

**Learning and 'Usefulness':
Tensions in Assessing Departmental Objectives and Student Performance**

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Prepared for presentation at the 4th Annual Meeting of the American Political Science Association Teaching and Learning Conference, Hilton Charlotte City Center, Charlotte NC, February 9-11, 2007

Abstract

All departments grapple with establishing goals and objectives as part of their charge to evaluate student performance across their discipline. This is especially challenging when departments have little by way of a blueprint or when joint departments attempt to set the same targets. The authors offer two case studies of the tensions in assessing departmental objectives and student performance. One case details how Baldwin-Wallace College, a small private liberal arts institution, started with a blank slate to create goals and objectives, as well as measurement instruments, as it prepared for re-accreditation. The other case outlines how a joint department at California University of Pennsylvania -- a public university -- agreed on identical goals and objectives but made these broad enough to encompass different curricula; the joint department is on a five-year plan, with interim outcomes assessment reports due each year. Both cases address the twin issues pertaining to the validity of the measures and whether students take the exercises seriously.

Introduction

The two “A” words most likely to send chills or thrills down the spines of academics are Assessment and Accreditation, with chills being the most likely response. This paper discusses the experience of two institutions, California University of Pennsylvania (Cal U) and Baldwin-Wallace College (B-W), with the phenomena of assessment and accreditation, as viewed through the lens of their respective Political science programs. These cases offer an interesting set of comparative experiences. Cal U has a recently merged Department of History and Political Science, while B-W has a Political Science Department that emerged from its History Department thirty years ago. The department at Cal U has been through the accreditation process and is involved in annual assessment efforts that are comprehensively reviewed every five years. The department at B-W is in the midst of developing and implementing assessment plans in preparation for an accreditation visit by the Higher Learning Commission in Fall 2007. Both departments also demonstrate the dimensions of embrace and resistance towards assessment, with the Cal U department seeing the benefits of assessment, and the B-W department being initially resistant to the workload involved and need for assessment. Assessment approaches in each department involved focus on mission statements and strategic planning. Use of student exams as an assessment tool was also a common thread. The B-W department implemented an alumni survey to capture data on short and long term perceptions about the department, while the Cal U department relied on their senior seminar to administer assessment tools, with more comprehensive data collection as a result.

A Brief Overview of

California University of Pennsylvania and Baldwin-Wallace College

California University of Pennsylvania, founded in 1852 as an academy, is one of fourteen universities in the Pennsylvania State System of Higher Education (PASSHE). The university is

situated on the banks of the Monongahela River approximately an hour south of Pittsburgh. The three colleges of the university—Liberal Arts, Science and Technology, and Education and Human Services—serve nearly 8,000 students. Its core values—integrity, civility, and responsibility—are integral parts of campus life. The focus of the university's efforts are student achievement and success, institutional excellence, and community service. These goals are facilitated by focusing on providing high quality faculty, students, programs, and facilities, supported through an energetic program of resource acquisition and stewardship.

The Department of History & Political Science has four historians and four political scientists, in addition to a Frederick Douglass visiting scholar and two part-time instructors. Two historians recently accepted administrative posts, which may result in two job searches during the next academic year (one for an historian and one for a political scientist). The department offers a major in political science, as well as minors in political science and pre-law. Majors may choose one of four concentrations: general political Science, campaign management, pre-law, or public policy. The International Studies program also includes a concentration in political science. History offers a major and minor, and services secondary education students who major in social sciences.

Baldwin-Wallace College is a moderate sized liberal arts college in Berea, Ohio, an older community on the southeastern border of Cleveland. Founded as a Methodist school in 1845, the College currently provides a full complement of liberal arts and professional majors and minors to approximately 2,800 full time and 200 part time undergraduate students, as well as master's programs in business and education to roughly 500 graduate students. The College is comprised of seven divisions: Humanities, Social Sciences (including Political Science), National Sciences and Math, Business, Education, Health and Physical Education, and a Conservatory. The College serves a largely regional student population, with about 60% of students coming from Northeast Ohio, roughly 25% coming from the surrounding states (Pennsylvania, New York,

Michigan, West Virginia), and the remaining 15% drawn nationally, primarily to the Conservatory and through affiliation with the United Methodist Church .

Case Study: California University of Pennsylvania

In Fall 2000, the disciplines of history and political science at California University of Pennsylvania merged. Prior to this time, history was a freestanding department and was part of a social science department along with anthropology and sociology. The merger grew in part out of a desire to pool university resources, but it was also founded on a belief that the two disciplines, as well as and their faculty, had similar departmental interests, pedagogy, and styles. Although governance, staff, and budget were merged, no substantive consideration was given to connecting the departments on a more philosophical or curricular level.

Prior to the merger, both departments had existing outcomes assessment plans, which included departmental mission statements, objectives, and measures in a format initiated by the university's outcomes assessment coordinator. Because these two plans had been utilized for many years, both departments benefited from the availability of a substantial amount of long-term data that had been accumulated by each discipline. Before the merger, each plan utilized at least some measures, such as objective tests and student satisfaction surveys, which were the result of a long developmental process. Because both departments had plans in place—and because it is often easier to stay with the status quo than it is to change it—plans for examining and changing the separate outcomes assessment plans were not discussed prior to the merger.

By 2003, there was growing pressure from the university's administration to clarify the connection between the two disciplines. Specifically, the Justice Studies Department expressed a desire to merge with Political Science. Faced with choice between partners, members of the newly merged Department of History and Political Science decided it was imperative to examine what they had in common and to consider if the existing merger was pedagogically sound.

First Things First: University-wide Outcomes Assessment Requirements

The University-wide Outcomes Assessment Committee, which is under the direction

of the Office of Student Retention, must approve all outcomes plans prior to their implementation. The associate provost and representatives from the three colleges review each department's interim report, checking whether its mission statement and five-year goals reflect the university's mission and if the objectives are both student-centered and measurable. Departmental faculty responsible for outcomes assessment reporting meet with the associate provost and respective college representative twice per year to discuss department's plan and review the final draft.

Although most departments are on a five-year review cycle, they are mandated to file yearly reports. Departments must measure at least two objectives each year and complete the entire complement by the fifth year. Two measurements are required for each objective, and at least one must be quantitative. The associate provost and college representatives pay close attention to the measurement instruments, as the results are utilized for accreditation purposes.

The Middle States Commission on Higher Education, our accrediting body, sets the basic parameters for student learning assessment. In general, its guidelines specify that student learning must be linked to the university's mission statement and assessment plans are aligned with the institution's strategic plan; however, departments have great latitude in how they measure the results. The primary concern is if objectives can be measured.

Thinking through the process and laying the groundwork are critical, particularly for departments that decide to do a longitudinal study of student learning. Our department, unlike most others, volunteered to measure all its goals and objectives every year, hoping to use the results to identify and modify programmatic shortcomings early.

The Same Page: Developing a Joint Mission Statement and Goals and Objectives

When the newly merged department sat down to consider clarifying and writing a new joint mission, we faced the task of defining ourselves. Notably, in the first year of our merger, the departmental program review highlighted a fairly unique quality of the program: *“The uniqueness of our program comes from the fact that we are particularly interdisciplinary. This is the case not only because as a Department of History and Political Science we are, by our very structure encouraged to be so, but also because individual departmental members value interdisciplinary activities.”* Based on this core value, we recognized a shared desire not for discipline-specific missions and goals, but rather for a vision that embraced the interrelations and inter-reliance of the disciplines.

Further discussion among members of the new department clarified that its mission was twofold. One mission, reflecting the University’s mission of excellence in education, was to provide comprehensive scholarly instruction in the traditional core disciplines of history and political science. A second mission, reflecting the University’s mission of career preparedness, was to prepare students for success in the market place or in advanced graduate studies, and in such professions as teaching, public service, public history and administration, civic involvement, campaign management, and law.

At this point, the department had established major fields of study in history, political science, pre-law, public policy, and campaign management. Without changing the majors we offer, department members aimed to consider what the disciplines fundamentally shared in terms of vision or mission, and how our success in pursuing that mission could be measured in combined departmental goals and objectives. At the same time, we faced the extra challenge of bringing our mission in line with a newly developed university mission statement focused on building character and careers.

Following a brainstorming session to develop a list of values and terms that seemed to be at the core of our disciplinary outlooks, faculty worked together to draft departmental vision and mission statements. Notably, we desired these to be general enough to incorporate the very real differences between the two disciplines, yet specific enough to provide guidance for the outcomes assessment program.

After much discussion, we reduced the essence of the disciplines and their relation to one and other to a vision statement that reads as follows: *“History and Political Science are closely related disciplines that use the past to understand the present and the future.”* This vision recognized our interrelation and shared broad goals of understanding. Our program mission—both more specific and more student-centered—was *“To encourage literate, critical thinking by students who work with faculty engaged in diverse, broadly based scholarship. History and Political Science faculty strive to mentor and develop students as they build character and careers.”* Although this mission was designed to be purposefully vague to allow for significant disciplinary differences, it also celebrated our diversity and pointed to real shared interests in producing students who could read, write and think critically; who were encouraged to grow in their character, and who were prepared to pursue careers in a variety of areas.

Working from the broad to the specific, the department then identified a set of five educational goals, which, like our mission, were significantly broad enough to fit both disciplines but specific enough to provide direction in curricular and other decisions. Our final list suggested that our students would achieve the following:

1. be able to connect major theoretical perspectives in the discipline and their application,
2. be able to research and evaluate data, historical evidence and primary sources.
3. be able to use computer applications in their discipline,
4. be able to communicate effectively, and

5. have experience in career-related areas.

It is our belief these goals encapsulate our mission, focusing on skills related to research, communication, and career experience, while allowing for variation in disciplinary approach.

The next stage of our process was to break these goals into measurable objectives, that is, objectives that could be quantitatively and qualitatively measured. For example, for the first goal—"students will be able to connect major theoretical perspectives in the discipline to their application"—we identified two outcomes: the ability of students to understand "basic components of traditional and contemporary theories, philosophies, and ideologies" and to understand "the functions and roles of major governmental, quasi-governmental and non-governmental institutions in different political systems and societies across time and space." (See Appendix A for the reporting form and entire set of goals and objectives.)

Both disciplines, until this point in the process, were to use all components of the outcomes assessment plan. In other words our vision, mission, goals and objectives were identical. The final step in the revision of our outcomes assessment process, however, demanded establishment of new measures. Each objective required two measures, at least one of which could be quantified. We decided each discipline should develop discipline-specific measures: The differences among these measures would allow for significant variations in the courses required in each major and the "products" of those courses which might be utilized as measures.

Measuring Objectives

The new plan was implemented during the 2004-2005 academic year. Each discipline appointed its own outcomes assessment committee. Both collected data from testing instruments, subjective surveys, student research papers, student presentations, student-reported registration data, and various other exercises. There was a collaborative effort to design the subjective survey and most evaluation forms, but each discipline devised its own objective test. History and Political Science use essentially the same evaluation forms for the following

measures: (1) political, cultural, racial, ethnic, and religious awareness, (2) Internet usage, (3) public presentations, (4) research papers, and (5) the student perception survey. (See Appendix B for the evaluation forms and Political Science objective test.)

Some of the measurement instruments, by necessity, had to be modified partway through the five-year process. The documentation of extracurricular activities provides an excellent example of dealing with unintended problems. Students have an opportunity to document their university and community activities, conference presentations, and other related endeavors through the California University Experience (CUE) program. The activities transcript serves a proof of participation—advisors must verify the entries—and accompanies the academic transcript. History initially relied on the CUE transcript to document the number of majors engaged in extracurricular activities and included a few question on the student perception survey to tap how students evaluated their experience. Political Science distributed a form in senior seminar that asked students to list their university activities and community service plus describe how they relate to their career goals. It also used the same questions on the student perception survey as a subjective measure. History's measurement problem occurred because some students failed to report their activities via the CUE electronic filing. Political Science students sometimes neglected to complete the brief form distributed in class. Both faculties had to rely on first-hand knowledge of student participation in outside activities. As a result, faculty reminds students about the CUE transcript.

Other measurement problems relate to identifying in which course student learning should be assessed for outcomes assessment purposes. For all intents and purposes, outcomes assessment exercises, such as objective tests and student perception surveys, are administered in both senior seminars. Political Science, however, gauges students' research skills—their ability to write a professional research paper—in either the senior seminar or quantitative methods course, as determined by the faculty who teach them. Similarly, students' political, cultural,

racial, ethnic, and religious awareness are assessed in an area studies course, which may be offered only once per academic year, as well as by responses to select questions on the object test. The former requires the person responsible for outcomes assessment to know the schedule and remind the instructor of record to keep good records for reporting purposes. In two cases—evaluation of the research paper and cultural awareness—two political scientists assess student work independently and the scores are averaged.

Nothing is foolproof: Just when it seems all eventualities are covered, something unexpected happens. One year, someone who taught the senior seminar forgot to administer the student perception survey, which is the second measure for most objectives. It necessitated scrambling to find surrogates. It worked for most measures, but impacted the ability of doing a true longitudinal analysis of the data.

Besides the internal problems that lead to modifying measures, the university committee makes suggestions that require departments to adjust their evaluation tools. Last year, for example, the department was advised to change its research paper evaluation form to reflect gradations of students' abilities. This led the political scientists to also change the form pertaining to the identification of journal article components.

History collects much of the data in its senior seminar, a capstone research course, which produces papers that are reviewed as part of the measure of several outcomes. The same students take the content knowledge test and student satisfaction survey. The graduating senior class also makes up the data set for information gathered about student involvement in internships and discipline-related activities. Once gathered, all of this material is scored. In the case of written work and oral presentation, at least two faculty members independently score the work. In the case of other types of data, such as the number of students involved in internships, information drawn from the University's computer registration system is assumed to be correct but is also balanced against student self-reporting on the satisfaction survey.

Legitimate Concerns: What Are We Measuring?

The Department of History and Political Science, much like others departments, has legitimate concerns regarding outcomes assessment, most of which relate to the validity of the measures. Perhaps the most serious question pertains to the objective exercise, which is designed to test students' knowledge of American politics, comparative politics, international relations, public policy, and political theory. It also is intended to measure different historical and political chronologies; historical events as they apply to current events; and different types of political, racial, ethnic, cultural, religious, philosophical and social systems, power structures, and leadership styles across time and space. (Their knowledge of statistics is evaluated by scoring select questions on the final exam given in the quantitative methods class.)

The faculty is concerned that performance is strongly dependent upon the electives and concentrations students take. Political Science majors are required to take the following core courses: Introduction to Political Science, American Politics, Quantitative Political Analysis, and the Seminar in American Politics. They also may select one of four concentrations: general political science, pre-law, public policy, or campaign management. Those who choose a pre-law or campaign management concentration, must take at least one course from each of the content areas: American politics, international relations/comparative politics, political theory, and public policy. (Pre-law students also must take one course from the public law content area.) Students who select the public policy concentration do not need to take any international relations/comparative politics and political theory courses beyond Introduction to Political Science. A Political Science major could graduate having taken only one international relations/comparative course in addition to Introduction to Political Science or one political theory class in addition to the core course. Someone with a concentration in public policy could graduate with little exposure to other political systems and traditional political theory. It stands to reason that students who take the minimum number of credit hours in a content area are likely

to perform poorly on that section of the examination. There is some evidence this is the case when student scores are assessed individually.

There are other possible explanations for substandard student performance on the objective test: One, core courses are normally completed by the time students have reached the end of their freshman year, which means they may not be exposed to or tested on much of material for nearly three years. Upper level courses are more focused than the introductory ones, and assume basic levels of understanding about institutions and processes. Foundational material is included in the lectures and readings, but is not presented the same way as it is in a survey course. Two, students do not study for the test. There is a vast amount of discrete information for which students are responsible. Unless they have taken a course to prepare for the GRE advanced test in political science or LSAT, it is unlikely they will do well on the objective exam. Three, they do not seem to take the exercise seriously because it is not part of their course grade. Students regularly asked if their scores have any bearing on their course grades. In fact, in order to ensure students complete the outcomes assessment exercises, specifically the ones administered in the senior seminar, a note about mandatory participation is included in the syllabus. Still, students know their course grades do not include these scores.

Another problem, which crosses both disciplines, pertains to design of the student perception survey instrument. Once the five-year program review has been completed, the questions will be reworded so "1" does not always equal the positive response and "5" does not always equal the negative response. There is a tendency for respondents (students) to circle the same response if they detect a pattern.

Political Science faculty have already addressed some of these issues by stressing the seriousness of the outcomes assessment exercises and investigating other programs to determine if changes are needed in the core courses and general curriculum. Like History, it is waiting to make substantive adjustments until the five-year program review has been completed.

According to the historians, there are several weaknesses with the current system. One weakness is that our senior capstone course is open to other students, including those in secondary education, so some of our measures reflect the work and views of students who are not actually our own majors. In addition, sometimes the number of students completing work is so small that our findings risk being statistically insignificant. For this reason, once data are collected and evaluated, we produce a final yearly report documenting our ongoing findings but neither drawing conclusions nor making suggestions for change in our programs. We are in our fourth year under this new assessment plan and each year we have used the same instruments to measure the same objectives. Our goal is to collect five consecutive years of data before attempting to draw larger conclusions about the success or failure of our efforts. It is our hope that after five years of data collection, we will be able to better view trends in terms of our effectiveness in reaching our goals.

Case Study: Baldwin-Wallace College

The Political Science Department at Baldwin-Wallace College is comprised of six full time tenure track faculty, plus two part time emeriti and five part time adjunct faculty. The department provides a Political Science major and minor, and also serves as home to a separate interdisciplinary major and minor in International Studies. In addition, the department participates in an interdisciplinary major and minor program in Criminal Justice Studies based in the Sociology department. Baldwin-Wallace has a large Education Division, for which the department provides coursework for Middle Childhood Social Studies and Secondary Education Social Studies majors. The department serves an average of 100 Political Science majors, 90 International Studies majors, 120 Criminal Justice Studies majors, roughly 100 minors in each of these disciplines, and approximately 300 Education majors. While not having a formal Legal Studies minor or major, the department offers several law courses for both the Criminal Justice Studies major and for many students interested in applying to attend law school. The department also serves the College Core requirements, with five of the six full time faculty teaching a new college-wide introductory liberal arts course, and counts one introductory, four survey, and six 200 level courses for College Core credit.

Departmental Assessment Prior to the HLC Accreditation Process

The Political Science Department had in prior years conducted its self-evaluation largely through ongoing monitoring of coursework, majors and minors, and developments in the discipline, compiling its self-assessment in annual reports submitted to the Vice President of Academic Affairs (a requirement of all departments.) Each full time faculty member submitted individual annual reports to the department chair, who then synthesized the material in a comprehensive report that included summaries of the activities of all members of the department and provided an assessment of concerns and priorities for the future.

Periodic reviews of disciplinary trends and departmental discussions were a primary means of assessment of departmental activity. The department chair regularly attended annual chairs meetings of the American Political Science Association (APSA), and kept abreast of developments in curriculum and teaching methods reported through the Undergraduate Education section of the APSA. In 2000, the Political Science major at B-W reflected programs found across the country. Students were required to take introductory survey courses in American National Government, Political Theory, Comparative Politics, International Politics, and a research methods course, with remaining coursework being student selected department electives, at least three of which needed to be at the 300 level of coursework. In 2003, the department expanded the major from 32 to 35 credits, and required one 300 level course in each of the four sub-fields.

The department also engaged in substantial revision of its course offerings after the replacement of three retiring faculty with new tenure track members in 1999 and 2000. New additions in political theory, American government, and comparative politics included the following:

Political Theory: a 300 level two course sequence in the history of political theory; a 300 level course titled "Contemporary Voices at the Margins,"

American Government: a 300 level course in Judicial Politics; new public policy courses in Healthcare policy and Education policy;

Comparative Politics: new courses on East Asian politics, emerging democracies, and an introduction to Asian Studies (a new minor created in 2004);

A second research methods course focused on field research with nonprofits was created, as well as courses on political economy, the political history of Ohio, and elements of terrorism.

The department also administered a standardized assessment exam designed by the department in the mid-1990s called the Base Line Test (BLT). The exam was given to incoming first year and graduating Political Science majors. While the exam was intended to provide assessment data for departmental use, and possibly for a future accreditation process, the scores

on the exams were never tallied. A wealth of potential data continues to gather as students are asked to take the exam, but limited departmental resources have not allowed for the exam results to be tallied and analyzed. The pool of students taking the exam as first year and graduating majors was fairly small. Approximately 20-25 first year and 15-20 senior majors took the exam each year. The BLT was not mandated, nor did it count towards a grade. The department also does not have a capstone course, so no vehicle exists to gather all senior majors in one class to then administer the test.

Initial Preparation for the HLC Accreditation Study

Baldwin-Wallace College is in its final year of preparation for its accreditation visit in Fall 2007 by the Higher Learning Commission (HLC), a sub-unit of the North Central Association of Colleges and Schools. Preparations for the accreditation process began in 2004, with the College Vice President for Academic Affairs beginning a process to acclimate the College's academic divisions to the requirements for preparation for the accreditation process. Faculty members were warned that this process would be very different from prior accreditation visits (the last visit was in 1998). A more rigorous and standardized process would be implemented, requiring departments to provide more thorough documentation and defense of their goals, objectives, and activities. Departments were told that this would not be an all-or-nothing accreditation of the entire College. It was possible under the new rules of the HLC that the College could receive accreditation, while individual departments would not be accredited. In Fall 2005, five faculty committees were formed to oversee the accreditation preparation process, with each committee being responsible for reviewing the documentation for each of the five accreditation criteria provided by the HLC (see Appendix C). Departments were asked to provide a preliminary response to the five criteria by February 2006, which would then be reviewed by the five committees. The committees would send the preliminary reports back to departments with suggestions for revision.

In response to the need for more systematic departmental assessment occasioned by the upcoming accreditation process, the Political Science department decided in Fall 2004 to update its mission statement and to conduct an alumni survey. This was also done in part to bring the department in line with a new mission statement for Baldwin-Wallace College adopted in 2000:

Baldwin-Wallace College is an academic community committed to the liberal arts and sciences as the foundation for lifelong learning.

The College fulfills this mission through a rigorous academic program that is characterized by excellence in teaching and learning within a challenging, supportive environment that enhances students' intellectual and spiritual growth.

Baldwin-Wallace assists students in their preparation to become contributing, compassionate citizens of an increasingly global society and encourages their pursuit of personal and professional excellence.

After several months of discussion and revisions, the department adopted the following mission statement on February 27, 2005:

The B-W department of political science supports the college mission of preparing contributing, compassionate global citizens who are committed to lifelong learning and personal and professional excellence. The department seeks to add specifically political content to the idea and practice of citizenship, in particular by emphasizing its democratic, participatory, and decision-making dimensions in all aspects of human life from the local to the national and global levels. The department also seeks to prepare students for a multiplicity of career options in a rapidly changing global environment. The department views the liberal arts and sciences as the best foundation for pursuing its mission. (B-W Political Science Mission Statement, 2/27/05).

The department also created a strategic plan with five goals and twenty-two objectives (see Appendix D). The strategic plan will guide departmental planning and evaluation for the next several years, ensuring that the essential elements of its mission statement continue to be fulfilled. The department decided to use periodic alumni surveys, graduating senior exit interviews, the BLT test, and course evaluations (the IDEA form) as instruments to assess progress on the goals. The department is also appointing one of its full time members to serve as

an Assessment Coordinator, whose responsibility it will be to monitor departmental assessment during and after the HLC accreditation process.

The first alumni survey was administered in Spring 2005. The B-W Alumni Relations Office provided a mailing list of Political Science graduates for the period of 1940 – 2004. Half were chosen randomly for the survey, with 386 surveys sent. All but 19 of these had graduated after 1963. A total of 120 alumni completed the survey, for an overall response rate of 31%. 35% of the respondents were female, and 65% male. No alumnus who graduated prior to 1963 completed the survey. Approximately one in three (28.8%) of the respondents graduated during the 1960s or 1970s. One fifth (20.4%) graduated during the 1980s, 26.2% graduated during the 1990s, and 24.6% graduated since 2000.

As the Executive Summary of the survey indicates (see Appendix E), a high percentage of respondents were satisfied with their experience in the major, measured according to the goals and objectives of the 2005 department strategic plan:

1. Appreciation and respect for diversity: 86% believe department coursework increased awareness and appreciation of diversity; 74% believed coursework increased their ability to work with people of different backgrounds.
2. Civic virtue: 80% believe coursework had a positive impact on their commitment to the common good.
3. Concern for others: 74% believe coursework increased their concern for the less fortunate.
4. Citizen action and public life: 81% said coursework had impact on desire to participate in public life.
5. Career preparation: 70% believed department prepared students “very well” or “pretty well” for their current careers. The major concern expressed was the lack of internship opportunities, and poor advising concerning careers and jobs.

The survey provided valuable information for the department’s assessment. Positive reviews of the department’s coursework in relation to its goals encourages the faculty to continue to pursue existing teaching practices and course content. Critical reviews of the department’s

ability to provide career advising and internships has spurred new efforts to formalize internship opportunities, possibly through a required capstone course for the major. The department is also discussing ways to encourage internships for students in their sophomore and junior years, so that multiple internships may be engaged before graduation. This emphasis aligns with the College's new emphasis on pre-professional career preparation within a liberal arts education. Given the College's preponderance of pre-professional major programs, it makes sense to make this a priority for students. For liberal arts majors such as Political Science, the value of internships and career advising becomes even more critical. The department is also working closely with the B-W Office of Career Services to arrange student internships, as well as scanning graduate programs and providing more detailed advising concerning preparation for graduate programs in law, political science, public policy and public administration, and international affairs.

Preparing the Department's HLC Self-assessment Report

The College HLC committee asked all departments to prepare and submit a preliminary self-assessment report by January 2006. The Political Science department chair prepared the report, but did not involve other members of the department, in an attempt to protect the faculty from dealing with the burden of what was, in his estimation, a pointless bureaucratic exercise. The HLC committees reviewed all departmental reports during the Spring 2006 semester. Response letters were issued in June 2006, but most departments did not learn about the responses until returning for the Fall 2006 semester. The Political Science department faculty learned in early September 2006 that the initial response prepared by the chair had been rejected by the HLC committee, largely due to its lack of detail and supporting evidence. References to support documents such as the alumni survey, department strategic plan, and IDEA evaluations were included in the report, but the actual evidence had not been attached.

Given the high stakes involved in the HLC process as explained by the Academic Dean, the department decided to revise the report as a team, with each member preparing each of the five HLC criteria (the sixth member of the department was away on a full year sabbatical.) The collaborative effort produced a 58-page self-study, with an additional thirty appendices of supporting documentation (see Appendix F for list.) Voluminous evidence, including IDEA course evaluations, the 2005 alumni survey, sample syllabi, tenure files (three of the faculty had been through the tenure process in the past two years) and selected department project reports were included. The department expects a response from the College HLC committee in March 2007. A last round of revisions will be completed, and the report will then be read by the HLC visitation team over the summer, prior to their scheduled campus visit in October 2007.

The process of preparing the report forced the department to more carefully review its priorities and activities. The use of a systematic, written review validated what had prior been the "gut sense" of the department that it was on track with delivering on its priorities and fulfilling its mission. Indicators of teaching excellence include IDEA evaluations for all faculty that are above the norms for the discipline and for the College. Student satisfaction with the department was quite high, as measured by the exit surveys and alumni survey, usually above 80%. A rich variety of teaching techniques are used in the classroom, including group activities and discussion, group projects, simulations, student presentations, lecture, and frequent use of technology (Blackboard, PowerPoint, video/DVD, website display, interactive audience technology, discussion boards.) Over the past five years, roughly 50% of graduating majors have gone to graduate school, and report high levels of satisfaction with the preparation they received in the major. Faculty participate in many College curricular initiatives, including teaching in the Carmel Living/Learning Center and Honors programs, teaching the LAS 150 liberal arts introductory course and COL 101 First Year Experience course, and leading several

off campus trips (Civil Rights Tour in 2001; China visit in 2003; USA Study Tour in 2003; Korea research trip in 2005; planned student trip to India for 2008.)

While the department initially resisted the requirements of the HLC assessment process, at this point it appears the exercise was worth the effort. The department mission statement and strategic plan provide clear direction for future departmental initiatives. The alumni survey has been very valuable as a means of capturing the perspective of recent and earlier graduates as to the value of the Political Science major. The department has also learned the value of having a comprehensive report and assessment process to use to gather evidence to support requests for resources for new initiatives. As an example, documentation of the growth in the International Studies major combined with the new emphasis on globalization in the College mission statement helped the department to secure a new line for a sixth tenure track faculty, who started this year. Two of the department faculty members have also secured a grant and additional internal funding to start a survey research center. The rationale for this has in part been to provide a tool that can be used to teach Political Science majors survey research through hands-on experience. The ancillary benefits of providing public information concerning public policy issues of regional and state concern, as well as the potential positive publicity for the College, are also elements that helped to provide support for the center within the College.

Getting students to participate in taking the BLT assessment is still a challenge. The test takes about two hours, and there are no particular benefits to the students, a similar concern noted at Cal. U. The Political Science department is concerned about reliance on an objective test of facts that stands apart from the exams used within courses. Due to the somewhat open, non-linear means by which students fulfill the requirements of the major, an exit comprehensive exam has not been considered as a valid measure of student learning. This issue will continue to be discussed by the department, particularly in light of the increasing pressure by accrediting bodies for "empirical accountability," echoing the trend already firmly established in K-12

education. Our department is concerned about this trend, and will consider testing carefully, but not necessarily adopt its methods unless the benefits to students are demonstrable.

Common Concerns

The Department of History & Political Science at California University of Pennsylvania and Department of Political Science Baldwin-Wallace College—one public institution and one private institution and both serving different constituencies—cite common concerns regarding assessment and accreditation. Cal U's joint department, although having separate goals and objectives in place prior to the merger, had to respond to the administration's charge of clarifying the relationship between the two disciplines. The faculty, during a weekend retreat, developed a mission statement that aligned with the university's mission and, also, agreed on a set of long-term goals and objectives. Designing measurement instruments was a collaborative effort: some, such as the student satisfaction survey, were already in place and required only minimal adjustments. Others, such as the objective surveys, had to be substantially revised due to new objectives. Still others, such as the research paper evaluation form, had to be fine tuned to meet the University-wide Outcomes Assessment Committee's criteria, which, in turn, adheres to the Middle States Commission on Higher Education requirements. Slight modifications continue to be made during the five-year review cycle. For example, two co-chairs of the Institutional Self-assessment Committee who are responsible for producing the comprehensive accreditation report learned at a recent Middle States workshop that the word "understand" cannot be used as a student learning objective because it is not measurable. The new information necessitates changes in the vision statement and first goal.

B-W's faculty, although having a Base Line Test in place for several years, had to develop other assessment instruments, to respond to the concerns of the five faculty committees that oversee the outcomes assessment process and are answerable to the Higher Learning Commission, which is a sub-unit of its accrediting body, the North Central Association of Colleges and Schools. In addition to the BLT and IDEA, the latter of which was already institutionalized, the department designed an alumni survey and conducts annual senior exit interviews. The B-W department, similar to Cal U's, designated someone to coordinate the outcomes assessment process.

Both departments have expressed concern over how student learning, specifically of factual information, is measured. Cal U administers a comprehensive objective test to students in a capstone course, but acknowledges that most seniors do not take the exercise seriously. As important, many students who have concentrations in pre-law, public policy, or campaign management may not have a detailed enough background in other sub-fields to do well on these portions of the exam. B-W administers the BLT as pre-test post-test, which Cal U is considering, but does not have the means—a capstone course—to have all graduating seniors take it simultaneously. Options include creating a capstone seminar or requiring seniors to take the exam on a given day.

B-W's alumni survey is, perhaps, the ultimate outcomes assessment tool, as former students seem willing to evaluate their college experience objectively. The drawbacks are low response rates and mailing costs, especially if a second wave is sent to those who do not respond initially.

The Cal U and B-W departments currently use the assessment results to make adjustments in their programs. Cal U, for example, recently collected data on programs

at the other thirteen PASSHE institutions in a preliminary effort to evaluate its Political Science curriculum in comparison to those of other programs. Faculty members also emphasize material in areas where student performance is wanting. B-W faculty members, heeding alumni survey results, placed greater emphasis on career advising and formalizing the internship process. They also work with Career Services to secure internships for students.

Both faculties understand the importance of outcomes assessment and are working to ensure the veracity of the process by linking departmental mission statements and goals and objectives to their respective institution's mission; developing valid measurement tools; and, using the results to improve services. The stakes are high for the departments, institutions, and students alike.

Appendix A

Department of History & Political Science California University of Pennsylvania

Outcomes Assessment Goals & Objectives

Program Goals

Upon completion of a baccalaureate degree in either history or political science, students will have the following:

6. knowledge of the major theoretical perspectives in the discipline and their application,
7. knowledge of techniques and methods of research relevant to their discipline,
8. knowledge of computer applications in their discipline, and
9. the ability to write and communicate effectively.

Program Objectives

GOAL 1. Students will be able to connect major theoretical perspectives to their application.

Students will be able to understand the following:

- 1.a. basic literature review concepts.
- 1.b. basic components of traditional and contemporary theories, philosophies, and ideologies.
- 1.c. functions and roles of major quasi-governmental and non-governmental institutions across time and space.
- 1.d. functions of major governmental institutions in different political systems and societies across time and space.

GOAL 2. Students will be able to research and evaluate data, historical evidence, and primary sources.

Students will be able to compare, contrast, and analyze the following:

- 2.a. different historical and political chronologies.
- 2.b. different types of primary source materials.
- 2.c. historical events as they apply to current events.
- 2.d. different types of political, racial, ethnic, cultural, religious, philosophical and social systems across time and space.
- 2.e. different types of power structures and leadership styles across time and space.

GOAL 3. Students will be able to use computer applications in their discipline.

Students will have the ability to:

- 3.a. use a statistical program to analyze data.
- 3.b. use a spreadsheet to create charts and graphs.
- 3.c. use the Internet to access governmental source data.
- 3.d. use the Internet to do research.

GOAL 4. Students will have the ability to write and communicate effectively.

Students will have the ability to:

- 4.a. publicly present original ideas in an effective manner.
- 4.b. write effectively in their discipline, as measured by their ability to produce an undergraduate conference quality paper utilizing the accepted conventions and standards of their discipline.
- 4.c. identify the major components of a refereed journal (i.e., thesis statement, supporting facts, and conclusions) and the process of publishing in a refereed journal.

Appendix B

Department of History & Political Science

California University of Pennsylvania

Outcomes Assessment Evaluation Materials

Department of History & Political Science**Political Science
Outcomes Assessment
Objective Evaluation**

Directions: Please circle the appropriate answer for each of the following questions.

American Government and Politics

1. Which of the following statements about the American system of government is (are) accurate?
 - a. The Framers relied heavily on the writing of John Locke, the British theorist, as they laid the foundation for a republican form of government.
 - b. The United States is a federal system whereby power is divided between a central government and geographically defined subnational levels of government, so that each fundamental unit has the authority to act independently within its own sphere.
 - c. The Constitution grants the United States Supreme Court the power of judicial review.
 - d. a and b
 - e. all of the above

2. Which of the following statements about public opinion and how it is measured is (are) correct?
 - a. Researchers are able to make generalizations about public opinion by randomly sampling a relatively small number of individuals, usually around 1,100.
 - b. Americans tend to hold contradictory opinions on similar issues and change their minds randomly.
 - c. Most Americans have little or no information about public affairs, which is most obvious when surveys pose "factual" questions.
 - d. b and c
 - e. all of the above

3. Which of the following statements about the electoral process is accurate?
 - a. Single member district plurality elections advantage third party and independent candidates.
 - b. Presidential primary voters are ordinarily more ideological than the electorate in general. In other words, Democratic primary voters are more liberal and Republican primary voters are more conservative than average voters.
 - c. A presidential candidate must win a majority of both the total popular vote and Electoral College vote in order to be elected to office.
 - d. *Buckley v. Valeo* (1976) curbed soft money.
 - e. The Bipartisan Campaign Finance Act of 2002 outlawed 527 committees.

4. Which of the following statements about American political parties is (are) accurate?
 - a. Although there are many political parties (e.g., the Democratic, Republican, Reform, Green, and Libertarian parties), America, nonetheless, has a two-party system.
 - b. Party scholars tend to agree that voters are becoming increasingly partisan due, in part, to the deep ideological divisions among members of Congress.

- c. The Democratic and Republican parties fit the description of being responsible parties.
 - d. a and b
 - e. all of the above
5. Which of the following statements about interest groups is (are) correct?
 - a. Most Americans do not belong to interest groups. Those who do tend to have a higher socioeconomic status—better educations, higher incomes, and more professional occupations—than those who do not.
 - b. An astroturf campaign is a manufactured grassroots effort to make legislators think there is widespread support or opposition to a policy proposal.
 - c. It is not unusual for former representatives and senators to become lobbyists once they leave Congress.
 - d. b and c
 - e. all of the above
6. Which of the following statements about Congress is (are) accurate?
 - a. Once a conference committee reconciles the differences between the House and Senate versions of a bill, the bill is sent to the president for his signature or veto.
 - b. The House and Senate use a filibuster as vehicle to slow floor consideration of a bill.
 - c. The budgetary process is done in two stages: Congress passes authorization bills that recommend certain levels of funding for federal programs and then enacts appropriations bills that allow the money to be spent.
 - d. Gerrymandering is, for all and purposes, a practice that ended with the landmark Supreme Court decision *Baker v. Carr* (1962).
 - e. all of the above
7. Which of the following Supreme Court decisions expanded presidential power?
 - a. *Youngstown Sheet and Tube v. Sawyer* (1952)
 - b. *United States v. Curtiss Wright Export Corporation* (1936)
 - c. *Immigration and Naturalization Service v. Chadha* (1983)
 - d. b and c
 - e. all of the above
8. Which of the following is not a constitutional base or limit of presidential power?
 - a. the ability of the president to veto legislation
 - b. the authority of the president to grant pardons
 - c. the claim of executive privilege
 - d. the authority to negotiate treaties with other countries
 - e. the authority to make federal court nominations
9. Which of the following statements about the American bureaucracy is (are) correct?
 - a. Presidents generally meet with all the cabinet secretaries on a regular basis and rely heavily on their advice.
 - b. Independent regulatory agencies are under the direct control of the president.
 - c. Independent regulatory agencies exercise quasi-judicial and quasi-legislative powers and are administratively independent of the president, Congress, and the

- courts.
- d. Civil service appointments are based on political patronage.
 - e. a and b
10. Which of the following statements about the Supreme Court is (are) accurate?
- a. Supreme Court Justices interpret the law and make public policy.
 - b. The vast majority of cases presented to the Supreme Court for review come as petitions for a *writ of certiorari*.
 - c. Supreme Court decisions may never be nullified.
 - d. a and b
 - e. all of the above

Political Theory and Ideology

11. Plato, in *The Republic*, defends which of the following as the ideal state?
- a. oligarchy (rule by wealthy)
 - b. aristocracy (rule by the philosopher kings)
 - c. monarchy (rule by divine right)
 - d. participatory democracy (direct rule by the people)
 - e. anarchy (rule by no one)
12. Aristotle said which of the following?
- a. "Man is by nature a political animal."
 - b. "Man is by nature a beast and savage."
 - c. "Man is by nature dependent on faith alone."
 - d. "Man is by nature granted certain inalienable, natural rights."
 - e. "Man is by nature condemned to be free."
13. St. Augustine believed that the origins of the state and institutions of government was
- a. the social contract.
 - b. the "survival of the fittest."
 - c. instituted as part of God's plan after man's original sin.
 - d. the natural division of labor and cooperation necessary for society.
 - e. the invention of private property.
14. The idea of "natural law" was central to the political thought of
- a. Jean-Paul Sartre.
 - b. David Hume.
 - c. Niccolo Machiavelli.
 - d. St. Thomas Aquinas.
 - e. Jeremy Bentham.
15. Machiavelli would have agreed with which of the following propositions?
- a. "Power corrupts; absolute power corrupts absolutely."
 - b. "Power does not corrupt; fools in power corrupt power."
 - c. "Power grows from the power of a gun."
 - d. "Power must be exercised justly, or it is irrelevant."

- e. "Power descends from a gift of God."
16. Which of the following is considered a social contract theorist?
- Plato
 - Aristotle
 - John Stuart Mill
 - Jean-Jacques Rousseau
 - Frederich Nietzsche
17. The main contributor to the ideas behind the Declaration of Independence was
- Thomas Hobbes.
 - Baron de Montesquieu.
 - John Locke.
 - James Harrington.
 - Joseph de Maistre.
18. Karl Marx is identified with which of the following concepts?
- the divine right of kings
 - the labor theory of surplus value
 - the theory of natural rights
 - the eternal recurrence
 - the theory of distributive justice
19. John Stuart Mill's classic *On Liberty* is an analysis of
- freedom of speech and expression.
 - equality.
 - the theory of natural rights.
 - the origins of the social contract.
 - the merits of the noble savage.
20. _____ said: "The Owl of Minerva takes flight only at dusk."
- Aristotle
 - Cicero
 - Marcus Aurelius
 - Immanuel Kant
 - G. W. F. Hegel
21. Which of the following is (are) a political ideology?
- conservatism
 - liberalism
 - pragmatism
 - socialism
 - a and b
22. Which of the following is not a governmental system?
- a democracy
 - fascism

- c. communism
 - d. socialism
 - e. none of the above
23. Social movement organizations include which of the following type groups?
- a. environmental
 - b. feminist
 - c. civil rights
 - d. right-to-life
 - e. all of the above

Comparative Politics

24. British government, commonly called the Westminster Model, is considered to be
- a. a presidential system.
 - b. a parliamentary system.
 - c. a federal system.
 - d. a monarchical system.
 - e. none of the above.
25. Which of the following is the chief institution of British government, and from which all power is derived?
- a. the Crown
 - b. the civil service
 - c. the House of Commons
 - d. the House of Lords
 - e. none of the above
26. _____ is considered as the general manager of British government.
- a. The Leader of the House of Lords.
 - b. The Permanent Secretary of the Home Office.
 - c. The Leader of the House of Commons
 - d. The Prime Minister
 - e. The Queen
27. Unlike the United States, the British and Europeans give a large role to _____ in the making of public policy.
- a. lobbyists
 - b. elite civil servants
 - c. political party organizers
 - d. military officials
 - e. all of the above
28. Which of the following is the principle upon which British government is organized?
- a. centralization
 - b. federalism
 - c. direct democracy
 - d. decentralization

- e. none of the above
29. The majority of governments in the Arab world are or what pattern or type?
- Islamic republics
 - modernizing authoritarian
 - royalist
 - democratic populist
 - monarchical
30. _____ was the dominant colonial power that determined the boundaries and shaped the political systems of the Middle East throughout most of the twentieth century.
- The French Empire
 - The American Empire
 - The British Empire
 - The Ottoman Empire
 - none of the above
31. The Balfour Declaration of 1917 is considered as the foundation of which of the following Middle Eastern states?
- Jordan
 - Syria
 - Israel
 - Iraq
 - Iran
32. Ayatollah Khoemeni of Iran is considered the founder of which of the following forms of government?
- the Islamic republic
 - the Persian monarchy
 - the modernizing dictatorship
 - Middle Eastern fascism
 - Middle Eastern democracy
33. The Al-Qaeda international movement and terrorist organization, established by Ossama bin Laden, has its origins in which of the following Middle Eastern countries?
- Turkey
 - Iran
 - Saudi Arabia
 - Egypt
 - Syria
34. _____ received the Nobel Peace Prize for his effort to establish peace in the Middle East.
- President George H. W. Bush
 - President Jimmy Carter
 - Dr. Martin Luther King, Jr.

- d. Dr. Henry Kissenger
 - e. Dr. Madeleine Albright
35. The most serious threat to sovereignty and peaceful coexistence in the North African sub-region is
- a. the war in Sudan.
 - b. the war with Israel.
 - c. Islamic militancy.
 - d. state support of terrorism.
 - e. none of the above
36. Efforts to achieve regional integration in West Africa is encouraged by _____ but, discouraged by _____.
- a. weak national divisions—herited differences between French and British colonial administrative structures
 - b. weak national divisions—multiple currencies
 - c. weak national divisions—super-power conflicts
 - d. c and d
 - e. all of the above
37. Which of the following reasons explain(s) the dismal experience of liberal democracy in African politics?
- a. low standards of living, low adult literacy rates, and weak political parties
 - b. widespread poverty and inadequate information
 - c. the absence of a pluralistic society and the inability to compete
 - d. a and b
 - e. a and c
38. _____ is the theory that explains why African countries remain linked and subordinate to their former colonial rulers.
- a. functionalism
 - b. dependency
 - c. deprivation
 - d. pluralism
 - e. elitism
39. _____ is the current Secretary General of the United Nations.
- a. Boutros Boutros Ghali of Egypt
 - b. U Thant of Burma
 - c. Dag Hammarskjöld of Sweden
 - d. Ban Ki-moon of the Republic of Korea
 - e. Kofi Annan of Ghana

Leadership Characteristics

40. Civilly disobedient actors do all but

- a. participate in nonviolent public protests.
 - b. refuse to obey unjust laws.
 - c. put their moral conscience above obedience to the law.
 - d. not accept the consequences of their actions.
 - e. seek substantive political or social reform.
41. Participation in political campaign activities is generally linked to all but
- a. higher education.
 - b. higher income.
 - c. professional occupations.
 - d. gender.
 - e. partisanship.
42. Those with authoritarian personalities generally
- a. are extremely conventional in their attitudes.
 - b. are hostile toward minorities or those individuals with unorthodox lifestyles.
 - c. organize the world hierarchically.
 - d. attempt to dominate individuals perceived to be beneath them in the sociopolitical order.
 - e. all of the above
43. Which of the statements about executive leadership is (are) accurate?
- a. Executive leaders generally function as the unifying symbol of an entire society, becoming the mother or father figure for citizens. This is true of leaders as diverse as Cuba's Fidel Castro, Libya's Muammar Qaddafi, and America's George W. Bush.
 - b. The executive has primary responsibility for the implementation of policies and laws in virtually all contemporary political systems.
 - c. The top political executive generally has ultimate control over the military.
 - d. Executive leaders are responsible for foreign affairs.
 - e. all of the above
44. According to Samuel Huntington,
- a. When citizens become increasingly dissatisfied with the political system, a common strategy for political leaders is to "buy" the population by increasing their political participation and mobilization rather than provide tangible (scare and costly) goods and services.
 - b. When citizens become increasingly dissatisfied with the political system, the leader often gains citizens' support and obedience by personalizing power.
 - c. Charismatic leaders generally strengthen political structures.
 - d. a and b
 - e. all of the above
45. Which of the following statements about leaders is (are) correct?
- a. The term "politico" refers to American legislators who successfully reconcile the functions of delegate and trustee.
 - b. Demagogues use their leadership skills to gain public office through appeals to popular fears and prejudices, then abuse that power for personal gain.

- c. The kin-country syndrome refers to countries where citizens and leaders are culturally linked and take similar issue positions.
- d. V. I. Lenin used "salami tactics" to divide his opponents into small factions that could easily be turned against one another thereby weakening their potential to undermine his rule.
- e. all of the above

Political Events

46. According to the noted American historian and political scientist, Arthur Schlesinger, Jr., the American imperial presidency began with
- a. Theodore Roosevelt.
 - b. Franklin Roosevelt.
 - c. Dwight Eisenhower.
 - d. Richard Nixon.
 - e. George W. Bush.
47. President Woodrow Wilson is famous for being the architect of the
- a. American Congress.
 - b. the Democratic Party.
 - c. the Republican Party.
 - d. the League of Nations.
 - e. the United Nations.
48. President _____ signed the North American Free Trade Agreement into law.
- a. Jimmy Carter
 - b. Ronald Reagan
 - c. George H. W. Bush
 - d. Bill Clinton
 - e. George W. Bush
49. The Cuban Missile Crisis happened during the _____ administration's watch.
- a. Eisenhower
 - b. Kennedy
 - c. Johnson
 - d. Nixon
 - e. Ford
50. Social Security was initiated under which presidential administration?
- a. Ronald Reagan's
 - b. Richard Nixon's
 - c. Woodrow Wilson's
 - d. Franklin Roosevelt's
 - e. Lyndon Johnson's
51. Which of the following individuals would be considered a disciple of Karl Marx?

- a. Osama bin Laden
- b. Fidel Castro
- c. John Rawls
- d. John Locke
- e. Tony Blair

Directions: Please place the following items in ascending order, with 1 = the earliest and 3 = the most recent.

52. Presidential administrations

- ___ John F. Kennedy
- ___ Jimmy Carter
- ___ Richard M. Nixon

53. Acts of Congress

- ___ War Powers Resolution
- ___ USA PATRIOT Act
- ___ Alien Registration Act (Smith Act)

54. Supreme Court decisions

- ___ *Miranda v. Arizona*
- ___ *Brown v. Board of Education of Topeka, Kansas*
- ___ *Plessy v. Ferguson*

55. Documents

- ___ Mayflower Compact
- ___ Magna Carta
- ___ Bill of Rights

56. Events

- ___ the "Republican Revolution"
- ___ anti-war movement (Vietnam)
- ___ civil rights movement

57. Trade Agreements

___ North American Free Trade Agreement (NAFTA)

___ General Agreement on Tariffs and Trade (GATT)

___ Central American-Dominican Republic-United States Free Trade Agreement (CAFTA)

58. Treaties and Accords

___ Camp David Peace Accord

___ Nuclear Nonproliferation Treaty

___ Treaty of Versailles

Public Policy

Directions: Please match the definitions to the public policy theories.

- ___ 59. Public policy reflects the value preferences of a few wealthy, influential citizens.
- ___ 60. Public policy is authoritatively determined, implemented, and enforced by executive, legislative, and judicial branches of government.
- ___ 61. Public policy is the equilibrium reached in a struggle for influence among competing factions within society.
- ___ 62. Existing governmental activities are valid; therefore, public policy only seeks to modify new programs and expenditures.
- ___ 63. Public policy provides the most social benefits at the least cost.
- a. institutionalism
b. elitism
c. incrementalism
d. rationalism
e. pluralism

Source Materials

Directions: Please write brief responses for each of the following items.

64. Please identify two primary sources of information.
65. Please identify one secondary source of information.

Department of History & Political Science**Political Science
Outcomes Assessment
Student Perception Survey**

Directions: Please indicate your response to each of the following statements by circling the appropriate number, with "1" meaning you strongly agree and "5" meaning you strongly disagree. The survey is for internal assessment purposes, and plays no part in your grade for any course. Do not write your name on the questionnaire.

1. I know much more about how race, culture, and ethnicity impact political relationships and events than when I entered the political science program at Cal U.

1 2 3 4 5

2. I am able to discuss political events using different approaches, which I learned as a political science major.

1 2 3 4 5

3. I generally know the proper chronological order for critical events in American politics.

1 2 3 4 5

4. I generally know the proper chronological order for critical events in world politics.

1 2 3 4 5

5. I have basic knowledge of how major governmental institutions, such as the executive, legislative, and judicial branches of government, function in the United States.

1 2 3 4 5

6. I have a basic understanding of how major governmental institutions, such as the executive, legislative, and judicial branches of government, function in other political systems.

1 2 3 4 5

7. I have basic knowledge of the roles and functions of American political parties, interest groups, and the media.

1 2 3 4 5

8. I have a basic understanding of the roles and functions of political parties, interest groups, and the media in other countries.

1 2 3 4 5

9. I am fairly certain I can identify whether something is a political theory, a political philosophy, or a political ideology.

1 2 3 4 5

10. I feel confident I am able to distinguish a traditional political philosophy from a contemporary one.

1 2 3 4 5

11. I am able to compare and contrast different types of political systems and constitutions.

1 2 3 4 5

12. I have a basic understanding of different types of political power structures and leadership styles.

1 2 3 4 5

13. I would be able to explain election practices and voting behavior in at least two countries, if asked to do so.

1 2 3 4 5

14. I understand more than one approach to policy making.

1 2 3 4 5

15. I can compare and contrast the political culture of at least two countries, one western and one non-western.

1 2 3 4 5

16. I have the ability to make the connection between political expectations and policy outcomes.

1 2 3 4 5

17. I think I can develop an empirical explanation of a political event, such as a demonstration or a revolution.

1 2 3 4 5

18. I feel certain I can develop a normative perspective to evaluate the strengths and weaknesses of a specific political system, institution, or policy outcome.

1 2 3 4 5

19. I know much more about government and politics than I did before entering the political science program at Cal U.

1 2 3 4 5

20. I have a good idea of what "my" political party would do for me if I decided to run for elective office.

1 2 3 4 5

21. I regularly read newspapers and opinion magazines so I can understand the decisions governmental leaders make.

1 2 3 4 5

22. I have a better understanding of current events due to what I learned in political science classes.

1 2 3 4 5

23. My critical thinking skills are better than when I first entered the political science program.

1 2 3 4 5

24. I gained an appreciation for how historical events impact current events.

1 2 3 4 5

25. I gained a sense of cultural awareness due to majoring in political science.

1 2 3 4 5

26. I know how to incorporate graphs, tables, or charts into my research papers.

1 2 3 4 5

27. I am confident about my ability to analyze primary documents and summarize their contents accurately.

1 2 3 4 5

28. I am confident of my ability to identify a thesis statement contained in political science research (e.g., journal articles, scholarly books, and monographs).

1 2 3 4 5

29. I am able to write a research paper utilizing primary source material (e.g. survey data, campaign finance reports, or interviews).

1 2 3 4 5

30. I understand how to properly cite sources of information when I write research papers.

1 2 3 4 5

31. I know the difference between primary and secondary sources.

1 2 3 4 5

32. I feel confident I am able to analyze government documents and summarize their contents.

1 2 3 4 5

33. I feel confident I am able to analyze polling data and summarize the information.

1 2 3 4 5

34. I feel comfortable using the computer to develop charts and graphs.

1 2 3 4 5

35. I do not encounter many problems when I use the Internet to locate government data, such as campaign finance reports or congressional votes.

1 2 3 4 5

36. I feel comfortable using the Internet to locate government documents, such as laws or regulations.

1 2 3 4 5

37. I understand the limitations of using the Internet as a research tool.

1 2 3 4 5

38. I understand the publication process for refereed journals.

1 2 3 4 5

39. I know how to use a word processing program to produce properly formatted research papers.

1 2 3 4 5

40. I understand the importance of writing a literature review before undertaking primary source research.

1 2 3 4 5

41. Participating in department-related extracurricular activities was a valuable experience.

[If you did not participate in department-related extracurricular activities, please do not answer this question.]

1 2 3 4 5

42. I feel my political science degree prepared me for graduate school, should I choose to further my education.

1 2 3 4 5

43. I think that my education as a member of the political science program will help me to advance in my career.

1 2 3 4 5

44. To the best of my knowledge, the education at Cal U is equal to or better than the standards of political science programs in similar colleges and universities.

1 2 3 4 5

45. In my opinion, the political science faculty at California University of Pennsylvania is generally competent.

1 2 3 4 5

46. I am satisfied that I chose political science as a major.

1 2 3 4 5

47. I have no misgivings about recommending political science as a major to other students.

1 2 3 4 5

48. There are adequate choices in lower division (100- and 200-level) political science courses at Cal U.

1 2 3 4 5

49. There are adequate choices in upper division (300- and 400-level) political science courses at Cal U.

1 2 3 4 5

50. The political science professors showed my courtesy and respect during my time at Cal U.

1 2 3 4 5

51. The campus activities that are available to political science majors strengthened my knowledge of the discipline.

1 2 3 4 5

52. My political science adviser gave me good advice on what courses to take.

1 2 3 4 5

53. My political science adviser gave me good advice on graduate school or career options.

1 2 3 4 5

54. I seldom felt uncomfortable expressing my views in class.

1 2 3 4 5

55. My political science professors encouraged me to think for myself.

1 2 3 4 5

56. I generally felt at ease in the classroom with other political science majors.

1 2 3 4 5

57. In my opinion, the grading standards of Cal U political science faculty are higher than those of faculty in other academic departments.

1 2 3 4 5

58. I am inspired by the professionalism of my political science professors.

1 2 3 4 5

59. I feel prepared to enter the job market after completing my political science degree.

1 2 3 4 5

60. I have presented a paper at an academic conference.

Yes No [GO TO Q. 62]

61. Presenting a paper at an academic conference was a valuable experience.

1 2 3 4 5

62. I have presented my research to peers in a classroom setting.

Yes No [GO TO Q. 64]

63. Presenting my research in a classroom setting was a valuable experience.

1 2 3 4 5

64. I have completed an internship in political science.

Yes No [GO TO Q. 66]

65. My political science internship was a valuable learning experience.

1 2 3 4 5

66. I have written a book review for publication in an academic journal.

Yes No

67. I have submitted a research paper for consideration by a professional journal.

Yes No

68. I received formal recognition, such an award, for a paper written in a political science class.

Yes No

Department of History & Political Science

Political Science

Outcomes Assessment

Political, Cultural, Racial, Ethnic, and Religious Awareness Evaluation Form

Directions: Circle the number in each category that best describes the student's awareness of political, cultural, racial, ethnic, and religious awareness. Not all categories may apply to every paper.

| Category | Scale | | | | |
|--|-------|------|------|-----------|----------------|
| | Poor | Fair | Good | Excellent | Not Applicable |
| 1. Clear understanding of the political issues pertaining to the country or countries studied. | 1 | 2 | 3 | 4 | 0 |
| 2. Clear understanding of cultural issues pertaining to the country or countries studied. | 1 | 2 | 3 | 4 | 0 |
| 3. Clear understanding of racial issues pertaining to the country or countries studied. | 1 | 2 | 3 | 4 | 0 |
| 4. Clear understanding of the ethnic issues pertaining to the country or countries studied. | 1 | 2 | 3 | 4 | 0 |
| 5. Clear understanding of the religious issues pertaining to the country or countries studied. | 1 | 2 | 3 | 4 | 0 |

Note: This evaluation form is for research papers included in an Outcomes Assessment Report. It will be used in area studies courses.

Comments:

Department of History & Political Science

**Political Science
Outcomes Assessment
Internet Usage Evaluation Form**

Directions: Circle the number in each category that best describes the student's use of the Internet. Not all categories may apply to every project.

| Category | Scale | | | | |
|---|-------|------|------|-----------|----------------|
| | Poor | Fair | Good | Excellent | Not Applicable |
| 1. Clear understanding of how to identify a valid source of information on the Internet. | 1 | 2 | 3 | 4 | 0 |
| 2. Clear understanding of how to cite material found on the Internet (e.g., inclusion of retrieval date). | 1 | 2 | 3 | 4 | 0 |
| 3. Clear understanding of the qualitative information found on the Internet. | 1 | 2 | 3 | 4 | 0 |
| 4. Clear understanding of the quantitative data found on the Internet. | 1 | 2 | 3 | 4 | 0 |
| 5. Appropriate use of information found on the Internet. | 1 | 2 | 3 | 4 | 0 |

Note: This form will be used to evaluate a specific Internet assignment in Quantitative Political Analysis (POS 301). A general question is included on the "Research Paper Evaluation" form.

Sum the scores and divide by 5 _____

Department of History & Political Science

**Political Science
Outcomes Assessment
Research Paper Evaluation Form
Grading Procedures**

Directions: Circle the number in each category that best describes the paper being evaluated.

1. Clear understanding of traditional and contemporary theories, philosophies, or ideologies

0 1 2 3 4 5 N/A

- 5 paper is clear in its application of theoretical concepts
- 4 paper is somewhat clear in its applications of theoretical concepts though it may not be overt
- 3 paper has a theoretical basis though it may be difficult to identify clearly
- 2 paper has a weak or unclear theoretical base
- 1 paper lacks any evidence of theory or ideology

2. Clear understanding of the functions and roles of institutions across space and time

0 1 2 3 4 5 N/A

- 5 paper contains both a clear understanding institutions and sets it in a broader context (time and/or space)
- 4 paper contains a more generalized understanding, with some tie to a broader context
- 3 paper contains a very general understanding of institutions and broader contexts
- 2 paper contains a general discussion of institutions but without context
- 1 paper contains a poor discussion of institutions and offers no context

3. Clear use and analysis of primary sources

0 1 2 3 4 5 N/A

- 5 primary sources are critically analyzed, varied
- 4 primary sources are analyzed and somewhat varied
- 3 primary sources are given some evaluation but are limited
- 2 primary sources are used uncritically
- 1 biased sources are not handled critically; or paper omits primary research

4. Use of a variety of primary sources

0 1 2 3 4 5 N/A

- 5 a variety (in terms of author and source type) of primary sources is used
- 4 multiple sources are used though often of the same type or author
- 3 several primary sources are used, though they do not offer significantly different evidence
- 2 a limited number (1-2) of primary sources are used
- 1 limited primary sources are listed but not used

5. Clearly expresses relation between historical events and current events

- 5 contemporary relevance of historical events is clearly discussed
- 4 contemporary relevance of historical events is vague but discussed
- 3 some mention of contemporary relevance is made but it is not well developed
- 2 paper contains some poorly made or ahistorical statements or connections
- 1 no contemporary relevance is discussed

0 1 2 3 4 5 N/A

6. Clear understanding of political, racial, ethnic, cultural, religious, philosophical and/or social systems, power structures and/or leadership styles across time and space

0 1 2 3 4 5

- 5 paper contains both a clear understanding of one of the above systems and sets it in a broader context (time and/or space)
- 4 paper contains a more generalized understanding, with some tie to a broader context
- 3 paper contains a very general understanding of larger systems and broader contexts
- 2 paper contains a general discussion of the above but without context
- 1 paper contains a poor discussion of the above and offers no context

7. Correct formatting of text and graphics

0 1 2 3 4 5

- 5 paper includes properly formatted title page, main text, notes, references, bibliography, and, if applicable, tables, figures, and graphs (*APSA Style Manual* guidelines)
- 4 paper includes title page, main text, notes, references, and bibliography with a few small mistakes
- 3 paper contains all major components in a consistent if imperfect style
- 2 paper is missing one or more major component or style is incorrect
- 1 paper is missing multiple major components and has no standard style

8. Correct and critical use of Internet sources

0 1 2 3 4 5 N/A

- 5 Internet sources are primarily peer-reviewed or scholarly sources
- 4 Internet sources seem legitimate but not all are clearly identified
- 3 Internet sources, if questionable, are sited correctly
- 2 large numbers of questionable Internet sources are used
- 1 the paper relies almost completely on Internet sources or there is no critical analysis of sources

9. Well developed thesis statement

0 1 2 3 4 5

- 5 thesis is interesting, original and well supported
- 4 thesis is interesting and original, but inconsistent
- 3 thesis is stated and some effort at originality is evident
- 2 thesis is unclear or undeveloped
- 1 thesis is not present, not valid, improper, unacceptable

10. Good use of related secondary literature

0 1 2 3 4 5

- 5 references are primarily peer-reviewed journals and scholarly books
- 4 although most of the references are legitimate, a few are questionable
- 3 although attributions are occasionally given, many statements seem unsubstantiated
- 2 the reader is confused about the source of information and ideas
- 1 references are seldom cited

11. Utilization of appropriate research methods

0 1 2 3 4 5

- 5 sources are critically analyzed, varied
- 4 sources are analyzed and somewhat varied
- 3 sources are given some evaluation but are limited
- 2 s small number of sources are used uncritically
- 1 few sources are used, biased sources are not handled critically; or omits research

12. Construction of solid critical argument

0 1 2 3 4 5

- 5 agreement or objections clearly outlined and responded to; extremely well organized
- 4 agreement or objections are discussed, ideas are good but not always fully developed
- 3 agreement or objections and their rebuttals are mentioned but not clearly developed
- 2 agreement or objections are not clearly stated or supported; organization is lacking
- 1 arguments are totally unsupported; writing is filled with errors

13. Well-drawn conclusions

0 1 2 3 4 5

- 5 highly original and clear use of arguments, issues thoroughly discussed, statements justified
- 4 arguments generally clear, issues identified, conclusions justified
- 3 some arguments are weak, few options are presented
- 2 some arguments misconstrued, assumes validity of information
- 1 omits arguments, misrepresents issues, draws faulty conclusions, chooses biased sources

Department of History & Political Science**Political Science
Outcomes Assessment
Journal Article Components**

Students are asked to identify the elements of the following journal article:

Johnson, Timothy R. and Jason M. Roberts. 2004. "Presidential Capital and the Supreme Court Confirmation Process." *Journal of Politics*, 66 (3): 663-683.

Next, they are asked to explain the manuscript submission process for a refereed journal.

1. Identified thesis statement

2 = demonstrates a clear understanding of the thesis statement

1 = demonstrates a general idea of the thesis statement

0 = demonstrates little or no understanding of the thesis statement

2. Identified supporting facts

2 = demonstrates a clear understanding of the supporting facts

1 = demonstrates a general idea of the supporting facts

0 = demonstrates little or no understanding of the supporting facts

3. Identified conclusions

2 = demonstrates a clear understanding of the conclusions

1 = demonstrates a general idea of the conclusions

0 = demonstrates little or no understanding of the conclusions

Sum the scores for Item 1, Item 2, and Item 3 then divided by 3 _____

2 = demonstrates a thorough understanding of the major components of a journal article

1 = demonstrates a general idea of the major components of a journal article

0 = demonstrates little or no understanding of the major components of a journal article

4. Understands process of publishing in a refereed journal

2 = demonstrates a clear understanding of the publication process

1 = demonstrates a general understanding of the publication process

0 = demonstrates little or understanding of the publication process

Department of History & Political Science

Political Science Outcomes Assessment Public Perception Evaluation Form

Directions: Circle the number in each category that best describes the presentation being evaluated.

| | Not acceptable | Acceptable | Above expectations | |
|---|----------------|------------|--------------------|----|
| Did the presenter clearly state his/her thesis? | 0 | 1 | 2 | |
| 0 – not present, not valid, improper, unacceptable 1 – yes, interesting and original but unclear 2 – interesting, original and well supported | | | | |
| Did the presenter make a clear and well-defended argument? | 0 | 1 | 2 | |
| 0 – arguments are unsupported, speech filled with errors 1 – argument is discussed, ideas are good but not always fully developed 2 – argument is clearly outlined and extremely well organized | | | | |
| Did the presenter speak clearly? | 0 | 1 | 2 | |
| 0 – cannot be heard, cannot be understood 1 – understandable 2 – loud, clear, and dynamic | | | | |
| Were visual aids used by the presenter appropriate? | 0 | 1 | 2 | NA |
| 0 – unreadable, poorly done, or used for no clear reason 1 – readable, used for a purpose 2 – used in a way that they greatly enhance the presentation | | | | |

Total _____

Total divided by 3 or 4 _____

Department of History & Political Science

**Political Science
Outcomes Assessment
Extracurricular Student Activities**

Directions: Please list the extracurricular student activities and community service in which you are involved, and briefly describe how they relate to your career goals.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Student Internship Perception Survey for History Seniors California University of Pennsylvania

Please indicate your response to the following questions/statements by circling the appropriate number, with "5" meaning that you strongly agree and "1" indicating that you strongly disagree. Note that this survey is for internal assessment purposes, and plays no part in your grade for any course

1. My internship experience served as an educational opportunity.
1 2 3 4 5
2. I found my duties as an intern appropriate.
1 2 3 4 5
3. I would recommend an internship through the history program to other students.
1 2 3 4 5
4. My site supervisor was helpful in explaining my duties and mentoring me.
1 2 3 4 5
5. I learned a great deal during my internship.
1 2 3 4 5
6. My internship experience has helped my preparation for the job market.
1 2 3 4 5
7. I feel more attuned to practical workplace experiences after my internship.
1 2 3 4 5
8. The effort required to carry out an internship was appropriate to the number of credits that I earned.
1 2 3 4 5
9. There was an appropriate degree of communication between the History faculty member and the site supervisor.
1 2 3 4 5
10. I learned techniques or methods that I probably would not have learned in a classroom environment.
1 2 3 4 5
11. I have made contacts that will aid me in my career.
1 2 3 4 5
12. I believe that the internship program adds to the quality of the history major at CUP.
1 2 3 4 5
13. The internship program should be further expanded.
1 2 3 4 5
14. My job environment challenged me to learn new, valuable tasks.
1 2 3 4 5
15. I believe that I have a competitive advantage over students who have not completed an internship.
1 2 3 4 5

Appendix C

Political Science Department Baldwin-Wallace College

Higher Learning Commission Accreditation Criteria

Criterion One: Mission and Integrity

Criterion Statement: The department operates with integrity to ensure the fulfillment of its mission and the college mission through structures and processes that involve the administration, staff and students.

Core component 1a: The department's mission documents are clear and articulate publicly the department's commitments.

Core component 1b: In its mission documents, the department recognizes the diversity of its learners, other constituencies, and the greater society that it serves.

Core component 1c: Understanding of and support for the mission pervade the Department.

Core component 1d: the department's governance and administrative structures promote effective leadership and support collaborative processes that enable the department to fulfill its mission and the mission of the college.

Core component 1e: The department upholds and protects its integrity.

Criterion Two: Preparing for the Future

Criterion Statement: The department's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to challenges and opportunities.

Core component 2a: The department realistically prepares for a future shaped by multiple societal and economic trends.

Core component 2b: The department's resource base supports its educational programs and its plan for maintaining and strengthening their quality in the future.

Core component 2c: The department's ongoing evaluation and assessment provide reliable evidence of its effectiveness that clearly informs strategies for continuous improvement.

Core component 2d: All levels of planning align with the department's mission and the College mission.

Criterion Three: Student Learning and Effective Teaching

Criterion Statement: The program provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a: The program's goals for student learning outcomes are clearly stated for each educational initiative and make effective assessment possible.

Core component 3b: The program values and supports effective teaching

Core component 3c: The program creates effective learning environments

Core component 3d: The program's learning resources support student learning and effective teaching

Criterion Four: Acquisition, Discovery and Application of Knowledge

Criterion Statement: The department promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with the mission.

Core component 4a: The department demonstrates, through the actions of its administrators, students, faculty and staff that it values a life of learning.

Core component 4b: The department demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Core component 4c: The department assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Core component 4d: The department provides support to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly.

Criterion Five: Engagement and Service

Criterion Statement: As called for by its mission, the department identifies its constituencies and serves them in ways both value.

Core component 5a: The department learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Core component 5b: The department has the capacity and the commitment to engage with its identified constituencies and communities.

Core component 5c: The department demonstrates its responsiveness to those constituencies that depend on it for service.

Core component 5d: Internal and external constituencies value the services the department provides.

Appendix D

Political Science Department Baldwin-Wallace College

Mission Statement and Strategic Plan Adopted on February 27, 2005

Department Mission Statement

The BW department of political science supports the college mission of preparing contributing, compassionate global citizens who are committed to lifelong learning and personal and professional excellence. The department seeks to add specifically political content to the idea and practice of citizenship, in particular by emphasizing its democratic, participatory, and decision-making dimensions in all aspects of human life from the local to the national and global levels. The department also seeks to prepare students for a multiplicity of career options in a rapidly changing global environment. The department views the liberal arts and sciences as the best foundation for pursuing its mission.

Department Strategic Plan

Goal #1: Educate contributing, compassionate, global citizens.

Objectives:

- 1A: Cultivate an appreciation and respect for diverse peoples and communities, and the increasing interdependence among them.
- 1B: Instill an awareness of others and their needs and interests.
- 1C: Cultivate a concern for others, especially the most disadvantaged.
- 1D: Encourage active contributors to public life.
- 1E: Communicate substantive knowledge appropriate for global citizens.

The department instills substantive knowledge in the areas of diversity, ethical dimensions of politics, different political systems, law, relations between and among nations, socio-political ideas, values, and customary practices in various countries, bases of human political behavior, major Western and non-Western political philosophies, and political economy.

- 1F: Cultivate character development.

The department seeks to teach students to value civic virtue, respect and appreciation for diversity, awareness of others' needs, curiosity, concern for others, open-mindedness, honesty, integrity, and ethical commitments.

Goal #2: Infuse global citizenship with specifically democratic, participatory, and decision-making dimensions.

Objectives:

- 2A: Introduce students to the “real” world of politics based on power and interest, while encouraging student appreciation for more democratic alternatives.

The “real” world of politics emphasizes zero-sum outcomes resulting from competition among unequal individuals and groups.

- 2B: Instill democratic, participatory aptitudes and values.

These include commitment to democratic principles of freedom, equality, justice, the unique value of every human; commitment to democratic processes of discussion, debate, deliberation; willingness to initiate, assume responsibility for public problem-solving; commitment to common good; respect for plurality and difference; civic virtue; non-violent resolution of conflict; and importance of citizen action.

- 2C: Develop skills of problem-solving, leadership, communication, community organizing, decision-making, and critical thinking.

Problem-solving skills including identifying problems, planning with others, strategizing, organizing for collaborative effort, consensus-building, and participation in collective action.

Leadership skills include initiative, assumption of responsibility, listening, and ability to collaborate.

Communication skills include listening, speaking, discussion, deliberation, debating, negotiation, and mediation.

Community organizing skills include consensus building, ability to communicate with members of diverse communities, listening carefully to the needs and interests expressed by diverse communities, flexibility, planning with diverse others, problem-solving with diverse others, initiative, and wide comfort zones.

Decision-making skills include the ability to work and communicate with diverse others, to seek common ground for agreement, and to advocate a particular position while listening to and positively considering others' positions.

Critical thinking skills include probing below the surface, thinking “outside the box,” separating fact from value and opinion, and probing for hidden assumptions and illogicalities.

- 2D: Encourage active participation in public life in local, regional, national, and global venues.

Goal #3: Prepare students for lifelong learning.

Objectives:

- 3A: Inspire curiosity and interest in politics and public life.
- 3B: Instill love of knowledge and learning in general, and in particular related to politics.
- 3C: Develop an awareness of the impact of politics on personal, private lives, and a willingness to respond positively to the myriad and evolving political issues facing students in their future lives.
- 3D: Instill appropriate skills for lifelong learning.

These skills include ability to find, analyze, and critically assess information; and communication skills of listening critically, writing, and speaking.

Goal #4: Prepare students for lives of personal and professional excellence.

Objectives:

- 4A: Cultivate character development.

The department values honesty, integrity, striving, civic virtue.

- 4B: Instill ethical commitments.

The department believes that ethical commitments to justice, and to the well-being of others as well as the self, are crucial components in lives of personal and professional excellence.

- 4C: Instill appropriate aptitudes.

The aptitudes of curiosity, openness, awareness and appreciation of differences, and flexibility are particularly useful for life in the 21st century.

- 4D: Teach appropriate knowledge.

Appropriate knowledge includes ethical systems and the substance within areas of expertise.

Goal #5: Prepare students for successful careers.

Objectives:

- 5A: Create an awareness of multiplicity of options made possible by political science major.
- 5B: Expose students directly to career options.
- 5C: Instill skills¹ of qualitative and quantitative research, oral and written communication, critical and analytical thinking, planning and development skills, group skills, and community organizing skills.

Research skills include interviewing, focus groups, surveys, polling, participant-observation, library and archival investigation, statistics, data analysis and interpretation, and research design.

Communication skills include writing, speaking, debating, discussing, deliberating, clarity, conciseness, negotiating, mediating, data presentation, and listening.

Critical and analytical thinking skills include the ability to distinguish between facts, values, and opinions; understanding components of complex problems; interpreting data; seeing problems from a variety of perspectives; thinking “outside the box”; thinking globally; assessing policy options; and systematic and logical thinking.

¹ Adapted from *Careers and the Study of Political Science*, Sixth Edition (Washington, D.C.: American Political Science Association, 2001), p. 4. The APSA’s section on “Methods and Research” predictably ignores qualitative approaches and concentrates completely on quantitative approaches. The APSA skills list also emphasizes policy expert roles for political science majors while minimizing alternative community-based careers in education and nonprofits and completely ignoring some community-based careers such as community organizers and activists.

Planning and development skills include finding information, organizing information, conceptualizing problems, implementing strategies, making effective decisions, and demonstrating leadership.

Group skills include teamwork, developing consensus, interacting effectively with diverse others, and managing conflicts.

Community organizing skills include consensus building, ability to communicate with members of diverse communities, listening carefully to the needs and interests expressed by diverse communities, flexibility, planning with diverse others, problem-solving with diverse others, and initiative.

- 5D: Instill knowledge appropriate for particular career choices.

The knowledge includes areas of law, public policy, research resources, community-based and activist organizations and movements, international and transnational organizations, and government.

Appendix E

Baldwin-Wallace College Political Science Department Alumni Survey of half of department majors graduating from 1940 – 2004 Conducted Summer 2005

Executive Summary

Most alumni expressed strong approval of the department of political science and its faculty. Most believed that their political science coursework increased their skill level and preparation for careers. And most believed that their coursework developed them as contributing, compassionate citizens. The department ranked lowest on career advising and providing internship opportunities.

The survey results are summarized below under headings drawn from the College mission statement, the department's mission statement, and the department's strategic plan.

Appreciation and respect for diversity

Most of the alumni (85.8%) responded that their political science coursework had increased their awareness and appreciation of diversity.

Three fourths (73.9%) responded that their political science coursework had increased their ability to work with diverse others.

Civic virtue

Approximately eight of ten (80.5%) of the alumni responded that their political science coursework had a positive impact on their ability and willingness to consider others' needs and interests as well as their own, and most (82.2%) responded that their coursework had a positive impact on their commitment to the common good.

Concern for others

Three fourths (76.9%) of the alumni responded that political science coursework had a positive impact on their concern for others who are less fortunate.

Citizen action and public life

Approximately eight of ten (81.3%) alumni responded that their political science coursework had a positive impact on their desire to participate in public life.

Career preparation

45% of alumni are working in the business sector, 19.3% in politics or government, 11% in education, 6.4% in nonprofits, and 15.6% in "other" sectors.

Most alumni earn between \$40,000-\$80,000 (33.9%) or more than \$100,000 (46.1%). Generally, family income increases with age.

Exactly two thirds (66.7%) of the alumni are not currently pursuing a career related to their political science major. Nevertheless, approximately seven out of ten (70.3%) alumni felt that the political science department had prepared them either very well

(19.7%) or pretty well (49.6%) for their current careers. Most of the remainder responded "neutral."

Approximately six out of ten (58.8%) alumni believed that the political science department offered either good (45.6%) or excellent (13.2%) career and job advising. Approximately one fourth (28.9%) believed the department offered mediocre career and job advising, and 12.3% (14 alumni) believed the department offered poor career and job advising.

Over half (54.8%) of the alumni felt that the department was either mediocre (27.9%) or poor (26.9%) in offering internship opportunities. Approximately a third (37.5%) felt that the department was good, and 7.7% responded excellent.

Skill development

Between 65.0% and 92.4% of the alumni responded that their political science coursework increased their skills of critical thinking, analytical thinking, writing, oral communication, debate, discussion, idea articulation, open-mindedness, leadership, listening, and negotiation either a lot or somewhat.

The skills rated lowest were negotiation (65.0%), debate (72.0%), leadership (77.1%), and oral communication (78.0%).

Challenging, supportive environment

Approximately nine out of ten (90.7%) alumni felt that the rigor of study in political science was either excellent (37.8%) or good (52.9%).

Respondents in the 22-30 age group were approximately 10% less likely than respondents in other age groups to rank the rigor of study as excellent or good.

Quality of the political science faculty and department

Nearly three fourths (71.4%) of alumni felt that the quality of the faculty was excellent. Most (25.2%) of the remaining alumni felt that the quality of the faculty was good.

Nearly all alumni (94.1%) believed that the major was either excellent (44.1%) or good (50.0%). Similarly, 90.6% believed that the course selection was either excellent (36.4%) or good (54.2%).

Lifelong learning

Approximately one fourth (25.9%) of the alumni had pursued no additional education after graduating from BW. Approximately a third had gone to law school (30.2%) and another third to a Masters degree program (34.5%).

Only one alumnus, in the 51-60 age group, reported having sought a doctorate.

86.7% responded that their political science coursework had a positive (32.5) or very positive (54.2%) impact on their curiosity.

Nine of ten (90.8%) responded that their political science coursework had a positive (35.0%) or very positive (55.8%) impact on their desire to continue learning.

Appendix F

Baldwin-Wallace College Political Science Department HLC Self Study: List of Appendices of Supporting Documentation

- A: Department's Mission Statement and Strategic Plan**
- B: Department's Assessment Plan**
- C: Hard Copy of Department's Website and Course Catalog**
- D: Full-time and Part-Time Faculty Curriculum Vitae**
- E: Political Science Alumni Survey Reports, 2005 and 2006**
- F: Political Science Baseline Assessment Test (BLT)**
- G: Annual Department Reports, 2002, 2003, 2004, 2005, 2006**
- H: Annual Reports, Full-Time Faculty Extracts**
- I: Department Course Syllabi, 2005, 2006**
- J: Duties of Department Chair, AAUP, APSA Notes**
- K: Master schedule of classes**
- L: Tabulation of student attendance in each class major/minor, elective, purpose of attending**
- M: IDEA Group Summary Reports and Individual Faculty Reports, 2005-2006**
- N: Tenure files for Professors Mattern, Sutton, and Chae (stored in Dean's Office per College Policy)**
- O: Alumni Lawyers Survey Questionnaire**
- P: Grading Rubrics**
- Q: LSAT Records**
- R: Contrasting Syllabi: Burke, Chae, Krutky, Mattern, Sutton**
- S: 10/10/2000 Memo to Social Science Division, Curriculum Committee and Faculty**
- T: Internship Files**
- U: Public Interest Research Center (PIRC) Proposal**
- V: Community Action Learning Article**
- W: Fall and Spring Semester Course Sheets**
- X: Justice Organizations List**
- Y: Detroit-Shoreway Community Development Report**
- Z: Annual Survey of Majors and Minors 2005**
- AA: Budget Proposals**

BB: Evaluation Instruments

CC: Washington Semester Webpage

DD: Center for Transformational Learning Workshops Listings