**Continuous Improvement Plan (Inaugural CIP for program)**

**Date:**  *Spring 2024*  **Name of Program/Unit:** *Political Science Field of Study*

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**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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| **A. Expected Outcome(s)**Results expected in this unit(e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) |  **B. Measure(s)**Instrument(s)/process(es) used to measure results(e.g. survey results, exam questions, etc.)Include Course Information and Semester in which assessment will occur | **C. Target(s)**Level of success expected(e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Students will be able to research political subjects such as the U.S. political system and foreign relations (basic awareness) | Students must explain Madison’s justification for checks and balances in his *Federalist No. 51* essay in defense of the U.S. Constitution.  | For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met.  |
| Students will be able to collect and analyze data from various types of sources (research) | Students will identify one check granted to the legislative branch and one check granted executive branch in the U.S. Constitution. Then students will identify one contemporary example (of no more than six months ago) in which each check was used by the respective branch.  | For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met. |
| Students will be able to critically interpret and analyze contemporary political issues and problems.  | Students will explain how the contemporary examples identified are reflective of Madison’s argument in *Federalist No*. *51*, and whether the examples identified further Madison’s articulated purpose.  | For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met. |

**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 2, & 3 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1**

Students will be able to research political subjects such as the U.S. political system and foreign relations. (awareness) |
| 1. **Measure (Outcome #1)**

Students must explain Madison’s justification for checks and balances in his *Federalist No. 51* essay in defense of the U.S. Constitution. This measurement is designed to assess the lower levels of student learning according to Bloom’s Taxonomy levels (Understand and Remember) | 1. **Target (Outcome #1)**

Students should be able to identify at least three of the five distinct Madison justifications for checks and balances. The standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. The expectation is for the standard to be met. |
| 1. **Action Plan (Outcome #1)**

Faculty will meet on a bi-annual basis to examine the following: 1) results of the assessment and student understanding of the concept, 2) test questions clarity, consistency, and conformity to material being taught and learning outcomes being assessed, 3) consider the class, student population, and sample size that the assessment is being given. For measuring outcomes, the department desires to use the same assessment in successive cycles to measure improvement.  |
| 1. **Results Summary (Outcome #1)**

73% - The results showed that students met the standard for outcome #1. This outcome is in the lowest level of skills for Bloom’s Taxonomy to understand and remember information. The implementation of the above action plan will show in the next assessment cycle whether this result is statistically robust or just a consequence of a small sample size (19).  |
| 1. **Findings (Outcome #1)**

The overall standard for this outcome was met in the inaugural assessment. Additionally, it shows that teaching on this outcome seems to be adequate and is helping students to understand basic understanding and remembering of important concepts in political science. |
| 1. **Implementation of Findings**

Administer a follow up same assessment assignment for AY 2024-2025. Implement above mentioned action plan.  |

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| 1. **Outcome #2**

Students will be able to collect and analyze data from various types of sources. (research) |
| 1. **Measure (Outcome #2)**

Students will identify one check granted to the legislative branch and one check granted executive branch in the U.S. Constitution. Then students will identify one contemporary example (of no more than six months ago) in which each check was used by the respective branch. These measurements are designed to assess intermediate levels of student learning according to Bloom’s Taxonomy levels (apply and analyze). | 1. **Target (Outcome #2)**

Students must correctly research in the U.S. Constitution one legislative and one executive branch check. Additionally, students must successfully research a current news article that demonstrates the use of that check in each branch. For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met. |
| 1. **Action Plan (Outcome #2)**

Faculty will meet on a bi-annual basis to examine the following: 1) results of the assessment and student understanding of the concept, 2) test questions clarity, consistency, and conformity to material being taught and learning outcomes being assessed, 3) consider the class, student population, and sample size that the assessment is being given. For measuring outcomes, it is advisable that the same assessment be used in successive cycles to check for improvement.  |
| 1. **Results Summary (Outcome #2)**

This outcome has two measurements, 1) did the student correctly identify a legislative and executive check, 2) did the student correctly research and identify a news article about the exercise of each check. For the first measurement the data showed 47% met the expectation. For the second measurement the data showed only 31% met the expectation. Neither measurement met the assessment target standard.  |
| 1. **Findings (Outcome #1)**

The data showed that students confused the concepts of powers and checks & balances. Additionally, students were unable to adequately research and find an article that sufficiently demonstrated that government branch’s exercise of a check. This is concerning and shows that more effort needs to be devoted to helping students apply and analyze the knowledge they are acquiring.  |
| 1. **Implementation of Findings**

Based on these results, faculty will emphasis media literacy, the differing concepts of government powers and checks on those government powers by other branches and implement a module that helps in student understanding of how these concepts apply to a fundamental understanding of the American government. The department will administer a follow up same assessment assignment for AY 2024-2025 and implement the above-mentioned action plan. |

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| 1. **Outcome #3**

Students will be able to critically interpret and analyze contemporary political issues and problems. (analysis) |
| 1. **Measure (Outcome #1)**

Students will explain how the contemporary examples identified are reflective of Madison’s argument in *Federalist No*. *51*, and whether the examples identified further Madison’s articulated purpose. This measurement is designed to assess higher levels of student learning according to Bloom’s Taxonomy levels (Crate and Evaluate) | 1. **Target (Outcome #1)**

For each definition and explanation in the assessment, the standard to be met is 70% correct or higher, to be partially met is 50% to less than 70%, and to be not met is less than 50%. the expectation is for the standard to be met. |
| 1. **Action Plan (Outcome #1)**

Faculty will meet on a bi-annual basis to examine the following: 1) results of the assessment and student understanding of the concept, 2) test questions clarity, consistency, and conformity to material being taught and learning outcomes being assessed, 3) consider the class, student population, and sample size that the assessment is being given. For measuring outcomes, it is advisable that the same assessment be used in successive cycles to check for improvement.  |
| 1. **Results Summary (Outcome #1)**

11% - The results show that the target standard was not met for this outcome. Again, this outcome is among the hardest levels of learning according to Bloom’s Taxonomy and it is expected to be one of the harder targets for the department to hit. |
| 1. **Findings (Outcome #1)**

Students were by-in-large unable to marry the Madisonian justifications for checks & balances with contemporary actions by governmental institutions. Thus, an emphasis on real world application of higher order theoretical political concepts is necessary. |
| 1. **Implementation of Findings**

The department will emphasize in lectures what analysis requires. Additionally, the department will consider incorporating more low stakes assessments early in semester to build up student confidence and understanding of data research and analysis (for both outcomes #2 and #3). The department will administer a follow up same assessment assignment for AY 2024-2025 and implement the above-mentioned action plan. |