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Academic Learning Compact : Political Science [Effective 2015]

University of South Florida St. Petersburg.

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Academic Learning Compact: Fall 2015- Spring 2016

“ . . . to ensure student achievement in undergraduate and graduate degree programs . . . ”



Academic Learning Compacts
POLITICAL SCIENCE
Academic Year: Fall 2015 & Spring 2016

Due: May 20, 2016

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

Academic Learning Compact: Fall 2015- Spring 2016

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Signature Page for Academic Program

Academic Program:

Chair/Coordinator:

Date:

Summary Statement – Academic Program Performance in Fall 2015- Spring 2016

Provide a summary statement about academic program performance over the previous year including high points and low points

The Political Science Program at USFSP is a rigorous program of study that prepares students for successful careers in a rapidly globalizing world. This academic year we offered courses in each of the major sub-fields of Political Science – research methods, Public Law, American Institutions, Political Theory, International Relations, and Comparative Politics. We are pleased that we exceeded our goals in each of the assessment areas: Content/Discipline skills, Communication Skills, Critical Thinking Skills, Civic Engagement, and Diversity.

As a result of two job searches, our department will be welcoming a new full-time tenure track Assistant Professor of International Relations as well as a full-time Visiting Assistant Professor of American Politics beginning Fall 2016. These new additions to our faculty will be instrumental as we continue our work to develop new courses and to improve existing courses to provide a robust political science curriculum. We will be undergoing a Political Science Program Review during the 2016-17 Academic Year, and we will be using the ALC data as a part of the review process.

In addition to our work with students in the classroom, our faculty work with students in the Pi Sigma Alpha Political Science Honor Society and serve as faculty advisors to the Political Questions Club, the Women’s Empowerment Club, the Pre-Law Society, and Moot Court. We also work to provide new and challenging internship opportunities for our students. It was a special point of pride to have one of our undergraduates working at the White House again this spring, and our students achieved international and national recognition for their work on presidential campaigns in New Hampshire as a part of our signature *Road to the White House* course. We were pleased to see our graduates offered full scholarships to an array of law schools and graduate programs again this year.

Summary Statement – Impact of Changes Made in Fall 2014- Spring 2015

*Provide a summary statement about the changes that were made in your program resulting from the ALC's in the preceding Academic Year.
Include both the high points and low points*

Academic Program: Political Science

Responsible Person: Judithanne McLauchlan

Mission of Academic Program (include URL):

Committed to the liberal arts tradition of intellectual curiosity and diversity, the Political Science program at the University of South Florida St. Petersburg offers students a rigorous program of study that prepares them for successful careers in a rapidly globalizing world. Students in the program examine basic questions of political science, including how nations struggle over power and wealth, how political communities reconcile claims of liberty, authority, and justice, and how governments and societies produce the laws and policies that influence our lives. Students choose courses from the major subfields of American politics, international relations and comparative politics, political theory and public law. Students develop critical analytical skills that allow them to understand and to explain political problems and issues at the local, state, national, and international levels. The USFSP program is unique in its focus on human rights and civil rights across the curriculum, as well as its commitment to civic engagement and experiential learning. A degree in political science will prepare students for positions in public service and the private sector, for law school, and for graduate work in political science, international relations, public administration, and related disciplines.

<http://www.usfsp.edu/hp/politicalscience.htm>

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

[Please note impact of any changes that were made as a result of 2009-10 assessment]

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.



Academic Program: Political Science

Person Responsible: Judithanne McLauchlan

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2015 & Spring 2016

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2016 & Spring 2017
<p>Demonstrate an understanding of American political institutions, culture and behavior.</p>	<p>In the final examination for POS 2041 (American National Government), students will evaluate American political institutions, culture, and behavior.</p>	<p>80 percent of students will successfully identify three distinct differences between American political institutions and behavior. Corroborating Evidence (ALC Requirement Only): 80 percent of students will score at least 70 percent and above on a final examination in POS 2041(American National Government).</p>		<p>100% of the students in POS 2041 scored 70% or higher on the Final Exam during summer 2015</p>	<p>Submitted an application to the Distance Learning Department to re-record the lectures for the online American Government class during Summer or Fall 2017. Will use student feedback to improve the lectures and assessments for this course. Submitted application for the online version of this course to receive the “Quality Maters” certification. Will use feedback that comes out of this peer-review process to improve the course Presented data about the impact of the Civics Project on the SLOs for the online version of this course. Student feedback on the pre-test/post-test surveys will be used to improve the Civics Project</p>

2. Communication Skills:					
Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2016 & Spring 2017
Demonstrate written communication skills through written assignments	Students must complete writing assignments in two different upper-level political science courses.	The political science department maintains a portfolio of samples of outstanding, average and unsatisfactory papers written for upper-level political science courses (student identification is redacted). These papers serve as examples for students as well as a basis for measuring performance. At least 75 percent of papers will be average to outstanding. Corroborating Evidence (ALC Requirement Only): At least 80 percent of students will score at least 70 percent on the major writing assignment or written portion of the final examination in two upper-level political science courses.		<p>During Fall 2015, 96% of students in POT 3003 scored at least 70 on the 7-8 page essay assignment</p> <p>During the Spring 2016 semester, 90% of the students in POS 4624 scored a 70% or higher on the major research paper assignment</p>	<p>Although we surpassed our goal, we will continue to work on writing skills as well as content. Students continue to struggle with citation format and execution. A tutorial in proper citation will be incorporated into next fall’s class.</p> <p>Based on last year’s findings for POT 3003 a number of new essay topics were introduced in the major writing assignment.</p> <p>A Bibliographic Instruction session at Poynter Library, a Legal Research Exercise, and suggested visits with the Writing Center are already a part of the skill-building work incorporated into the Research Paper assignment in POS 4624. Nevertheless, continued work is necessary to be sure that students develop their research and writing skills.</p>

3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2016 & Spring 2017
Demonstrate ability to understand and articulate the philosophical, legal and political factors influencing the government and politics of nations	Students will write essays in POT 4064 (Contemporary Political Theory) in which they critically engage competing political and/or legal philosophies	Criteria for Success: At least 80 percent of students will successfully explicate the philosophies of two different theorists concerning issues of politics and/or law. Corroborating Evidence (ALC Requirement Only): At least 80 percent of students will score at least 70 percent on the final examination in POT 4064 (Contemporary Political Theory).		In Spring 2016, 95 percent of students in POT 4064 scored at least a 70 percent on the final exam essays engaging competing political philosophies.	Although these numbers surpassed our goal, the professor intends to add new readings to the course to bring it up to date. Following last year's findings that the course should incorporate more current political ideologies and arguments, the professor introduced a new "Political Thought in 2016" module, which included an overview of political ideas going into the 2016 presidential elections and competing ideas about the role of government and its relationship to society.

4. Civic Engagement (optional):

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2016 & Spring 2017
Relate theoretical knowledge with practical experience by engaging in internships in the student's area of interest. Internships may be served in local, state, and federal governments; the legal field, campaigns or public service, or in international or non-governmental organizations.	Students must complete either POS 4941 -- Fieldwork, or POS 3931 -- Practical Politics, or complete a civic engagement project in another class (e.g., Law and Politics, American National Government, or the Road to the White House).	At least 75 percent of students will receive a positive evaluation from the sponsoring agency or the supervising faculty member based on a standard set of questions. Corroborating		Between Summer 2015 and Spring 2016, Dr. Smith supervised 4 fieldwork students. All had positive reviews from supervisors. These included several new NGO	Dr. McLauchlan is participating in a campus-wide internship working group designed to improve policies and procedures for USFSP internships. We plan to update the Political Science Field Work packet of materials that we prepare for students.

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		<p>Evidence (ALC Requirement Only): Students will prepare a written summary of their internship or civic engagement project.</p>	<p>placements: The Urban League, the Uhuru Solidarity Movement, and the Poor People's Economic Human Rights Campaign. Dr. McLauchlan supervised more than 25 student internships – at the White House and on presidential campaigns in New Hampshire during the first-in-the-nation primary. Students consistently receive high marks from their internship supervisors.</p>	<p>We continue to work to secure a broad range of meaningful internship placements for our students.</p> <p>Dr. McLauchlan also serves as the USFSP Liaison to The Washington Center and works to provide DC internships for students across all disciplines.</p>
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5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/Corroborating Evidence*	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2016 & Spring 2017
<p>Demonstrate an understanding of the diversity of peoples and cultures and the impact of this diversity in global and/or domestic politics.</p> <p>Demonstrate an understanding of gender, race/ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to American politics and government</p>	<p>The Center for Civic Engagement administers student surveys in Citizen Scholar courses that include questions regarding the learning outcome “understanding/appreciation of diversity.” We will use these survey results along with the pre-test and post-test surveys the instructor administers before and after students complete the project, Women’s Rights in the Middle East in WST</p>	<p>At least 50% of students will report an increased understanding of diversity as a result of the project in WST 4930/POS 4693(Women and the Law 1)</p> <p>At least 80 percent of students will produce compelling</p>		<p>75% of the students in POS 4693/WST 4930 reported an increased understanding/appreciation of diversity</p> <p>92% of students (46/50) in CPO 2002 met the criteria for success.</p>	<p>Students reported that they increased their understanding of and appreciation for diversity as a result of the major research assignment (Title IX) – and the opportunity to share this research with the community during the poster presentation at our 50th Anniversary Event. We will continue to update research topic assignment in the Women and Law class in order to provide opportunities for</p>

	<p>4930/POS4693 Women and the Law 1</p> <p>Students will write debate papers in CPO 2002 (Introduction to Comparative Politics) in which they present diverse viewpoints on contemporary global crises and events.</p>	<p>arguments exploring both sides of major debates in global politics.</p> <p>Corroborating Evidence (ALC Requirement Only):</p> <p>At least 80 percent of students will score at least 80 percent (average) on two debate papers in CPO 2002 (Introduction to Comparative Politics).</p>			<p>students to better understand diversity.</p> <p>We substantially outperformed our criteria for success in Fall 2016 and Spring 2017. In view of these findings, the topics for debate papers will be updated and enhanced to provide new opportunities for students to analyze how different forms of diversity shape global politics.</p>
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Demonstrate an understanding of American political institutions, culture and behavior.	In the final examination for POS 2041 (American National Government), students will evaluate American political institutions, culture, and behavior.	80 percent of students will successfully identify three distinct differences between American political institutions and behavior. Corroborating Evidence (ALC Requirement Only): 80 percent of students will score at least 70 percent and above on a final examination in POS 2041(American National Government).			

2. Communication Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Demonstrate written communication skills through written assignments	Students must complete writing assignments in two different upper-level political science courses.	The political science department maintains a portfolio of samples of outstanding, average and			

		<p>unsatisfactory papers written for upper-level political science courses (student identification is redacted). These papers serve as examples for students as well as a basis for measuring performance.</p> <p>At least 75 percent of papers will be average to outstanding.</p> <p>Corroborating Evidence (ALC Requirement Only):</p> <p>At least 80 percent of students will score at least 70 percent on the major writing assignment or written portion of the final examination in two upper-level political science courses</p>			
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3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Demonstrate ability to understand and articulate the philosophical, legal and political factors influencing the government and politics of nations	Students will write essays in POT 4064 (Contemporary Political Theory) in which they critically engage competing political and/or legal philosophies	<p>Criteria for Success:</p> <p>At least 80 percent of students will successfully explicate the philosophies of two different theorists concerning issues of politics and/or law.</p> <p>Corroborating</p>			

“... to ensure student achievement in undergraduate and graduate degree programs ...”

		Evidence (ALC Requirement Only): At least 80 percent of students will score at least 70 percent on the final examination in POT 4064 (Contemporary Political Theory).			
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4. Civic Engagement (optional):

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Relate theoretical knowledge with practical experience by engaging in internships in the student's area of interest. Internships may be served in local, state, and federal governments; the legal field, campaigns or public service, or in international or non-governmental organizations.	Students must complete either POS 4941 -- Fieldwork, or POS 3931 -- Practical Politics, or complete a civic engagement project in another class (e.g., Law and Politics, American National Government, or the Road to the White House).	At least 75 percent of students will receive a positive evaluation from the sponsoring agency or the supervising faculty member based on a standard set of questions. Corroborating Evidence (ALC Requirement Only): Students will prepare a written summary of their internship or civic engagement project.			

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2016 & Spring 2017
<p>Demonstrate an understanding of the diversity of peoples and cultures and the impact of this diversity in global and/or domestic politics.</p> <p>Demonstrate an understanding of gender, race/ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to American politics and government</p>	<p>The Center for Civic Engagement administers student surveys in Citizen Scholar courses that include questions regarding the learning outcome “understanding/appreciation of diversity.” We will use these survey results along with the pre-test and post-test surveys the instructor administers before and after students complete the project, in the Citizen Scholar courses that are offered in 2016-17</p> <p>At least 80 percent of students will produce compelling arguments exploring both sides of major debates in global politics. Corroborating Evidence (ALC Requirement Only): At least 80 percent of students will score at least 80 percent (average) on two debate papers in CPO 2002 (Introduction to Comparative Politics).</p> <p>Students will write debate papers in CPO 2002 (Introduction to Comparative Politics) in which they present diverse viewpoints on contemporary global crises and events.</p>	<p>At least 50% of students will report an increased understanding of diversity as a result of the project in Citizen Scholar course offered in 2016-17</p> <p>At least 80 percent of students will produce compelling arguments exploring both sides of major debates in global politics. Corroborating Evidence (ALC Requirement Only): At least 80 percent of students will score at least 80 percent (average) on two debate papers in CPO 2002 (Introduction to Comparative Politics).</p>			