



# ProgramLevelAssessment: Annual Report

ProgramName (no acronym): Arts and Sciences

Date (Month/Year): July 2021

Assessment Contact: Ellen Carnaghan, Ph.D.

In what year was the data upon which this report is based collected? 2020-2021

In what year was the program's assessment plan most recently reviewed? 2020

## 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Outcome 6: Students will be able to assess the effects of various social and political structures and policies to determine which are more likely to promote equality, justice, freedom, or other values important to them.

## 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used?

Courses where artifacts were collected:

- x POLS 1510: Politics of the Developing World (St. Louis, In Person/Hybrid)
  - o Artifacts Collected: One or more (e.g., Final Exam, Term Paper, etc.)
- x POLS 2710: Theories of Justice (St. Louis, In Person/Hybrid)
  - o Artifacts Collected: One or more (e.g., Final Exam, Term Paper, etc.)
- x POLS 3130: Civil Rights and Social Justice (St. Louis, In Person/Hybrid)
  - o Artifacts Collected: One or more (e.g., Final Exam, Term Paper, etc.)
- x POLS 3650: International Relations (St. Louis, In Person/Hybrid)
  - o Artifacts Collected: One or more (e.g., Final Exam, Term Paper, etc.)
- x POLS 3770: Feminist Theory (St. Louis, In Person/Hybrid)
  - o Artifacts Collected: One or more (e.g., Final Exam, Term Paper, etc.)

In addition to completing a rubric for each student majoring in Political Science, instructors responded to a Qual survey that answered the below questions:

- 1) This year, we agreed to examine this learning outcome: Students will be able to assess the effects of various social and political structures and public policies to determine which are more likely to promote equality, justice, freedom, or other values important to them. You can determine whether or not students achieved this outcome according to the goals of your class. How did your class contribute to this goal?
- 2) Which of these instruments did you use to assess student learning for this report? (check all that apply)
  - a) One or more essays
  - b) One or more exam or test questions
  - c) A research design
  - d) Other, describe
  - e) A research paper
- 3) Did you fill in a rubric for each Political Science major in the class?
- 4) In the matrix below, please summarize what you found from the rubrics. For each of the eight outcomes on the rubric, please provide the number of Political Science majors who did not meet, met but did not exceed, or exceeded expectations.
  - a) Students were able to identify the effects of public policies on important values
  - b) Students were able to compare the effects of differing public policies on important values
  - c) Students were able to assess methods for analyzing the effect of various policies
  - d) Students were able to identify the effects of political structures on important values
  - e) Students were able to compare the effects of political structures on important values
  - f) Students were able to propose institutional changes that would advance certain values
  - g) Students were able to justify the importance of given value
  - h) Students were able to analyze the structural cause of social injustice
- 5) Overall, what could majors do well in regard to assessing the effects of various social and political structures and public policies to determine which are more likely to promote equality, justice, freedom, or other values important to them?
- 6) Overall, what could majors do less well in regard to assessing the effects of various social and political structures and public policies to determine which are more likely to promote equality, justice, freedom, or other values important to them?
- 7) How did Political Science majors compare to students from other departments in terms of being able to assess the effects of various social and political structures and public policies to determine which are more likely to promote equality, justice, freedom, or other values important to them?
- 8) What tactics were effective in enhancing students' ability to assess the effects of various social and political structures and public policies to determine which are more likely to promote equality, justice, freedom, or other values important to them?
- 9) Do you have suggestions for changing the BA curriculum or approaches in individual courses in order to make sure that students will be able to assess the effects of various social and political structures and public policies to determine which are more likely to promote equality, justice, freedom, or other values important to them?
- 10) Is there anything you want to add about your students' learning?
- 11) Do you have any comments to improve this reporting process?

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report document (do not just refer to the assessment plan).

Instructors took a Qualtrics survey that asked them to identify the instruments they used to evaluate their students, results from rubrics and their evaluations of overall student performance. Steven Rogers analyzed survey responses for this report

#### 4. Data/Results

What were the results of the assessment of learning outcomes? Please be specific. Do achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off campus site)?

##### Meeting Expectations set on Rubrics

Across all courses, there were 138 majors. The below graph reflect the percentage of students who exceeded expectations, met expectations, or did not meet expectations for different rubric criteria.

##### Summary Comparisons of Major and NonMajor

When comparing majors to nonmajors ability to complete the objective

Summary of Faculty's Comments

When identifying what majors did well, faculty indicated students could

- x Identify the historical roots and causes of nondemocratic regimes or discriminatory policies and the shortcomings of existing policies
- x Identify legal doctrine in political systems that lead to different results relating to values
- x Understood the role values played in the construction of theories

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6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how do your program faculty share and discuss these results from this cycle of assessment

The department meets annually in the fall to discuss assessment results and determine whether curriculum changes are necessary. We will address the issues raised in this report in August 202

B. How specifically have you decided to use



# Political Science Assessment Rubric

Outcome 6: Students will be able to assess the effects of various social and political structures and public policies to determine which are more likely to promote equality, justice, freedom, or other values important to them.

Please fill in at least one rubric for each student in your class. You may use one or multiple assignments. Expectations should reflect the level of the course.

For purposes of departmental assessment, you will be asked to report the number of students who do not meet, meet, or exceed expectations for each of the qualities listed below. You will also have a chance to report other comments.

Student is able to:	Does not meet expectations	Meets (but does not exceed) expectations	Exceeds expectations	Outcome does not apply to this course
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