MEMORANDUM

TO: Matt Hudelson, Executive Secretary
            Faculty Senate

FROM: Becky Bitter, Registrar's Office

FOR: Professional Health Sciences Committee

DATE: 30 January 2023

SUBJECT: Proposal to Extend the BA in Political Science to Vancouver

At its meeting on January 17, 2023, the Academic Affairs Committee approved a proposal to extend the Bachelor of Arts in Political Science to the Vancouver campus. All options under the degree – General, Pre-Law, and Global Politics will be offered.

The proposal is supported by the Provost and CAS leadership and has been reviewed by the Budget, Library, and Admission and Enrollment committees as well.

At this time, Faculty Senate review and approval is recommended, to be effective fall 2023.

MEMORANDUM

TO: Praveen Sekhar, Chair, Academic Affairs Committee

FROM: Blaine Golden, Secretary, Catalog Sub Committee

DATE: December 7th, 2022

SUBJECT: Extending the Bachelor of Arts in Political Science to WSU Vancouver.

Please find attached a proposal to extend the Bachelor of Arts in Political Science to WSU Vancouver. This is considered a "streamlined" action and does not require review by the Catalog Sub Committee.

MEMORANDUM

TO: Faculty Senate

FROM: Elizabeth S. Chilton, Provost and Executive Vice President

SUBJECT: Extend the Bachelor of Arts in Political Science (General Option) to WSU Vancouver

DATE: December 6, 2022

The attached proposal to extend the Bachelor of Arts (BA) in Political Science (General Option) degree to WSU Vancouver has been reviewed by the Provost's Office. We had initial concerns about the department's process of assessing student learning and asked them to review their process with ACE. The proposal includes a memo from Kimberly Green summarizing that review. This memo alleviates our concerns. As such, the Provost's Office supports the proposal.

WSU's core educational mission is to foster informed, engaged, and creative students, and also to make this expertise available to anyone who seeks to benefit from it. Current and prospective students of WSU Vancouver who seek a BA in Political Science are currently unable to attain this expertise. The WSU Vancouver vision specifically highlights bettering the lives of the people of Southwest Washington, yet current and prospective students from this region are forced elsewhere for this degree. Therefore, the presence of a BA in Political Science in Vancouver is consistent with the WSU mission and enhances the Vancouver vision in a very important and direct way.

We judge the proposal ready for the Senate review process.

Memorandum of Support

To: Travis Ridout, Director of the School of Politics, Philosophy, and Public Affairs

From: Kimberly Green, Director of the Office of Assessment for Curricular Effectiveness

Date: 11/3/2022

Re: Status of Program Assessment for the Political Science, BA

This memorandum follows up to our meeting on 10/29/22 regarding program assessment for the Bachelor of Arts in Political Science, and my support for the School's proposal to extend this degree to the Vancouver campus.

At our meeting, we reviewed an updated assessment plan, indicating that the department has made considerable progress on assessment in 2022, since the prior year's program assessment report. This work includes piloting a direct measure of senior majors on program learning outcomes, which you intend to refine and collect again this AY; faculty approval of updated student learning outcomes for the degree, distinguishing political science SLOs from philosophy's SLOs, with an updated curriculum map in progress. In terms of infrastructure for multi-campus assessment, you've added a Vancouver faculty member to the department's assessment committee, in order to include that campus in program assessment activities. This should position the Political Science program to include Vancouver faculty and students in its regular assessment processes for data collection, analysis, and use of results.

As mentioned, it's typically an iterative process to refine a pilot measure and collect it regularly; and multi-campus assessment typically requires additional attention to get into place.   It will be important to continue advancing assessment work in order to establish useful and systematic assessment for the degree program -- allowing faculty to a) evaluate senior majors on their achievement of program learning outcomes, and b) use results to inform decisions about curriculum and assessment.

These steps address the university's concerns about the assessment component of the proposal to extend this degree.

Program assessment systems support quality undergraduate education and university accreditation. Please don't hesitate to reach out to our office, a resource to support WSU faculty and leadership in developing meaningful and sustainable program-level assessment systems.
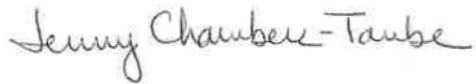
WASHINGTON STATE UNIVERSITY
VANCOUVER

9-23-22

Re: Bachelor of Science in Political Science, Extend Degree to Vancouver Campus

This memo is to convey support and approval for extending the Bachelor of Science in Political Science Degree to the Vancouver campus. No additional funds are required in order to offer this degree on our campus. Instead existing resources will be re-allocated within the program.

Please feel free to contact me if there are additional questions.

Sincerely,

Jenny Chambers-Taube
Vice Chancellor for Finance & Operations
360-546-9590
j.chambers-taube@wsu.edu

PROPOSAL TO EXTEND AN
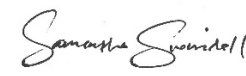# EXISTING DEGREE TO AN APPROVED PHYSICAL LOCATION

Degree Title:	Bachelor of Arts in Political Science (General, Pre-Law and Global Options)
Academic Program:	
Academic Plan:	
Number of Credits:	
Department(s) or Program(s):	School of Politics, Philosophy and Public Affairs
College(s):	College of Arts and Sciences
Campus(es):	Vancouver
Method of Instructional Delivery:	classroom

Contact Name:	Anthony C. Lopez	Email Address:	Anthony.c.lopez@wsu.edu
Contact Phone:	503-473-7779	*Proposed start date:	

*Proposed Start Date: Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval.

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair Signature:	*Travis Ridout*	Date:	11/18/2022

Dean Signature:	*Samantha Swindell* Samantha Swindell, for Dean Butler	Date:	11/18/2022

VP Global Campus		Date:	

→ Submit to the Provost's Office at provost.deg.changes@wsu.edu

Everett Chancellor		Date:	

Spokane Chancellor		Date:	

Tri-Cities VCAA		Date:	

Vancouver VCAA		Date	11/18/2022

Provost Office:		Date:	

Comments:

For Registrar's Office Use Only:					
Current CIP Code:		New CIP Code:		Date:	

Send completed form in Word format to: provost.deg.changes@wsu.edu

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether or not a program is feasible within the university's academic and financial situation, and if it will have the resources to further the University's objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself, since a program that is starved for either students or resources from its inception is not likely to become a high quality program.

Here are some of the things to consider as you complete the template:

> What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?
> Who are you trying to attract with this program in the new location? Will it bring new students to the university, better meet the needs of current students, or draw students away from other departments or campuses?
> How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?
> How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

Providing good answers to hard questions maximizes the likelihood that a program extension will not just win acceptance by the Faculty Senate and administration, but will ultimately be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.

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Proposal

Mission and Core Themes (Strategic Goals):

Explain how extending the degree to this location fulfills the strategic plan and the missions of the department, campus, and university.

WSU's core educational mission is to foster informed, engaged and creative students, and also to make this expertise available to anyone who seeks to benefit from it. Current and prospective students of WSU Vancouver who seek a BA in Political Science are currently *unable* to attain this expertise. The WSU Vancouver Vision specifically highlights bettering the lives of people of Southwest Washington, yet current and prospective students from this region are currently forced elsewhere for this degree. Therefore, the presence of a BA in Political Science in Vancouver is consistent with the WSU mission and enhances our Vancouver Vision in a very important and direct way.

Educational Offerings:

Describe the program to be extended, and include copies of the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional).

Please note that any curricular changes must go through the Catalog Subcommittee before the degree extension will be reviewed.

We plan to offer all three options of the Bachelor's Degree In Political Science (hereafter, BAPS.) We have attached the Four-Year Degree Plan in Exhibit A. The three options (General, Pre-Law and Global) are described in detail at https://pppa.wsu.edu/undergraduate-studies/b-a-in-political-science/. Please note that no new courses would have to go through the catalogue committee. Provision of the BAPS on the Vancouver campus only requires the addition of POLS 201 to the existing faculty rotation, which already exists in the course catalog and is easily accommodated by Anthony Lopez on a regular basis.

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

The method of instructional delivery for all courses will be in-classroom, face-to-face delivery, with the exception of two courses: PHIL 201 and PHIL 470 which are required for the Pre-Law Option only. These two courses are regularly available via Global Campus. Other than these two optional courses, all lectures will be delivered in person.

Assessment of Student Learning and Student Achievement
* For graduate programs, please contact the Graduate School before completing this section.

Please provide a list and description of expected student learning outcomes.

As currently specified by the School of Politics, Philosophy and Public Affairs, the undergraduate program in Political Science is designed to prepare students to be more thoughtful consumers and producers of information related to political phenomenon in the U.S. and in other nations. The learning outcomes are: Identify important issues, problems, and challenges in the discipline and how to develop strategies and solutions to solve them; Recognize, construct, and evaluate arguments, and employ those arguments on relevant issues in the discipline and more generally; Use the specific methods of the discipline to conduct meaningful problem driven research; Recognize and respond to alternative, diverse viewpoints, and discuss normative, theoretical, and descriptive aspects of the issues, arguments, and/or contexts appropriately.

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For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

Assessment of the BAPS in Vancouver will follow the existing assessment plan for the BAPS as offered in Pullman Attached Exhibit C) Implementation of the assessment plan will be incorporated into the existing assessment process within the BAPA in Vancouver.

Please indicate as appropriate:
- ☒ Please attach a copy of the existing plan.
- ☒ A draft assessment plan is attached.
- ☒ A curriculum matrix is attached.

Planning:

1. Summarize the need for the degree at this location, and what planning steps led to the decision to extend the degree. Who was consulted, and how was the feedback incorporated into this plan?

We have consulted principally with core and affiliated Public Affairs faculty, as well as current and former CAS academic advisors (i.e. Lindy Volk and Erin Leverman). We have learned that there are extremely limited options for WSU students who seek Political Science: they can move to Pullman, attend online, or choose a different university entirely. For example, according to Erin Leverman, CAS Academic Advisor, a Southwest Washington prospective undergrad who seeks a Political Science degree is mostly likely to leave the state entirely and attend Portland State University via their Border Policy. As mentioned above, this undermines in a very direct way the WSUV Vision for Southwest Washington. In the context of the closure of the Master of Arts in Public Affairs, faculty are well positioned to offer this degree with near-zero curricular adjustment and no additional hires. This solution is efficient and inexpensive.

2. Describe the target audience.
Provide realistic justification for the projected FTE.
How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?
Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

The target audience is Southwest Washington high school and community college students with interest in political science. Current WSU students in the Social Science degree track with a field emphasis in Political Science would also be well accommodated by a BAPS. Transfer students can expect to articulate smoothly into the program and complete it with the same number of total credits as students who enter WSU as first year students because, as with Public Affairs, students who lack the 100 level requirements are able to pick them up easily given that they are already (i.e. currently) offered regularly.

For several years, we have striven to recruit and retain students of color and women within our current degree, the BA in Public Affairs. Enrollment of women has always been strong and has improved, from 54% ten years ago to 60% today. Enrolment of students of color has improved even more dramatically from 11% ten years ago to 39% today. On both of these measures, we comfortably exceed the 2020 national averages for bachelor's degrees in political science and government (see https://datausa.io/profile/cip/political-science-government) As we develop

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and expand our recruitment efforts to include the BAPS we are confident that we can build on this success. We will continue to monitor, evaluate and respond to representation measures as we expand toward full enrollment.

| 3. | What will need to happen at the instructional location in order for this degree to be offered, and what other steps will need to be taken for WSU to offer it? |

In order for this degree to be offered at WSUV, only one new step needs to be taken: Anthony Lopez will begin offering POLS 201 once every two years as part of his regular rotation. POLS 201 already exists in the WSU catalog, and Dr. Lopez is ready to begin preparing this course immediately. His offering of POLS 201 will not hamper his ability to deliver other required courses for the degree. Absolutely no other changes or additional offerings will need to be made.

| 4. | Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step. |

No hiring plan is anticipated, no partnership contracts are necessary, and existing facilities do not need to be modified in any way. Since the existing Public Affairs faculty course rotation sufficiently covers requirements for the BAPS, the only constraint on implementation is the first delivery date for POLS 201. Dr. Lopez anticipates he can begin delivering this course as soon as majors begin seeking the degree..

Budget:

☒ Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

| Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs. |

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As indicated on the attached financial worksheet, offering the BA in Political Science (BAPS) on the Vancouver campus will be possible through the reallocation of existing resources. No additional funds are being requested.

The termination of the Master's in Public Affairs (MPA) degree shifted existing teaching capacity to the undergraduate level. It also negatively impacted enrollment in the Bachelor's in Public Affairs (which had served as a feeder program for the MPA) freeing up seats in existing undergraduate classes.

The relocation of faculty personnel FTE in the financial worksheet reflects one course every two years (PolS 201) taught by Dr. Lopez as part of his regular course rotation. The total number of courses offered will not change. It also reflects reallocation of administrative time by the Program Leader (currently Dr. Lopez) and administrative staff away from the MPA, towards the new BAPS. (The last MPA thesis defense took place in 2021. No MPA students remain in the pipeline.)
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Student Services:

Describe how the proposed location will support students (advising, tutoring, health and welfare, childcare, career services, financial services, technology support, etc.).

We can support BAPS students with the same infrastructure as existing BAPA students.

Physical Facilities and Equipment:

Describe the physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

We can support BAPS students with the same infrastructure as existing BAPA students.

Library and Information Resources:

Describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

We can support BAPS students with the same infrastructure as existing BAPA students.

Faculty:

List the anticipated sources or plans to secure qualified faculty and staff.

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As indicated in the financial worksheet, we anticipate that student FTE in the BAPS will rise from zero to 25 in the first five years and then level off. Existing faculty course offerings within the Public Affairs program are more than adequate to accommodate this number of students without raising course caps. Therefore, we have no plan to seek a new hire for this purpose. In the event that enrollments exceed expectations, an adjunct position may be sought to offer additional sections. But this is not necessary in order for the BAPS to be fully offered for the anticipated number of students.

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, "cannibalization" of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

After careful reflection and engagement with CAS Vancouver academic advisors, as well as our Pullman colleagues in the School of Politics, Philosophy and Public Affairs, we have determined that there are zero or near-zero adverse impacts to other programs or locations due to the creation of BAPS at WSUV. The creation of BAPS may affect the Social Science degree track by attracting students in this degree who have a political science field emphasis. We view this as a positive effect since students are better served with a degree major that reflects their chosen training rather than a field of emphasis under the more nebulous "Social Sciences." The result can only be students who are more competitive in job and graduate applications after leaving WSUV.

Reallocation of faculty time is not an issue since there will be no adjustments beyond Anthony Lopez offering POLS 201, which he is already eager to do.

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

We are confident that we can meet the enrollment plan. We will work with Academic Advisors and Admissions staff to ensure that student needs are met and that we can develop opportunities to promote and advertise the program. We will publicize the new degree opportunity at public events such as the forum we recently offered on the war in Ukraine which drew nearly 200 attendees, and at regional high schools and community colleges. We believe that a political science degree, which is more commonly recognized than a degree in public affairs, will be successfully promoted among potential students.

We do not intend to wait 5 years to determine whether BAPS is serving student needs and reaching enrollment goals. We will immediately and regularly track enrollment data. After 5 years we will engage in an internal audit focusing on the following diagnostic questions: What is the existing state of demand for political science locally/regionally (e.g. relative to local peer institutions)? Have recruitment exercises been effective, and by what metric? Are *existing* BAPS students satisfied with their degree training, and what can be done to meet any perceived inadequacy?

Attachments:
- ☒ Financial Worksheet – Attached as Separate Document
- ☒ Vancouver VC for Finance & Operations Memo of Support to extend the BAPS degree to the Vancouver campus – Attached as Separate Document
- ☒ ACE Memo of Support to extend the BAPS degree to the Vancouver campus – Attached as Separate Document

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- ☒ Four-Year Degree Plan (undergraduate): See Exhibit A Below
- ☒ Curriculum Map (undergraduate): See Exhibit B Below
- ☒ Assessment Plan (undergraduate): See Exhibit C Below
- ☐ Letters of financial commitment N/A
- ☐ Contracts or MOUs if applicable N/A

Send in Word format to: provost.deg.changes@wsu.edu

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EXHIBIT A
Political Science Four-Year Degree Plan (General Option)

A student may be admitted to the Political Science - General option upon making their intention known to the department.

36 credits in POL S are required, at least 15 of which must be earned at WSU.

First Year

First Term	Credits
Arts [ARTS], Humanities [HUM], or Social Sciences [SSCI]	3
HISTORY 105 [ROOT]	3
Humanities [HUM]	3
POL S 101 [SSCI]	3
Electives	3

Second Term	Credits
Diversity [DIVR]	3
ENGLISH 101 [WRTG]	3
POL S 102	3
Quantitative Reasoning [QUAN]	3
Electives	3

Second Year

First Term	Credits
Arts [ARTS]	3
Biological Sciences [BSCI] with lab[1]	4
POL S 103	3
Foreign Language, if needed, and/or Electives[2]	6

Second Term	Credits
Physical Sciences [PSCI] with lab[1]	4
POL S 201	3
Foreign Language, if needed, and/or Electives[2]	7
Complete Writing Portfolio	

Third Year

First Term	Credits
POL S Electives[3]	9
Electives[4]	6

Second Term	Credits
Communication [COMM] or Written Communication [WRTG]	3
POL S Electives[3]	6
Electives[4]	6

Fourth Year

First Term	Credits

POL S Elective [3]	3
Electives[4]	12

Second Term	Credits
Integrative Capstone [CAPS]	3
POL S Electives [3]	6
Electives[4]	6

Footnotes

[1] To meet University and College of Arts and Sciences requirements, students must take a [BSCI] course with lab and [PSCI] course with lab.

[2] Two years of high school foreign language or at least two semesters of college-level foreign language are required by the College of Arts and Sciences for graduation.

[3] POL S Electives: 24 credits required. Must include a minimum of 9 credits of 300-400 level coursework and 2 [M] courses.

[4] Electives must include sufficient 300-400-level coursework to meet the University requirement of 40 credits of upper-division coursework.

https://datausa.io/profile/cip/political-science-government

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EXHIBIT B
Political Science BA: Curriculum Map

Course	Title	1. Creative/ critical thinking	2. Quan and Qual Methods	3. Policy relevance	4. Data	5. Comm-unication	6. Diverse cultures/ perspectives	Notes
101	Amer Gov							required
102	Comp Pol							required
103	Int Pol							required
201	Methods							required
300	Constitution							
301	Simulations							
314	Nat States							
316	Pub Pol							
317	Media/Pol							
333	Marxist							
340	Pub Adm							
402	Civil Lib							
404	Judicial							
417	Voting							
420	Pol Parties							
424	Nat Security							
425	Feminism							
427	Foreign Rel							
428	Pol Psy							
430	Nat Res							
432	Com Pub Pol							
437	Pol Tho							
438	Pol The							
442	Pub Sec							
443	Adm Jur							
450	Leg Pro							
455	Pres							

Color   SLO Focus Scale

Color	Scale
(white)	1 The course does not address this SLO
(light gray)	2 A small part of the course content addresses this SLO
(medium gray)	3 A sig. portion of the course content addresses this SLO
(dark gray)	4 The vast majority of the content addresses this SLO

1   Be able to use creative thinking, critical thinking and sound reasoning with respect to political and policy-related questions, including the use of the principles of the scientific method to enhance and create knowledge.

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2   Be able to understand and use qualitative, quantitative, and mixed research methods and be able to recognize the strengths and weaknesses of methods for assessing various political and policy-related questions.

3   Be able to demonstrate a comprehensive understanding of political and policy-related subjects, including the relevance of political science to contemporary, real-world problems.

4   Be able to identify, evaluate, use responsibly, and share data and information regarding a political or policy-related question.

5   Be able to effectively communicate through written, oral, and other media as appropriate for the audience and purpose.

6   Be able to understand, respect, and engage with others of similar and diverse cultures, values, and perspectives.

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EXHIBIT C
Political Science, BA degree program
Assessment Plan
Travis Ridout updated 10.26.22 [and Kimberly Green added notes/suggestions for discussion, 10/28/22]

Political Science

Brief Description of Program Size:

Campus/ Location	Degrees Conferred				Admitted Majors	
	FY2019	FY2020	FY2021	Past Three FY Total	Spring 2021 Senior Majors	Spring 2021 Total Majors
Pullman	83	82	97	262	107	250
Global	0	1	7	8	9	44
Total	83	83	104	270	116	294

Activity	Timeline	Aims, Steps, and Additional Notes
Program-level SLOs	January 2022	**Revised SLOs for Political Science were approved by faculty** (completed January 2022, distinguishing POLS SLOs and PHIL SLOs)
Curriculum Map	Fall 2022	**Step 1: Gather materials** - Identify most up-to-date curriculum documents (e.g., course catalog, advising materials for majors / options etc.) (completed) **Step 2: Reconcile materials and confirm *current* curriculum** **Step 3: Align SLOs and Courses** - **a)** identify which courses are teaching to specific SLOs (survey of faculty completed early November 2022) - **b)** identify the level (introductory, developing, advanced) at which the SLOs are being taught (to be completed fall 2022) - **c)** select the best courses / learning opportunities for assessment (to be completed fall 2022) **Step 4: Add all materials to assessment archive** (to be completed fall 2022) *Resources: https://ace.wsu.edu/curriculum-maps/ (see Quick Guide and WSU Examples)*
Assessment Plan	Spring 2023	**Long-term: Develop intentional multi-year measurement cycle**, informed by course offerings, assignments, etc., with both indirect and direct measures as appropriate to the program's context and campuses. (to complete in Spring 2023) **Notes:** Work above (SLOs and Cmap Step 3c) will inform assessment plan; For Political Science, ensure that assessment plan also takes global and Vancouver needs into account. *Resources: https://ace.wsu.edu/assessment-plans/*

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Activity	Timeline	Aims, Steps, and Additional Notes
Data Collection and Analysis – **Direct Measures**	Spring 2022-23	**Long-term: Develop & implement sustainable course-embedded assessment process** **Short-term Political Science: Revise Direct Measure Work and/or develop plan to design and collect new measure** (e.g., senior simulation courses) **Step 1: Determine Course and Assignment** (to complete in Spring 2023) - Curriculum map will be able to tell us where key courses are to gather data (e.g., capstones and/or other key courses earlier in the curriculum) - Also review and consider past measurement tools used and review course offerings to determine *where/how* assessment will take place - For senior-level direct measure assessment, see also senior-major enrollment numbers for current courses. **Step 2: Develop Measurement tool** (e.g., rubric, guided conversation, etc.) (completed April 2022) **Step 3: Pilot Direct Measure** (i.e., collect data) (completed courses-embedded assessment for one course in April 2022, roughly 15 students)(final paper or project in a class, the faculty member graded the paper and then scored it on a program rubric.) **Step 4: Plan for regular collection of Direct Measure(s) - AY 2022-23 – after taking stock of the pilot and making adjustments** **Step 5: Plan for including all campuses offering the degree**
Data Collection and Analysis – **Indirect Measures**	Fall 2021-Spring 2022, and ongoing	March 2021 NSSE Data Collection -reviewed data as faculty in December 2021 -faculty discussed one change we want to make in response to data in Jan 2022 -one-credit course on current events with rotating faculty added for spring 2023 as a result of faculty discussions Also eventually could consider need/use of Senior-exit survey and decide if /when this may be a priority. **Develop a longterm plan for collecting an indirect measure.** NSSE will be offered again this spring: program could promote this survey to seniors by dept messaging and in courses taken by senior majors using promo materials from nsse.wsu.edu)

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Activity	Timeline	Aims, Steps, and Additional Notes
Infrastructure	Ongoing	**Update Assessment Archive** - Regularly update assessment archive and ensure *who* has access to the materials **Ongoing Faculty Involvement** - Continue to consider role of different cmte work within PPPA and how assessment may be able to support additional work of undergraduate curriculum cmte **Use of Assessment** - Also consider long-term sustainability of infrastructure and regular communication for meaning-making / use of assessment data, connections between assessment committee and undergraduate students committee **Committees** We expanded the assessment committee from three to five members in fall 2022, adding an additional philosopher and an additional political scientist from the Vancouver campus The School has an assessment committee and a separate UG Studies committee, with some cross-over in membership Undergraduate degrees PS degree – Pullman, Global, and extending to Vancouver in Fall 2023 PHIL -- Pullman only PA degree – Vancouver only

Record of Direct Assessment Measures Collected

Direct measures are assessments (by faculty or other professionals) of students work products or performances that provide evidence of program-level student learning outcomes (SLOs) (i.e., skills and knowledge)

Direct Measure(s)	Semester(s) Collected	SLOs Assessed	Data Collection Details	Data Analysis / Summary of Results	Shared w/Faculty for Discussion
[Enter direct measure - brief description]	*[Enter semester(s) collected]*	*[List SLOs assessed]*	*[Enter text noting courses and campuses participating in assessment, sampling procedures, etc. Where applicable, include information about norming, pilot processes, coordination w/ ACE, etc.]*	*[Enter text noting name(s) of responsible people and timeframe for compilation, analysis and summarization and or visualization of results]*	*[Enter when and how results were shared with faculty for discussion, feedback, and use]*
Course embedded assessment of senior final papers/projects	Piloted in Spring 2022	#3: real-world problems and #4: data	In one course, POLS402, while grading final papers by seniors, the faculty member also assessed each paper using a program rubric.		
Course embedded assessment of senior final papers/projects	Fall 2022				

Record of Indirect Assessment Measures Collected

Indirect measures include perspectives, input, and other indicators (from students or others) that provide evidence related to program-level SLOs (e.g., perceived gains or confidence in specific skills or knowledge, motivation, satisfaction, the availability or quality of learning opportunities, student progress, etc.)

Indirect Measure(s)	Semester(s) Collected	SLOs or Related Assessed	Data Collection Details	Data Analysis / Summary of Results	Shared w/Faculty for Discussion
[Enter indirect measure – brief description]	*[Enter semester(s) collected]*	*[List SLOs assessed or related aspects]*	*[Enter text noting courses & campuses participating in assessment, sampling procedures, etc. Where applicable, include information about pilot processes, coordination w/ ACE, etc.]*	*[Enter text noting name(s) of responsible people and timeframe to compile, analyze and summarize and or display results]*	*[Enter when and how results were shared with faculty for discussion, feedback, and use]*
NSSE – survey of senior majors - PoliSci	Spr 2021	Perceived gains and confidence in skills related to major; future plans	Bi-annually, WSU participates in NSSE, inviting all seniors and first year students to respond. *[Poli Sci dept & faculty can help promote the survey to seniors]*	ACE did the analysis and provided packet of data and displays, Fall 2021, with compiled responses from all senior majors in PoliSci	Jan 2022: Travis shared results with faculty cmte for discussion

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