Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

In an effort to better assess performance across a single course (PSC 204 Introduction to International Relations) taught by multiple faculty and graduate students, we instituted a common pre-test/post-test diagnostic for all sections of the course. Full implementation will occur Fall 2014 and Spring 2015. Faculty turn-over in the last three to five years has resulted in some courses not being offered, while some new courses have been introduced. There have been no curriculum revisions, as assessment measures do not indicate a need for revisions.

Mission / Purpose

The Department of Political Science at the University of Alabama seeks to meet the highest standards of research, teaching, and service. In research, it examines important questions of political institutions, behavior, and thought. It strives for publication in outlets of the highest quality and visibility to achieve maximum exposure for its ideas and to have the greatest impact on peers in the academy and on policy makers. In teaching, the Department provides undergraduate students with timely information about the political world and instruction that enhances their skills as citizens and future leaders. At the graduate level, the Department is the only full-service program in political science in the state of Alabama, preparing students for successful careers in teaching, research, and government service. At all levels, the Department strives to enhance appreciation for the science of politics and to inspire the quest for truth and excellence in the study and practice of politics. The Department commits itself to serve the profession by contributing to its growth and improvement; to serve the institution through participation in its governing structures; and to serve the community by sharing ideas and helping to provide perspective on political issues for decision makers and citizens.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Basic Concepts in IR
Students will be able to explain the important theories and practical issues in the field of international relations.

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 1: Basic concepts in IR, Course-Embedded Assessments
We will measure student's mastery of concepts using course-embedded assessments (i.e. exam questions) in some or all of PSC 101 (Introduction to American Politics), PSC 203 (Introduction to Comparative Politics), PSC 204 (Introduction to International Relations), PSC 205 (Introduction to Political Theory), PSC 206 (Introduction to Public Administration) and/or PSC 211 (State and Local Politics). Results of these assessments will be reported

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

Related Action Plans (by Established cycle, then alpha):

Develop Standardized Pre- and Post-Course Diagnostic Test
We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 ("Introduction to International Relations"). Currently individual instructors are using their own diagnostic tests, which means that the assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Basic concepts in IR, Course-Embedded Assessments | Outcome/Objective: Basic Concepts in IR
Measure: Basic concepts in IR, Pre- and Post-Course diagnostic Tests | Outcome/Objective: Basic Concepts in IR

Implementation Description: We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.
Projected Completion Date: 01/2013
Responsible Person/Group: Dr. Richard Fording

M 2: Basic concepts in IR, Pre- and Post-Course diagnostic Tests
We will measure students' mastery of these concepts using pre- and post-course diagnostic tests in some or all of PSC 101 (Introduction to American Politics), PSC 203 (Introduction to Comparative Politics), PSC 204 (Introduction to International Relations), PSC 205 (Introduction to Political Theory), PSC 206 (Introduction to Public Administration)
and PSC 211 (State and Local Politics). Results of these tests will be reported.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
The target for this assessment is at least a 30% decrease in the error rate between the pre-course test and the post-course test.

**Related Action Plans (by Established cycle, then alpha):**

**Develop Standardized Pre- and Post-Course Diagnostic Test**
We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 (*"Introduction to International Relations"*). Currently individual instructors are using their own diagnostic tests, which means that the assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Basic concepts in IR, Course-Embedded Assessments
- **Outcome/Objective:** Basic Concepts in IR

**Implementation Description:** We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.

**Projected Completion Date:** 01/2013

**Responsible Person/Group:** Dr. Richard Fording

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**SLO 2: Research Methods**

Students will be able to explain and interpret basic research design and research methods.

**Related Measures**

- **M 3: Evaluate Research Designs**
  We will measure this outcome through course-embedded assignments in PSC 321 (Human Rights and Institutions) focusing on evaluating the qualities of research designs.

  **Source of Evidence:** Faculty pre-test / post-test of knowledge mastery

  **Target:**
  No target Established

- **M 4: Interpret Scholarly Conclusions**
  We will measure this outcome through course-embedded assignments in PSC 422 (Fall of Communist Regimes) focusing on interpreting the conclusions of scholarly research.

  **Source of Evidence:** Academic direct measure of learning - other

  **Target:**
  No Target Established

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**SLO 3: Define and Assess Democracies**

Students will be able to define democracy and assess countries in terms of democratic development

**Related Measures**

- **M 5: Democracy, in Human Rights and Institutions**
  We will assess this outcome through course-embedded assessments in PSC 321 (Human Rights and Institutions).

  **Source of Evidence:** Academic direct measure of learning - other

  **Target:**
  No Target Established

- **M 24: Democracies in International Relations**
  We will assess this outcome through course-embedded assessments in PSC 204 (Introduction to International Relations).

  **Source of Evidence:** Academic direct measure of learning - other

  **Target:**
  No Target Established

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**SLO 4: International negotiation and bargaining process**

Students will demonstrate an understanding of the international negotiation and bargaining process

**Related Measures**

- **M 6: International Conflict, pre-post assessment**
  We will measure student's mastery of concepts using pre- and post-course diagnostic tests in PSC 442 (International Conflict).

  **Source of Evidence:** Written assignment(s), usually scored by a rubric

  **Target:**
M 7: Civil Wars, pre-post assessment
We will measure students’ knowledge gain using pre- and post-course diagnostic exams in PSC 422 (Civil Wars).
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
No Target Established

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Recognized quality
The program will improve and sustain a high level of recognized quality
Connected Document
International Studies BA Curriculum Maps

Related Measures

M 8: A list of the strengths
A list of the strengths of the department from the most recent program review (specific to the BA in Political Science) will be reported.
Source of Evidence: Academic indirect indicator of learning - other

M 9: A list of recommendations
A list of recommendations (specific to the BA in Political Science) will be reported
Source of Evidence: Academic indirect indicator of learning - other

M 10: A list of actions
A list of actions in response to the recommendation (specific to the BA in Political Science) will be reported.
Source of Evidence: Academic indirect indicator of learning - other

M 11: A summary of the impacts
A summary of the impacts of the actions (specific to the BA in Political Science) will be reported.
Source of Evidence: Academic indirect indicator of learning - other

M 12: Student Perception of Quality of Major
Graduating seniors complete a survey, including a question asking them to rate the overall quality of the major. The percent of students choosing each possible response to the question will be reported
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established

OthOtcm 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions
Connected Document
International Studies BA Curriculum Maps

Related Measures

M 13: Enrollment in the Major
We will assess this outcome using the number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established

M 14: Number of Degrees Awarded
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other
Target:
Meet or exceed the ACHE standards.

OthOtcm 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves
Connected Document
International Studies BA Curriculum Maps

Related Measures

M 15: Student Perceptions of Preparation for Employment
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for employment. The percent of students choosing each possible response to the question will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No target established.

OthOtcm 8: Faculty Research and Publications
The Department expects its faculty to contribute to the discipline through the publication of significant and visible
M 16: Faculty Publication Rates
The Department Chair monitors each faculty member’s publications through the annual Faculty Activity Report and will report the total number of refereed publications and average number per faculty for the past 3 years. Our general expectation is that total refereed publications, forthcoming and in print (including books, articles, and book chapters), will meet or exceed 1.5 contributions per faculty member per year. This is an increase from last year’s expectation of 1.0 contribution per faculty member.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Our general expectation is that total refereed publications, forthcoming and in print (including books, articles, and book chapters), will meet or exceed 1.5 contributions per faculty member per year. This is an increase from last year’s expectation of 1.0 contribution per faculty member.

M 17: Faculty Presentation Rates
The Department Chair monitors faculty research presentations at national and regional academic conferences through the annual Faculty Activity Report and will report the total number of presentations and average number per faculty. The expectation is that total research presentations will meet or exceed one presentation per year per faculty.

Source of Evidence: Presentation, either individual or group

Target:
The expectation is that total research presentations will meet or exceed one presentation per year per faculty.

OthOtc 9: Department Outcome: Faculty Service
The Department expects its faculty, where appropriate, to serve the discipline of political science and the Alabama community.

Connected Document: International Studies BA Curriculum Maps

Related Measures

M 18: Faculty Service to the Community
The Department Chair monitors each faculty member’s service to the Alabama community, including interviews to members of the press and presentations to community groups, through the annual faculty activity reports. The number and types of service to the community will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Set

M 19: Faculty Service to the Discipline
The Department Chair monitors service to the discipline, including reviewing journal articles and service to disciplinary organizations, through the annual faculty activity report. The number and types of service to the discipline will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Set

OthOtc 10: Department Outcome: adequate course availability
The department will provide adequate course availability to allow students to finish the Political Science and International Studies majors within 5 years.

Connected Document: International Studies BA Curriculum Maps

Related Measures

M 20: Average Time to Degree
We will assess this outcome using time-to-degree data from the Office of Institutional Research and Assessment. Average time-to-degree for the past 3 cohorts will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Our target for this assessment is that students majoring in International Studies should have an average time-to-degree of less than five years.

M 21: Student Perception of Availability of Courses
We will assess this outcome using students’ perceptions of the availability of required courses as measured by relevant questions on the Alabama Graduating Senior Survey. The percent of students choosing each response to the question will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established.

OthOtc 11: Department Outcome: Students Competitive on National Level
The department expects its undergraduate majors and graduate students to be competitive with other students throughout the United States in terms of admission to graduate study or obtaining employment related to political science.

Connected Document: International Studies BA Curriculum Maps
Related Measures

M 22: Success of Graduate Students in Employment
We will assess this outcome by using an exit survey to gather information on the proportion of MPA, MA, and PhD program graduates who have secured employment or job interviews in public administration, political science, or a related field. No data are reported here because this outcome is not relevant to this degree program.
Source of Evidence: Exit interviews with grads/program completers

M 23: Student Perception of Major for Employment
We will assess this outcome using survey questions related to the quality of the major as preparation for graduate school and employment. The percent of students choosing each possible response to the question will be reported.
Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Develop Standardized Pre- and Post-Course Diagnostic Test
We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 ("Introduction to International Relations"). Currently individual instructors are using their own diagnostic tests, which means that the assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Basic concepts in IR, Course-Embedded Assessments | Outcome/Objective: Basic Concepts in IR
Measure: Basic concepts in IR, Pre- and Post-Course diagnostic Tests | Outcome/Objective: Basic Concepts in IR

Implementation Description: We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.
Projected Completion Date: 01/2013
Responsible Person/Group: Dr. Richard Fording

Implement standardized pre-test/post-test in PSC 204
Instructors will administer a standard diagnostic test at the beginning and end of PSC 204 ("Introduction to International Relations"). Faculty in all subfields in the Department were instructed to develop a standardized pre-test/post-test instrument for use in Introductory courses. Implementation of a single, standard instrument will help generate reliable data across time.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Richard Fording and PSC 204 instructors

Remind Faculty to Assess Objectives
Faculty will be reminded at the beginning of each academic year to assess relevant objectives and provide data in a timely manner to the assessment coordinator.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Dr. Richard Fording, Chair
Mission / Purpose

The Department of Political Science at the University of Alabama seeks to meet the highest standards of research, teaching, and service. In research, it examines important questions of political institutions, behavior, and thought. It strives for publication in outlets of the highest quality and visibility to achieve maximum exposure for its ideas and to have the greatest impact on peers in the academy and on policy makers. In teaching, the Department provides undergraduate students with timely information about the political world and instruction that enhances their skills as citizens and future leaders. At the graduate level, the Department is the only full-service program in political science in the state of Alabama, preparing students for successful careers in teaching, research, and government service. At all levels, the Department strives to enhance appreciation for the science of politics and to inspire the quest for truth and excellence in the study and practice of politics. The Department commits itself to serve the profession by contributing to its growth and improvement; to serve the institution through participation in its governing structures; and to serve the community by sharing ideas and helping to provide perspective on political issues for decision makers and citizens.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Basic Concepts in IR

Students will be able to explain the important theories and practical issues in the field of international relations.

Related Measures

M 1: Basic concepts in IR, Course-Embedded Assessments

We will measure students' mastery of concepts using course-embedded assessments (i.e. exam questions) in some or all of PSC 101 (Introduction to American Politics), PSC 203 (Introduction to Comparative Politics), PSC 204 (Introduction to International Relations), PSC 205 (Introduction to Political Theory), PSC 206 (Introduction to Public Administration) and/or PSC 211 (State and Local Politics). Results of these assessments will be reported

Source of Evidence: Academic direct measure of learning - other

Target: No Target Established

Finding (2012-2013) - Target: Not Reported This Cycle

Results Summary: Instructor in PSC 204 assessed student understanding of theories and issues in International Relations through course-embedded multiple choice questions. In questions focused on explaining the causes of war, students gave the correct answers 78% of the time.

Interpretations and Conclusions: These questions focused on core elements of international relations theory. We don't yet have enough data over a period of time to know whether 78% correct on these questions represents an adequate performance. These results indicate a slight improvement over last academic year.

Related Action Plans (by Established cycle, then alpha):

Develop Standardized Pre- and Post-Course Diagnostic Test

We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 ("Introduction to International Relations"). Currently individual instructors are using their own diagnostic tests, which means that the assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Basic concepts in IR, Course-Embedded Assessments | Outcome/Objective: Basic Concepts in IR

Measure: Basic concepts in IR, Pre- and Post-Course diagnostic Tests | Outcome/Objective: Basic Concepts in IR

Implementation Description: We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.

Projected Completion Date: 01/2013

Responsible Person/Group: Dr. Richard Fording

Implement Standardized Pre-test/Post-test in PSC 204

Instructors will administer a standard diagnostic test at the beginning and end of PSC 204 ("Introduction to International Relations"). Faculty in all subfields in the Department were instructed to develop a standardized pre-test/post-test instrument for use in Introductory courses. Implementation of a single, standard instrument will help generate reliable data across time.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Basic concepts in IR, Course-Embedded Assessments | Outcome/Objective: Basic Concepts in IR
Measure: Basic concepts in IR, Pre- and Post-Course diagnostic Tests
Outcome/Objective: Define and Assess Democracies

Implementation Description: International Relations faculty developed a standard instrument for use in PSC 204 during the 2013 Faculty Retreat.
Responsible Person/Group: PSC 204 instructors

M 2: Basic concepts in IR, Pre- and Post-Course diagnostic Tests
We will measure students' mastery of these concepts using pre- and post-course diagnostic tests in some or all of PSC 101 (Introduction to American Politics), PSC 203 (Introduction to Comparative Politics), PSC 204 (Introduction to International Relations), PSC 205 (Introduction to Political Theory), PSC 206 (Introduction to Public Administration) and PSC 211 (State and Local Politics). Results of these tests will be reported.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
The target for this assessment is at least a 30% decrease in the error rate between the pre-course test and the post-course test.

Finding (2012-2013) - Target: Met
Results Summary: Instructor in PSC 204 assessed students' learning using pre- and post-course diagnostic tests covering fundamental concepts of International Relations. The average error rate was 44.3% lower in the post-test compared to the pre-test (i.e. decline in proportion of students getting the question wrong over the proportion who got it wrong the first time).
Interpretations and Conclusions: The assessment findings show that the target was exceeded. No changes are planned.

Related Action Plans (by Established cycle, then alpha):

Develop Standardized Pre- and Post-Course Diagnostic Test
We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 ("Introduction to International Relations"). Currently individual instructors are using their own diagnostic tests, which means that the assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.
Projected Completion Date: 01/2013
Responsible Person/Group: Dr. Richard Fording

Implement Standardized Pre-test/Post-test in PSC 204
Instructors will administer a standard diagnostic test at the beginning and end of PSC 204 ("Introduction to International Relations"). Faculty in all subfields in the Department were instructed to develop a standardized pre-test/post-test instrument for use in Introductory courses. Implementation of a single, standard instrument will help generate reliable data across time.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Implementation Description: International Relations faculty developed a standard instrument for use in PSC 204 during the 2013 Faculty Retreat.
Responsible Person/Group: PSC 204 instructors

SLO 2: Research Methods
Students will be able to explain and interpret basic research design and research methods.

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 3: Evaluate Research Designs
We will measure this outcome through course-embedded assignments in PSC 321 (Human Rights and Institutions) focusing on evaluating the qualities of research designs.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
No target Established

Finding (2012-2013) - Target: Not Reported This Cycle
The faculty member who taught Human Rights and Institutions resigned and did not submit data for this
M 4: Interpret Scholarly Conclusions
We will measure this outcome through course-embedded assignments in PSC 422 (Fall of Communist Regimes) focusing on interpreting the conclusions of scholarly research.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

Finding (2012-2013) - Target: Not Reported This Cycle
This course was not taught during the 2012-2013 academic year.

SLO 3: Define and Assess Democracies
Students will be able to define democracy and assess countries in terms of democratic development

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 5: Democracy, in Human Rights and Institutions
We will assess this outcome through course-embedded assessments in PSC 321 (Human Rights and Institutions).

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

Finding (2012-2013) - Target: Not Reported This Cycle
The faculty member who taught Human Rights and Institutions resigned and did not submit data for this objective prior to leaving.

M 24: Democracies in International Relations
We will assess this outcome through course-embedded assessments in PSC 204 (Introduction to International Relations).

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary: Instructor in PSC 204 assessed students’ ability to define democracy using multiple choice questions covering the characteristics of liberal democracies and the reasons for Democratic Peace theory. Students gave correct answers to these questions 67% of the time. Interpretations and Conclusions: Although we did not establish a target, the proportion of correct answers are lower than we might have hoped.

Related Action Plans (by Established cycle, then alpha):
Implement Standardized Pre-test/Post-test in PSC 204
Instructors will administer a standard diagnostic test at the beginning and end of PSC 204 ("Introduction to International Relations"). Faculty in all subfields in the Department were instructed to develop a standardized pre-test/post-test instrument for use in introductory courses. Implementation of a single, standard instrument will help generate reliable data across time.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Basic concepts in IR, Course-Embedded Assessments | Outcome/Objective: Basic Concepts in IR
Measure: Basic concepts in IR, Pre- and Post-Course diagnostic Tests | Outcome/Objective: Basic Concepts in IR
Measure: Democracies in International Relations | Outcome/Objective: Define and Assess Democracies

Implementation Description: International Relations faculty developed a standard instrument for use in PSC 204 during the 2013 Faculty Retreat.
Responsible Person/Group: PSC 204 instructors

SLO 4: international negotiation and bargaining process
Students will demonstrate an understanding of the international negotiation and bargaining process

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 6: International Conflict, pre-post assessment
We will measure student’s mastery of concepts using pre- and post-course diagnostic tests in PSC 442 (International Conflict).

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
NO Target Established

Finding (2012-2013) - Target: Not Reported This Cycle
PSC 442: International Conflict was not taught during this period.

Related Action Plans (by Established cycle, then alpha):
Remind Faculty to Assess Objectives
Faculty will be reminded at the beginning of each academic year to assess relevant objectives and
provide data in a timely manner to the assessment coordinator.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: International Conflict, pre-post assessment | Outcome/Objective: international negotiation and bargaining process

Responsible Person/Group: Dr. Richard Fording, Chair

M 7: Civil Wars, pre-post assessment
We will measure students’ knowledge gain using pre- and post-course diagnostic exams in PSC 422 (Civil Wars).

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target: No Target Established

Finding (2012-2013) - Target: Not Reported This Cycle
This course was not taught during the 2012-2013 academic year.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Recognized quality
The program will improve and sustain a high level of recognized quality

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 8: A list of the strengths
A list of the strengths of the department from the most recent program review (specific to the BA in Political Science) will be reported.

Source of Evidence: Academic indirect indicator of learning - other

M 9: A list of recommendations
A list of recommendations (specific to the BA in Political Science) will be reported

Source of Evidence: Academic indirect indicator of learning - other

M 10: A list of actions
A list of actions in response to the recommendation (specific to the BA in Political Science) will be reported.

Source of Evidence: Academic indirect indicator of learning - other

M 11: A summary of the impacts
A summary of the impacts of the actions (specific to the BA in Political Science) will be reported.

Source of Evidence: Academic indirect indicator of learning - other

M 12: Student Perception of Quality of Major
Graduating seniors complete a survey, including a question asking them to rate the overall quality of the major. The percent of students choosing each possible response to the question will be reported

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established

Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary: The 2013 Graduating Senior Exit Survey asked students to rate the overall quality of their major. Among International Studies majors, 12.5% chose “excellent”, 75% chose “good, 12.5% chose “fair”, and 0% chose “poor.” Interpretations and Conclusions: We did not establish a target for this assessment. The results are satisfactory but leave room for improvement.

OthOtcm 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 13: Enrollment in the Major
We will assess this outcome using the number of students in the undergraduate major for the last three fall semesters

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established

Finding (2012-2013) - Target: Not Reported This Cycle
The number of students enrolled in the International Studies major was 179 in Fall 2010, 183 in Fall 2012, and 205 in Fall 2013. All these numbers are more than adequate for maintaining the program, and the year-over-year increase shows the major remains attractive to students.

M 14: Number of Degrees Awarded
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards

Source of Evidence: Academic indirect indicator of learning - other
Target:
Meet or exceed the ACHE standards.

Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary: We assess this outcome using data on degrees conferred from the Office of Institutional Research and Assessment. The total number of International Studies majors graduating with bachelors degrees conferred in the 2012-2013 academic year was 27. Interpretations and Conclusions: Our number of degrees is well above the ACHE standards. No changes are planned.

OthOtcn 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 15: Student Perceptions of Preparation for Employment
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for employment. The percent of students choosing each possible response to the question will be reported.
Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established.

Finding (2012-2013) - Target: Not Reported This Cycle
The 2013 Graduating Senior Survey asked, "How would you evaluate . . . [the] quality of courses as preparation for employment after graduation in your major". There were eight International Relations respondents, with 12.5% responding 'excellent', 37.5% 'good', 25% 'fair', and 25% 'poor'. While 50% of respondents selected "fair" or "poor", this represents the opinion of only four students. We will closely monitor this measure next year to determine if an action plan needs to be considered.

OthOtcn 8: Faculty Research and Publications
The Department expects its faculty to contribute to the discipline through the publication of significant and visible research.

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 16: Faculty Publication Rates
The Department Chair monitors each faculty member's publications through the annual Faculty Activity Report and will report the total number of refereed publications and average number per faculty for the past 3 years. Our general expectation is that total refereed publications, forthcoming and in print (including books, articles, and book chapters), will meet or exceed 1.5 contributions per faculty member per year. This is an increase from last year's expectation of 1.0 contribution per faculty member.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Our general expectation is that total refereed publications, forthcoming and in print (including books, articles, and book chapters), will meet or exceed 1.5 contributions per faculty member per year. This is an increase from last year's expectation of 1.0 contribution per faculty member.

Finding (2012-2013) - Target: Met
Results Summary: We assessed faculty publication rates by counting the number of publications (forthcoming and in print) listed in Faculty Activity Reports for the period from April 1, 2012 to March 31, 2013. The 19 faculty had a total of 41 forthcoming and in print publications. Interpretations and Conclusions: The number of publications for the department exceeds the target for this assessment. No changes are planned.

Finding (2012-2013) - Target: Met
Results Summary: We assessed faculty publication rates by counting the number of publications (forthcoming and in print) listed in Faculty Activity Reports for the period from April 1, 2012 to March 31, 2013. The 19 faculty had a total of 41 forthcoming and in print publications. Interpretations and Conclusions: The number of publications for the department exceeds the target for this assessment. No changes are planned.

M 17: Faculty Presentation Rates
The Department Chair monitors faculty research presentations at national and regional academic conferences through the annual Faculty Activity Report and will report the total number of presentations and average number per faculty. The expectation is that total research presentations will meet or exceed one presentation per year per faculty
Source of Evidence: Presentation, either individual or group

Target:
The expectation is that total research presentations will meet or exceed one presentation per year per faculty.

Finding (2012-2013) - Target: Met
We assessed faculty presentation rates by counting the number of research presentations listed in Faculty Activity Reports for the period from April 1, 2012 to March 31, 2013. The faculty made 45 such research presentations. This is an average of 2.3 presentations per faculty member. Interpretations and Conclusions: The 2.3 presentations per faculty member exceeds the target for this assessment. No changes are planned.

OthOtcn 9: Department Outcome: Faculty Service
The Department expects its faculty, where appropriate, to serve the discipline of political science and the Alabama community

Connected Document
International Studies BA Curriculum Maps

Related Measures
M 18: Faculty Service to the Community
The Department Chair monitors each faculty member's service to the Alabama community, including interviews to members of the press and presentations to community groups, through the annual faculty activity reports. The number and types of service to the community will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Set

Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary: We assessed faculty service to the community by counting the numbers of press contacts and presentations to community groups listed in Faculty Activity Reports for the period from April 1, 2012 to March 31, 2013. Although press contacts were not systematically reported, department faculty members appeared in various media as experts at least 20 times. The largest number of such appearances were by Department Chair Dr. Richard Fording. Interpretations and Conclusions: Although we did not establish a target for this assessment, the results show that the Political Science Faculty is an valued resource for the local, state, and national media, and that appearances in the media promote the University's scholarly image. No changes are planned.

M 19: Faculty Service to the Discipline
The Department Chair monitors service to the discipline, including reviewing journal articles and service to disciplinary organizations, through the annual faculty activity report. The number and types of service to the discipline will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Set

Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary: We assessed faculty service to the discipline by counting the numbers of scholarly reviews listed in Faculty Activity Reports for the period from April 1, 2012 to March 31, 2013. Our faculty reviewed 98 manuscripts during the period. Interpretations and Conclusions: Although we did not establish a target for this assessment, the results show that the Political Science Faculty is active in service to the discipline. No changes are planned.

OthOtcn 10: Department Outcome: adequate course availability
The department will provide adequate course availability to allow students to finish the Political Science and International Studies majors within 5 years

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 20: Average Time to Degree
We will assess this outcome using time-to-degree data from the Office of Institutional Research and Assessment. Average time-to-degree for the past 3 cohorts will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target: Our target for this assessment is that students majoring in International Studies should have an average time-to-degree of less than five years.

Finding (2012-2013) - Target: Met
The average time to degree for International Studies majors graduating in 2010 was 4.2 years. The average time to degree for International Studies majors graduating in 2011 was 4.56 years. The average time to degree for International Studies majors graduating in 2012 was 4.17 years. All these averages are below our target of 5.0 years.

M 21: Student Perception of Availability of Courses
We will assess this outcome using students' perceptions of the availability of required courses as measured by relevant questions on the Alabama Graduating Senior Survey. The percent of students choosing each response to the question will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target: No target established.

Finding (2012-2013) - Target: Not Reported This Cycle
On the 2013 Graduating Senior Survey students were asked if they were "unable to enroll in a required course in your major because all sections were filled." Among International Studies Majors, 37.5% chose "never", 0% chose "seldom", 37.5% chose "occasionally", and 25% chose "frequently." We did not have a target for this assessment. Although there is room for improvement, these numbers indicate that most students are able to enroll in their required classes most of the time.

OthOtcn 11: Department Outcome: Students Competitive on National Level
The department expects its undergraduate majors and graduate students to be competitive with other students throughout the United States in terms of admission to graduate study or obtaining employment related to political science.

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 22: Success of Graduate Students in Employment
We will assess this outcome by using an exit survey to gather information on the proportion of MPA, MA, and PhD program graduates who have secured employment or job interviews in public administration, political science, or a related field. No data are reported here because this outcome is not relevant to this degree program.
**Source of Evidence:** Exit interviews with grads/program completers

**M 23: Student Perception of Major for Graduate School**
We will assess this outcome using survey questions related to the quality of the major as preparation for graduate school. The percent of students choosing each possible response to the question will be reported.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
No target established.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Results Summary: The 2013 Graduating Senior Exit Survey asked students to rate the quality of their courses as preparation for graduate or professional school after graduation. Among International Studies majors, 12.5% chose "excellent", 25% chose "good", 50% chose "fair", 0% chose "poor", and 12.5% chose "no opinion". Interpretations and Conclusions: We did not establish a target for this assessment. The results are satisfactory but leave room for improvement.

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Develop Standardized Pre- and Post-Course Diagnostic Test**
We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 ("Introduction to International Relations"). Currently individual instructors are using their own diagnostic tests, which means that the assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Basic concepts in IR, Course-Embedded Assessments | **Outcome/Objective:** Basic Concepts in IR
- **Measure:** Basic concepts in IR, Pre- and Post-Course diagnostic Tests | **Outcome/Objective:** Basic Concepts in IR

**Implementation Description:** We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.

- **Projected Completion Date:** 01/2013
- **Responsible Person/Group:** Dr. Richard Fording

**Implement Standardized Pre-test/Post-test in PSC 204**
Instructors will administer a standard diagnostic test at the beginning and end of PSC 204 ("Introduction to International Relations"). Faculty in all subfields in the Department were instructed to develop a standardized pre-test/post-test instrument for use in Introductory courses. Implementation of a single, standard instrument will help generate reliable data across time.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** In-Progress
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Basic concepts in IR, Course-Embedded Assessments | **Outcome/Objective:** Basic Concepts in IR
- **Measure:** Basic concepts in IR, Pre- and Post-Course diagnostic Tests | **Outcome/Objective:** Basic Concepts in IR
- **Measure:** Democracies in International Relations | **Outcome/Objective:** Define and Assess Democracies

**Implementation Description:** International Relations faculty developed a standard instrument for use in PSC 204 during the 2013 Faculty Retreat.

- **Responsible Person/Group:** PSC 204 instructors

**Remind Faculty to Assess Objectives**
Faculty will be reminded at the beginning of each academic year to assess relevant objectives and provide data in a timely manner to the assessment coordinator.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** International Conflict, pre-post assessment | **Outcome/Objective:** international negotiation and bargaining process

- **Responsible Person/Group:** Dr. Richard Fording, Chair
University of Alabama

Detailed Assessment Report
2011-2012 International Studies B.A.
As of: 8/18/2014 02:42 PM CENTRAL

Mission / Purpose

The Department of Political Science at the University of Alabama seeks to meet the highest standards of research, teaching, and service. In research, it examines important questions of political institutions, behavior, and thought. It strives for publication in outlets of the highest quality and visibility to achieve maximum exposure for its ideas and to have the greatest impact on peers in the academy and on policy makers. In teaching, the Department provides undergraduate students with timely information about the political world and instruction that enhances their skills as citizens and future leaders. At the graduate level, the Department is the only full-service program in political science in the state of Alabama, preparing students for successful careers in teaching, research, and government service. At all levels, the Department strives to enhance appreciation for the science of politics and to inspire the quest for truth and excellence in the study and practice of politics. The Department commits itself to serve the profession by contributing to its growth and improvement; to serve the institution through participation in its governing structures; and to serve the community by sharing ideas and helping to provide perspective on political issues for decision makers and citizens.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Basic Concepts in IR
Students will be able to explain the important theories and practical issues in the field of international relations.

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 1: Basic concepts in IR, Course-Embedded Assessments
We will measure student’s mastery of concepts using course-embedded assessments (i.e. exam questions) in some or all of PSC 101 (Introduction to American Politics), PSC 203 (Introduction to Comparative Politics), PSC 204 (Introduction to International Relations), PSC 205 (Introduction to Political Theory), PSC 206 (Introduction to Public Administration) and/or PSC 211 (State and Local Politics). Results of these assessments will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle

Results summary
Instructor in PSC 204 assessed student understanding of theories and issues in International Relations through course-embedded multiple choice questions. In questions focused on explaining the causes of war, students gave the correct answers 73% of the time.

Interpretations and Conclusions
These questions focused on core elements of international relations theory. We don’t yet have enough of previous data to know whether 73% correct on these questions represents an adequate performance.

Related Action Plans (by Established cycle, then alpha):

Develop Standardized Pre- and Post-Course Diagnostic Test
We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 (“Introduction to International Relations”). Currently individual instructors are using their own diagnostic tests, which means that the assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Basic concepts in IR, Course-Embedded Assessments | Outcome/Objective: Basic Concepts in IR
Measure: Basic concepts in IR, Pre- and Post-Course diagnostic Tests | Outcome/Objective: Basic Concepts in IR

Implementation Description: We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.
Projected Completion Date: 01/2013
Responsible Person/Group: Dr. Richard Fording

M 2: Basic concepts in IR, Pre- and Post-Course diagnostic Tests
We will measure students’ mastery of these concepts using pre- and post-course diagnostic tests in some or all of PSC 101 (Introduction to American Politics), PSC 203 (Introduction to Comparative Politics), PSC 204 (Introduction to International Relations), PSC 205 (Introduction to Political Theory), PSC 206 (Introduction to Public Administration) and PSC 211 (State and Local Politics). Results of these tests will be reported.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
The target for this assessment is at least a 30% decrease in the error rate between the pre-course test and the post-course test.
Instructor in PSC 204 assessed students' learning through using pre- and post-course diagnostic tests covering fundamental concepts of international relations. The average error rate was 42.6% lower in the post-test compared to the pre-test. (i.e. decline in proportion of students getting the question wrong over the proportion who got it wrong the first time)

Interpretations and Conclusions
The assessment findings show that the target was exceeded. No changes are planned.

Related Action Plans (by Established cycle, then alpha):
Develop Standardized Pre- and Post-Course Diagnostic Test
We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 ("Introduction to International Relations"). Currently individual instructors are using their own diagnostic tests, which means that the assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Basic concepts in IR, Course-Embedded Assessments | Outcome/Objective: Basic Concepts in IR
Measure: Basic concepts in IR, Pre- and Post-Course diagnostic Tests | Outcome/Objective: Basic Concepts in IR

Implementation Description: We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.
Projected Completion Date: 01/2013
Responsible Person/Group: Dr. Richard Fording

SLO 2: Research Methods
Students will be able to explain and interpret basic research design and research methods.

Connected Document
International Studies BA Curriculum Maps

Related Measures
M 3: Evaluate Research Designs
We will measure this outcome through course-embedded assignments in PSC 321 (Human Rights and Institutions) focusing on evaluating the qualities of research designs.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
No target Established

Finding (2011-2012) - Target: Not Reported This Cycle

Results summary
Instructor in PSC 321 (Human Rights and Institutions) evaluated students' understanding of hypothesis construction and factors relevant to hypothesis testing. Results showed that students averaged 94% correct on multiple choice questions related to hypothesis construction. Thirty-two percent of students showed understanding of factors relevant to hypothesis testing.

Interpretations and Conclusions
We have not established a target for this assessment. The results of the questions on hypothesis construction are more than satisfactory. However, we need to improve student understanding of the more complicated concept of hypothesis testing.

M 4: Interpret Scholarly Conclusions
We will measure this outcome through course-embedded assignments in PSC 422 (Fall of Communist Regimes) focusing on interpreting the conclusions of scholarly research.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle

Results Summary
Instructor in PSC 422 (Fall of Communist Regimes) evaluated this outcome using a rubric designed to measure the ability of students to derive research questions from relevant research literature. Rates of success were: 20% exemplary, 80% adequate, 0% inadequate. (Note: Six students took advantage of an opportunity to re-do the assignment after receiving feedback).

Interpretations and Conclusions
Although no target was established, these results are quite satisfactory. No changes are planned.

SLO 3: Define and Assess Democracies
Students will be able to define democracy and assess countries in terms of democratic development

Connected Document
International Studies BA Curriculum Maps

Related Measures
M 5: Democracy, in Human Rights and Institutions
We will assess this outcome through course-embedded assessments in PSC 321 (Human Rights and Institutions).
Instructor in PSC 321 assessed students' ability to identify the baseline characteristics of a democracy using multiple choice questions. At the end of the semester, students averaged 77% correct on the multiple choice questions. In addition, students were able to correctly apply these criteria 75% of the time.

Interpretations and Conclusions
Although no target was established, these results are quite satisfactory. No changes are planned.

We will assess this outcome through course-embedded assessments in PSC 204 (Introduction to International Relations).

Instructor in PSC 204 assessed students' ability to define democracy using multiple choice questions covering the characteristics of liberal democracies and the reasons for Democratic Peace theory. Students gave correct answers to these questions 65.3% of the time.

Interpretations and Conclusions
Although we did not establish a target, the proportion of correct answers are lower than we might have hoped. In the future, we may wish to review the assessment instrument to make sure the questions are appropriate. If they are appropriate, we may wish to review the course strategies for teaching these concepts.

Although we did not establish a target for this assessment, the reduction in the error rate was lower than we might have hoped. We may wish to review the content of the pre-and post-course diagnostic tests to determine whether the questions are appropriate.

Although we did not establish a target for this assessment, the proportion of students showing marked improvement was lower than we might have hoped. We may wish to review the content of the pre- and post-course diagnostic tests to determine whether the questions are appropriate.

The program will improve and sustain a high level of recognized quality.

Although we did not establish a target for this assessment, the proportion of students showing marked improvement was lower than we might have hoped. We may wish to review the content of the pre- and post-course diagnostic tests to determine whether the questions are appropriate.
A list of the strengths of the department from the most recent program review (specific to the BA in Political Science) will be reported.

Source of Evidence: Academic indirect indicator of learning - other

M 9: A list of recommendations
A list of recommendations (specific to the BA in Political Science) will be reported

Source of Evidence: Academic indirect indicator of learning - other

M 10: A list of actions
A list of actions in response to the recommendation (specific to the BA in Political Science) will be reported.

Source of Evidence: Academic indirect indicator of learning - other

M 11: A summary of the impacts
A summary of the impacts of the actions (specific to the BA in Political Science) will be reported.

Source of Evidence: Academic indirect indicator of learning - other

M 12: Student Perception of Quality of Major
Graduating seniors complete a survey, including a question asking them to rate the overall quality of the major. The percent of students choosing each possible response to the question will be reported

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: The 2012 Graduating Senior Exit Survey asked students to rate the overall quality of their major. Among International Studies majors, 20% chose "excellent", 60% chose "good", 0% chose "fair", and 20% chose "poor."

Interpretations and Conclusions: We did not establish a target for this assessment. The results are satisfactory but leave room for improvement.

OthOtcm 6: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 13: Enrollment in the Major
We will assess this outcome using the number of students in the undergraduate major for the last three fall semesters

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
The number of students enrolled in the International Studies major was 173 in fall 2009, 179 in fall 2010, and 183 in fall 2012.

All these numbers are more than adequate for maintaining the program, and the year-over-year increase shows the major remains attractive to students.

M 14: Number of Degrees Awarded
We will assess this outcome by comparing the number of degrees awarded in the last three years with the ACHE viability standards

Source of Evidence: Academic indirect indicator of learning - other

Target: Meet or exceed the ACHE standards.

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary We assess this outcome using data on degrees conferred from the Office of Institutional Research and Assessment. The total number of International Studies majors graduating with bachelors degrees conferred in the 2011-12 academic year was 28, compared with 33 during the 2010-11 academic year and 23 during the 2009-10 academic year.

Interpretations and Conclusions Our number of degrees is well above the ACHE standards. No changes are planned.

OthOtcm 7: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 15: Student Perceptions of Preparation for Employment
We will assess this outcome using the results of a survey question asking graduating seniors to rate the quality of their courses as preparation for employment. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target: No target established.
Finding (2011-2012) - Target: Not Reported This Cycle
Data are unavailable at this time.

OthOtcm 8: Faculty Research and Publications
The Department expects its faculty to contribute to the discipline through the publication of significant and visible research.

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 16: Faculty Publication Rates
The Department Chair monitors each faculty member's publications through the annual Faculty Activity Report and will report the total number of refereed publications and average number per faculty for the past 3 years. Our general expectation is that total refereed publications, forthcoming and in print (including books, articles, and book chapters), will meet or exceed 1.5 contributions per faculty member per year. This is an increase from last year's expectation of 1.0 contribution per faculty member.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Our general expectation is that total refereed publications, forthcoming and in print (including books, articles, and book chapters), will meet or exceed 1.5 contributions per faculty member per year. This is an increase from last year's expectation of 1.0 contribution per faculty member.

Finding (2011-2012) - Target: Met

Results Summary We assessed faculty publication rates by counting the number of research presentations listed in Faculty Activity Reports for the period from April 1, 2011 to March 31, 2012. The faculty produced 25 such research presentations. This is an average of 1.4 presentations per faculty member. Interpretations and Conclusions The 1.4 presentations per faculty member exceeds the target for this assessment. No changes are planned.

M 17: Faculty Presentation Rates
The Department Chair monitors faculty research presentations at national and regional academic conferences through the annual Faculty Activity Report and will report the total number of presentations and average number per faculty. The expectation is that total research presentations will meet or exceed one presentation per year per faculty.

Source of Evidence: Presentation, either individual or group

Target:
The expectation is that total research presentations will meet or exceed one presentation per year per faculty.

Finding (2011-2012) - Target: Met

Results Summary We assessed faculty presentation rates by counting the number of research presentations listed in Faculty Activity Reports for the period from April 1, 2011 to March 31, 2012. The faculty produced 25 such research presentations. This is an average of 1.4 presentations per faculty member. Interpretations and Conclusions The 1.4 presentations per faculty member exceeds the target for this assessment. No changes are planned.

OthOtcm 9: Department Outcome: Faculty Service
The Department expects its faculty, where appropriate, to serve the discipline of political science and the Alabama community

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International Studies BA Curriculum Maps

Related Measures

M 18: Faculty Service to the Community
The Department Chair monitors each faculty member's service to the Alabama community, including interviews to members of the press and presentations to community groups, through the annual faculty activity reports. The number and types of service to the community will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Set

Finding (2011-2012) - Target: Not Reported This Cycle

Results Summary We assessed faculty service to the community by counting the numbers of press contacts and presentations to community groups listed in Faculty Activity Reports for the period from April 1, 2011 to March 31, 2012. Although press contacts were not systematically reported, department faculty members appeared in various media as experts at least 25 times. The largest number of such appearances were by Department Chair Dr. Richard Fording. In addition one of our faculty members, Dr. Norman Baldwin, supervised more than 150 students working in disaster relief after the tornado of April 27, 2011. Interpretations and Conclusions Although we did not establish a target for this assessment, the results show that the Political Science Faculty is an valued resource for the local, state, and national media, and that appearances in the media promote the University's scholarly image. No changes are planned.

M 19: Faculty Service to the Discipline
The Department Chair monitors service to the discipline, including reviewing journal articles and service to disciplinary organizations, through the annual faculty activity report. The number and types of service to the discipline will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Set
Finding (2011-2012) - Target: Not Reported This Cycle

Results Summary: We assessed faculty service to the discipline by counting the numbers of scholarly reviews listed in Faculty Activity Reports for the period from April 1, 2011 to March 31, 2012. Our faculty reviewed 102 manuscripts during the period. Interpretations and Conclusions: Although we did not establish a target for this assessment, the results show that the Political Science Faculty is active in service to the discipline. No changes are planned.

OthOtcm 10: Department Outcome: adequate course availability

The department will provide adequate course availability to allow students to finish the Political Science and International Studies majors within 5 years

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 20: Average Time to Degree
We will assess this outcome using time-to-degree data from the Office of Institutional Research and Assessment. Average time-to-degree for the past 3 cohorts will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Our target for this assessment is that students majoring in International Studies should have an average time-to-degree of less than five years.

Finding (2011-2012) - Target: Met
The average time to degree for International Studies majors graduating in 2010 was 4.2 years. The average time to degree for International Studies majors graduating in 2011 was 4.56 years. The average time to degree for International Studies majors graduating in 2012 was 4.17 years.

All these averages are below our target of 5.0 years.

M 21: Student Perception of Availability of Courses
We will assess this outcome using students’ perceptions of the availability of required courses as measured by relevant questions on the Alabama Graduating Senior Survey. The percent of students choosing each response to the question will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established.

Finding (2011-2012) - Target: Not Reported This Cycle
On the 2012 Graduating Senior Survey students were asked if they were "unable to enroll in a required course in your major because all sections were filled."

Among International Studies Majors, 40% chose "never", 20% chose "seldom", 0% chose "occasionally", and 20% chose "frequently."

We did not have a target for this assessment. Although there is room for improvement, these numbers indicate that most students are able to enroll in their required classes most of the time.

OthOtcm 11: Department Outcome: Students Competitive on National Level

The department expects its undergraduate majors and graduate students to be competitive with other students throughout the United States in terms of admission to graduate study or obtaining employment related to political science.

Connected Document
International Studies BA Curriculum Maps

Related Measures

M 22: Success of Graduate Students in Employment
We will assess this outcome by using an exit survey to gather information on the proportion of MPA, MA, and PhD program graduates who have secured employment or job interviews in public administration, political science, or a related field. No data are reported here because this outcome is not relevant to this degree program.

Source of Evidence: Exit interviews with grads/program completers

M 23: Student Perception of Major for Employment
We will assess this outcome using survey questions related to the quality of the major as preparation for graduate school and employment. The percent of students choosing each possible response to the question will be reported.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established.

Finding (2011-2012) - Target: Not Reported This Cycle
Results Summary: The 2012 Graduating Senior Exit Survey asked students to rate the quality of their courses as preparation for employment after graduation.: Among International Studies majors, 0% chose "excellent", 40% chose "good", 40% chose "fair", and 20% chose "poor."

Interpretations and Conclusions:
We did not establish a target for this assessment. The results are satisfactory but leave room for improvement.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Develop Standardized Pre- and Post-Course Diagnostic Test
We will develop a standard diagnostic test to be administered at the beginning and end of PSC 204 (“Introduction to International Relations”). Currently individual instructors are using their own diagnostic tests, which means that the
assessment is not the same across course sections and across years. Developing a single, standard instrument will help to generate reliable data across time.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Basic concepts in IR, Course-Embedded Assessments | Outcome/Objective: Basic Concepts in IR
Measure: Basic concepts in IR, Pre- and Post-Course diagnostic Tests | Outcome/Objective: Basic Concepts in IR

Implementation Description: We plan to have this diagnostic test created by January 2013 so we can administer it at the beginning of the spring 2013 semester.

Projected Completion Date: 01/2013
Responsible Person/Group: Dr. Richard Fording
### Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
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<td>PSC 321</td>
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<td>X</td>
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<tr>
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</table>

### Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
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<td>Targeted exam questions</td>
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<td>PSC 321</td>
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<td>Course-embedded assignment</td>
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<tr>
<td>Required Experience</td>
<td>PSC 422</td>
<td>Course-embedded assignments</td>
<td>Course embedded assignment</td>
<td></td>
</tr>
</tbody>
</table>

### Optional Additional Narrative: Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan