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 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) taught by multiple faculty and graduate students, we instituted a common pre-test/post-test diagnostic for each section of the courses. We conducted a pilot for one course, PSC 101, during the previous academic year and 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. For example, new offerings include PSC 464 The Politics of Health Policy, a very timely course. In addition, at the request of the Chair, the Undergraduate Studies Committee submitted a proposal to reinstate the Honors in Political Science program. We are awaiting approval. Assessment of impact on student learning is pending.

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 Political Science
At the completion of the B.A. degree in Political Science, students will be able to identify and understand basic concepts in American Politics, Comparative Politics, International Relations, Political Theory, State and Local Politics, and Public Administration.

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 1: Basic Political Science Concepts, course-embedded assessment
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

M 24: Basic Political Science Concepts, Pre- and Post-Course Assessments
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).

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

Target:
No Target Established.

Finding (2013-2014) - Target: Not Reported This Cycle

Results Summary:

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

Implement Standardized Pre- and Post-Course Diagnostic Test
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

Relationships (Measure | Outcome/Objective):
Measure: Basic Political Science Concepts, Pre- and Post-Course Assessments |
Outcome/Objective: Basic Concepts in Political Science

Implementation Description: Full implementation should occur in Fall 2014.
Responsible Person/Group: Instructors of introductory courses.

SLO 2: Courts and Constitution
Students with a pre-law focus will be able to identify and explain important ideas and concepts regarding judicial power and constitutional interpretation.

Connected Document Poly Sci BA Curriculum Maps

Related Measures

M 2: Courts and Constitution, pre- and post-course diagnostic tests
We will measure students' mastery of these concepts using pre- and post-course diagnostic tests in PSC 318 (Constitutional Law). Results of these tests will be reported
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
The target for this measure is a 30% reduction in the average error rate between the pre-course and the post-course test.

M 25: Courts and Constitution, Course-Embedded Assessment
We will measure student's mastery of concepts using course-embedded assessments (i.e. exam questions) in PSC 318.
Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established

SLO 3: Original research
Students will be able to conduct original research on political topics

Connected Document Poly Sci BA Curriculum Maps

Related Measures

M 3: Original Research, Generate Hypotheses
We will assess this skill in multiple upper-level using rubrics to evaluate the student's abilities to generate valid hypotheses based on their review of previous research. Results of these rubrics will be reported
Source of Evidence: Academic direct measure of learning - other

Target:
The target for this assessment is that 80% of the students will perform at an excellent or adequate level.

M 4: Original Research Concepts, Pre- and Post-Course Diagnostic
We will assess this skill in PSC 202 (Introduction to Political Analysis) using a pre- and post-course diagnostic test to assess student mastery of concepts related to research design issues. 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 a 30% reduction in the error rate from the pre-course test to the post-course test.

Finding (2013-2014) - Target: Met
Results Summary: Instructor in PSC 202 evaluated students' understanding of concepts related to the design of social science research using a pre- and post-test method. The average error rate declined 42.3% from the pre-test to the post-test. Interpretations and Conclusions: The results of the assessment exceeded the target. No changes are planned.

SLO 4: Writing ability
Students should demonstrate the ability to write coherently and critically about politics and political issues

Connected Document Poly Sci BA Curriculum Maps

Related Measures

M 5: Writing Ability, Organization and Content in PSC 443
We will assess students' writing in PSC 443 (Comparative Public Policy) using a rubric designed to produce distinct evaluations of the organization and content of students' papers. Results of the rubric will be reported
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No Target Established

Finding (2013-2014) - Target: Not Reported This Cycle

Summary Result:

M 6: Writing Ability, Organization and Content in PSC 441
We will assess students' writing ability in PSC 441 (Terrorism) using a rubric designed to produce distinct evaluations of the organization and content of students' papers. Results of the rubric will be reported
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: No Target Established.

Finding (2013-2014) - Target: Not Reported This Cycle

Results Summary:

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

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 7: Recognized Quality, Program Review
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 8: Recognized Quality, Improvements from Program Review
A list of the opportunities for improvement 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: Recognized Quality, 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: Recognized Quality, Response 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: Recognized Quality, 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: Recognized Quality, Senior Survey
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: Alumni survey or tracking of alumni achievements

Target:
No target established.

Finding (2013-2014) - Target: Not Reported This Cycle

Results Summary:

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

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Poly Sci BA Curriculum Maps

Related Measures

M 13: Enrollments and Degrees, Average Number of Majors
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: Enrollments and Degrees, ACHE Standards
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:
We intend to meet or exceed the ACHE viability standard for BA programs is 7.5 graduates per year.

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

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 15: Program Value, Prep 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 (2013-2014) - Target: Not Reported This Cycle

Result Summary:

OthOtcm 8: Faculty Publication Rate
Department Outcome 1. The Department expects its faculty to contribute to the discipline through the publication of significant and visible research

Related Measures

M 16: Faculty Publication
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 (2013-2014) - Target: Met

Results Summary:

M 17: Faculty Research Presentations
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: Academic indirect indicator of learning - other

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

Finding (2013-2014) - Target: Met

Results Summary:

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

Related Measures

M 18: Faculty Community Service
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 (2013-2014) - Target: Not Reported This Cycle

Results Summary:

M 19: Faculty Service to 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 (2013-2014) - Target: Not Reported This Cycle

Results Summary:

OthOtcm 10: Students Graduate within Five Years
The department will provide adequate course availability to allow students to finish the Political Science and International Studies majors within 5 years.

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 is that the average time-to-degree for students majoring in political science should be less than five years.

Finding (2013-2014) - Target: Met

Report Summary:

M 21: Student Perceptions of Availability of Required 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: Alumni survey or tracking of alumni achievements

Target:
No target set.

Finding (2013-2014) - Target: Not Reported This Cycle

Report Summary:

OthOtom 11: Graduates Competitive for Jobs and Graduate Study
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.

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Related Measures

M 22: Graduate Student Success in Getting Jobs
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 Perceptions of Quality of Major and Preparation for Graduate School
We will assess this outcome using survey questions related to the overall quality of the major and major courses 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 (2013-2014) - Target: Not Reported This Cycle

Report Summary:

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

Implement Standardized Pre- and Post-Course Diagnostic Test
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

Relationships (Measure | Outcome/Objective):
Measure: Basic Political Science Concepts, Pre- and Post-Course Assessments | Outcome/Objective: Basic Concepts in Political Science

Implementation Description: Full implementation should occur in Fall 2014.

Responsible Person/Group: Instructors of introductory courses.
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 Political Science
At the completion of the B.A. degree in Political Science, students will be able to identify and understand basic concepts in American Politics, Comparative Politics, International Relations, Political Theory, State and Local Politics, and Public Administration.

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Related Measures

M 1: Basic Political Science Concepts, course-embedded assessment
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 (2012-2013) - Target: Not Reported This Cycle
Results Summary: Instructor in PSC 101 assessed students’ learning through using pre- and post-course diagnostic tests covering fundamental concepts of American political institutions and processes. The average error rate was 40% 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) Interpretation: This is an adequate performance for an entry-level, freshman course in which most students are not political science majors.

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

Implement Standardized Pre- and Post-Course Diagnostic Test
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

Relationships (Measure | Outcome/Objective):
Measure: Basic Political Science Concepts, course-embedded assessment | Outcome/Objective: Basic Concepts in Political Science
Measure: Basic Political Science Concepts, Pre- and Post-Course Assessments | Outcome/Objective: Basic Concepts in Political Science

Implementation Description: Full implementation should occur in Fall 2014.

Responsible Person/Group: Instructors of introductory courses.

M 24: Basic Political Science Concepts, Pre- and Post-Course Assessments
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).

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

Target:
No Target Established

Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary: Instructor in PSC 101 assessed students’ learning through using pre- and post-course diagnostic tests covering fundamental concepts of American political institutions and processes. The average error rate was 40% 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). Interpretation: These results are satisfactory for an entry-level class comprised primarily of non Political Science majors.

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

### Implement Standardized Pre- and Post-Course Diagnostic Test

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

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Basic Political Science Concepts, course-embedded assessment | **Outcome/Objective:** Basic Concepts in Political Science
- **Measure:** Basic Political Science Concepts, Pre- and Post-Course Assessments | **Outcome/Objective:** Basic Concepts in Political Science

**Implementation Description:** Full implementation should occur in Fall 2014.

**Responsible Person/Group:** Instructors of introductory courses.

### SLO 2: Courts and Constitution

Students with a pre-law focus will be able to identify and explain important ideas and concepts regarding judicial power and constitutional interpretation.

**Connected Document:** Poly Sci BA Curriculum Maps

**Related Measures**

**M 2: Courts and Constitution, pre- and post-course diagnostic tests**

We will measure students' mastery of these concepts using pre- and post-course diagnostic tests in PSC 318 (Constitutional Law I). Results of these tests will be reported.

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

**Target:** The target for this measure is a 30% reduction in the average error rate between the pre-course and the post-course test.

**Finding (2012-2013) - Target: Met**

Results Summary: Instructor in PSC 318 assessed students' learning through pre- and post-course diagnostic tests covering fundamental concepts of constitutional law. The average error rate for the 8 questions asked on the pre- and post-course diagnostic tests declined 31% from the pre-test to the post-test. The overall proportion correct in the pre-test was 44.1%. Overall proportion correct in the post-test was 61.8%. One discouraging result was that the proportion of students correctly answering one question on presidential power declined from 29% in the pre-test to 9% in the post-test.

**Interpretation and Conclusions:** The large decline in incorrect answers exceeds the target for this assessment. However, the decline in students' measured understanding of one aspect of presidential power suggests a need to clarify instruction on that particular issue.

**M 25: Courts and Constitution, Course-Embedded Assessment**

We will measure student's mastery of concepts using course-embedded assessments (i.e. exam questions) in PSC 318.

**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 318 assessed the students' performance via exam questions relating to each of the course's six learning goals. Students' rates of correct answers ranged from a high of 87.5% on questions related to the sources and limitation on presidential power to a low a 76.5% on questions related to the facts of particular Supreme Court cases.

**Interpretation and Conclusions:** The uniformly satisfactory results do not indicate a need to change the way I distribute course time across these topics. No changes are planned.

### SLO 3: Original research

Students will be able to conduct original research on political topics

**Connected Document:** Poly Sci BA Curriculum Maps

**Related Measures**

**M 3: Original Research, Generate Hypotheses**

We will assess this skill in multiple upper-level using rubrics to evaluate the student's abilities to generate valid hypotheses based on their reviews of previous research. Results of these rubrics will be reported.

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

**Target:** The target for this assessment is that 80% of the students will perform at an excellent or adequate level.

**Finding (2012-2013) - Target: Met**

Results Summary: Some instructors in PSC 320 evaluated students' abilities to write a research proposal including research question, literature review, hypotheses and explanation of methods to be used. Rates of success were: 50% excellent, 35% adequate, and 15% needed improvement. Interpretations and Findings:
These numbers exceed the target for this assessment, and show very high rates of achievement of this complex skill. No changes are planned.

**M 4: Original Research Concepts, Pre- and Post-Course Diagnostic**
We will assess this skill in PSC 202 (Introduction to Political Analysis) using a pre- and post-course diagnostic test to assess student mastery of concepts related to research design issues. 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 a 30% reduction in the error rate from the pre-course test to the post-course test.

**SLO 4: Writing ability**
Students should demonstrate the ability to write coherently and critically about politics and political issues

**Connected Document**
Poly Sci BA Curriculum Maps

**Related Measures**

**M 5: Writing Ability, Organization and Content in PSC 443**
We will assess students’ writing in PSC 443 (Comparative Public Policy) using a rubric designed to produce distinct evaluations of the organization and content of students’ papers. Results of the rubric will be reported
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No Target Established

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

**M 6: Writing Ability, Organization and Content in PSC 441**
We will assess students’ writing ability in PSC 441 (Terrorism) using a rubric designed to produce distinct evaluations of the organization and content of students’ papers. Results of the rubric will be reported
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Results Summary: Instructor in PSC 441 evaluated organization and content of students’ papers. Results: 30% exemplary, 60% adequate and 10% deficient. Interpretations and Conclusions These results show that the overwhelming majority (90%) of the students produced papers that were at least adequate in terms of content and organization. That is good. However, we would like to increase the proportion of students writing at an exemplary level.

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

**OthOtcn 5: Recognized Program Quality**
The program will improve and sustain a high level of recognized quality

**Connected Document**
Poly Sci BA Curriculum Maps

**Related Measures**

**M 7: Recognized Quality, Program Review**
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 8: Recognized Quality, Improvements from Program Review**
A list of the opportunities for improvement 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: Recognized Quality, 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: Recognized Quality, Response 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: Recognized Quality, 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: Recognized Quality, Senior Survey**
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: Alumni survey or tracking of alumni achievements

**Target:**
No target established.
Finding (2012-2013) - Target: Not Reported This Cycle
Results Summary: The Graduating Senior Survey results for 2013 were used for this measure. The question asked respondents to rate the overall quality of the major. 53.1% responded "excellent", 40.6% responded "good", 3.1% responded "fair", and 3.1% responded "poor". We did not have a target established for this question. The overwhelming ‘excellent’ and ‘good’ responses indicate graduating Political Science majors are pleased with the overall quality of the major.

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

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 13: Enrollments and Degrees, Average Number of Majors
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
Result Summary: There were 392 majors in Fall 2011, 435 in Fall 2012, and 465 in Fall 2013. Interpretation and Conclusion: We are satisfied with the number of majors and the rate of growth.

M 14: Enrollments and Degrees, ACHE Standards
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: We intend to meet or exceed the ACHE viability standard for BA programs is 7.5 graduates per year.
Finding (2012-2013) - Target: Met
Result Summary: We assess this outcome using data on degrees conferred from the Office of Institutional Research and Assessment. The total number of Political Science majors graduating with bachelors degrees conferred in the 2012-13 academic year was 222. There were 240 degrees conferred in the 2011-12 academic year, and 201 in the 2010-2011 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
Poly Sci BA Curriculum Maps

Related Measures

M 15: Program Value, Prep 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
Result Summary: The 2013 Graduating Senior Survey asked graduating students to evaluate "the quality of courses as preparation for employment after graduation in your major". 12.9% responded "excellent", 45.2 responded "good", 19.4% responded "fair", 19.4% responded "poor", and 3.2% expressed "no opinion". Interpretation: We did not set a target goal for this measure. Over half of the respondents indicated excellent or good. We will continue to monitor the graduating senior survey and recognize there is room for improvement.

OthOtcm 8: Faculty Publication Rate
Department Outcome 1. The Department expects its faculty to contribute to the discipline through the publication of significant and visible research

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 16: Faculty Publication
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.

M 17: Faculty Research Presentations
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: Academic indirect indicator of learning - other

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

Finding (2012-2013) - 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, 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.

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

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 18: Faculty Community Service
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 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.

OthOtcm 10: Students Graduate within Five Years
The department will provide adequate course availability to allow students to finish the Political Science and International Studies majors within 5 years.

Connected Document
Poly Sci 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 is that the average time-to-degree for students majoring in political science should be less than five years.

Finding (2012-2013) - Target: Met
Report Summary: The average time to degree for political science majors graduating in 2011 was 4.44 years. The average time to degree for political science majors graduating in 2012 was 4.52 years. The average time to degree for political science majors graduating in 2013 was 4.53 years. Interpretation and Conclusion: These averages are below our target of 5.0 years.

M 21: Student Perceptions of Availability of Required 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: Alumni survey or tracking of alumni achievements

**Target:**
- No target set.

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

Result Summary: 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 Political Science Majors, 34.4% chose "never", 31.2% chose "seldom", 18.8% chose "occasionally", and 15.6% chose "frequently." Interpretation and Conclusion: 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. The percentage responding "frequently" dropped from 25% to 15.6% since the 2012 survey.

**OthOtcm 11: Graduates Competitive for Jobs and Graduate Study**

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**
- [Poly Sci BA Curriculum Maps](#)

**Related Measures**

**M 22: Graduate Student Success in Getting Jobs**

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 Perceptions of Quality of Major and Preparation for Graduate School**

We will assess this outcome using survey questions related to the overall quality of the major and major courses 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 overall quality of their major. Among Political Science majors, 53.1% chose "excellent", 40.6% chose "good", 3.1% chose "fair", and 3.1% chose "poor."

The Survey also asked students about "[t]he quality of courses as preparation for graduate or professional school in your major". Among Political Science majors, 31.2% chose "excellent", 50% chose "good", 6.2% chose "fair", 9.4% chose "poor", and 3.1% expressed "no opinion."

Interpretations and Conclusions: We did not establish a target for this assessment. These results indicate very positive perceptions of the quality of the major among students and satisfactory responses regarding course preparation for graduate school.

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

**Implement Standardized Pre- and Post-Course Diagnostic Test**

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

Relationships (Measure | Outcome/Objective):
- **Measure**: Basic Political Science Concepts, course-embedded assessment | **Outcome/Objective**: Basic Concepts in Political Science
- **Measure**: Basic Political Science Concepts, Pre- and Post-Course Assessments | **Outcome/Objective**: Basic Concepts in Political Science

Implementation Description: Full implementation should occur in Fall 2014.

Responsible Person/Group: Instructors of introductory courses.
## 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

<table>
<thead>
<tr>
<th>SLO 1: Basic Concepts in Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of the B.A. degree in Political Science, students will be able to identify and understand basic concepts in American Politics, Comparative Politics, International Relations, Political Theory, State and Local Politics, and Public Administration.</td>
</tr>
</tbody>
</table>

### Related Measures

**M 1: Basic Political Science Concepts, course-embedded assessment**
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

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

**Results Summary**
Three instructors in PSC 101 analyzed students' performance via exam questions relating to each of the course's individual learning goals. In questions focused on the institutional characteristics and functions of elements of the American political system, students' gave correct answer 71.4% of the time (average across PSC 101-002, PSC 101-003, and PSC 101-005).

**Interpretation**
This is an adequate performance for an entry-level, freshman course in which most students are not political science majors.

**M 24: Basic Political Science Concepts, Pre- and Post-Course Assessments**
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).

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

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

**Results Summary**
Instructor in PSC 101 assessed students' learning through using pre- and post-course diagnostic tests covering fundamental concepts of American political institutions and processes. The average error rate was 44% 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)

**Interpretation**
These results are satisfactory for an entry-level class comprised primarily of non Political Science majors.

## SLO 2: Courts and Constitution

Students with a pre-law focus will be able to identify and explain important ideas and concepts regarding judicial power
and constitutional interpretation.

Related Measures

M 2: Courts and Constitution, pre- and post-course diagnostic tests
We will measure students' mastery of these concepts using pre- and post-course diagnostic tests in PSC 318 (Constitutional Law I). Results of these tests will be reported

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

Target:
The target for this measure is a 30% reduction in the average error rate between the pre-course and the post-course test.

Finding (2011-2012) - Target: Met

Results Summary
Instructor in PSC 318 assessed students' learning through pre- and post-course diagnostic tests covering fundamental concepts of constitutional law. The average error rate for the 8 questions asked on the pre- and post-course diagnostic tests declined 43.4% from the pre-test to the post-test.

Interpretation and Conclusions
The large decline in incorrect answers exceeds the target for this assessment. No changes are planned.

M 25: Courts and Constitution, Course-Embedded Assessment
We will measure student's mastery of concepts using course-embedded assessments (i.e. exam questions) in PSC 318.

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 318 assessed the students' performance via exam questions relating to each of the course's six learning goals. Students' rates of correct answers ranged from a high of 88.9% on questions related to key terms of the Constitution to a low a 62.2% on questions related to the institutional powers of the federal courts.

Interpretations and Conclusions
These results suggest that there is room for improvement in particular elements of the course. Since the students performed relatively poorly on an important area of the course, questions related to the institutional powers of the federal courts, more course time should be devoted to this area.

SLO 3: Original research
Students will be able to conduct original research on political topics

Related Measures

M 3: Original Research, Generate Hypotheses
We will assess this skill in multiple upper-level using rubrics to evaluate the student's abilities to generate valid hypotheses based on their reviews of previous research. Results of these rubrics will be reported

Source of Evidence: Academic direct measure of learning - other

Target:
The target for this assessment is that 80% of the students will perform at an excellent or adequate level.

Finding (2011-2012) - Target: Met

Results Summary
Instructors in PSC 320 evaluated students' abilities to write a research proposal including research question, literature review, hypotheses and explanation of methods to be used. Rates of success were: 55% excellent, 36% adequate, and 9% needed improvement.

Interpretations and Findings
These numbers exceed the target for this assessment, and show very high rates of achievement of this complex skill. No changes are planned.

M 4: Original Research Concepts, Pre- and Post-Course Diagnostic
We will assess this skill in PSC 202 (Introduction to Political Analysis) using a pre- and post-course diagnostic test to assess student mastery of concepts related to research design issues. 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 a 30% reduction in the error rate from the pre-course test to the post-course test.

Finding (2011-2012) - Target: Met

Results Summary
Instructor in PSC 202 evaluated students' understanding of concepts related to the design of social science research using a pre- and post-test method. The average error rate declined 45.5% from the pre-test to the post-test.

Interpretations and Conclusions
The results of the assessment exceeded the target. No changes are planned.
Students should demonstrate the ability to write coherently and critically about politics and political issues

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 5: Writing Ability, Organization and Content in PSC 443
We will assess students' writing in PSC 443 (Comparative Public Policy) using a rubric designed to produce distinct evaluations of the organization and content of students' papers. Results of the rubric will be reported.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target: No Target Established

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

Results Summary
Instructor in PSC 443 evaluated students' performance on two writing assignments, one near the beginning of the semester and the other near the end of the semester. Student papers were assessed using a rubric focusing on the substance and mechanics, respectively. At the beginning of the semester, 55% of the papers were judged to need improvement in terms of their substance and 31% were judged to need improvement in terms of their mechanics. By the end of the semester, these proportions had been reduced to 27% and 7%, respectively.

Interpretations and Conclusions
The assessment results show substantial improvement from the beginning to the end of the semester. No changes are planned.

M 6: Writing Ability, Organization and Content in PSC 441
We will assess students' writing ability in PSC 441 (Terrorism) using a rubric designed to produce distinct evaluations of the organization and content of students' papers. Results of the rubric will be reported.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target: No Target Established.

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

Results Summary
Instructor in PSC 441 evaluated organization and content of students' papers. Results for organization of the papers: 26.7% exemplary, 64.4% adequate and 8.8% deficient. Results for the content of the papers: 33.3% exemplary, 44.4% adequate, 22.2% deficient.

Interpretations and Conclusions
These results show that the overwhelming majority (78%) of the students produced papers that were at least adequate in terms of content and organization. That is good. However, we would like to increase the proportion of students writing at an exemplary level.

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

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

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 7: Recognized Quality, Program Review
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 8: Recognized Quality, Improvements from Program Review
A list of the opportunities for improvement 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: Recognized Quality, 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: Recognized Quality, Response 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: Recognized Quality, 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: Recognized Quality, Senior Survey
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: Alumni survey or tracking of alumni achievements

Target:
No target established.

Finding (2011-2012) - Target: Not Reported This Cycle
This outcome relates to one of the three common program outcomes for which Dr. Smallwood told us we need not provide supporting documentation.

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

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 13: Enrollments and Degrees, Average Number of Majors
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

Results Summary
We assess this outcome using data on degrees conferred from the Office of Institutional Research and Assessment. The total number of Political Science majors graduating with bachelors degrees conferred in the 2010-11 academic year was 328, compared with 310 during the 2009-10 academic year and 291 during the 2008-09 academic year.

The number of students enrolled in the Political Science major was 532 in fall 2009, 559 in fall 2010, and 549 in fall 2012.

All these numbers are more than adequate for maintaining the program, and the positive trend shows the major remains attractive to students.

Interpretations and Conclusions
Although we did not establish a target for this goal, the overall numbers of majors and degrees conferred and the trend are both positive. No changes are planned.

M 14: Enrollments and Degrees, ACHE Standards
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:
We intend to meet or exceed the ACHE viability standard for BA programs is 7.5 graduates per year.
Finding (2011-2012) - Target: Met

Results Summary
We assess this outcome using data on degrees conferred from the Office of Institutional Research and Assessment. The total number of Political Science majors graduating with bachelors degrees conferred in the 2010-11 academic year was 328, compared with 310 during the 2009-10 academic year and 291 during the 2008-09 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
Poly Sci BA Curriculum Maps

Related Measures

M 15: Program Value, Prep 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 not available at this time.

OthOtcm 8: Faculty Publication Rate
Department Outcome 1. The Department expects its faculty to contribute to the discipline through the publication of significant and visible research

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 16: Faculty Publication
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 publications listed in Faculty Activity Reports for the period from April 1, 2011 to March 31, 2012. The faculty produced 18 journal articles, four books and seven book chapters during that period, for a total of 29 published contributions. This is an average of 1.61 contributions per faculty member. Interpretations and Conclusions The 1.61 contributions per faculty member exceeds the target for this assessment. No changes are planned.

M 17: Faculty Research Presentations
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: Academic indirect indicator of learning - other

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

Connected Document
Poly Sci BA Curriculum Maps

Related Measures

M 18: Faculty Community Service
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 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: Students Graduate within Five Years
The department will provide adequate course availability to allow students to finish the Political Science and International Studies majors within 5 years.

Connected Document
Poly Sci 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 is that the average time-to-degree for students majoring in political science should be less than five years.

**Finding (2011-2012) - Target: Met**
The average time to degree for political science majors graduating in 2010 was 4.5 years. The average time to degree for political science majors graduating in 2011 was 4.44 years. The average time to degree for political science majors graduating in 2012 was 4.52 years.

These averages are below our target of 5.0 years.

**M 21: Student Perceptions of Availability of Required 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: Alumni survey or tracking of alumni achievements

**Target:**
No target set.

**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 Political Science Majors, 27.5% chose "never", 30% chose "seldom", 17.5% 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.

**OthOtcm 11: Graduates Competitive for Jobs and Graduate Study**
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.

**Related Measures**

**M 22: Graduate Student Success in Getting Jobs**
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 Perceptions of Quality of Major**
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 overall quality of their major. Among Political Science majors, 52.5% chose "excellent", 37.5% chose "good, 2.5% chose "fair", and 0% chose "poor."

Interpretations and Conclusions:
We did not establish a target for this assessment. These results indicate very positive perceptions of the quality of the major among students.
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of basic concepts in Political Science</td>
<td>Law-related knowledge</td>
<td>Ability to conduct original research</td>
<td>Ability to write coherently on political concepts</td>
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<tr>
<td>PSC 101</td>
<td>X</td>
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<td>PSC 202</td>
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<td>PSC 444</td>
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</tbody>
</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>
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<tr>
<td>PSC 202</td>
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Optional Additional Narrative: Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan