



## Student Learning Outcomes (SLOs) Report for **Non-Accredited Programs**

(updated 9/19/25)

Program Type: **Non-Accredited Program**

Program Name: **B.A. in Political Science**

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Submission Date: **10/15/2025**

Review Cycle:  **EVEN YEAR CYCLE**

**ODD YEAR CYCLE**

### Review Round and Instructions

**X** **Round A** (Associate Dean review): Submit this cover sheet and the review sheets below to your Associate Dean by October 15<sup>th</sup>.

**Round B** (Associate Dean + VPAA review): The Associate Dean will send the report to the VPAA Office for further review.

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15<sup>th</sup>** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program. While this is a biennial report, a program's assessment should be ongoing, throughout every academic year.

Program Name: B.A. in Political Science

## PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using?	How are you using this info to improve student learning? What are you hoping to learn from your data? Include <b>target score(s) and results</b> , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an <b>undergraduate learning goal (ULG)</b> : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
1. Political Science majors analyze and evaluate diverse concepts, theories, and methods used to study politics, governments, and public policies.	<p><b>PLS 2033/Research Methods project</b>            The instructor evaluates student proficiency in critical thinking and methods skills, based on a class project.</p> <p>Most students complete this class in their sophomore year, or for transfer students, in their first year at EIU. The course is a prerequisite for PLS 4600.</p>	<p><b>PLS 2033/Research Methods Project Faculty Evaluations</b>  <u>Target</u>: 70% will be rated as proficient/highly proficient</p> <p>Results, N=21            Critical thinking skills</p> <ul style="list-style-type: none"> <li>• 33% proficient</li> <li>• 38% highly proficient</li> <li>• <b>71% proficient or highly proficient combined</b></li> </ul> <p>Effective data interpretation</p> <ul style="list-style-type: none"> <li>• 38% proficient</li> <li>• 33% highly proficient</li> <li>• <b>71% proficient or highly proficient combined</b></li> </ul>	Critical Thinking, Quantitative Reasoning

		<p>Effective methods application</p> <ul style="list-style-type: none"> <li>• 38% proficient</li> <li>• 33% highly proficient</li> <li>• <b>71% proficient or highly proficient combined</b></li> </ul> <p>Targets were met.</p>	
	<p><b>PLS 4600/Capstone Research and Presentation</b></p> <p>The instructor evaluates proficiency in how the student's research project in PLS 4600 demonstrated content knowledge, critical thinking, and methods skills.</p> <p>Department faculty evaluate proficiency in how student research presentations demonstrate content knowledge and critical thinking.</p> <p>All students must take PLS 4600, usually in their senior year.</p>	<p><b>PLS 4600/Capstone Research &amp; Presentation</b></p> <p><b>Faculty Evaluations</b></p> <p><u>Target:</u> 80% will be rated as proficient/highly proficient.</p> <p>Results, N=40:</p> <p>Content knowledge in the area of political Science</p> <ul style="list-style-type: none"> <li>• 42.5% proficient</li> <li>• 37.5% highly proficient</li> <li>• <b>80% proficient or highly proficient combined</b></li> </ul> <p>Critical thinking skills</p> <ul style="list-style-type: none"> <li>• 40% proficient</li> <li>• 52.5% highly proficient</li> <li>• <b>92.5% proficient or highly proficient combined</b></li> </ul> <p>Appropriate methods skills</p> <ul style="list-style-type: none"> <li>• 42.5% proficient</li> <li>• 37.5% highly proficient</li> <li>• <b>80% proficient or highly proficient combined</b></li> </ul> <p>Targets were met.</p>	
	<p><b>Applied Learning Experiences</b></p> <p>The faculty mentor or coordinator evaluates</p>	<p><b>Applied Learning Experiences</b></p> <p><b>Faculty Evaluations</b></p>	Critical Thinking

	<p>student's ability to connect their classroom experience with the applied learning experience, based on the written requirements for the experience.</p> <p>Assessments include internships, simulations, independent studies and department honors. All students must complete 3 credits of an applied learning experience. Only internships and simulations are assessed here as there was not independent studies and department honors data collected during the time frame assessed. Study abroad is available as an applied learning experience, but is not assessed.</p>	<p><u>Target:</u> 80% will be rated as proficient/highly proficient</p> <p><u>Results:</u> Internships, Connecting classroom experience with internship setting, N=16</p> <ul style="list-style-type: none"> <li>• 19% proficient</li> <li>• 81% highly proficient</li> <li>• <b>100% proficient or highly proficient combined</b></li> </ul> <p>Simulations, Connecting classroom experience with simulation, N=28</p> <ul style="list-style-type: none"> <li>• 29% proficient</li> <li>• 71% highly proficient</li> <li>• <b>100% proficient or highly proficient combined</b></li> </ul> <p><b>Targets were met.</b></p>	
	<p><b>PLS 4600/Exit Survey of Students:</b> Students complete this survey as a requirement in PLS 4600.</p> <p>3 questions focus on this SLO:</p> <ul style="list-style-type: none"> <li>• The PLS major strengthened my knowledge of politics, government, and public policy.</li> <li>• The PLS major strengthened my critical thinking skills.</li> </ul>	<p><b>Exit Survey of Students</b></p> <p><u>Target:</u> 80% of responses will be effective/highly effective</p> <p><u>Results:</u> How effective the PLS major strengthened my skills in the area of knowledge of politics, government, and public policy. (N=5*)</p> <ul style="list-style-type: none"> <li>• 20% rate it as effective</li> <li>• 80% rate it as highly effective</li> <li>• <b>100% effective/highly effective combined</b></li> </ul>	<p>Critical Thinking, Quantitative Reasoning</p>

	<ul style="list-style-type: none"> <li>• The PLS major introduced me to multiple methods used to conduct research.</li> </ul>	<p>How effective the PLS major strengthened my skills in the area of critical thinking. (N=5*)</p> <ul style="list-style-type: none"> <li>• <b>100% highly effective</b></li> </ul> <p>How effective the PLS major strengthened my skills in the areas of reading about multiple methods to conduct research. (N=5*)</p> <ul style="list-style-type: none"> <li>• 10% rate it as effective</li> <li>• 90% rate it as highly effective</li> <li>• <b>100% effective/highly effective combined</b></li> </ul> <p><b>Target was met</b></p> <p>*Data from prior to 2024-2025 academic year was misplaced due to transition between Department Chairs</p>	
	<p><b>PLS 1500/Entrance Survey of Students</b></p> <p>Most students complete this class in their freshman year, or for transfer students, in their first year at EIU. The course is a requirement for the major.</p> <p>Students in PLS 1500 will respond to the entrance survey, rating their skills in a variety of areas, including:</p> <ul style="list-style-type: none"> <li>• Understanding politics, government, and policy</li> <li>• Library research skills</li> </ul>	<p><b>Entrance Survey of Students</b></p> <p>(a target is not set because the goal is to compare results with the Exit Survey)</p> <p><u>Results:</u></p> <p>Each skill is rated as Very proficient, Pretty proficient, or I need to improve (N=30)</p> <p>Skills in Understanding politics, government, and policy</p> <ul style="list-style-type: none"> <li>• 23% need to improve</li> <li>• 50% pretty proficient</li> <li>• 27% very proficient</li> </ul> <p>Library research skills</p>	

		<ul style="list-style-type: none"> <li>• 57% need to improve</li> <li>• 30% pretty proficient</li> <li>• 13% very proficeint</li> </ul>	
2. Analyze, evaluate, and synthesize diverse sources of research and data related to Political Science.	<b>PLS 2033/Research Methods Projects</b> The instructor evaluates student proficiency at using sources after classroom material and readings involving sources.	<b>PLS 2033/Research Methods Projects Faculty Evaluations</b> <u>Targets:</u> 70% will be rated as proficient/highly proficient.  <u>Results, N=21</u> <ul style="list-style-type: none"> <li>• 29% proficient</li> <li>• 24% highly proficient</li> <li>• 53% proficient or highly proficient combined</li> </ul> <b>Target not met.</b>	Critical Thinking, Writing, Quantitative Reasoning
	<b>PLS 4600/Capstone Research</b> The instructor in PLS 4600 evaluates how well the student's research project demonstrates analysis, evaluation, and synthesis of diverse sources and data.	<b>PLS 4600/Capstone Research Faculty Evaluations</b> Target: 80% will be rated as proficient/highly proficient  <u>Results, N=21</u> <ul style="list-style-type: none"> <li>• 40% proficient</li> <li>• 50% highly proficient</li> <li>• 90% proficient or highly proficient combined</li> </ul> <b>Target was met.</b>	
	<b>Exit Survey of Students:</b> Students in PLS 4600 will respond to the exit survey, evaluating whether the PLS major strengthened their ability to analyze and apply multiple sources of political information and research.	<b>Exit Survey of Students:</b> <u>Target:</u> 80% of responses will be effective/highly effective  <u>Results:</u> How effective the PLS major strengthened my skills in the area of ability to analyze and apply multiple	

		<p>sources of political information and research. (N=5*)</p> <ul style="list-style-type: none"> <li>• 60% rate it as effective</li> <li>• 40% rate it as highly effective</li> <li>• <b>100% effective/highly effective combined</b></li> </ul> <p>Target was met</p>	
3. Political Science majors write in multiple formats, including research papers and policy writing, using effective organization, style, methods, and evidence.	<p><b>PLS 2033/Research Methods Assignment</b></p> <p>The instructor evaluates student proficiency with interpreting and applying methods based on a class project.</p>	<p><b>PLS 2033/Research Methods Assignment Faculty Evaluations</b></p> <p><u>Targets</u>: 70% will be rated as proficient/highly proficient. Results, <u>Results</u>, N=21</p> <p>Effective data interpretation</p> <ul style="list-style-type: none"> <li>• 38% proficient</li> <li>• 33% highly proficient</li> <li>• <b>70% proficient or highly proficient combined</b></li> </ul> <p>Effective methods application</p> <ul style="list-style-type: none"> <li>• 38% proficient</li> <li>• 33% highly proficient</li> <li>• <b>71% proficient or highly proficient combined</b></li> </ul> <p>Targets were met.</p>	Critical Thinking, Writing, Quantitative Reasoning
	<p><b>PLS 4600/Capstone Research and Presentation</b></p> <p>The instructor evaluates student proficiency with:</p> <ul style="list-style-type: none"> <li>• Overall writing ability</li> <li>• Citation Style</li> <li>• Data interpretation</li> <li>• Methods application</li> </ul>	<p><u>Results</u>:</p> <p>Effective overall writing skills, N=21</p> <ul style="list-style-type: none"> <li>• 37.5% proficient</li> <li>• 57.5% highly proficient</li> <li>• <b>95% proficient or highly proficient combined</b></li> </ul> <p>Applying an appropriate citation style, N=21</p> <ul style="list-style-type: none"> <li>• 15% proficient</li> </ul>	

	<ul style="list-style-type: none"> <li>• 83% highly proficient</li> <li>• <b>98% proficient or highly proficient combined</b></li> </ul> <p>Effective data interpretation, N=21</p> <ul style="list-style-type: none"> <li>• 47.5% proficient</li> <li>• 37.5% highly proficient</li> <li>• <b>85% proficient or highly proficient combined</b></li> </ul> <p>Effective methods application, N=21</p> <ul style="list-style-type: none"> <li>• 37.5% proficient</li> <li>• 42.5% highly proficient</li> <li>• <b>85% proficient or highly proficient combined</b></li> </ul> <p>Targets were met.</p>	
	<p><b>Exit Survey of Students</b></p> <p>2 survey questions are related to this SLO:</p> <ul style="list-style-type: none"> <li>• The PLS major strengthened my writing skills.</li> <li>• The PLS major strengthened my skills in writing a variety of different types of papers.</li> </ul>	<p><b>Exit Survey of Students:</b></p> <p><u>Target:</u> 80% of responses will be effective/highly effective</p> <p><u>Results:</u> How effective the PLS major strengthened my writing skills. (N=5*)</p> <ul style="list-style-type: none"> <li>• 40% rate it as effective</li> <li>• 60% rate it as highly effective</li> <li>• <b>100% effective/highly effective combined</b></li> </ul> <p><u>Results:</u> How effective the PLS major strengthened my writing skills. (N=5*)</p> <ul style="list-style-type: none"> <li>• 40% rate it as effective</li> <li>• 60% rate it as highly effective</li> <li>• <b>100% effective/highly effective combined</b></li> </ul>

		<p>How effective the PLS major strengthened my skills in writing a variety of different types of papers. (N=5*)</p> <ul style="list-style-type: none"> <li>• 20% rate it as effective</li> <li>• 80% rate it as highly effective</li> <li>• <b>100% effective/highly effective combined</b></li> </ul> <p><b>Target was met</b></p> <p>* Data from prior to 2024-2025 academic year was misplaced due to transition between Department Chairs</p>	
	<p><b>Entrance Survey of Students</b> A survey question is related to this SLO</p> <ul style="list-style-type: none"> <li>• Please rate your writing skills</li> </ul>	<p><b>Entrance Survey of Students</b> (a target is not set because the goal is to compare results with the Exit Survey)</p> <p><u>Results:</u> Each skill is rated as Very proficient, Pretty proficient, or I need to improve (N=30)</p> <p>Writing skills</p> <ul style="list-style-type: none"> <li>• 20% need to improve</li> <li>• 63% pretty proficient</li> <li>• 17% very proficient</li> </ul>	
4. Political Science majors present and discuss research and political/policy problems using effective oral delivery and listening skills.	<p><b>PLS 4600/Capstone Policy Discussions</b> The instructor in PLS 4600 evaluates student proficiency in small group discussion/listening abilities based on class meetings.</p>	<p><b>PLS 4600/Capstone Policy Discussions Faculty Evaluations</b></p> <p><u>Targets:</u> 80% will be rated as proficient/highly proficient</p> <p><u>Results:</u> N=15</p> <ul style="list-style-type: none"> <li>• 8.5% proficient</li> <li>• 92.5% highly proficient</li> </ul>	Critical Thinking, Speaking and Listening

		<ul style="list-style-type: none"> <li>• 100% proficient or highly proficient combined</li> </ul> <p>Target was met.</p>	
	<p><b>PLS 4600/Capstone Research Presentations</b>  The Instructor and department faculty evaluate student proficiency in presenting research.</p>	<p><b>PLS 4600/Capstone Policy Discussions Faculty Evaluations</b></p> <p><u>Targets</u>: 80% will be rated as proficient/highly proficient</p> <p><u>Results</u>: N=15</p> <ul style="list-style-type: none"> <li>• 12.5% proficient</li> <li>• 85% highly proficient</li> <li>• <b>97.5% proficient or highly proficient combined</b></li> </ul> <p>Target was met.</p>	
	<p><b>Exit Survey of Students</b>  2 Survey questions are related to this SLO:</p> <ul style="list-style-type: none"> <li>• The PLS major strengthened my speaking and listening skills.</li> <li>• The PLS major strengthened my group discussion skills.</li> </ul>	<p><b>Exit Survey of Students:</b></p> <p><u>Target</u>: 80% of responses will be effective/highly effective</p> <p><u>Results</u>: How effective the PLS major strengthened my speaking and listening skills. (N=5*)</p> <ul style="list-style-type: none"> <li>• 20% rate it as effective</li> <li>• 60% rate it as highly effective</li> <li>• <b>80% effective/highly effective combined</b></li> </ul> <p><u>Results</u>: How effective the PLS major strengthened my group discussion skills. (N=5*)</p> <ul style="list-style-type: none"> <li>• 60% rate it as effective</li> <li>• 40% rate it as highly effective</li> <li>• <b>100% effective/highly effective combined</b></li> </ul> <p>Targets were met.</p>	

		<p>* Data from prior to 2024-2025 academic year was misplaced due to transition between Department Chairs</p>	
	<p><b>Entrance Survey of Students</b> 2 survey questions are related to this SLO</p> <ul style="list-style-type: none"> <li>• Please rate your Speaking skills</li> <li>• Please rate your Listening skills</li> <li>• Please rate your Group discussion skills</li> </ul>	<p><b>Entrance Survey of Students</b> (a target is not set because the goal is to compare results with the Exit Survey)</p> <p><u>Results:</u> Each skill is rated as Very proficient, Pretty proficient, or I need to improve (N=30)</p> <p>Speaking skills</p> <ul style="list-style-type: none"> <li>• 20% need to improve</li> <li>• 60% pretty proficient</li> <li>• 20% very proficient</li> </ul> <p>Listening skills</p> <ul style="list-style-type: none"> <li>• 23% need to improve</li> <li>• 37% pretty proficient</li> <li>• 40% very proficient</li> </ul> <p>Group discussion skills</p> <ul style="list-style-type: none"> <li>• 17% need to improve</li> <li>• 63% pretty proficient</li> <li>• 20% very proficient</li> </ul>	
5. Political Science majors apply their content knowledge to develop professional skills and engage in the profession of Political Science.	<p><b>PLS 4600/Capstone Resume Assignment</b> The instructor evaluates proficiency in how student's ability to write a professional resume, following guidance from the instructor, the American Political Science</p>	<p><b>PLS 4600/Capstone Resume Assignment Faculty Evaluations</b> <u>Targets:</u> 90% will be rated as proficient/highly proficient</p> <p><u>Results,</u> N=40</p> <ul style="list-style-type: none"> <li>• 10% proficient</li> <li>• 87.5% highly proficient</li> </ul>	Responsible Citizenship, Critical Thinking

	Association website, and EIU Career Services.	<ul style="list-style-type: none"> <li>• 97.5% proficient or highly proficient combined</li> </ul> <p>Target was met.</p>	
	<p><b>Applied Learning Experiences</b></p> <p>Faculty mentors, simulation instructors, and internship coordinators evaluate student proficiency in demonstrating professional skills and engagement.</p>	<p><b>Applied Learning Experiences</b></p> <p><b>Faculty Evaluations</b></p> <p><u>Target:</u> 90% will be rated as proficient/highly proficient in demonstrating engagement and professional skills.</p> <p><u>Results:</u></p> <p>Internships, Overall Professionalism, N=16:</p> <ul style="list-style-type: none"> <li>• 37.5% proficient</li> <li>• 62.5% highly proficient</li> <li>• 100% proficient or highly proficient combined</li> </ul> <p>Simulations, Professionalism at the Simulation, N=29:</p> <ul style="list-style-type: none"> <li>• 21% proficient</li> <li>• 79% highly proficient</li> <li>• 100% proficient or highly proficient combined</li> </ul> <p>Independent Studies/Department Honors, Professionalism in Research, N=11</p> <ul style="list-style-type: none"> <li>• 27% proficient</li> <li>• 54.5% highly proficient</li> <li>• 81.5% proficient or highly proficient combined</li> </ul> <p>Targets were met for 2 out of the 3 applied learning experiences.</p>	
	Exit Survey of Students	<p>Exit Survey of Students</p> <p><u>Target:</u></p>	

	<p>2 survey questions are related to this SLO:</p> <ul style="list-style-type: none"> <li>• The PLS major offered me opportunities to develop professional skills.</li> <li>• Students are asked to list applied learning activities, RSO participation, and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of responses will be strongly agree/agree on professional skills</li> <li>• At least 50% will participate in RSOs and at least 25% of them will have leadership experience.</li> </ul> <p><u>Results:</u> How effective the PLS major strengthened my professional skills. (N=5*)</p> <ul style="list-style-type: none"> <li>• 60% rate it as effective</li> <li>• 40% rate it as highly effective</li> <li>• <b>100% effective/highly effective combined</b></li> </ul> <p>Students are asked to list applied learning activities, RSO participation, and leadership. (N=5)</p> <ul style="list-style-type: none"> <li>• 80% of respondents participated in RSOs</li> <li>• 60% of respondents held leadership positions on campus</li> </ul> <p><b>Targets were met.</b></p> <p>* Data from prior to 2024-2025 academic year was misplaced due to transition between Department Chairs</p>	
<p>6. Political Science majors understand how political knowledge, ethical decision-making, active citizenship, and the role of diversity shape politics, governments, and public policy.</p>	<p><b>PLS 2033/Research Methods IRB Assignment</b></p> <p>The instructor will evaluate the proficiency of students' knowledge and understanding of human subject research guidelines.</p>	<p><b>PLS 2033/Research Methods IRB Assignment</b></p> <p><b>Faculty Evaluations</b></p> <p><u>Targets:</u> 90% will successfully complete the assignment</p> <p><u>Results:</u> N=21</p> <ul style="list-style-type: none"> <li>• 30% proficient</li> <li>• 70% highly proficient</li> </ul>	<p>Responsible Citizenship</p>

		<ul style="list-style-type: none"> <li>• 100% proficient or highly proficient</li> </ul> <p>Target was met.</p>	
	<p><b>Applied Learning Experiences</b></p> <p>Faculty mentors, simulation instructors, and internship coordinators evaluate student proficiency in demonstrating ethical decision-making and engaged active citizenship.</p>	<p><b>Applied Learning Experiences Faculty Evaluations</b></p> <p><u>Target:</u> 90% will be rated as proficient/highly proficient in demonstrating engagement and professional skills.</p> <p><u>Results:</u></p> <p>Internships, N=16</p> <p>Ethical decision making:</p> <ul style="list-style-type: none"> <li>• 6% proficient</li> <li>• 94% highly proficient</li> <li>• <b>100% proficient or highly proficient</b></li> </ul> <p>Engaged active citizenship:</p> <ul style="list-style-type: none"> <li>• <b>100% highly proficient</b></li> </ul> <p>Simulations, N=29</p> <p>Ethical decision making:</p> <ul style="list-style-type: none"> <li>• 14% proficient</li> <li>• 86% highly proficient</li> <li>• <b>100% proficient or highly proficient combined</b></li> </ul> <p>Engaged active citizenship:</p> <ul style="list-style-type: none"> <li>• <b>100% highly proficient</b></li> </ul> <p>Targets were met.</p>	
	<p><b>Exit Survey of Students</b></p> <p><b>A set of questions is related to this SLO:</b></p> <p>How important to you personally is each of the following?</p> <ul style="list-style-type: none"> <li>• Becoming a community leader</li> </ul>	<p><b>Exit Survey of Students:</b></p> <p><u>Target:</u> 90% of responses will rate this as 'Important'</p> <p><u>Results:</u></p> <p>Each statement is rated as Important, Somewhat important, or Not important (N=5*)</p>	

	<ul style="list-style-type: none"> <li>• Improving my understanding of other countries and cultures</li> <li>• Keeping up to date with political news</li> <li>• Influencing the political structure</li> <li>• Volunteering in my community</li> <li>• Voting in elections</li> <li>• Making ethical decisions</li> <li>• Listening to people you disagree with</li> </ul>	<p>Becoming a community leader</p> <ul style="list-style-type: none"> <li>• 20% somewhat important</li> <li>• 80% important</li> </ul> <p>Improving my understanding of other countries and cultures</p> <ul style="list-style-type: none"> <li>• 100% important</li> </ul> <p>Keeping up to date with political news</p> <ul style="list-style-type: none"> <li>• 100% important</li> </ul> <p>Influencing the political structure</p> <ul style="list-style-type: none"> <li>• 100% important</li> </ul> <p>Volunteering in my community</p> <ul style="list-style-type: none"> <li>• 100% important</li> </ul> <p>Voting in elections</p> <ul style="list-style-type: none"> <li>• 100% important</li> </ul> <p>Making ethical decisions</p> <ul style="list-style-type: none"> <li>• 100% important</li> </ul> <p>Listening to people you disagree with</p> <ul style="list-style-type: none"> <li>• 20% somewhat important</li> <li>• 80% important</li> </ul> <p><b>Target was met, on average across statements</b></p> <p>* Data from prior to 2024-2025 academic year was misplaced due to transition between Department Chairs</p>	
	Entrance Survey of Students	Entrance Survey of Students	

	<p>A survey question is related to this SLO</p> <p>How important to you personally is each of the following?</p> <ul style="list-style-type: none"> <li>• Becoming a community leader</li> <li>• Improving my understanding of other countries and cultures</li> <li>• Keeping up to date with political news</li> <li>• Influencing the political structure</li> <li>• Volunteering in my community</li> <li>• Voting in elections</li> <li>• Making ethical decisions</li> <li>• Listening to people you disagree with</li> </ul>	<p>(a target is not set because the goal is to compare results with the Exit Survey)</p> <p><u>Results:</u></p> <p>Each activity is rated as Important, Somewhat important, or Not important (N=30)</p> <p>Becoming a community leader</p> <ul style="list-style-type: none"> <li>• 7% not important</li> <li>• 47% somewhat important</li> <li>• 43% important</li> </ul> <p>Improving my understanding of other countries and cultures</p> <ul style="list-style-type: none"> <li>• 53% somewhat important</li> <li>• 47% important</li> </ul> <p>Keeping up to date with political news</p> <ul style="list-style-type: none"> <li>• 23% somewhat important</li> <li>• 77% important</li> </ul> <p>Influencing the political structure</p> <ul style="list-style-type: none"> <li>• 60% somewhat important</li> <li>• 40% important</li> </ul> <p>Volunteering in my community</p> <ul style="list-style-type: none"> <li>• 3% not important</li> <li>• 33% somewhat important</li> <li>• 63% important</li> </ul> <p>Voting in elections</p> <ul style="list-style-type: none"> <li>• 100% important</li> </ul> <p>Making ethical decisions</p>	
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		<ul style="list-style-type: none"> <li>• 10% somewhat important</li> <li>• 90% important</li> </ul> <p>Listening to people you disagree with</p> <ul style="list-style-type: none"> <li>• 10% somewhat important</li> <li>• 90% important</li> </ul>	
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## PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

We will continue the curricular actions indicated in the 2023 Assessment Report. PLS 1500 as an introduction to our major has been successful and will be continued. The course has been offered for the past 3 years during the Fall semester.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

The new survey data from assessment in PLS 1500, the Entrance Survey, when compared with the Exit Survey from PLS 4600, shows that the major may have been effective in improving student learning outcomes in the areas of understanding government and politics, writing, speaking, listening, and participating in group discussions. Entrance Survey data shows that a critical mass of students rate themselves as needing to improve in these areas. Exit Surveys show that in two out of 3 areas (understanding politics, writing, and group discussions), 100% found the major effective or highly effective in strengthening these skills. 80% found the major effective or highly effective in strengthening the skills of speaking and listening.

This Entrance Survey also polled students on various metrics (8) related to Responsible Citizenship, as did the Exit Survey. Data reveal that students value the importance of 6 of the 8 more in the Exit Survey than in the Entrance Survey, and 100% rated Voting as Important in both. This indicates that the major is effective in promoting Responsible Citizenship.

PLS 4600 Exit Survey data from the 2023-2024 academic year were misplaced, probably due to transition of the Chair position to me on 7/1/2024. We will be more careful in preserving this data moving forward. Other data received by the previous Chair for the 2023-2024 academic year were located and used in this report.

Most of the unmet targets identified in the 2023 Assessment Report have now been met.

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
Type here		
10/15/25	Karen Swenson shared a draft of the assessment Report with the Undergraduate Curriculum and Assessment Committee	One Committee member advocated for assessment of writing beyond the Capstone; advanced writing is done by our majors in all 3000 and 4000-level classes. I will task the entire Undergraduate Curriculum and Assessment Committee with considering this.
9/2024-9/2025	Department Chair	Every semester, the Department Chair sends assessment instruments to faculty teaching/mentoring relevant courses. Chair will continue to do so.

Dean Review and Feedback

Dean or Designee Signature and Date:

Michael Cornebise, Associate Dean  
11/25/2025

The BA in Political Science assessment plan is well-developed with clearly identified and mapped out SLOs and measurements tied to a variety of instruments including applied learning experiences, entrance and exit surveys, and student performance on specific course-related activities (e.g., presentations, projects, and other assignments). Since the last report, the department has instituted an entrance survey in PLS 1500 which allows them to compare the results with the exit survey in PLS 4600, the departmental capstone course. A review of the assessment instrument led the faculty to consider assessing writing beyond the capstone course. The report notes that most of the unmet targets identified in the 2023 report have now been met. Overall, the BA in PLS assessment plan continues to evolve and the department uses the data to further refine the instrument.

VPAA Office Review and Feedback  
(for "Round B" SLO report only)

VPAA Signature and Date:

Type Electronic Signature and Date

Type here