papers (13) submitted during the 2021-22 AY were evaluated using rubric with four components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.54 (between Good and Excellent).

-student writing remains strong, with the highest average scores to date.

2023:

A random sample of a half of the capstone papers (12) submitted during the 2022-23 AY were evaluated using rubric with four components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.13 (above Good).

-writing scores continue to meet our learning outcome goals, but the average score declined to it lowest point since 2019

#### Learning Outcome Met? (Based on Criteria)

Yes



#### 5. Use of Results (Discussing/ using results)

2015:

Department discussed strategies to help students use proper citation formatting across all courses, including using citation software.

2016:

Department continued to emphasize proper citation formatting and coordinate efforts. We discussed how to emphasize developing arguments from a literature review, which may have been reflected in the improvement in organization and thesis articulation.

2017:

Department was pleased with the improvement in writing scores. With new capstone format for 2017-18, we emphasized the importance of continuing to emphasize these skills despite the changes in the capstone projects. Also, despite the flexibility of the new capstone course and resulting projects, we agreed that an emphasis on these writing skills should continue as part of the project.

2018:

Department was pleased that despite the change in capstone format, 100% of the papers earned a satisfactory or higher score on writing and communication. Faculty mentioned that the lab sections allowed for sufficient work-shopping of student projects that certainly contributed to the quality of the writing in the final products. In our second year of the revised capstone, we'll look to continue this focus on clear writing and communication of political science research through a process that emphasizes revision.

2019:

Writing and communication assessments continue to exceed our criteria, encouraging us to continue with current approach to this learning goal.

2021:

Writing and communication assessments continue to exceed our criteria, encouraging us to continue with current approach to this learning goal.

2022:

Writing and communication assessments continue to exceed our criteria, encouraging us to continue with current approach to this learning goal.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

Effectively demonstrate critical and analytical thinking in a political context.

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Final capstone project papers from two sections of POSC 497 (Topics: Public Opinion & Elections, International Human Rights Law). For each section a random sample of half projects were assessed.

Capstone projects will:

- Logically develop a primary argument
- Synthesize existing literature to support the primary thesis
- Critically evaluate existing literature & analytical evidence & incorporate these insights into the thesis
- Include conclusions & implications that stem directly from the analysis & literature

**When does assessment occur?**

At the end of each academic year

**How often does assessment occur?**

Annually

### Criteria (How do you know students are achieving learning outcome?)

70% of papers receive an average rubric score of 2 (satisfactory) or above across the 4 components

#### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

2015:

73% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 4 components.

-Generally satisfactory across three of the four components

-Some struggled to critically evaluate literature & evidence and connect these evaluations into the thesis

2016:

Only 33% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 4 components.

-students struggled to synthesize & critically analyze existing literature.

-students struggled to incorporate the analysis into their argument.

2017:

85% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 4 components, with an average rating of 2.8 (just below "good")

-lower scores on critical analysis of existing literature

2018:

A random sample of a half of the capstone papers (16) submitted during the 2017-18 AY were evaluated using rubric with four components designed for this assessment. 69% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.2 (just above Satisfactory).

-relatively lower scores across the board, but most papers were at least "Satisfactory"

-shift from a two semester full research project to a one semester literature review or research design may have limited the emphasis on critical thinking skills in the capstone course

2019:

A random sample of a half of the capstone papers (15) submitted during the 2018-19 AY were evaluated using rubric with four components designed for this assessment. 87% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.8 (just below Good).

2020:

A random sample of a half of the capstone papers (13) submitted during the 2019-20 AY were evaluated using rubric with four components designed for this assessment. 77% of the sample (10/13) earned a score of Satisfactory (2) or higher, with an average score of 2.83 (just below Good). The average scores is consistent with previous years and the % meeting the criteria continues to exceed goals.

2021:

For the Fall section, all projects (7) were evaluated using a rubric with four components designed for this assessment. 71% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.57 (between Good and Satisfactory).

For the Spring section, a random sample of a half of the capstone papers (7) were evaluated using the same rubric. 86% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.96 (Good).

-Together, the two sections showed evidence of relatively satisfactory to good critical thinking skills, in line with prior years.

2022:

A random sample of a half of the capstone papers (13) submitted during the 2021-22 AY were evaluated using rubric with four components designed for this assessment. 92.3% of the sample (12/13) earned a score of Satisfactory (2) or higher, with an average score of 3.48 (between Good and Excellent). The average scores is much higher than previous years and the % meeting the criteria continues to exceed goals.

2023:

A random sample of a half of the capstone papers (12) submitted during the 2022-23 AY were evaluated using rubric with four components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.02 (Good).

-For the first time, all of the assessed projects met the criteria. Average scores were lower than last year (it's highest level), but higher than all other previous years.

#### Learning Outcome Met? (Based on Criteria)

Yes

#### 5. Use of Results (Discussing/ using results)

2015:  
Department discussed an emphasis on connecting literature reviews to analytical arguments.

2016:  
Department discuss the need to emphasize the building of an argument through the literature review in the capstone prep course (POSC 495).

2017:  
Department was pleased with the strong scores in 2017. We discussed how these skills might translate to a revised capstone course with more streamlined and likely less research oriented projects.

2018:  
Department discussed the challenges of developing and incorporating full critical analyses in a single semester project. Faculty noted that the lab sections could be utilized to more focus more on this component. Faculty also discussed how these skills should be stressed through our major program, especially in upper-level electives and research methods courses. As the faculty adjust to the new capstone format, we plan to focus on better incorporating this learning goal into the projects and pedagogical approach.

2019:  
The increase in scores on this learning goal exceeds our criteria and encourages continuation of adjustments to the new capstone.

2021:  
The scores remain steady, exceeding our criteria and encouraging a continuation of our approach to teaching critical thinking skills in the program.

2022:  
The scores have increased considerably from previous years, exceeding our criteria and encouraging a continuation of our approach to teaching critical thinking skills in the program.

## Assessment

### 1. Major/Program Student Learning Outcomes

*Student will be able to...*

Conceptualize and operationalize an effective research design in a political science research project.

### 2. Phase

*Check all that apply*

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

A random sample of half of the final capstone project papers (5) from one section of POSC 497 (Public Opinion & Elections) were assessed. The other sections of POSC 497 did not include a research design component in the project.

The rubric assessed the following:

- a. Hypotheses are clearly stated & stem directly from the thesis and literature review
- b. Research design directly tests the hypothesis in an appropriate manner
- c. Data is appropriate to test hypotheses
- d. Key concepts are operationalized clearly & effectively

**When does assessment occur?**

end of the academic year

**How often does assessment occur?**

annually

**Criteria (How do you know students are achieving learning outcome?)**

70% of papers from each course receive an average rubric score of 2 (satisfactory) or above across the 4 objectives

#### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

2017 (capstone paper):

79% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 4 components, with an average score of 2.9.

2020 (POSC 178 research design paper):

All 23 students enrolled in POSC 178 during the Spring 2020 semester completed a research design paper. The four research design objectives of the paper were evaluated with a rubric designed for this assessment. 70% of the sample (16/23) earned a score of Satisfactory (2) or higher, with an average score of 2.4 (between Satisfactory and Good). These scores are lower than previous capstone evaluations of this learning goal, but as a first introduction to research design, the scores are very encouraging.

2021 (Fall POSC 497 research paper):

For the Fall section, all projects (7) were evaluated using a rubric with four components designed for this assessment. 86% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.82 (just below Good).

-The scores reflect an increase over scores from last year's POSC 178 class and are in line with 2017's assessment.

2022:

For the sample of capstone papers, all projects (8) earned a score of Satisfactory (2) or higher, with an average score of 2.89 (just below Good). These scores are consistent with 2021 assessment scores and show an increase from 2020's scores from POSC 178. This is the same cohort that took POSC 178 in 2020, suggesting an increase in their skills on this specific learning outcome.

For this year's POSC 178 papers, 89% of the sample (24/27) earned a score of Satisfactory (2) or higher, with an average score of 2.76 (slightly below Good). This shows a substantial increase over the 2020 assessment scores of the same course project (and same instructor).

2023:

All projects (5) earned a score of Satisfactory (2) or higher, with an average score of 3.25 (above Good).

-Though it is a small sample, this is the highest average score on this learning goal to date.

#### Learning Outcome Met? (Based on Criteria)

Yes

#### 5. Use of Results (Discussing/ using results)

2021:

The department was pleased to see the high scores in the capstone project, especially as an improvement over last year's assessment from the POSC 178 course (where the skill is introduced). These results support the department's approach to teaching research design and analytical skills in our three course sequence.

2022:

The results show a continuation of strong assessment scores from the capstone projects. However, these scores tend to be lower than scores for other learning assessments. The department is conducting a 5 year program review that will further explore our research methods sequence and pedagogical approaches.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

4. Demonstrate expertise in a specific subject area of political science.

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Final capstone project papers from two sections of POSC 497 (Topics: Public Opinion & Elections, International Human Rights Law). For each section a random sample of half projects were assessed.

Capstone projects will:

-Include a literature review that shows a strong grasp of key concepts in the subject area

-Include a literature review that comprehensively covers the subject area and draws on appropriate sources

-Include a conclusion that links the results of the study to the existing body of research

**When does assessment occur?**

At the end of each academic year

**How often does assessment occur?**

Annually

**Criteria (How do you know students are achieving learning outcome?)**

70% of papers receive an average rubric score of 2 (satisfactory) or above across the 2 components

**4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)**

2015:

91% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 2 components.

-Strongest learning outcome: nearly all student were able to show subject expertise

2016:

25% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 2 components.

-Weakest learning outcome: most students struggled to effectively demonstrate content expertise

2017:

79% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 4 components, with an average rating of 2.9 (just below "good")

-Slightly lower scores for comprehensive coverage and connecting results to the existing literature

2018:

A random sample of a half of the capstone papers (16) submitted during the 2017-18 AY were evaluated using rubric with three components designed for this assessment. 94% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.4 (between Satisfactory and Good).

-highest percentage ever to have meet criteria

-shift toward topic-based capstone course seems to have improved the content expertise of most students in the course

2019:

A random sample of a half of the capstone papers (15) submitted during the 2018-19 AY were evaluated using rubric with three components designed for this assessment. 93% of the sample (14/15) earned a score of Satisfactory (2) or higher, with an average score of 2.8 (just below Good).

2020:

A random sample of a half of the capstone papers (13) submitted during the 2019-20 AY were evaluated using rubric with three components designed for this assessment. 92% of the sample (12/13) earned a score of Satisfactory (2) or higher, with an average score of 3.1 (just above Good). There is an increase in average scores over previous two years of topic-based capstone format and consistent percentage meeting expectations.

2021:

For the Fall section, all projects (7) were evaluated using a rubric with four components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.29 (above Good).

For the Spring section, a random sample of a half of the capstone papers (7) were evaluated using the same rubric . 86% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.62 (Good).

-While both sections met our goal of 70% 2 or greater, the Fall had lower scores. This may reflect the difference in the assignments where the Fall assignment asked studento focus more on data analysis and the spring assignment focused more on the literature review.

2022:

A random sample of a half of the capstone papers (13) submitted during the 2021-22 AY were evaluated using rubric with three components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.49 (between Good and Excellent). There is an increase in average scores over previous years regardless of format and is the highest percentage at 2 or above.

2023:

A random sample of a half of the capstone papers (12) submitted during the 2022-23 AY were evaluated using rubric with three components designed for this assessment. 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.11 (above Good).

-second consecutive year of 100% of the papers meeting our criteria, though the average score fell slightly from 2022.

#### Learning Outcome Met? (Based on Criteria)

Yes



#### 5. Use of Results (Discussing/ using results)



2015:

As the strongest learning outcome, the department decided to continue with current approaches to content expertise.

2016:

As the weakest learning outcome in 2016, we discussed ways to better immerse students in the literature in the capstone prep (POSC 495) course.

2017:

In redesigning the capstone course, we agreed that providing students with a broad topic should better prepare them to embark on a project rather than a more independent project as in the previous format.

2018:

Strongest results in this area support the revised format of our capstone course to a topic-oriented seminar rather than a less subject-guided approach we used in the past. The seminar/lab format allowed faculty to cover key political science concepts as a class and this focus seemed to be reflected in the projects we assessed. Faculty noted how the seminar allowed for a more full discussion of concepts, while methods and writing could be addressed in lab sections.

2019:

Scores on this learning goal remain quite high and the average score actually increased. We will continue our current approach.

2021:

The scores on this learning goal continue to exceed our criteria. We discussed the lower scores in the second section, noting that the project was more heavily focused on data analysis and left less time to demonstrate content expertise compared to the first section which focused more heavily on the literature.

2022:

The scores on this learning goal were higher than ever. The topic-based capstone format continues to perform well in building content-expertise. The shift to a cross-listed (yet still topical) did not have a negative impact and continues a trend of higher assessment scores.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

Develop and execute an effective political science research project.

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Final capstone project papers from two sections of POSC 497 (Topics: Public Opinion & Elections, International Human Rights Law). For each section a random sample of half projects were assessed.

Public Opinion & Elections Capstone projects will:

- Demonstrate effective writing & communication
- Demonstrate strong critical and analytical thinking skills
- \*Conceptualize and operationalize an effective research design in a political science research project.

•Demonstrate specific subject area expertise

International Human Rights Law Capstone projects will:

- Demonstrate effective writing & communication
- Demonstrate strong critical and analytical thinking skills
- Demonstrate specific subject area expertise

**When does assessment occur?**

At the end of each academic year

**How often does assessment occur?**

Annually

**Criteria (How do you know students are achieving learning outcome?)**

70% of papers receive an average rubric score of 2 (satisfactory) or above across the assessed components. This is a summary of the scores assessing each of the learning goals above.

**4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)**

2015:  
73% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 4 learning outcomes.

2016:  
16% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 4 learning outcomes.

2017:  
79% of capstone papers evaluated earned an average rubric score of 2 (satisfactory) or higher across the 4 learning outcomes.

2018:  
A random sample of a half of the capstone papers (16) submitted during the 2017-18 AY were evaluated using rubric with three components designed for this assessment. 94% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.4 (between Satisfactory and Good).

2019:  
A random sample of a half of the capstone papers (15) submitted during the 2018-19 AY were evaluated using rubric with three components designed for this assessment. 87% of the sample (13/15) earned a score of Satisfactory (2) or higher, with an average score of 2.9 (just below Good).

2020:  
A random sample of a half of the capstone papers (13) submitted during the 2019-20 AY were evaluated using rubric with three components designed for this assessment. 92% of the sample (12/13) earned a score of Satisfactory (2) or higher, with an average score of 3.2 (above Good). Percentage meeting expectations remains consistently high and the average score rose.

2021:  
For the Fall section, all projects (7) were evaluated using a rubric with four components designed for this assessment. 86% of the sample earned a score of Satisfactory (2) or higher, with an average score of 2.73 (just below Good).  
For the Spring section, a random sample of a half of the capstone papers (7) were evaluated using a rubric with three components designed for this assessment . 100% of the sample earned a score of Satisfactory (2) or higher, with an average score of 3.2 (just above Good).  
-Both sets of projects provided evidence that nearly all students are able to develop and execute a political science research project.

2022:  
A random sample of a half of the capstone papers (13) submitted during the 2021-22 AY were evaluated using rubric with three components designed for this assessment. 92% of the sample (12/13) earned a score of Satisfactory (2) or higher, with an average score of 3.38 (above Good). Percentage meeting expectations remains consistently high and the average score rose.

2023:  
A random sample of a half of the capstone papers (12) submitted during the 2022-23 AY were evaluated using rubric with components designed for this assessment. 100% of the sample (12) earned a score of Satisfactory (2) or higher, with an average score of 3.10 (slightly above Good). No significant in difference in the average scores across the two sections.  
-all assessed projects met the criteria, but the average score decreased slightly from previous two years

**Learning Outcome Met? (Based on Criteria)**

Yes ▼

**5. Use of Results (Discussing/ using results)**

2015:  
The department was pleased with the assessment outcomes in the first year of our capstone course. We decided to continue the approach with few changes in our second year.

2016:  
We were disappointed with the outcomes after the second year. The assessment highlighted the challenges of a year-long project and the importance of quickly identifying projects and developing a literature review. We also discussed more explicitly identifying hypotheses and connecting them to a research design.

2017:  
The department was pleased with the improved learning outcome scores. In redesigning the capstone course for a single semester experience, we drew on assessment results. We chose to shift to a topic-based course to better provide content expertise and shifted away from a rigid research project to focus more on writing and critical thinking rather than strict research design.

2018:  
With nearly all projects meeting the criteria, the department viewed our revision of the capstone as a success. Faculty highlighted the seminar/lab format as helpful as well as the shift to a more topical approach.

2019:  
As with other components, capstone projects suggest that our overall approach is exceeding our criteria and meeting our learning goals.

2021:  
As with other components, capstone projects suggest that our overall approach is exceeding our criteria and meeting our learning goals.

2022:  
As with other components, capstone projects suggest that our overall approach is exceeding our criteria and meeting our learning goals. The shift to cross-listed capstone sections does not appear to be affecting the upward trend in the quality of these projects.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

DAP Goal 1:  
Ensure a diverse candidate pool for hiring of new faculty

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Evaluate the diversity of the candidate pool in the Political Communication hiring process.

**When does assessment occur?**

Following new faculty hiring process

**How often does assessment occur?**

As needed

**Criteria (How do you know students are achieving learning outcome?)**

The candidate pool will include candidates representing a diverse range of races, genders, and ethnic/national identities. We will examine these dimensions of diversity at each stage, with an emphasis on the short-list, interviews, and hiring stages since these areas are directly in the control of the search committee.

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

2020 Search:

EEOC Survey Results:

44 EEOC surveys were completed by applicants for the Political Communication position. 27% identified as female. 6% identified as hispanic or latino. 17% identified as non-white (13% Asian, 2% Black, 2% two or more races). Unfortunately, the 18% did not report a racial identification. National identities were not reported.

Short list:

Of the nine short-listed candidates, two were women, three were non-white, and six were ethnically or nationally diverse (Polish, Korean, Turkish, and Mexican).

Interviews:

We interviewed two men and one woman, including two ethnically/nationally diverse candidates.

Hire:

We completed the search with a new hire that added additional ethnic and national diversity to the department.

2023 Search:

EEOC Survey:

N/A - Demographic data is not available at this point.

Short list:

Of the eight short-listed candidates, one was a woman and one was asian.

Interviews:

We interviewed two white men and one white woman.

Hiring:

We made an initial offer to a white woman, which was declined, The second offer, which was accepted, went to a white man.

### Learning Outcome Met? (Based on Criteria)

No ▼

### 5. Use of Results (Discussing/ using results)

2021->2023

While our Political Communication search ultimately led to a hire that added to the program's diversity and had a fairly diverse candidate pool, we discussed ways to further diversify the candidate pool. Heading into the search for a faculty in American Political Institutions, we added language to the job posting regarding visa sponsorship to better attract international candidates. We also included a diverse range of teaching and research interests to attract diverse candidates. We also advertised the position in APSA sections that represent diverse scholars or diverse topics. We also advertised the position with organizations representing racial and ethnic minorities in the political science profession.

## Assessment

### 1. Major/Program Student Learning Outcomes

*Student will be able to...*

DAP Goal 2:

Offer courses that address diversity at both the upper and lower levels every semester

### 2. Phase

*Check all that apply*

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Examine the number of courses offered at the upper and lower levels that address diversity.

**When does assessment occur?**

end of the year

#### How often does assessment occur?

every 2-3 years

#### Criteria (How do you know students are achieving learning outcome?)

The department should be offering students a range of options for courses that address diversity at both the lower and upper levels.

#### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

2020:

At the lower level (<200), 13 of 17 sections significantly addressed the topics of diversity and inclusion, including sections of POSC 100 US Contemporary Government, 130 Political Theory, 140 Comparative Politics, and 150 International Relations. Only the research methods courses (POSC 178 and 182) did not explicitly cover these topics. All of the lower level courses are required as part of the major and minors must take take at least two.

At the upper level, 10 of 16 sections significantly addressed the topics of diversity and inclusion, including POSC 235 Russia & Post-Communist Politics, POSC 257 Terrorism: Causes and Cures, POSC 329, American Political Development, POSC 339 Body Politics, POSC 349 Popular Resistance, POSC 349 Environmental Action, POSC 450 Travel: South Caucasus, POSC 497 Democracy & Memory, and POSC 497 International Human Rights. Both capstone courses, required for all majors, addressed issues of diversity.

2022:

At the lower level (<200), 22 of 26 sections significantly addressed the topics of diversity and inclusion, including sections of POSC 100 US Contemporary Government, 130 Political Theory, 140 Comparative Politics, and 150 International Relations. Only the research methods courses (POSC 178 and 182) did not explicitly cover these topics. Five of the six of the lower level courses are required as part of the major and minors must take take at least two (usually 100-150).

At the upper level, 14 of 18 sections significantly addressed the topics of diversity and inclusion, including POSC 229 Social Movements, POSC 233 African Politics, POSC 257 Terrorism: Causes & Cures, POSC 329 Political Polarization, POSC 339 Politics, Nature and Technology, POSC 339 Politics of Work and Debt, POSC 346 Middle East Politics, POSC 349 Political Sociology, POSC 362 Refugees and Migration Studies, POSC 374 Criminal Law, and POSC 376 4th, 5th and 6th Amendments. All sections of the capstone courses, required for all majors, addressed issues of diversity.

2023:

At the lower level (<200), 21 of 25 sections significantly addressed the topics of diversity and inclusion, including sections of POSC 100 US Contemporary Government, 130 Political Theory, 140 Comparative Politics, and 150 International Relations. Only the research methods courses (POSC 178 and 182) did not explicitly cover these topics. Five of the seven of the lower level courses are required as part of the major and minors must take take at least two (usually 100-150).

At the upper level, 15 of 19 sections significantly addressed the topics of diversity and inclusion, including POSC 205 State & Local Politics, POSC 329/497 Congressional Campaigns, POSC 233 Chinese Politics, POSC 339 Visual Politics, POSC 351 US Foreign Policy, POSC 370 Civil Liberties I, POSC 372 Civil Liberties II, POSC 497 International Human Rights, POSC 233 Censorship & Propaganda, POSC 315 US Congress, POSC 329/497 Public Opinion & Elections, POSC 339 Body Politics, POSC 349 Political Corruption, and POSC 359 Comparative Foreign Policy. All sections of the capstone courses, required for all majors, addressed issues of diversity.

#### Learning Outcome Met? (Based on Criteria)

Yes

#### 5. Use of Results (Discussing/ using results)

2021->2023

We plan to continue our current course offerings. A replacement hire for Salvatore Lombardo (retiring in 2024) will focus on teaching interests that can expand our courses that center on diversity, including race and ethnic politics, politics of the global south, and/or urban politics.

# Package History

Date	User	Action
7/3/2023 9:10:59 AM	Daniel Lewis	Submitted 'Student Learning Assessment Report'
7/3/2023 9:11:54 AM	School of Science - Asst. Dean	Received
7/3/2023 9:11:55 AM	School of Liberal Arts - Dean	Received
7/3/2023 9:11:55 AM	School of Liberal Arts - Asst. Dean	Received
7/3/2023 9:11:56 AM	Timothy Reno	Received
7/3/2023 9:11:56 AM	Daniel Lewis	Received
7/3/2023 9:11:56 AM	Institutional Effectiveness	Received
7/3/2023 9:11:56 AM	Provost and Senior Vice President	Received
7/3/2023 9:35:29 AM	Margaret Madden	Decision Approved