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| **ROSEMONT COLLEGE**  Yearly Discipline Assessment Report    **Discipline:** Political Science  **Discipline Coordinator:**  Name: Adam Lusk Phone: ext 2317 Email: adam.lusk@rosemont.edu  **Date Submitted:** 20 May 2023 | | | |
| **Mission Statement 2016**: *Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society.*  *Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the principles of Cornelia Connelly and the Society of the holy Child Jesus to meet the needs of the time. Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an international community; Persistence and courage in promoting justice with compassion; Care for the Earth as our common home.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **PART A:**  INSTRUCTIONS**:** Save this form as a Word file. Please fill in the fields below; they will expand as you type. You may separate out majors and non-majors in your descriptions of outcomes. Then fill in Part B. Return to the Director of Strategic Planning and Assessment by June 30th. | | | |
| **Student Learning Objectives/Outcomes** | **Courses taught during year assessing the objective/outcome** | **Results of Assessment (include majors and non-majors in the classes)** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
| Objective 1.1: Students will analyze current political and social issues. | PSC 101, Intro to PSC  PSC 180, Intro to Comparative  PSC 400, Senior Seminar | PSC 101: Lower scores that historical average on final exam (mean = 71/100, sd = 18) and critical thinking rubric (mean total score= 9.5/20).  PSC 180: Final Exam multiple choice (focused on concepts and theories of comparative politics) scores: mean = 27.4/40; median = 30; SD = 9.6; Significantly low scores with high SD, highlighting a significant bifurcation of the class, with only 5/15 students scoring 34/40 or higher (B).  Final Exam essay questions using PSC rubric:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Mean | 2.4 | 1.8 | 2.1 | 1.9 | 1.9 | | Median | 3 | 2 | 2 | 2 | 2 | | Mode | 3 | 2 | 1 | 2 | 2 |   PSC 400: Three students completed the capstone project (score on PSC analysis rubric below). Student scores are lower than historical results potentially from covid-learning effects.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Student** | Know | Design | Anlys | Conc | Limits | Total | | A | 3 | 2 | 3 | 2 | 2 | 12 | | B | 3 | 2 | 2 | 2 | 2 | 11 | | C | 3 | 2 | 2 | 2 | 2 | 11 | |  |  |  |  |  |  |  | | Mean | 3 | 2 | 2.3 | 2 | 2 | 11.3 | | Mode | 3 | 2 | 2 | 2 | 2 | 11 | | 1. Research and identify strategies for post-Covid learning challenges, including attendance, lack of basic study skills, metacognition, and cognitive bandwidth. |
| Objective 1.2: Students will be able to identify and capitalize on opportunities for leadership. | PSC 101, Intro to PSC  PSC 340, Conflict Resolution  PSC 400, Senior Seminar | PSC 101: Living politics assignment lower than historical average (mean = 36/50, median = 40). Students completed activities but did not analyze or reflect on them.  PSC 340: Third simulation debriefing paper, using rubric category three (reflection): Mean = 3.1, Median = 3; Mode = 3  PSC 400: Students focused on internships when applicable which was good but did not provide a holistic and comprehensive view of their time at Rosemont.   |  |  | | --- | --- | | **Student** | Civic Action and Reflection | | A | 3 | | B | 3 | | C | 3 | |  |  | | Mean | 3 | | Mode | 3 | | 2. Need to start this activity earlier in the program and provide this prompt for the internship reflection paper and identify another course for incorporating this learning outcome more explicitly. |
| Objective 2.1: Students will be able to conduct political science analysis. | PSC 180, Intro to Comparative  PSC 295, US Foreign Policy  PSC, 400 Senior Seminar | PSC 180: Final Exam essay question using PSC analysis rubric:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Mean | 2.4 | 1.8 | 2.1 | 1.9 | 1.9 | | Median | 3 | 2 | 2 | 2 | 2 | | Mode | 3 | 2 | 1 | 2 | 2 |   PSC 295: Final exam essay Avg score = 89%; Stand Dev. = 2.23  PSC 400: See 1.1 above   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Student** | Know | Design | Anlz | Conc | Limits | Total | | A | 3 | 2 | 3 | 2 | 2 | 12 | | B | 3 | 2 | 2 | 2 | 2 | 11 | | C | 3 | 2 | 2 | 2 | 2 | 11 | |  |  |  |  |  |  |  | | Mean | 3 | 2 | 2.3 | 2 | 2 | 11.3 | | Mode | 3 | 2 | 2 | 2 | 2 | 11 | | 1. Research and identify strategies for post-Covid learning challenges. |
| Objective 2.2: Students will be competent in basic research methods and reasoning. | PSC 340, Conflict Resolution  PSC 400, Senior Seminar | PSC 340: Research Project final scores, mean = 83/100; median = 87. Papers lacked basic research methods and did not use relevant sources. Lack of theoretical and methodological sophistication.  PSC 400: See 1.1 above. Student seems to struggle with research design and methodology.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Student** | Know | Design | Anlz | Conc | Limits | Total | | A | 3 | 2 | 3 | 2 | 2 | 12 | | B | 3 | 2 | 2 | 2 | 2 | 11 | | C | 3 | 2 | 2 | 2 | 2 | 11 | |  |  |  |  |  |  |  | | Mean | 3 | 2 | 2.3 | 2 | 2 | 11.3 | | Mode | 3 | 2 | 2 | 2 | 2 | 11 | | 1. Research and identify strategies for post-Covid learning challenges.  3. Incorporate research design and methodology earlier in the program at different points. Work with Research in Social Science course instructor to identify ways of providing feedback to the students and carrying over their projects. |
| Objective 3.1: Students will be able to write professionally. | PSC 101, Intro to PSC  PSC 180, Intro to Comparative    PSC 295: US Foreign Policy  PSC 400, Senior Seminar | PSC 101: Comparing Democracy Project – students scored lower than usual on the writing rubric.  PSC 180: Final Exam essay question, writing section of the PSC analysis rubric: mean = 1.9, mode = 2.  PSC 295: Paper #2, avg. score 40/50; two students did not complete the assessment; paper #1, avg. score 42/50.  PSC 400: Students scored well on the writing, with most errors occurring with citations rather than grammar or syntax.   |  |  | | --- | --- | | **Student** | Writing | | A | 3 | | B | 3 | | C | 3 | |  |  | | Mean | 3 | | Mode | 3 | | 4. Continue to have writing emphasized throughout the program. This has been a point of emphasis for the past 4 years and it appears to make a difference. |
| Objective 3.2: Students will be able to create and deliver professional oral presentations. | PSC 101, Intro to PSC  PSC 400, Senior Seminar | PSC 101: Comparing Democracy Project Presentation – students scored lower than historical average using the GE oral communication rubric.  PSC 400: Students scored well on their presentations, with common errors on their supporting materials (too much text on the slides, writing in paragraph form, etc.).   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Student** | Organization | Language | Delivery | Material | Message | | A | 3 | 4 | 3 | 3 | 4 | | B | 3 | 3 | 2 | 2 | 3 | | C | 3 | 3 | 4 | 2 | 3 | |  |  |  |  |  |  | | Mean | 3 | 3.3 | 3 | 2.3 | 3.3 | | Mode | 3 | 3 | #N/A | 2 | 3 | | Median | 3 | 3 | 3 | 2 | 3 | | 5. Continue to emphasize oral communication and presentation in classes. Communicate with adjunct faculty about the expectations for oral presentations and necessary feedback for the students. |
| Objective 3.3: Students will be able to examine foreign cultures and politics and communicate effectively with diverse populations. | PSC 101, Intro to PSC  PSC 180, Intro to Comparative  PSC 400, Senior Seminar | PSC 101: Comparing Democracy Project using Global GE rubric. The students averaged above the milestone level (2) which was the goal for this semester and even averaged 3 in the first category.  PSC 180: Global Culture Project – Individual Briefing Memo using GE Global Culture rubric   |  |  |  |  | | --- | --- | --- | --- | |  | Know | Skill | Apply | | Mean | 2.8 | 2.3 | 2.5 | | Median | 3 | 3 | 3 | | Mode | 3 | 3 | 3 |   PSC 400: Students scored well on their presentations, with common errors on their supporting materials (too much text on the slides, writing in paragraph form, etc.).   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Student** | Organization | Language | Delivery | Material | Message | | A | 3 | 4 | 3 | 3 | 4 | | B | 3 | 3 | 2 | 2 | 3 | | C | 3 | 3 | 4 | 2 | 3 | |  |  |  |  |  |  | | Mean | 3 | 3.3 | 3 | 2.3 | 3.3 | | Mode | 3 | 3 | n/a | 2 | 3 | | Median | 3 | 3 | 3 | 2 | 3 | | 6. Research and consider changing the program learning outcome 3.3 shifting focus to working in diverse workplaces and team rather than knowledge of other cultures. |

**Part B: (Please use the space available to elaborate)**

List planned improvements here Timeline for planned improvement Reasons for change and desired results?

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| 1. Post-Covid pedagogy: identify and implement post-Covid pedagogical practices to help with gaps in learning and development, including student engagement, motivation, and metacognition.  2. Incorporate civic engagement and reflection throughout the program – start to build a portfolio assignment on this area. Communicate with other instructors who are addressing this learning outcome.  3. Incorporate research design and methodology earlier in the program at different points. Work with Research in Social Science course instructor to identify ways of providing feedback to the students and carrying over their projects.  4. Continue to have writing emphasized throughout the program. This has been a point of emphasis for the past 4 years and it appears to make a difference.  5. Continue to emphasize oral communication and presentation in classes. Communicate with adjunct faculty about the expectations for oral presentations and necessary feedback for the students.  6. Research and consider changing the program learning outcome 3.3 shifting focus to working in diverse workplaces and team rather than knowledge of other cultures. | 1. Research post-Covid pedagogical practices in Summer 2023. Start trial implementation in Fall 2023 select courses and assess outcomes.  2. Send an email at the start of the fall semester. Start planning for Spring 24 capstone course in the fall semester.  3. Send email to instructor for Fall 23 version of the course. In fall semester, review curriculum map to identify other courses and ways to incorporate research design and methodology.  4. Send email to instructors at the start of the fall semester. Provide them with the rubrics for the Core Curriculum to help give feedback to students.  5. Send email to instructors at the start of the fall semester. Provide them with the rubrics for the Core Curriculum to help give feedback to students. Collaborate to create a PSC presentation rubric or style guide.  6. Research in Summer 2023. Review program learning goals in Fall 2023 and submit to Curriculum Committee if revision is decided. | 1. There are persistent gaps in student learning and development, not only cognitive but also affective and behavioral. Potential outcomes are greater student attendance at class, completing assignments on-time, improved metacognition, doing assigned readings before coming to class, etc.  2. Need to help students realize various curricular and extra-curriculum civic engagement and leadership opportunities exist at Rosemont to deeper their learning and help them reflect on their experiences for developing their skills, knowledge, and view about civic engagement and leadership.  3. Important skill for post-graduation pathways. Desire to see improved research design and methodology in capstone projects by Spring 2024.  4. Critical area for post-graduation. Continue to see high scores by graduation especially considering entry-level writing skills.  5. Critical area for post-graduation. Continue to see high scores and improved presentations in the capstone project.  6. Desire to connect program learning with the outcomes desired by employers while better aligning assessment practices. |

List previous plans here Status of planned improvement Evidence of changes in student learning

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| **2022-23 Plans:**  1. Integrate more peer learning throughout the curriculum  **2021-2022 Plans:**  1. Need to create ‘plug and play’ assignments and templates to help part-time instructors, especially in the areas of writing, for example peer review and revising across the program, while including and sharing the PSC analysis rubric with the adjunct instructors  2. Institute play across the curriculum  3. Encourage the use of authentic assessments that can transfer to later courses with part-time instructors. | **2022-23 Plans:**  1. Completed in trial courses (PSC 101  **2021-2022 Plans:**  1. Never completed. Need to redesign and implement.  2. Implementation of simulations, role-playing, and other games.  3. Never completed. Need to redesign and implement. | **2022-23 Plans:**  1.  **2021-2022 Plans:**  1. N/A  2. Significantly higher levels of student engagement and levels of student learning.  3. N/A |

Additional Notes: Revise the curriculum map with the recent changes in the political science major.