Millikin University
Student Learning in the Political Science Major

By Bobbi Gentry
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Executive Summary

The 2012-2013 year has been amazing for Political Science in three major ways: the increase of majors, creation of a new interdepartmental minor, and student and faculty success. The number of Political Science majors has increased for the past three years due to ongoing efforts of both students and faculty. The current number of majors includes 27 majors, up from 7 three years ago. The new interdepartmental minor in Criminal Justice has opened up several new opportunities including collaboration across campus, internships and new relationships with the Decatur departments of criminal justice (Adult Redeploy Illinois).Students have been particularly successful this year with a student traveling to France on the McIntire Fellowship, a student earning the Scovill award, two students getting admitted to Washington DC internships, and students presenting their work at the Day of Scholarship. Lastly, faculty have been particularly successful by receiving the Griswold Professorship in the Social Sciences, publishing and presenting at conferences.

The Department of Political Science supports the mission of the University in preparing students for professional success, democratic citizenship in a global environment, and a personal life of meaning and value. The mission of the department is to produce graduates who achieve the following seven learning outcome goals:

1. Identify key questions, fundamental concepts, and theoretical frameworks critical to an understanding of the political world;
2. Identify the fundamental concepts, characteristics, and theories central to American politics;
3. Identify the fundamental concepts, characteristics, and theories central to comparative politics;
4. Identify the fundamental concepts, characteristics, and theories central to the area of international relations;
5. Solve complex problems by demonstrating a mastery of substantive knowledge in the discipline's main subfields;
6. Follow scientific and humanistic methods to design and carry out politically-oriented research projects by utilizing sufficiently advanced social research methods;
7. Communicate effectively political knowledge to general audiences as well as colleagues in the field.

The major's core curriculum introduces students to each of the main subfields of political science, including American Politics, Comparative Politics, Political Theory, and International Relations. Students may choose certain tracks that emphasize their interests such as students within Pre-law taking courses such as the Philosophy of Law and the Supreme Court. To ensure our majors professional success, we require all of our students to do an internship, which has

improved their ability to find jobs and create a professional network. Majors receive research training that they can use in their lives after Millikin and work towards a final project that incorporates a variety of qualitative and quantitative research methods within the senior thesis.

In addition to regular assessment in the classroom, we assess student learning at two specific points in students' academic careers: First, through pre and posttests in introductory courses at the beginning of their careers and through a senior research project.

The original assessment plan implemented during the 2008-2009 year has continued for two years now with continued mixed results. Based on the assessments of the major, there is a necessity for additional faculty to serve the institution as a whole and for the majors in the capacity of a Comparative or International Relations faculty member.

Report

Learning Goals

The Department of Political Science supports Millikin University's three prepares of professional success, democratic citizenship in a global environment, and a personal life of meaning and value.

The successful graduate of the Department of Political Science is one who has a broad understanding of the institutions and processes of government – at both the domestic and international levels – and the manners by which citizens participate in the policy process. The successful graduate of our department also has a broad understanding of the methods by which we examine political processes and an ability to design, carry out, and communicate the findings of original research.

Snapshot

The department of Political Science in 2012-2013 has one full time faculty member, Dr. Bobbi Gentry who teaches American Politics, Research Methods, and Public Policy. Due to the leaving of Dr. David Jervis and longtime adjunct Dr. Richard Dunn, new adjunct hires were necessary to offer the curriculum. While this is a stopgap measure, it is highly recommended that an additional member of the Political Science department be added within the next year. Three new adjuncts joined the department, Amber Lusvardi, Jennifer Giardina, and Joshua Rohrscheib. Amber Lusvardi teaches courses such as Women and Global issues and State and Local Politics. Jennifer Giardina is a graduate student who is currently working on her dissertation and should complete it in the coming year who specializes in International Relations and Comparative politics. Lastly, Joshua Rohrscheib is a local lawyer who was hired to teach Constitutional Law and Political Communication. Two professors within Philosophy (Dr. Robert Money and Dr. Eric Roark) also teach cross-listed Political Science courses including Philosophy of Law and Political Philosophy.

On average, Political Science courses serve 19 students per course. From Fall 2012, Political Science served a total of 187 students served within the department. While the total number of students served decreases to 152 students during the Spring 2013 semester. Nine courses were taught by Political Science faculty for the Fall semester and eight of those courses were cross listed or fulfilled another university requirement. Within the Spring, six were cross listed and a total of ten courses were taught. Three courses were major only courses which were Model Illinois Government. Political Science provides many opportunities for students and continues to provide a vital contribution to the University studies program.

Political Science continues to fulfill the university's mission of democratic citizenship in a global environment. Our faculty, not only live as global citizens but, also encourage our students to think and actively become democratic citizens. Most of the courses in Political Science taught during the 2012-2013 semester were either cross-listed as a Global Studies course fulfilling the IN 350 requirements, or as United States Structures course fulfilling the IN251 requirements. Our courses encompass and continue to help Millikin students see the value and responsibility of being involved in their political, civic and social world.

Students within Political Science courses vary from majors or minors to students taking our courses to fulfill their general education requirements. Among the students we serve are also Social Science Education majors who need both American Political Systems and State and Local Politics to prepare for their content area exam. In this vein, Political Science fulfills several roles to students across the university. As well as succeeding in the service it provides to the institution as a whole.

Political Science professors continue to contribute to a variety of initiatives across campus including Dr. Gentry's debate watching events in Fall 2012 where students, faculty, and local high schools were invited to watch the debate live. Democratic citizenship activities for the Fall semester included invitation of former congressmen who participated in the Ewing Lecture to discuss with classes their roles.

During the Fall 2013 semester, ten incoming freshman indicated Political Science as their major. By the end of Spring 2013, 27 students were either a major in Political Science or a minor. No seniors graduated this Spring, therefore no exit interviews were conducted. The department anticipates more graduates to complete their degrees in the Fall semester and therefore will have assessment data available for December 2013 graduates.

The Learning Story

Political Science continues to unite theory and practice in our coursework and extracurricular initiatives. Students within Political Science develop skills in argument, writing, oral presentation, and research techniques. Throughout their time at Millikin, Political Science majors will begin using the skills in their introductory courses, develop these skills in their sophomore and junior levels courses and culminate in a final research project that the student presents either at a discipline oriented conference or in Millikin's Day of Scholarship. The curriculum moves students toward gaining the necessary skills to be successful in their professional lives—solid written and oral communication skills as well as critical and analytical

thinking skills—and toward meeting the department's learning goals. (See curriculum map in Appendix I).

Over their four years in the program, majors will take a total of 41 credits worth of courses. Twenty of these hours will be in our foundation courses. An additional seven courses within the major allow our students to specialize in either American Politics or International Politics. Our foundation courses help us to assess and maintain high expectations of our students, while also creating a course of study that offers content, skills, and individualized attention.

In the first year of the major curriculum, students set about the task of acquiring basic knowledge in the various subfields of the discipline. Two major courses taken during the first year of study cover the basic concepts and theoretical frameworks. PO 105: The American Political System places politics into the domestic setting and encourages students to begin asking questions about their country and how they can be active citizens. PO 221: Introduction to International Relations sets the stage for a more international understanding of how countries interact with one another and what the consequences are for how countries view one another. The American Political System is taught every semester, but majors are suggested to take this course during their first semester to improve their understanding of politics in an international setting, which is generally taught during the Spring semester.

In their second year, students acquire basic research skills through either the department's Methods of Political Research (PO 280). Within this course students will begin to work with developing a testable research question, acquire data to help them answer their question and utilizing statistical techniques to answer their questions. Additionally, majors take a course in macroeconomics. These courses provide majors with the essential foundational experiences we expect our majors to employ in their upper-level courses and senior-year thesis.

In the second and third years, political science majors broaden their knowledge through electives. Students' particular interests guide their choice of tracks of electives, and through these intensive elective studies, each major develops a line of inquiry leading to a senior thesis project. Additionally, during this time, majors complete an internship experience (PO 371) and professional development course (PO 410), adding practical political and vocational knowledge to the resources with which they can complete their major requirements.

The political science curriculum requires majors to integrate basic and enhanced knowledge of political phenomena, research skills, and the practical experiences gained over the course of the previous three years into a senior thesis project (PO 450). Majors work with faculty members to develop research proposals which they then execute in written form and present to an audience of either Political Scientists or a general audience.

Advising allows for our students to explore their future options, discuss plans of study and to meet with faculty about their current educational experiences. Advising sessions occur twice a year, but students are encouraged throughout the year to come in and meet with our faculty to discuss challenges and possibilities. Two of the most important elements of our advising session are to give students the opportunity to discuss future career plans and create a

well-rounded schedule to provide students with the skills they need to be successful in their careers. Secondly, the advising session in Political Science is also meant to identify moments where our students are successful either in their coursework or politics oriented extra-curricular learning opportunities and explore how we can continue to promote these initiatives within the department. Advising sessions include a forty-five minute session where the degree evaluation is discussed, future plans, internship possibilities, senior thesis ideas, and lastly a new element added this year included a discussion of strengths and weaknesses for each student to improve.

Towards the end of their career students will meet with faculty members more frequently as they are developing their senior thesis project, discuss their internships, and explore options for life after Millikin. These opportunities have been utilized as anecdotal assessment of departmental goals and initiatives.

Assessment Methods

Based on revisions to assessment this year, pre-post assessment of introductory courses was revised and new techniques were reviewed. Some major revisions added to assessment this year were a new internship evaluation that connects previous learning and assesses skills and content that students utilize in their internships. Any student completing an internship after June 2013 will be writing an internship portfolio. Dr. Gentry received additional training in assessment at the Teaching and Learning Conferences of the American Political Science Association. Dr. Gentry developed a new technique for assessing model simulations and learned a great deal from the three day discussion of departmental assessment.

Assessment has continued with the analysis of senior thesis papers. The senior thesis project provides an opportunity for us to assess how effectively our students have mastered comprehensive knowledge of the discipline. Students in PO 450 work closely with faculty members to develop a proposal – a process in which students report on their progress, try out various formulations of a central thesis or idea for exploration, find and locate sources to be used, and how to present ideas to different audiences. The faculty assesses the fifth and sixth departmental learning goals with each proposal on the basis of the rubric for the Thesis Proposal (see Appendix III).

Students complete a substantial written essay – generally between 20-25 pages. This essay forms the basis for majors' PO 450 grade, and we assess the quality of the written work by employment of the rubric for the Written Thesis (see Appendix III) in conjunction with our own intuitive judgments regarding the quality of the writing and the difficulty of the subject matter (Learning Goals 5 and 6).

Additional assessment has been added to evaluate learning goal seven: communicate effectively political knowledge to general audiences as well as colleagues in the field. In order to achieve a better assessment of the comprehensive knowledge of our seniors, the single major completing a senior thesis project was required to present their thesis at the Day of Scholarship. To better assess their ability to communicate knowledge to a general audience, a survey was administered to students in the audience. This assessment is possibly more impartial than faculty members within the discipline evaluating how well our students communicate to general audiences. This experience was also invaluable to the student as they were completing their

senior year. Several times the student remarked that they knew and felt what it was like to become a political scientist.

Assessments implemented in the 2011-2012 continued in the 2012-2013 assessment include new standards for internships including a questionnaire and evaluation of student presentations. These new assessments do seem to provide additional information about the nature and progress of our majors.

Assessment Instruments

In the department of Political Science, assessment of goals 1 – 4 involves the administration of pre- and post-tests in introductory classes (see Appendix II) to gauge student learning over the course of the semester.

Answering 85 to 100 percent of the instrument's questions correctly qualifies a student for a rating of "excellent"; 64 to 84 percent correct a rating of "adequate;" and below 63 percent correct a rating of "nominal." The department employed the following assessment criteria to evaluate student progress in achieving learning goals:

"**GREEN** light" (an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action): 80% or more of the students ranked "adequate" or "excellent";

"**YELLOW** light" (not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement): 60% to 80% of the students ranked "adequate" or "excellent"; and

"**RED** light" (our current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area): fewer than 60% of the students ranked "adequate" or "excellent".

In the department of political science, assessment of goals 5-7 involves the faculty's application of the department's rubric to senior theses (see Appendix III) to gauge student learning over the course of their Political Science careers. Applying a GPA-like formula (5.0 for excellent, 4.5 for excellent/good, 4.0 for good, 3.5 for good/adequate, etc.) allows for a calculation of attainment of each learning goal on a scale from 5.0-1.0. The department employed the following assessment criteria to evaluate student progress in achieving learning goals:

"**GREEN** light" (an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action): score of 4.0 or above;

"**YELLOW** light" (not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement): score of 3.0-3.9; and

"**RED** light" (our current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area): score less than 3.0.

>Assessment Results

Learning Goal 2: Identify the fundamental concepts, characteristics, and theories central to American politics

American Politics	Spring 2012
Mean Correct Answers	5.52/10
Nominal (0 – 49 % Correct)	29% (5)
Adequate (50 – 79% Correct)	60% (10)
Excellent (80 – 100% Correct)	11% (2)
Number of Students	20

Rating for Goal 2:   **YELLOW**

Learning Goal 3: Identify the fundamental concepts, characteristics, and theories central to comparative politics..

Rating for Goal 3: The department needs to find a way to assess student learning of this goal See "improvement plans" below.

Learning Goal 4: Identify the fundamental concepts, characteristics, and theories central to international relations

Rating for Goal 4: **International Relations not taught in 2012-2013**

Learning Goal 5: Solve complex problems by demonstrating a mastery of the substantive knowledge in the discipline's main subfields.

This goal was measured by Dr. Gentry's application of the "analysis" portion of the department's rubric for senior thesis written papers. The results only included a single student and could therefore be skewed.

Rating for Goal 5:   **GREEN**

Learning Goal 6: Follow scientific and humanistic methods to design and carry out politically-oriented research projects

This goal was measured largely by an examination of the bibliography of senior theses papers and by students' discussion of the literature within the paper, itself. Again, a

single sample can skew the results, but all indications suggest that the department has improved its rating of learning goal 6

Rating for Goal 6:   **GREEN**

Learning Goal 7: Communicate effectively political knowledge to general audiences as well as colleagues in the field.

Of the only senior thesis, this one was judged to be "excellent" using the department's rubric. As for oral communication of the paper's results,

Assessment Measure	Average
Presentation Style	4.36
Creativity	4.09
Knowledgeable	5.0
Ability to Answer Questions	4.81
Engaging	4.18
Easy to Understand	4.45

Rating for Goal 7: **GREEN**

Improvement Plans

Despite the somewhat discouraging nature of these results, the department will not make major changes to its courses or assessment plan in 2012-2013. There are two reasons for this. One, this assessment plan has only been comprehensively implemented for one year, so it does not provide enough evidence to stimulate drastic changes.

Still, certain things are planned that might improve the **YELLOW** ratings on the three learning goals:

Learning Goal 2: A better assessment of the pre/post text is needed to assess student learning for both the Spring and Fall semesters. This implementation is acknowledged by Dr. Gentry and will be improved in the next assessment report.

Learning Goal 4: An introduction to International Relations Course will be taught in the Fall 2013 semester and will be assessed then.

Learning Goals 5 and 6: New implementation of a proposal due the semester before the senior thesis has improved feedback and engagement with the faculty member and students. As one on one projects develop, the focus on evaluation of scholarly research has taken a more central role in the discussion of results. As stated from the previous assessment report, this new proposal method seems to have encouraged students to

consider what it means to pose a research question in Political Science and to investigate it through various methods.

This assessment exercise has stimulated other questions that will be pursued in the next year:

Is there a need for some sort of assessment of students' progress in the middle of their Political Science careers and not just at the beginning and end of it? There was, apparently, some discussion of doing so in the original assessment plan on which this report is based, but no mechanism was ever implemented.

Given the importance assigned to practical experiences by the department and the institution, there should probably be some way to assess student learning in their internships. A new implementation plan has been implemented and assessment continues to be improved for internships.

Based on issues in the Spring 2012 semester, the department developed an extensive plagiarism policy that was implemented in the Fall 2012 and followed through by all faculty members. All adjuncts received training for the plagiarism policy and the use of Turnitin.com as a way to keep track of student papers.

Departmental Goals

Throughout the 2012-2013 year, specific departmental goals have been set to improve recruitment and encourage the performance learning in Political Science. Three specific goals were set along with initiative points for each.

Goal 1: Recruitment of new and transfer students into Political Science.
Initiative 1: Hold Debate Watching events on campus.
Initiative 2: Improve Website and Admissions paraphernalia
Initiative 3: Create a 2+2 program with two additional community colleges

Goal 2: Create Departmental Plagiarism Policy
Initiative 1: Develop new departmental plagiarism policy.
Initiative 2: Train and educate adjuncts on new policy
Initiative 3: Make policy visible on website

Goal 3: Improve Performance Learning.
Initiative 1: Create innovation in performance learning classes.
Initiative 2: Publicize and tell the story of performance learning in Political science
Initiative 3: Revise website to SHOW Millikin Political Science in action with videos, pictures, and student comments.

Of these initiatives all goals were met. The only initiative not completed was to create a 2+2 program with two additional community colleges. The challenge for that initiative was to gain

access to the available detail on political science programs at community colleges and to establish advisor contacts. This initiative will be followed through in the Fall 2013 semester.

Goal 1 was clearly met by the increase in recruitment numbers with ten new Political Science majors for the incoming year, increased visibility mattered. With the debate watching events, Monticello High School joined us for the Vice Presidential debate and a Macarthur high school teacher and student attended the second presidential debate. These opportunities have increased visibility across campus and within the community since the Herald and Review, WAND and a Springfield news station covered the events. A student worker with expertise in website design changed many of the elements of the website after evaluating successful and unsuccessful Political Science program websites. The revisions included more seamless transition throughout the website, action shots of students, and an internship page where students could discover different opportunities.

Goal 2 included a complete rethinking of research in Political Science. The new departmental policy is included in the Appendix IV, and training included discussions with the department chair, mandatory explanation in all syllabi and workshops on Turnitin.com.

Goal 3 has contributed to the opportunities for students to pursue performance learning in action. In the Fall 2012 semester, Model United Nations was taught as a three credit course. In the Spring 2013 semester, Model Illinois Government was taught as a three credit course. As a course, each of these model simulations is performance learning in Political Science. Students are acting in roles such as a representative to the United Nations or a legislator at the state level. Students learn to articulate their stances on resolutions and bills, argue their points, and compromise. In essence, our students are performing just as representatives would.

Appendix I: Curriculum Map for Political Science

University Goals
1. Professional success
2. Democratic citizenship in a global environment
3. A personal life of meaning and value

Department Goals
1.   Identify key questions, fundamental concepts, and theoretical frameworks critical
      to an understanding of the political world;
2.   Identify the fundamental concepts, characteristics, and theories central to
      American politics;
3.   Identify the fundamental concepts, characteristics, and theories central to
      comparative politics;
4.   Identify the fundamental concepts, characteristics, and theories central to
      the area of international relations;
5.   Solve complex problems by demonstrating a mastery of substantive knowledge in
      the discipline's main subfields;
6.   Follow scientific and humanistic methods to design and carry out
      politically-oriented research projects by utilizing sufficiently advanced
      social research methods;
7.   Communicate effectively political knowledge to general audiences as well as
      colleagues in the field.

Learning Goals	PO 105	PO 221	PO 280	PO 371	PO 410	PO 450
(1) Identify Key Concepts, Frameworks, and Theories in the Political World	•	•				
(2) Identify Key Concepts, Frameworks, and Theories in the American system	•					
(3) Identify Key Concepts, Frameworks, and Theories in Comparative Politics						
(4) Identify Key Concepts, Frameworks, and Theories in International Relations		•				
(5) Solve Problems by Integrating Substantive Knowledge			•	•		•
(6) Follow Scientific/Humanistic Methods to Carry Out Research			•			•
(7) Communicate Political Knowledge Effectively					•	•

Appendix II: Pre- and Post-Tests for Introductory Political Science Courses

PO 105 Introduction to American Government
Assessment Test Spring 2011

Name_____ Major_____

Rank_____
Please circle your answers. Answer to the best of your ability.

1) The greatest extension of the United States welfare state came when?

    a) in 1789 with the ratification of the Constitution of the United States
    b) in 1865 with the establishment of the Bureau of Refugees, Freedmen, and Abandoned Lands
    c) in 1935 with the passage of the Social Security Act of 1935
    d) during the 1960s as a result of President Lyndon B. Johnson's "War of Poverty"
    e) in the 1980's with the Reagan Revolution

2) Bicameralism is defined as the:

    a) division of the national government into two branches
    b) division of the executive branch into the offices of President and Vice-President
    c) division of the overall government into federal and state systems
    d) division of the legislative branch into two chambers
    e) division of political power through the two-party system

3) Divided government is best described as:

    a) the difference between the federal, state, and local governments
    b) the difference between control of government by the Republicans or the Democrats
    c) the difference between the President's first and second term of office
    d) when Congress is unable to agree on policy and no laws are passed
    e) when one party controls the White House and the other controls one or both chambers of Congress

4) The jurisdiction of the federal judicial branch, including the boundaries of its districts and circuits, was defined by:

    a) The Judiciary Act of 1789
    b) Article III of the Constitution
    c) Marbury v. Madison
    d) Judicial review
    e) The 4th Amendment to the Constitution

5) Which Chief Justice of the United States presided over the Supreme Court as it expanded of rights of the criminally accused during the 1950s and 1960s?

    a) Earl Warren
    b) Warren Burger
    c) Robert Bork
    d) William Rehnquist
    e) Oliver Wendell Holmes

6) The United States Congress has two functions: lawmaking and representation. Representation may be measured along different dimensions. Which of the following terms refers to Congress's ability to represent constituents' <u>interests</u> and <u>values</u>?

   a) Politico
   b) Descriptive representation
   c) Geographic representation
   d) Substantive representation
   e) Trustee

7) "Framing"

   a) refers to the tailoring of the presentation of information about an issue in hopes of shaping opinion about that issue in one direction or another
   b) refers to the practice of nesting an unpopular bill within a larger, more popular bill in hopes of getting it passed by Congress
   c) refers to the creation of salience concerning an issue as a result of news coverage, regardless of whether the coverage is positive or negative
   d) refers to the repackaging of an unpopular policy by a presidential administration in an attempt to garner public support
   e) refers to the tendency of the voter to "box out" information presented by other political parties

8) Which of the following statements is FALSE?

   a) Even though many of the framers of the Constitution feared that extending the franchise to people without property would encourage economic leveling (i.e., redistribution from rich to poor), in the contemporary U.S., voter turnout among poor people is lower than it is among rich people.
   b) Even though people nowadays have more formal schooling than people did a century ago, voter turnout in the U.S. is generally less nowadays than it was a century ago
   c) Even though local government is often viewed as more amenable to citizen influence than the national government is, voter turnout in local elections in the U.S. is generally lower than in elections for President, Vice-President, Senator, and members of Congress.
   d) Even though young people today have more formal schooling than older people, voter turnout in the U.S. among young people is lower than it is among older people.
   e) None of the above, i.e., all of the above statements are true.

9) The 2nd, 3rd, and 4th Amendments (dealing with the right to bear arms, quartering soldiers, and right to be secure in the home) place a limit upon:

   a) the legislative branch
   b) the executive branch
   c) the judicial branch
   d) local governments
   e) national government

10) Which of the following is NOT a core value of United States political culture?
   a) Legal equality
   b) Political equality
   c) Economic equality
   d) Freedom of religion
   e) Freedom of speech

Appendix III: Evaluation Rubrics for Senior Thesis

Thesis Proposal: Assessed by Department Faculty.

	Excellent	Adequate	Nominal
Knowledge Sources (Goals 1 – 4)	[**6 points**] Reflects a high level of integration of multiple sources of information and knowledge acquired in political science courses.	[**4 points**] Demonstrates only occasional integration of information from multiple sources and political science coursework.	[**2 points**] Demonstrates little or no integration of information from multiple sources.
Method (Goal 5)	[**5 points**] Presents a clear research design, including discussion of hypotheses to be tested, pertinent data, as well as methods skills acquired in the program and relevant to the project's execution.	[**3 points**] Research design and hypotheses present, but proposal falls short in tying in pertinent data and relevant methods.	[**1 point**] No clear design or hypotheses, few – if any – connections to relevant data and methods. Proposal suggests methods incorrect for research question.
Clarity (Goal 7)	[**3 points**] Very few grammatical errors, if any. Sentences clearly express ideas, and paragraphs are coherent wholes. Overall structure is logical and coherent and contributes to overall strength of proposal.	[**1 points**] Common errors in usage and sentence structure. Sentences and paragraphs may run too long or too short. Variation in coherence of paragraphs and clarity of logic.	[**0 points**] Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.

Written Thesis: Assessed by Department Faculty.

	Excellent	Adequate	Nominal
Literature Review (Goal 1)	[**6 points**] Presents a well-organized review of pertinent political science literature. Demonstrates clearly how previous findings relate to the project at hand. Builds toward a clear hypothesis.	[**4 points**] Review of pertinent political science literature present; however, connections to current project tenuous or – in a few cases – absent.	[**2 points**] Superficial to no connection of project to pertinent political science literature.
Analysis (Goal 5)	[**5 points**] Makes clear connections between findings in the data and established knowledge in the field. Demonstrates superior mastery of the material. Suggests – and explores – areas for possible future research.	[**3 points**] Connections between findings and established knowledge present, but analysis fails to make some of them clearly. Demonstrates ample mastery of the material. Only suggests – without much elaboration – future avenues of research.	[**1 point**] Few to no connections between established knowledge in the field and the project's findings. Questionable mastery of the material.
Clarity (Goal 7)	[**3 points**] Very few grammatical errors, if any. Sentences clearly express ideas, and paragraphs are coherent wholes. Overall structure is logical and coherent and contributes to overall strength of proposal.	[**1 points**] Common errors in usage and sentence structure. Sentences and paragraphs may run too long or too short. Varied coherence of paragraphs and clarity of logic.	[**0 points**] Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.

Senior Presentation Assessment

Presentation Assessment

Presenter's Name_____ Your Initials _____

When using a five point scale, 1=poor and 5=excellent and where 3 is average. Where would you rate the presenter in each of these categories?

Presentation Style	1	2	3	4	5
Creativity	1	2	3	4	5
Knowledgeable	1	2	3	4	5
Ability to Answer Questions	1	2	3	4	5
Engaging	1	2	3	4	5
Easy to Understand	1	2	3	4	5

Name one thing you learned from the presentation:

_____
_____
_____

What did you like about the presentation?

_____
_____
_____

What could have been improved?

_____
_____
_____

Appendix III: Senior Exit Interview

SENIOR EXIT SURVEY
DEPARTMENT OF POLITICAL SCIENCE

1.   Name: _____

      Address: _____

      City, State, Zip: _____

      E-Mail Address: _____

2.   Date of Graduation from Millikin: _____

3.   Age: _____   4.   Gender: _____

5.   Current Position: _____

      Firm or Organization Name: _____

6.   How do you rate Millikin as an institution?
      Please circle your response. 1= Poor to 6= Excellent

      A. Academics   1 2 3 4 5 6
      B. Core Curriculum   1 2 3 4 5 6
      C. Quality of Campus Life   1 2 3 4 5 6
      D. Computer Technology   1 2 3 4 5 6
      E. Library   1 2 3 4 5 6
      F. Leadership Development   1 2 3 4 5 6
      G. Student Government   1 2 3 4 5 6
      H. Preparation for
            Graduate School   1 2 3 4 5 6
            Professional School   1 2 3 4 5 6
            A Career   1 2 3 4 5 6
            For Life   1 2 3 4 5 6
      I. Career Development   1 2 3 4 5 6
          OVERALL   1 2 3 4 5 6

7.   How do you rate the Department of Political Science?
       Please circle your response. 1= Poor to 6= Excellent

      A. Quality of Faculty   1 2 3 4 5 6
      B. Course Diversity   1 2 3 4 5 6
      C. Quality of major in Political Science   1 2 3 4 5 6
      D. Rigor of Study in Political Science   1 2 3 4 5 6

E. Student-faculty Ratio		1 2 3 4 5 6
F. Career/Job Counseling		1 2 3 4 5 6
G. Internship Opportunities		1 2 3 4 5 6

8. Of the items you rated above, which are the most important to you? Why?
    1.

    2.

    3.

9. As a student, what do you think were the greatest strengths of the Department of Political Science major program? Why?
    1.

    2.

    3.

10. As a student, what do you think were the greatest weaknesses of the Department of Political Science Major program? Why?
    1.

    2.

    3.

11. How well did the Political Science major do in preparing you for a graduate school, law school, or additional training? Please circle your response. 1= Poor to 6= Excellent

    1 2 3 4 5 6

12. Which particular Political Science courses did you take that most relate to your current work? Please circle your response(s).

PO 100	Introduction to Politics
PO 105	The American Political System
PO 220	Current American Foreign Policy
PO 221	Introduction to International Relations
PO 223	Political Participation and Democratic Citizenship
PO 224	Group Influence in America
PO 235	Introduction to the Criminal Justice System
PO 240	State and Local Government
PO 244	Campaigns and Elections
PO 260	Topics in Political
PO 280	Methods of Political Research

PO 300	Media and Politics
PO 301	Political Behavior and Opinion
PO 305	Philosophy of Law
PO 310	Political Philosophy
PO 315	Supreme Court in American Politics
PO 320	International and Law and Organization
PO 321	Global Issues
PO 322	Topics in Comparative Politics
PO 323	Topics in World Politics
PO 324	Politics of the Developing World
PO 330	Constitutional Law
PO 334	Civil Liberties and the Constitutions
PO 340	The American Congress
PO 348	The American Presidency
PO 356	Topics in Public Policy
PO 360	Topics in Political Science
PO 361	Washington Internship of Practicum
PO 362	Washington Experience
PO 363	Washington Leadership Forum
PO 365	Political Simulations
PO 371, 372	Internship
PO 391, 392	Independent Studies in Political Science
PO 400	Seminar in Political Science
PO 410	Political Science Professional Development
PO 450	Senior Thesis

13.   Which particular Political Science courses or experiences most relate to your present personal life? Please circle your response(s).

PO 100	Introduction to Politics
PO 105	The American Political System
PO 220	Current American Foreign Policy
PO 221	Introduction to International Relations
PO 223	Political Participation and Democratic Citizenship
PO 224	Group Influence in America
PO 235	Introduction to the Criminal Justice System
PO 240	State and Local Government
PO 244	Campaigns and Elections
PO 260	Topics in Political
PO 280	Methods of Political Research
PO 300	Media and Politics
PO 301	Political Behavior and Opinion
PO 305	Philosophy of Law
PO 310	Political Philosophy
PO 315	Supreme Court in American Politics
PO 320	International and Law and Organization
PO 321	Global Issues

PO 322	Topics in Comparative Politics
PO 323	Topics in World Politics
PO 324	Politics of the Developing World
PO 330	Constitutional Law
PO 334	Civil Liberties and the Constitutions
PO 340	The American Congress
PO 348	The American Presidency
PO 356	Topics in Public Policy
PO 360	Topics in Political Science
PO 361	Washington Internship of Practicum
PO 362	Washington Experience
PO 363	Washington Leadership Forum
PO 365	Political Simulations
PO 371, 372	Internship
PO 391, 392	Independent Studies in Political Science
PO 400	Seminar in Political Science
PO 410	Political Science Professional Development
PO 450	Senior Thesis

14. What courses do you wish you could have taken that were not available in the department?

15. Were you involved with the following experiences? Please circle your response.

A.	Model Illinois Government	YES	NO
B.	Model United Nations	YES	NO
C.	Washington Semester	YES	NO
D.	Drew University/United Nations	YES	NO
E.	Semester Abroad	YES	NO

16. What four or five pieces of information presented in Political Science courses have you carried with you to this day?
    1.

    2.

    3.

    4.

    5.

17.   What undergraduate experiences, courses or opportunities would have added to your college experiences? Why?

18.   What skills did you acquire as a Political Science major that you think are valuable?

19.   What skills did you want to have in your courses that were not present?

20.   Do you have any recommendations for the Political Science Department website?

29.   What advice would you give to current Political Science majors?

Appendix IV: Plagiarism Policy

Political Science Plagiarism Policy

The goal of this policy is for students to correctly cite, paraphrase, and write in their own voice. Plagiarism is the uncited use of another's words, ideas, or work. Self-plagiarism is the use of one's own work for multiple assignments that has not been approved by faculty. Consequences of plagiarizing are a zero on the assignment, redoing the assignment for no credit, and a letter is sent to the registrar, dean, and to the student explaining that the student has plagiarized in the course. When the plagiarism is severe enough on one assignment (i.e. the entire paper) or has occurred multiple times in the single course, consequences are failure in the course indicated by an XF and a letter written to the registrar, dean, and student will be sent. All written assignments in Political Science will be submitted to Turnitin.com and all faculty in Political Science have been trained to use this website. Any concerns about this policy can be addressed by the chair of the Political Science Department.