

Political Science

Pepperdine University, Seaver College

Self-Study Report, 2012-2013

Prepared by Candice D. Ortbals, in conjunction with the full-time faculty in the political science program (Dan E. Caldwell, Joel S. Fetzner, Megan Francis, Brian Newman, J. Christopher Soper, and Robert E. Williams) and senior students in the Political Science Honors Program.

Internal Context

The political science program is housed in the Social Science Division of Seaver College, on the Malibu campus of Pepperdine University. The Political Science program offers an undergraduate major and no minor; thus, this report looks at the political science major.

The origins of the political science major at Pepperdine are unclear; however, the political science major has existed at Seaver College since it opened on the Malibu campus in 1972. The political science curriculum always has been structured around the sub-fields of political science. Currently, the subfields of political science are understood to be: American Politics, Comparative Politics, International Relations, Political Theory, and Methods.

The political science major is structured around few prerequisites and required courses. Political Science majors are required to complete a four-unit introductory class about American Politics (POSC 104), and, if they want to take upper-level International Relations courses, they must take an introductory course to international relations (POLS 344). Otherwise, students take upper-level courses in the order that they choose (see Appendix 1: Political Science Major Program Requirement).

Political Science majors complete a four-unit introductory class (POSC 104) and thirty-two upper-division units. The political science major is structured to insure that the students are broadly trained and become well acquainted with the different areas of study associated with politics. Therefore, majors in political science must take at least one course in four out of five distinct subfields (American Politics, Comparative Politics, International Relations, Political Theory, and Methods).

The understanding of subfields in the program's curriculum has changed over time. Whereas five sub-fields are represented today (see above), the program in the 1970s included 7 subfields: Political Theory, Political Dynamics, American Politics, International Relations, Comparative Politics, Public Administration and Local Government, and Public Law. In the 1970s and 1980s, students were required to take courses in 4 of these 7 subfields. Political Dynamics as a subfield was dropped following the 1987-88 academic year; during the same year, the subfield of Public Administration and Local Government was renamed as Public Administration and Public Policy. However, this subfield was no longer in academic handbooks following the 1994-95 academic year.

In addition to being structured by the Political Science subfields, the political science curriculum has been shaped by (1) worldwide, political events and (2) faculty expertise. First, the end of the Cold War changed the way that faculty design and teach Comparative Politics courses. During the Cold War, comparative politics offerings included courses regarding the first world, third world, and the communist world (second world). Following the Cold War, these courses morphed into courses about, respectively, Comparative European Politics, Government and Politics of Developing Area, and Communist and Post-Communist States. The political science faculty agreed to drop the latter from the academic catalog as of 2012, with the agreement that

post-communist politics will be discussed in the program's Comparative European Politics course (this change also reflects worldwide, political events, given that several post-communist states in Europe are now members of the European Union). Arguably other, newer courses taught at Pepperdine, such as Immigration Politics and Ethnic Relations (POLS 555), respond to changes in American and world politics.

Second, courses have been developed (and dropped) based on faculty expertise. For example, upon joining the faculty in 2004, Candice Orbals developed a course called The Politics of Revolution and Protest (POSC 451) that draws from her expertise in social movement research. Similarly, Megan Francis has developed a course on Race and Politics (currently a POSC 592) that corresponds to her research interests in race and the law.

Several off-campus programs supplement the political science major. Many political science majors participate in Pepperdine's International Programs; indeed, many students' interest in politics and international relations is increased by their experiences living and studying overseas. In addition, students have the opportunity to earn academic credit toward their major working in an internship (supervised fieldwork) related to local, state, federal or international politics. Students also have an opportunity to gain credit for internships through Pepperdine's Washington D.C. program.

A final, important change to the political science curriculum is the addition of the Political Science Honors Program, which was formalized in the 2008-2009 academic catalog. The Honors program "is aimed at providing students with insight into how professional political scientists design research projects, collect and analyze data or interpret philosophical texts." The goal of the program is produce a research product that can be presented at an academic

conference and/or published in an academic venue. The Honors Program is considered a High Impact Practice (HIP) (see following section: “High Impact Practices”).

External Context

Students decide to major in political science for many different reasons. They may have been exposed to politics in their families; they may have worked in a political campaign; or, they may be interested in going to graduate or law school.

Political science is the most common major for all students who enter law school. It should be noted, however, that the external context of law school is changing. As of 2012, “law schools experienced a 25 percent decline in applicants nationwide during the past two years, due in part to the tight job market for new lawyers and a more widespread understanding of the high costs of attending” (Sloan 2012, n.p.). According to data from the Law School Admission Council, “As of 12/07/12, [law school] applications are down 24.6% from 2012” (Law School Admission Council 2012).

Besides a career in law, political science graduates also pursue graduate studies in a variety of fields (e.g., political science, public policy, international relations, etc.) and begin work in political campaigns and offices. The American Political Science Association states,

A bachelor’s degree in political science can lead to exciting careers in federal, state and local governments; law; business; international organizations; nonprofit associations and organizations; campaign management and polling; journalism; precollegiate education; electoral politics; research and university and college teaching. Political science majors gain analytical skills, administrative competence and communication abilities that are valued in a wide spectrum of potential career areas.

The Georgetown University Center on Education and the Workforce, in its publication *What's it Worth? The Economic Value of College Majors*, confirms the large number of political science graduates nationwide who pursue graduate degrees. Carnevale, Strohl, and Melton report that “about 40 percent of the people with Social Science majors obtain a graduate degree,” whereas 47 percent of political science majors get a graduate degree (2011).

The demographic make-up of political science majors nationwide, according to the Georgetown study, is 41% female and 59% male. International Relations, listed as a separate field of study, is comprised of 60% male students and 40% female students. The percentage of male students in political science is greater than the percentage of male students in fields such as humanities, education, health, biology and life sciences, and business. However, political science is more gender balanced than the fields of agriculture and engineering. The same publication also presents data about race and ethnicity of political science and international relations students, nationwide. The following table, Table 1, shows that political science and international relations are majors with a majority of white students (79% of political science majors nationwide are white). Notably, Hispanic students are better represented in international relations than other areas of the social sciences. As a comparison, nationwide, 71% of engineering students are white, whereas 80% of humanities and liberal arts students are white.

Table 1: Race/Ethnicity of Social Science Majors Nationwide

RACE AND ETHNICITY	Social Science Major Group	Criminology	Economics	General Social Sciences	Geography	Interdisciplinary Social Sciences	International Relations	Miscellaneous Social Sciences	Political Science and Government	Sociology	Statistics and Decision Science
	RACIAL AND ETHNIC COMPOSITION OF MAJORS ^A										
% White	75	73	73	71	89	81	73	77	79	72	61
% African-American	9	9	6	13	3	9	4	16	8	14	8
% Hispanic	7	12	6	9	3	7	13	3	7	7	1
% Asian	8	4	15	6	4	3	10	4	5	5	30
% Other Races and Ethnicities	1	2	<0.5	1	<0.5	1	<0.5	<0.5	1	1	<0.5

^A Due to rounding, these may not add to 100 percent.

Table from: Carnevale, Anthony P., Jeff Strohl, and Michelle Melto. 2011. *What's it Worth? The Economic Value of College Majors*. Georgetown University Center on Education and the Workforce. Available at <http://cew.georgetown.edu/whatsitworth/>.

From these data we can surmise the following about the external context for political science. First, students need skills that help them succeed in post-graduate school, whether pursuing law degrees or graduate degrees in political science or other fields. Students entering post-graduate study need to practice critical thinking skills and writing skills, and it behooves them to conduct independent research. Students who intend to work in political campaigns and offices benefit from practical experiences in politics through internships. With undergraduate political science degrees serving as a pipeline to law school, one should note that desire for a political science degree might decrease in coming years due to decreasing law school enrollments. Finally, the external context uncovers a field of study that trains more male students than female students. Nationwide political science majors do not tend to represent a great deal of racial and ethnic diversity.

Program Learning Outcomes (PLOs)

In the fall of 2010, Pepperdine University asked programs at Seaver College to develop Program Learning Outcomes (PLOs). It should be recognized that the American Political Science Association (APSA) has not developed guidelines for undergraduate education (Mealy 2012). In fact, at the 2013 Teaching and Learning Conference of APSA, a major theme was future development of a common, political science curriculum. Many attendees as well as APSA staff expressed the need for curriculum standards in light of nationwide trends toward assessment. At this time, therefore,, the faculty's self-developed PLOs alone serve as a point of reference for our program assessment.

With the goal to formulate a reasonable number of measureable outcomes, the political science faculty wrote five PLOs. The faculty agreed that students who successfully complete a political science undergraduate degree should be able to:

1. Compare political institutions, governmental and non-governmental actors, and political cultures in the United States and other states, distinguishing basic differences and similarities among them. (PLO 1)
2. Analyze and apply theories of politics and society to contemporary politics. (PLO 2)
3. Evaluate the dynamics of international relations and how politics, economics, and culture shape relations between states. (PLO 3)

4. Utilize research methods appropriate to the political science subfields and write arguments and/or test hypotheses grounded in the extant literature and justified using textual and/or empirical evidence. (PLO 4)

5. Integrate political knowledge and personal experiences with faith commitments, civic responsibilities, and ethnic and gender identities. (PLO 5)

The PLOs are accomplished by way of political science courses, and Appendix 2 shows how the PLOs align with course offerings (see Appendix 2: Curriculum Map). The curriculum map identifies how each political science course helps to achieve the five PLOs.

The PLOs are consistent with the Institutional Educational Objectives (IEOs) of Pepperdine University. The IEOs for Pepperdine University are formed by two components: our Core Commitments (i.e., Knowledge and Scholarship, Faith and Heritage, and Global Understanding) and our Institutional Values (i.e., Purpose, Service, and Leadership). The intersections of these three Core Commitments and these three Institutional Values were the basis of the development of the nine IEOs, which are reviewed in Appendix 3: Program Learning Outcomes as related to Institutional Educational Objectives. This appendix also demonstrates how the Political Science PLOs match up to the IEOs.

Purposes of this Report

The Political Science faculty are completing this report as a part of Pepperdine University's Five Year Review process for all of its programs. This process involves (1) annual reviews in which a specific PLO is empirically assessed and (2) a fifth year review, written in the

form of a self-study, which assesses a program holistically. The political science faculty has written this five-year report, and an external reviewer and a focus group of students will comment on the report, thus providing opinions and data, which may be added to a final version of the report. Therefore, one purpose of this report is to provide a basis for review by the external reviewer and a student focus group.

When the Political Science program went through a Five Year Review in 2007- 2008, Pepperdine's Five Year Review process was not fully developed and the Political Science PLOs did not yet exist. Institutional standardization of the assessment process at Pepperdine did not occur until recent years, resulting in the lack of PLO assessment until the 2010-2011 academic year. As such, the data in this report should be considered a foundation on which to build more sophisticated, empirical analyses of PLOs in the future. Another general purpose of the Five Year Review, then, is to review the data that has been collected in the past three years and to opine on how the individual PLOs will be better assessed over the next four years.

In addition to these general purposes, there are several specific purposes of this report:

1. Describe the student composition of the Political Science major;
2. Evaluate the curriculum offered in the Political Science major in the context of the curricula offered by our peer and aspirational institutions;
3. Assess the degree to which Political Science majors are participating in High Impact Practices that relate specifically to the major (i.e., writing intensive courses, supervised fieldwork, and the Honors Program);
4. Summarize the data that has accumulated over the past four years to assess the degree to which the PLOs are being achieved;

5. Discuss the qualifications of the current faculty affiliated with the Political Science major;
6. Evaluate the demand for the program; and
7. Examine the sustainability of the program in light of the demand for the program and the allocation of resources.

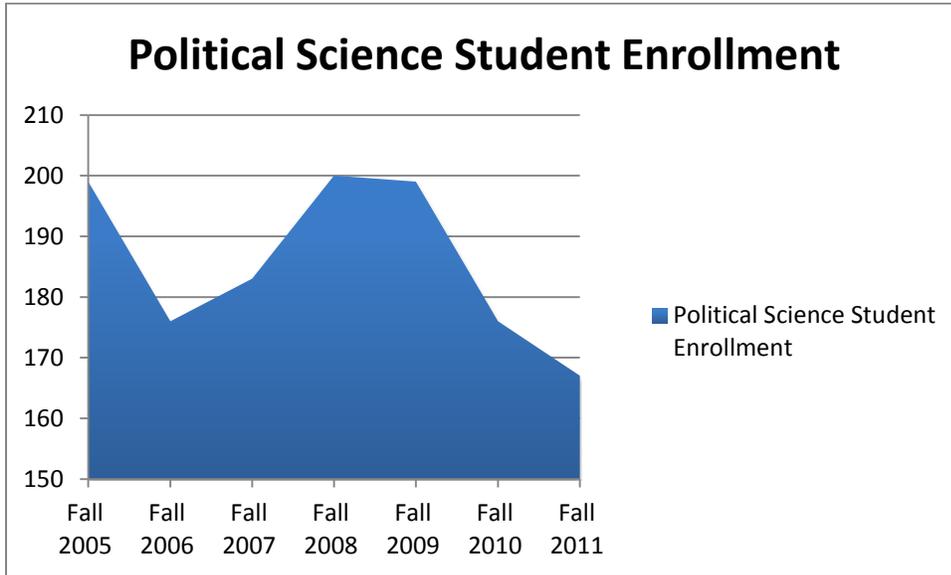
Analysis of Evidence of Program Quality

Student Composition

In recent years, the number of incoming political science students has decreased. Figure 1 shows that the number of students declaring a political science major increased from 2006 until 2008, yet the number of students began decreasing as of Fall 2009. At their highest, students declaring a political science major each year tops out at approximately 200 students. Our program's increasing numbers in the late 2000s correspond to data from the American Political Science Association (APSA). According to APSA, "Data from departments in each of three years from 2000 to the present [2010-2011] suggests that all types of departments have experienced increasing numbers of political science majors in the last few years" (American Political Science Association 2012). We too see an increase in enrollments for several years in the late 2000s. Our declining numbers in the past couple of years could be explained a couple of ways. First, as seen in Figure 1, enrollments have fluctuated across the 2000s. The past couple of years, therefore, may simply be a downswing that will be followed by an upswing in coming years. Second, as mentioned above, the "external context" of declining law school enrollments may be related to decreasing political science enrollments. As such, it is important to continue looking at updated APSA data to determine whether enrollment trends at Seaver College

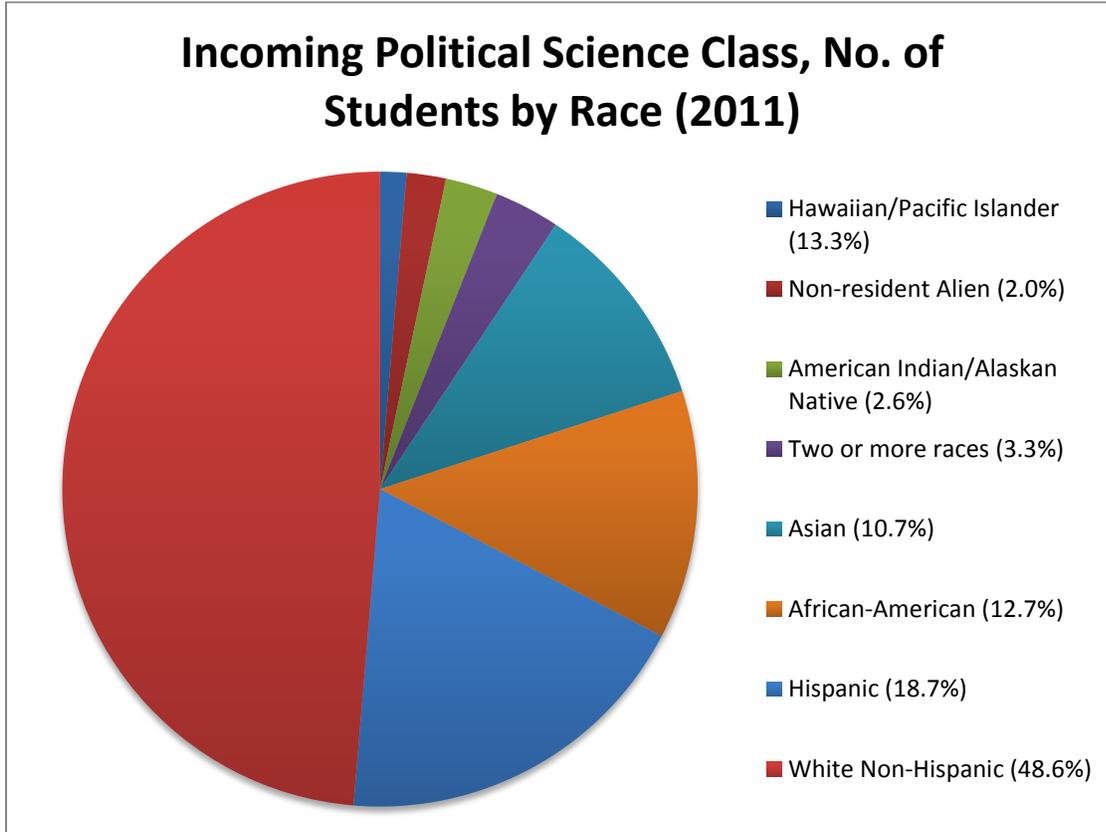
nationwide change or stay the same.

Figure 1: No. of Students Pursuing a Political Science Major, fall of each Academic Year



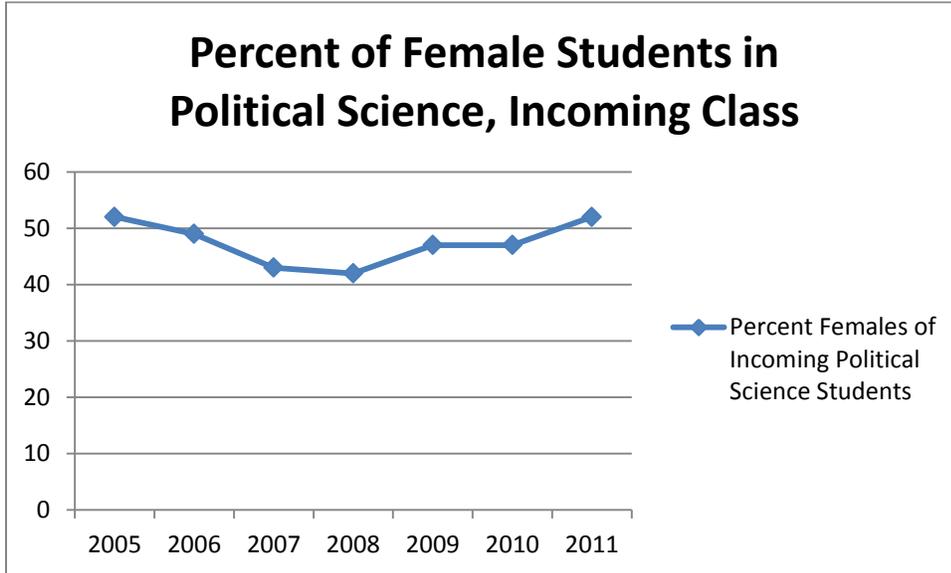
The incoming classes of political science students demonstrate diversity not seen in the abovementioned nationwide data from the Georgetown University study. Whereas the Georgetown study indicated that 79 percent of political science majors nationwide are white, data from our own program show that slightly under half of incoming political science majors (49 percent) identify as white/Euro-American (see Figure 2). These data also show that Latino/as are the second largest grouping, at 19 percent of incoming political science majors.

Figure 2: Incoming Political Science Class, by race identity



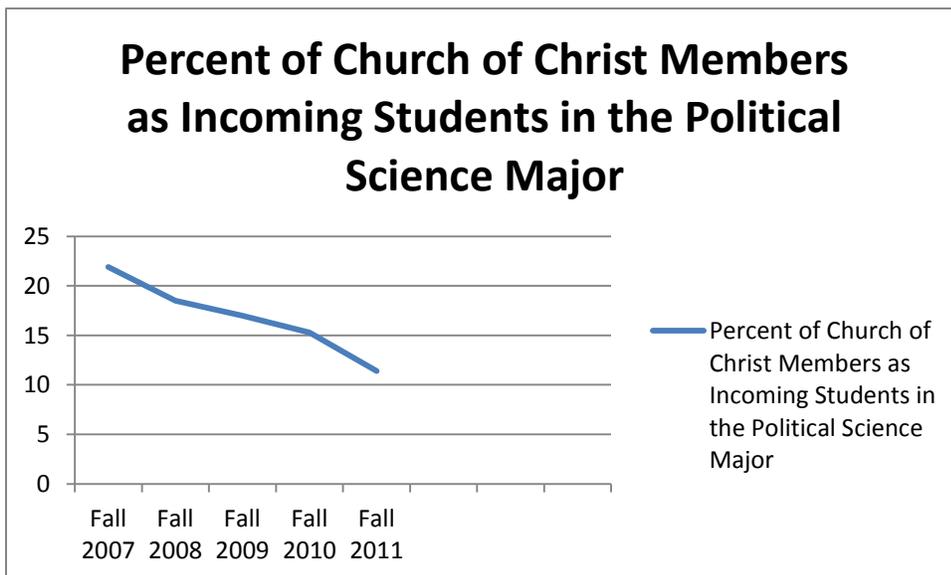
As with race, our program demonstrates greater diversity in sex composition than national data. Recall from the Georgetown study, 41% of political science majors nationwide are female. Though Figure 3 shows that women as a percent of incoming students dips to near 40% in 2007 and 2008, it also demonstrates that women are often nearly 50 percent of our incoming students.

Figure 3: Percent of Female Students in Political Science



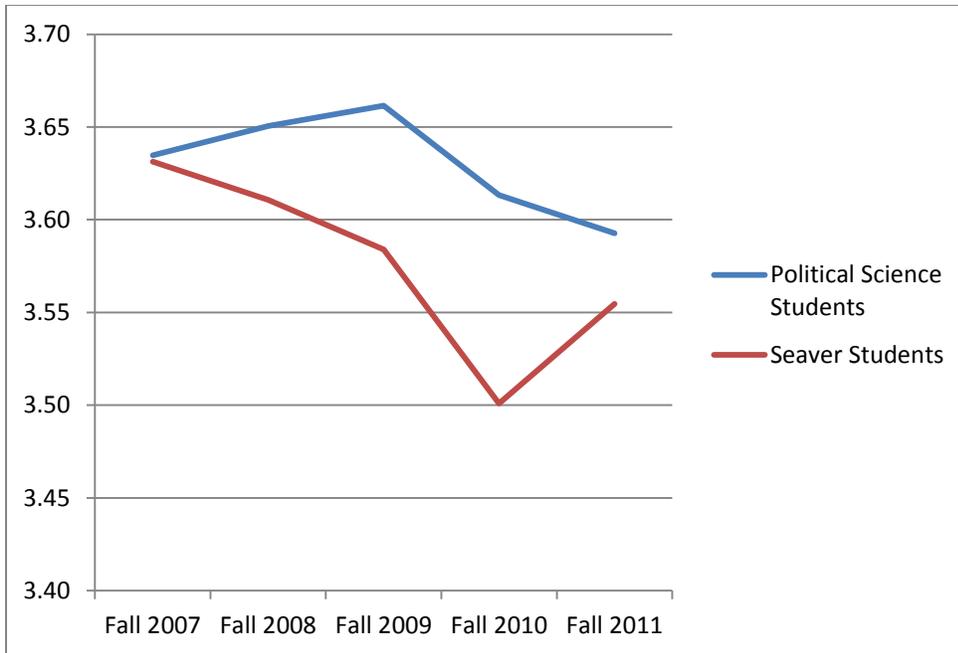
Recent data shows a decline in enrollments of students affiliated with the Churches of Christ, the university's denominational affiliation. In the last five years, the number of students with this religious affiliation has dropped from above twenty percent to close to ten percent.

Figure 4: Percent of Church of Christ Students in Political Science



The students declaring political science majors are academically advanced. Over the past five years, the average incoming high school GPA of political science students has been higher than that of Seaver College students overall (see Figure 5)

Figure 5: Average High School GPA of Incoming Political Science Students and Seaver Students Overall



Political Science Curriculum

The American Political Science Association does not suggest any particular assessment process or undergraduate curriculum for political science majors. Therefore, the best way to evaluate the current course offerings of our program is to compare our offerings to those of our peer and aspirational institutions. Seaver College has identified eight institutions as Seaver College's Peer (i.e., Calvin College, Occidental College, Pomona College, and University of San Diego) and Aspirational (i.e., Baylor University, Carleton College, University of Notre Dame, and Wake Forest University) institutions. The table in Appendix 5 shows course offerings from our

program at Seaver College and from the programs of these eight institutions (see Appendix 5: Course Offerings at Peer and Aspirational Institutions).

In comparison to these eight institutions, Pepperdine's political science offerings are moderately sized, but cover much substantive ground. These institutions offer between forty and seventy courses a piece. Pepperdine is on the lower end in terms of quantity of catalog courses, with forty offerings. In addition to these forty classes, our program offers topical 592 courses that often become cataloged courses after being taught twice as a 592. For example, one of our faculty members has taught a 592 course about Race and Politics (and this matches the emphasis on race in our peers' course offerings).

Pepperdine courses cover all major subfields of political science, favorably aligning with courses at peer and aspirational institutions. Although our program does not offer all courses found at these institutions, many of these course topics are included as major units in other courses we teach. For example, we do not offer a course about UK politics, but UK politics are taught as a significant unit in Comparative European Politics. Sometimes a Pepperdine offering combines two course topics, offered at other institutions as two separate courses. For instance, we offer a class on International Organization and Law; at other institutions, separate courses are offered in International Organizations and in International Law. The same holds true for Constitutional Law. We offer one course, but other institutions divide Constitutional Law into two courses (one about structures of power and the other about rights and liberties). Moreover, recently we have offered a separate 592 course about Civil Liberties.

The faculty members realize certain deficiencies in the Pepperdine political science curriculum. The table in Appendix 5 indicates that the faculty should discuss introductory courses, a capstone course, research methods courses, and additional political theory offerings.

First, several peer and aspirational schools offer introductions to comparative politics and political theory. Our program already offers introductory courses in American politics and international relations, yet we do not do the same for the political science subfields of comparative politics and political theory. Second, though our program offers an Honors Program, we do not have a required capstone course for seniors like many of our peer and aspirational institutions. Third, our peers emphasize research methods courses more than we do. Pepperdine offers a research methods class (POSC 310), yet it is not required nor is it taught by a political scientist. The same is true for our Statistics class (POSC 250) which is neither required nor taught by a political scientist. Fourth, there is room to expand the upper level political theory courses, given that we lack offerings on Democratic Theory, Justice, and Identity Politics and Theory. The latter deficiency may be partially mitigated given the hire of a new political theorist for 2013-2014, who will be able to develop new courses to fit his specialty. Finally we note that many institutions teach a Politics and Literature course. Though certainly an interesting topic, we do not see this class as top priority in terms of new course development.

Some of these course limitations are inherent in liberal arts programs with a relatively small faculty. Our peer and aspirational schools that are universities (Notre Dame, Wake Forest, University of San Diego) can offer far more courses than we can. Even the liberal arts colleges that Pepperdine has deemed to be peer or aspirational typically have a much larger faculty. As an example, both Carleton College and Pomona have 12 full-time political science faculty, while we have 8. While the number of our full-time faculty is relatively high by the standards of Pepperdine, it is, in short, low by the standards of the best universities and liberal arts colleges to which we aspire.

High Impact Practices

Several High Impact Practices (HIPs) have been identified as important in the personal, educational, and professional development of undergraduate students. Many of these HIPs are broadly relevant to an institution as a whole, such as participation in an international program or a first-year seminar. HIPs also tie into individual programs and majors. Political science-related HIPs include Writing Intensive (WI) classes, supervised fieldwork (internships), the Political Science Honors Program, and faculty-student research as facilitated through Undergraduate Research Programs of the Seaver Dean's Office.

Political science majors must complete one WI course in the political science major. The courses in political science that count for the WI requirement include: Foundations of Political Theory (POSC 311), International Relations (POSC 344), and Comparative European Politics (POSC 353). For example, in International Relations students are required to write at least two six to seven page papers on topics related to global politics. These assignments are designed to improve students' writing and analytical capabilities. In Comparative European Politics, students write in upwards of 20 to 25 pages for a research paper involving comparative research design.

Some HIPs, however, are not required. Specifically, Supervised Field Work (internships) and the Honors Program are recognized as valuable experiential learning opportunities in Political Science but are not required. Students can receive between one and four credit hours for POSC 595 (Supervised Field Work). Similarly, students may participate in a two-course Honors sequence: Honors Seminar (POSC 493) and Senior Honors Thesis (POSC 491). In the Honors Seminar, students hone research and writing skills by reading important political science research and listening to faculty research presentations. Through POSC 493, students prepare a research design to be implemented in the following course called Senior Honors Thesis (491).

After writing honors theses, students often go on to present them at professional conferences and/or publish them in journals.

Using the students who graduated with a Political Science degree in recent years as a sample, we examined the extent to which students engaged in these two HIPs. Table 2 below demonstrates the percent of graduating students who have completed the Honors Program. The percent of students engaging in this HIP has increased with each year of the honors program. It should be noted that the program is geared to the most academically inclined seniors, who work one-on-one with faculty members to complete political science research. It is not expected that all students will participate in the Honors Program; thus, it is notable that 12.5 % of graduates completed this rigorous HIP in 2011-2012. What is more, 16 of 48 graduating seniors in 2012 completed Supervised Fieldwork (internships). That is, one-third of our majors chose to participate in this HIP. All students present their research at an undergraduate research banquet at Pepperdine, and several of them go on to present research at regional and national conferences. Moreover, a handful publish their research in academic journals. Two recent examples are Shane Bilsborough and Shiloh Rainwater, who published their theses as single-authored, mainstream journal articles (respectively in the *Journal of Strategic Security* and *Naval War College Review*).

Table 1: Honors Program Students

Year	No. of Graduating Seniors	No. of Students Completing Honors	Percent Completing Honors
2009-2010	63	3	4.8 %
2010-2011	49	5	10.2 %
2011-2012	48	6	12.5 %

Finally, we note the participation of students in research outside of the Honors Program. Many of our faculty members have conducted research with undergraduates in the past five years, as facilitated through grant programs from the Seaver Dean's Office (e.g., Summer Undergraduate Research Program (SURP), Cross-Disciplinary/Interdisciplinary Undergraduate Research Program (CDIUR), and Academic Year Undergraduate Research Initiative (AYURI)). Four of the seven current faculty members in political science have worked with students in this capacity. Although we have not formally assessed the impact of collaborative research efforts as of yet, our sense is that these experiences strongly relate to several of our PLOs, most clearly PLO 4. In addition to honors students who present their research at conferences internal and external to Pepperdine, several of our majors have presented research at undergraduate or professional conferences as a result of these collaborative research efforts.

Evidence of Faculty Qualifications

All faculty members hold their terminal degrees, and their areas of specialization span the political science curriculum (see Appendix 6). In addition to numerous publications (see Appendix 7), the political science faculty members have received recognition for teaching and service. In this section, we point out faculty qualifications and exemplary faculty achievements.

Three political science professors have won teaching awards in the last decade. Nate Klemp (a member of the political science faculty until 2012) won Pepperdine University's Howard A. White Award for Teaching Excellence in 2010. In 2005, Chris Soper won this same award. Dan Caldwell, in 2002, won the Center for Teaching Excellence Award.

All faculty hold memberships in appropriate professional organizations. Five are members of the American Political Science Association, and the two International Relations professors are members of the International Studies Association. What is more, several professors serve in leadership positions in professional organizations. For instance, Robert Williams recently served as President of the International Studies Association-West (2011-2012) and Program Chair of the International Studies Association-West (2010-2011). Joel Fetzer has been Program Chair of the American Political Science Association's Religion and Politics Section (2008). Candice Orbals served as presidents of the Midwest Women's Caucus of the Midwest Political Science Association (2010-2011) and the Women's Caucus of the American Political Science Association (2011-2012). Dan Caldwell has served as the Chair of Academic Outreach Committee of the Council on Foreign Relations (2005-present).

In recent years, several faculty members have been awarded grants to complete their scholarly research. Brian Newman, Candice Orbals, Meagan Francis, and Joel Fetzer have won internal grants from Pepperdine University. Moreover, Candice Orbals has received external grants from the American Political Science Association and Ministry of Education and Culture (Spain).

The list of faculty publications (Appendix 7) since the 2007 program review demonstrates the research productivity of the political scientist faculty. Though all publications are listed in Appendix 7, we highlight below the fact that all current faculty have written books in the past five years and many faculty have completed research with students.

Recent Books

- Caldwell, Dan. 2011. *Vortex of Conflict: U.S. Policy toward Afghanistan, Pakistan, and Iraq*. Stanford: Stanford University Press.

- Caldwell, Dan and Robert Williams. 2006. *Seeking Security in an Insecure World*. Lanham, Maryland: Rowman and Littlefield. (second edition, 2012)
- Fetzer, Joel S. 2012. *Confucianism, Democratization, and Human Rights in Taiwan* (with J. Christopher Soper). Lanham, MD: Lexington Books/ Rowman & Littlefield.
- Fetzer, Joel S. 2011. *Luxembourg as an Immigration Success Story: The Grand Duchy in Pan-European Perspective*. Lanham, MD: Lexington Books/Rowman & Littlefield.
- Francis, Megan. *Civil Rights and the Making of the Modern American State*, Cambridge University Press, forthcoming.
- Griffin, John D. and Brian Newman. 2008. *Minority Report: Evaluating Political Equality in America*. University of Chicago Press.
- Poloni-Staudinger, Lori and Candice D. Ortals. 2013. *Terrorism and Violent Conflict: Women's Agency, Leadership, and Responses*. New York: Springer-Verlag.

Publications with Students

- Fetzer, Joel S. and Melissa G. Ocepek. 2010. "The Causes of Pro-Immigration Voting in the United States Supreme Court." *International Migration Review* 44(3):659-696.
- Fetzer, Joel S. and Brandon Alexander Millan. 2008. "Public Support for the 1990 Student Democracy Movement and Emigration from Taiwan: Exit and Voice or Exit or Voice?" *American Journal of Chinese Studies* 15(2):501-511.
- Newman, Brian and Kevin Lammert. 2011. "Divided Government and Foreign Relations Approval." *Presidential Studies Quarterly* 41(2): 375-392.
- Newman, Brian and Andrew Forcehimes. 2010. "'Rally Round the Flag' Events for Presidential Approval Research." *Electoral Studies* 29(1): 144-154.
- Newman, Brian and Emerson Siegle. 2010. "The Polarized Presidency: Depth and Breadth of Public Partisanship." *Presidential Studies Quarterly* 40(2): 342-363.

Summary of Annual Reports

The political science faculty members have assessed PLOs for the past two years. Before that time, the faculty undertook assessment studies that (1) gauged knowledge of political science content through a multiple choice instrument and (2) investigated the Honors Program by way of

student feedback. We first review the findings from these reports, followed by a discussion of PLO assessment after 2010.

Prior to 2010, the program assessed student learning via a 100-item multiple choice exam that was administered to incoming political science majors and graduating seniors. In 2008-09, the incoming political science majors correctly answered 57.5% of the questions. In contrast, the graduating seniors correctly answered 75% of the questions, gaining about 18 points. It is difficult to know whether 75% is a reasonable score for graduating seniors. What is much clearer, however, is the degree of improvement. Our majors did appear to be gaining the basic knowledge central to the major. Moreover, students made gains in each of the five fields of political science that were represented on the exam.

Although this type of assessment no longer reflects the ways in which Pepperdine programs conduct assessment (i.e., it does not relate to PLOs), these older reports were notable for a couple of reasons. First, through these assessment activities, the faculty decided to develop an honors program and emphasize ways to hone students' critical thinking skills. Second, though the multiple choice instrument is no longer in use, its development and utilization was shared by several faculty members, thus showing faculty engagement in assessment matters.

In 2010, once again before we had PLOs, the political science faculty assessed student learning through open-ended, student feedback regarding the Honors Program. Through this feedback, the faculty reorganized the honors sequences to address weaknesses in the program. Specifically, this assessment allowed us to revise the Honors Program's deadlines and expectations. It also improved how we facilitated the selection of advisors for honors students. For example, in the current year of the program (2012-2013), Professor Soper had each of the seven students in the program write a literature review and proposed research topic in the first

month of the honors seminar. He met individually with each student to discuss their proposed topic, and he approached faculty about their willingness to serve as an advisor for the students. This allowed him to spread the work of advising the honors thesis among the faculty in the program.

After determining the program's PLOs, in 2010, the faculty completed program assessment by measuring student's acquisition of PLOs. Thus far, the faculty has assessed two of the five PLOs, PLO 1 and PLO 4. To review, PLO 1 states: students who successfully complete a political science undergraduate degree should be able to *compare political institutions, governmental and non-governmental actors, and political cultures in the United States and other states, distinguishing basic differences and similarities among them*. PLO 4 states: *students who successfully complete a political science undergraduate degree should be able to utilize research methods appropriate to the political science subfields and write arguments and/or test hypotheses grounded in the extant literature and justified using textual and/or empirical evidence*.

PLO 4 was assessed in 2010-2011. For the assessment of this PLO, the faculty created a rubric about that broke down the PLO into four subparts (see Appendix 8). The four subparts of the PLO that we used in our rubric are as follows:

- **Justification** – Is the thesis justified using sound textual and empirical evidence?
- **Literature** – Is the thesis grounded in the extant political science literature?
- **Methods** – Does the thesis use appropriate empirical or theoretical methods?
- **Writing Style** – Is the thesis well-written and organized? Is the student's writing free from typos and errors in syntax?

We used the rubric to measure students' research skills on the first and final drafts of their honors theses. We sought to find the degree to which students improved over the courses of the honors sequence. As in Appendix 8, the students showed the most improvement in justifying their argument and at their use of literature and methods. Out of all four components of the PLO, students showed the least improvement on writing with clarity and minimal errors in syntax. Therefore, we concluded from this year's assessment that we needed to offer even more rigorous instruction on writing skills. We decided that it would be wise to frontload writing deadlines in the Honors Program in order to give students more time to edit and revise their writing. We also decided, in future years, to emphasize explicit instruction on the mechanics of writing in the comments given to students on earlier papers and other written work. At this time, we also argued that we should set clearer expectations at the beginning of the honors seminar, and that we could do so by giving students a copy of the rubric that will be used to evaluate their work.

PLO 1 was assessed in 2011-2012. Once again, we created a rubric to gauge student learning (see Appendix 8), particularly to look at students ability to complete comparative analysis. We used the rubric to evaluate six students' ability to write a paper in the subfield of comparative politics. We found that students appeared to underperform on the Argument/Analysis sections of their papers. Contrary to our initial expectations, and given the previous year's assessment of research and writing, students appeared to actually perform quite well on the Style/Grammar category. We thus concluded that all comparative politics courses should place a greater emphasis on teaching students how to construct a solid comparative arguments and how to write a compelling conclusion. These were the areas in which students appeared to struggle, at least as compared to the other categories on the rubric. The second implication raises important questions about the current structure of the comparative politics

curriculum. While upper division comparative politics courses might have some effect on improving the quality of student writing, these courses should not bear the primary burden of introducing students to comparative methods and writing strategies. The sequence of the comparative politics curriculum is built around the premise that students will begin by taking POSC 353, where they will be given extensive instruction in how to carry out a strong comparative analysis and then, with these skills in hand, move on to courses like POSC 459 and 554. However, POSC 353 is not a required course in the political science curriculum.

Furthermore, assessment of PLO 1 did not take into account American politics courses. PLO 1 is intended to gauge learning outcomes in the subfield of American politics. However, as we assessed PLO 1, we felt that American politics was an odd fit for the PLO. The rubric did not suite assessment of American politics courses. Creating a PLO for the American subfield is an action point for future assessment activities.

The political science faculty is well prepared to continue assessing PLOs. We conclude this section by offering evidence that faculty members have the competencies to complete assessments in upcoming years. First, as social scientists, we have expertise in qualitative and quantitative methods that we can harness to design assessment studies. Second, the faculty see the worth of assessment and are regularly implementing it. Three of the seven faculty members have completed assessment reports in past years. Many more faculty are using rubrics to assess student learning in individual classes. All faculty, on their syllabi, tie student learning outcomes in individual courses to PLOs. Third, Candice Ortals is on the Seaver College assessment team, and she has researched diversity assessment, presenting a paper at the 2013 Teaching and Learning Conference of the American Political Science Association.

Evidence of Program Viability and Sustainability

The most important resource for the political science program is faculty. This is particularly true in light of the college's commitment to promoting such high impact practices as undergraduate research and a senior thesis. We applaud the commitment to both those endeavors, but each requires time and commitment from individual faculty members. Given the number of our faculty and the size of our major it would be virtually impossible, as an example, to require each of our 45-50 graduating seniors to compose a thesis, as much as we think that there is great value in such an exercise. As the college moves toward the promotion of these high impact practices, therefore, we see a real need for an expanded faculty.

Demand for the Program

As mentioned above, the size political science major has decreased in numbers in the past two years. This could be a function of decreased enrollment at law schools, as a healthy percentage of our majors have in the past attended law school. Declining enrollments in law school, therefore, might be leading to fewer political science majors. On the other hand, the number of political science majors has fluctuated in the past and we are confident that our numbers will once again increase.

Allocation of Resources

Faculty. The Political Science faculty is comprised of seven political scientists listed in Appendix 6. Before 2012-2013, our faculty also included an eighth political scientist, a political theorist. Starting in 2013-2014, a political theorist again will join the faculty, making the number of political scientists reach eight faculty members.

Administrative and Support Staff. The Political Science program is part of the Social Sciences Division, which also includes the Economics, Psychology, Sociology, Industrial/Organizational Psychology, and Social Work programs. As a result, it receives division staff support: an Office Manager (Bob Escudero), an Administrative Assistant (Suzan Ton), a Technology Liaison (Chris Low), whose responsibilities are shared with the Religion Division), and seven student employees. No concerns have voiced to suggest that this staff is insufficient for the needs of the program.

Physical Space. The Social Science Division has priority use of six classrooms, ranging in seating from 24 to 54, and access to the large lecture hall, Elkins Auditorium, for general education classes. The Psychology program has a dedicated computer lab with 15 workstations, which has been made available at times for statistical analyses by political science students working in Joel Fetzer's Public Opinion class and the Honors students working on statistical research projects. These workstations have SPSS, STATA, and the Microsoft Office packages available for statistical analyses and for preparing papers and posters for presentations. Each full-time faculty member in political science has his or her own office, and additional office space is available to be shared among adjunct faculty. One concern that has been voiced in recent years is the need for at least one seminar room for use by political science courses. The physical space of a seminar room would be ideal for teaching the Honors Program course as well as smaller enrollment, upper-level courses. This space could also be used for research collaboration and colloquia.

Financial Resources. The salary structure for faculty in the Political Science program follows the general guidelines that are fully described in the Seaver College Faculty Handbook. In short, Seaver uses a fixed salary structure; although stipends may be awarded for specific duties, the base salary of all people at the same rank (e.g., Assistant Professor II or Associate Professor III) is standardized.

The Social Science Division funds each faculty member's professional travel to two conferences per year, one national and one local. In addition, it sponsors professional travel for any student who is presenting research at a professional conference by paying up to \$300 in costs related to the trip.

Internal support for research is available through four programs. First, the Academic Year Undergraduate Research Initiative provides \$500 of funding for the expenses of a student's independent research project. Second, the Summer Undergraduate Research program provides a \$1,000 stipend for faculty members supervising a student's summer independent research project, and provides the student with a scholarship to cover the cost of 4 units of credit. Third, the Dean's Research Grant provides awards up to \$1,500 for faculty research projects. Fourth, faculty members may apply for Seaver Research Council Grants, typically ranging from \$1,000 to \$4,500. For expenses beyond these three funding options, faculty members are expected to apply for external grant support.

Summary and Reflections

The main purposes of this report were to summarize results from the Annual Program Reviews conducted over the past four years, to provide a foundation for the Annual Program Reviews over the next four years, and to provide a basis for a review that will be written by an external reviewer.

From this report, we have learned that the following are strengths of the Political Science Program.

1. Faculty members in political science demonstrate high quality teaching (e.g., three teaching award winners and a growing culture of assessment).
2. The political science faculty are high quality scholars that use research as a way to invigorate teaching and offer students experiences related to high impact practices. All faculty members have recently written a book and many of their article publications are in top-tier outlets.
3. The political science program shows a growing reliance on assessment data to make adjustments to the major. Many faculty members have participated in assessment activities or have written assessment reports.
4. The political science program provides several opportunities for students to participate in HIPs.
5. Incoming classes of political science students demonstrate diverse identities.

This report also indicates areas in which our program could improve. We list the following below as ways in which to revitalize the major.

1. The number of Political Science majors has declined in recent years. We must more fully examine the implications of these data (see below – Quality Improvement Plan).
2. We have identified areas of the curriculum that could be developed/tweaked for the sake of achieving greater student learning.
3. We have not assessed all of the program’s PLOs. This is a result of the recent institutionalization of PLO assessment at Pepperdine University. Nonetheless, more thorough PLO assessment is necessary in the future (as per the assessment plan in Appendix 2).
4. Though we excel at faculty-student research and conduct an Honors Program, we lack a physical space for seminar courses and research collaborations.

Goals, Action, and Quality Improvement Plans

Action 1. Discuss Research Design and Methods in Curriculum

Evidence to Support the Action.

- Some peer institutions require statistics *and* research design classes.
- Assessment of research PLO (PLO 4) shows a greater need for research design skills on the part of our students.
- Political scientists, with the exception of POSC 560, do not teach methods and research design courses (i.e., POSC 250 and POSC 310 currently are taught by sociologists).

Expected Outcome: Coming to an understanding of courses that teach methods and research design to majors so that PLO 4 might be fully accomplished (the understanding could

be that we need to require POSC 250 and POSC 310 for all majors, or we could decide that we should designate certain upper level courses in which skills could be developed more fully).

Timeline for Action. Methods and research design discussion to take place during 2013-2014 academic year.

Type of Action. The action of *discussing* curriculum is “resource-neutral,” though, depending on the decision emerging from the discussion, the program may need political scientists to teach additional courses in coming years (i.e., resource-necessary if discussions lead us to develop new courses or revive ones in the course catalog).

Action 2. Discuss status of introductory courses in Comparative Politics and Political Theory as prerequisites for upper-level classes in these subfields

Evidence to Support the Action:

- Some peer institutions require introductory courses in the comparative politics and political theory subfields.
- Data from annual reports show the need for greater comparative analysis skills on the part of students.
- Without requiring classes such as POSC 353 and POSC 311, many students miss “introduction” to the comparative and theory PLOs; thus, they must develop and master these PLOs in other courses without having been properly “introduced” to them.

Expected Outcome: Coming to an understanding of the lower-level courses in the major’s curriculum. We should discuss whether we should we require POSC 311, POSC 353, and POSC 344 before taking 500 level classes.

Timeline for Action: Discuss during academic year 2014-2015, in preparation of an upcoming assessment on the comparative politics and political theory PLOs, respectively PLO 1 and PLO 2. See assessment plan and map in Appendix 2.

Type of Action: The action of *discussing* curriculum is “resource-neutral,” though, depending on the decision emerging from the discussion, the program may need political scientists to teach additional courses in coming years (i.e., resource-necessary if discussions lead us to require certain classes for *all* students).

Action 3. Write a Program Learning Outcome for American Politics Subfield

Evidence to Support the Action:

- Although PLO 1 aims to assess American politics courses, the assessment of PLO 1 in 2011-2012 did not utilize data from upper-level American politics courses.
- The rubric we created to assess comparative politics courses did not match the goals of assignments in upper-level American politics courses.
- We erroneously thought we could only have five PLOs when we first constructed them, thus the odd sandwiching of comparative politics and American politics outcomes.

Expected Outcome: A new PLO for the political science program

Timeline for Action: The new PLO will be developed in academic year 2013-2014

Type of Action: This action is “resource-neutral,” as it only requires a discussion on the part of the assessment coordinator and the American politics faculty.

Action 4. Continue to teach First-Year Seminars to attract new majors

Evidence to Support the Action:

- The number of Political Science majors has declined in recent years.
- First-year seminars may attract new Pepperdine students to the majors of the faculty member teaching the seminar.
- In the last year, a couple of political science faculty members have taught first-year seminars, with the result of recruiting a handful of students to our major. A few other faculty members have taught first-year seminars over the course of their careers.

Expected Outcome: Two or three Political Science faculty members teaching first-year seminars, every year or two.

Timeline for Action: Beginning in the 2013-2014 academic year, faculty members who already teach first-year seminars will continue to do so. At this time, other political science faculty who are interested will begin thinking about the feasibility of teaching a first-year seminar.

Type of Action. This action is both “resource-neutral” and “resource-necessary”. If a faculty member already teaches a first-year seminar, no additional resources are needed. If faculty are recruited to teach first-year seminars, they may need to be relieved of other teaching assignments, thus creating a need for resources to cover said courses.

Action 5. Keep tabs on external context’s influence on Political Science enrollments

Evidence to Support the Action:

- Law school enrollments are declining, and many students choose political science as a major to prepare them for law school.

- The political science profession soon will embark on a discussion of curriculum (as stated at the 2013 Teaching and Learning Conference of the American Political Science Association).
- The number of Political Science majors has declined in recent years.

Expected Outcome: A fuller sense of where the major should and could be going, in relation to the larger political science context. We intend to conduct a rigorous analysis of why we are losing majors. Various hypotheses present themselves (e.g., move of POSC 104 to the large classroom context of Elkins, rise of international studies majors with a political studies concentration, rise of philosophy major, admissions office accepting fewer intended POSC majors, etc.). In principle, these hypotheses are empirically testable using Institutional Research's data. We will also consider altering the curriculum as our national organization suggests actions/benchmarks for the major.

Timeline for Action: We will look into the changing external context during academic year 2014-2015. It is too early to tell what or if the American Political Science Association will develop new curriculum guidelines; thus, it is preferable to work on this action in a couple of years.

Type of Action: This action largely is "resource-neutral" in that it requires a conversation about the changing external context of political science. On the other hand, it might be "resource-necessary" and time intensive if we want to rigorously analyze declining enrollments with institutional data. We would suggest a course release for the faculty member who would conduct the rigorous analysis in this assessment area.

Action 6: Seminar Room

Evidence to Support the Action:

- We lack a physical space for seminar courses and research collaborations
- We are engaged in many HIPs and collaboration with students

Expected Outcome: A seminar room dedicated to political science courses and research collaborations

Timeline for Action: Beginning academic year 2013-2014 and continuing until space is secured.

Type of Action: This is a “resource-necessary” action. We are seeking a physical space in which we can regularly hold seminar courses and use for research collaboration/colloquia.

Response to External Review

The information provided in this document thus far represents our self-evaluation *before* our external review. In March 2013, Steven L. Lamy, Vice Dean for Academic Programs and Professor of International Relations at the University of Southern California, evaluated our political science program. Dr. Lamy was considered an excellent choice as a reviewer because of his teaching, research, and administrative expertise. He understands how assessment can be used to improve academic programs, as he has completed similar reviews for other institutions. Dr. Lamy submitted an External Review Report (see Appendix 9), which suggested six major conclusions about our program. Below we respond to these conclusions.

Conclusion 1: Program Learning Objectives

“The political science department at Pepperdine needs to work on...reviewing and adapting learning objectives from some of the better programs in the U.S....A way forward might involve a careful review of Bloom’s Taxonomy and various adaptations that include some six categories of cognitive processes...These include: remember, understand, apply, analyze, evaluate and create.”

Response: We agree that our PLOs need to be revised. We noted this concern before our outsider review, and the outside review confirms the need to rethink PLOs. We like Dr. Lamy’s suggestion to reference (a) the PLO examples from Duke University and (2) Bloom’s Taxonomy. As we reframe our major to focus on writing, critical analysis, and student research (see Lamy suggestion below), we will make sure PLOs reflect our new framework.

Conclusion 2: The Student Experience and the Learning Environment

Dr. Lamy suggested that we facilitate connections between students and faculty through (a) “more connections with Los Angeles and with the other academic institutions in the Los Angeles area,” and (b) the “establishment of a fund for students to work with faculty as research assistants.”

Response: We are in strong agreement that we need more resources to work with students on research. We are interested in working collaboratively with students on their own research topics, but also we are interested in involving students in our own active research agendas. As such, we seek to explore the involvement of students *as paid research assistants* and we want to

locate funding for such student research positions. We want to make more regular use of the student research programs from the office of the Associate Dean for Research, and we also aim to be in dialogue with Associate Dean Kats regarding the nature of expensive fieldwork in Comparative Politics and International Relations. If we are to involve students in this type of research (often overseas), we need to find additional sources of funding for student researchers and research assistants. To this end, we will (a) brainstorm how to better convey our significant research needs to the administration, and (b) consider tapping the recently announced Wave Initiative to fund student research involvement. We also agree that it would be rewarding to facilitate Pepperdine students' interactions with the greater Los Angeles community. Though we don't intend to develop a comprehensive program for a permanent speaker series, etc., we aim to identify smaller ways in which we connect students with LA (through field trips, active learning, a student outing each semester, etc.). Another simple idea is implementing a mini-speakers series, inviting two or three guest speakers to campus per year. If we do so, the speakers will include academic experts and practitioners.

Conclusion 3: Curriculum

“The department is comparable to some of the better liberal arts colleges and small university programs...the honors program is a great model for creating more research experiences and more research courses. Research, writing, presentation and debate should become common elements in each of the courses.”

Response: We welcome Dr. Lamy's positive response to our current curriculum. We also agree with his idea to emphasize research and writing in more courses. As mentioned earlier, we had

pinpointed this need (through assessment) before Dr. Lamy's visit. Thus, we are on the same page and we want to reframe our major as one that emphasizes research, writing, and critical thinking.

Conclusion 4: Faculty Quality

“This is an excellent faculty. They all score very high in the trinity of service to the university, research and quality teaching and mentoring...As I suggested earlier, the university's tenure and promotion system and its compensation policies may need review. One way of making sure the world knows about your quality faculty is to involve external reviewers in the tenure and promotion process. This is a faculty that will do very well in any external review and I would not be afraid to share their success with scholars and teachers all around the world.... In order to retain many of the younger faculty in this department and others at Pepperdine, you may need to have the flexibility to match salary offers and offer pay increases based on the academic accomplishments of the faculty.”

Response: We are pleased with Dr. Lamy's evaluation of our performance as teachers, mentors, and researchers. We agree with his statements about competitive salaries and external reviewers, yet we acknowledge that such policy changes must be Seaver-wide and not only applied to our program's performance/salaries. As such, we support ongoing Seaver-wide conversations about merit pay. Based on Dr. Lamy's suggestions, we intend to participate in these conversations in coming years.

Recommendation 5: Diversity

Dr. Lamy mentioned that our program has “two female professors and one is African-American.” He suggested that we work to retain this level of faculty diversity.

Response: We support diversity in our faculty and student body. In future hires, as we have done in the past, we will seriously consider the diverse backgrounds of candidates and what they may offer students in terms of diverse experiences.

Recommendation 6: Addressing the Decline in Enrollments

“The department should develop a message that being a political science major at Pepperdine is not only about preparing for law school. I would frame it as a major that prepares students for research in complex issue areas and focuses on the skills of writing, analysis, evaluation and critical thinking...One of the fastest growing majors at USC is international relations global business and it is a major that could be replicated at Pepperdine. At minimum, the department should explore a concentration in political economy.”

Response: We agree that we want to reframe the major as one that emphasizes “skills of writing, analysis, evaluation and critical thinking.” This is an important take-home point of the outside evaluation. We will be in conversations with one another about how to best accomplish this goal. One idea that has piqued some of faculty members’ interest involves developing a major or minor that is a “hybrid” (e.g., political economy or political/non-profit management). We believe that this conversation may lead us to further ideas about how to teach “complex issue

areas” to our students. We also will consider developing single courses about “complex issues” that appeal to students (whether about global business politics, etc.)

Closing the Loop: Plans for the Future

Closing the Loop: Revise PLOs and Reframe Major

Rationale: The political science faculty wrote our current PLOs before we had a full understanding of the assessment process. In our aforementioned action plan, before the external review, we noted the need to better integrate the American politics subfield into our PLOs (see Action 3, p. 32 of this report). The external reviewer confirmed our need to revise the PLOs, and he indicated how PLOs could reframe the major as one that teaches students analytical skills. We want to develop PLOs so as to reflect this new framework of analysis/critical thinking, which we believe will attract students to our major.

Actions Completed and Planned: In Spring 2013, Professor Ortvals discussed the need for new PLOs with Professor Newman. At this point, the faculty agreed that PLO revision would be included in an action plan, to be further discussed in the academic year 2013-2014 (see Action 3). We intend to continue PLO conversations/revisions during the academic year 2013-2014. The specific ways in which we will “close the loop” include: we will meet during fall 2013 to develop new PLOs, in anticipation of measuring learning with these new PLOs during spring 2014 (in our annual political science assessment report). At this point in time, moreover, it will

be necessary for us to revise our Scheduled Review of Program Learning Outcomes (see Appendix 4).

Closing the Loop: Curricular Emphases on Writing, Analysis, Evaluation and Critical Thinking

Rationale: Though our external reviewer endorsed our current curriculum, he also explained how we could reframe our major with a curricular emphasis on analysis and critical thinking. We also had identified a growing need for methods/research skills in our aforementioned action plan (see Action 1, p. 30 of this report). In order to reframe our major as one that provides research skills, we must continue to brainstorm ways to improve research skills in the major's overall curriculum and within the context of individual courses.

Actions Completed and Planned: For the past few years, the faculty has discussed the development of research skills. These discussions have been prompted by assessment reports regarding our Honors Program. We will continue these discussions in the academic year 2013-2014. The concrete ways in which we will "close the loop" during 2013-2014 are (1) we will create a Google document that lists the research/writing projects that are assigned in each of our classes. From this document, we will be able to brainstorm whether students are being taught how to do research and critical thinking, (2) we will read the extant literature on *how to assess* critical thinking skills so that we can successfully assess if students are acquiring the skills we are attempting to teach them, (3) we will discuss if we want to require certain research/writing intensive courses of all students in the major in order to ensure that all majors are rigorously trained in critical thinking.

Closing the Loop: Promotion of Research

Rationale: Our external reviewer praised our research accomplishments and suggested the “establishment of a fund for students to work with faculty as research assistants.” The review process (initial report and external review) has led us to consider how we can best use our research talents to further student learning. We have identified a growing need for our students to learn methods/research skills (see Action 1, p. 30 of this report and previous closing the loop rationale). In order to reframe our major as one that provides research skills, we must have resources to conduct research and interact with students regarding research. As such, we will work toward obtaining (1) a political science seminar/research room (see Action 6, p. 35 of this report), and (2) a more institutionalized way to internally fund undergraduate research, especially student travel, and a program for them to work with us as research assistants. These resources are necessary because we are engaged in many HIPs and collaborations with students and due to the fact that we lack a physical space for seminar courses and research collaborations. We also lack sufficient funds for all the possible research we could be doing with students.

Actions Completed and Planned: Through the assessment process we have realized our strengths in guiding student research and we have become aware of the fact that we could do much more if we could obtain additional, internal resources. We will work toward obtaining additional resources in two ways: (1) two faculty members will be designated to work on the “political science seminar/research room.” These faculty members will be in conversation with Division Chair Steve Rouse during 2013-2014 to locate a space for the room, and (2) two other faculty members will request a meeting with Associate Dean Kats to convey our program’s particular needs regarding internal funding for student research.

Closing the Loop: Emphasize, Current “Complex Issue Areas” in the Curriculum

Rationale: Our external reviewer, while applauding our curriculum, believed that we could attract new majors by emphasizing “complex issue areas,” particularly ones that are novel and/or key to current politics and economics. To this end, he suggested creating a political economics major. We believe that a new major or minor is a possibility and/or we could develop new classes about “complex issue areas” to attract students.

Actions Completed and Planned: The external review in May 2013 has generated a lot of conversation among the faculty about the possibility of new classes and/or majors/minors. From these conversations, we have realized that our talent pool is strong and we have the capability to attract students with innovative courses/majors/minors. That said, we want to approach curriculum development in a slow and thoughtful way. Thus, we will continue these discussions in the academic year 2013-2014. Three actions will assist our conversations on these matters: (1) a faculty member will research peer/aspirational institutions’ requirements for political economy minors/majors, (2) a second faculty member will brainstorm a list of novel course topics for us to consider and discuss (e.g., check to see if cutting edge universities are teaching innovative courses that we might want to replicate, for example, about politics and non-profits or politics and film), (3) conduct three focus groups with students (non-Honors as well as Honors students) about what “complex issue areas” they want to see in the curriculum. Furthermore, by the year 2014-2015, we will consider developing a mini-speakers series, inviting two or three guest speakers to campus per year to discuss current “hot” topics (e.g. elections, terrorism, wars/conflicts, etc.). Internal funding for speakers’ travel and honoraria would be useful to develop this initiative.

Closing the Loop: Faculty Quality

Rationale: Our external reviewer noted the high quality of our faculty in the “trinity of service to the university, research and quality teaching and mentoring.” He said, “One way of making sure the world knows about your quality faculty is to involve external reviewers in the tenure and promotion process.” As we suggested above, this is not a decision that we can make on our own, but we think that there are other ways to meet the same objective.

Actions Completed and Planned: To make sure “the world knows” about the political science program at Pepperdine University, we will continue our individual commitments to service to the discipline through professional associations, conference presentations, manuscript reviews, and publications. We believe that this as the most significant way that we can increase the reputation for both our department and the university more generally. The best way to insure this engagement with the discipline is for the university to maintain, or even increase, the support it provides for faculty travel to conferences and for research.

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Appendix 1: Political Science Major Requirements

Course Requirements

All political science majors must take POSC 104 (four units). Normally, they should take this course before taking upper-division political science courses. The political science major requires a minimum of 32 upper-division units. Political science majors who take POSC 250 must take 28 upper-division units to complete the major. To ensure a breadth of knowledge, a political science major must take at least one course from four of the following five fields of political science, and include a research methods/presentation skills course as well as a writing-intensive course:

Methodology: POSC 250 (GE, PS, RM), 310 (PS, RM), and 560 (PS, RM)

Political theory: POSC 311 (WI), 416, 417, 518

American government and politics: POSC 428, 437, 509, 520-526, 533

International relations: POSC 344 (WI), 446, 449, 542, 548

Comparative government: POSC 353 (WI), 410, 451-459, 555 No more than one supervised fieldwork class (POSC 595) can be included in the minimum of 32 upper-division political science units. A maximum of four units in supervised fieldwork may be taken for credit/no credit toward the required units in the major. Political science majors, particularly those planning to pursue graduate studies in political science, are urged to meet their general education mathematics requirement by taking POSC 250.

First-Year Program

Political science majors should take POSC 104 and other courses in their first two years as outlined in this catalog. They should choose ECON 200 as one of the courses satisfying the “Human Institutions and Behavior” requirement of the general education program.

The Honors Research Program in Political Science

Political science majors are encouraged to participate in the Honors Research Program, which is aimed at providing students with insight into how professional political scientists design research projects, collect and analyze data or interpret philosophical texts, and communicate their results to the academic community. Students apply to the program in the fall semester of their senior year and are admitted to the program based on their GPA, career goals, successful completion of a course or courses in political methodology (such as POSC 250, 310, and/or 560), and the degree of congruence between the topic of the student’s proposed honors project and the expertise of the regular members of the political science faculty. Students are selected by a committee in the fall semester of the student’s senior year and are notified in time for preregistration for the spring semester of that same academic year. Upon acceptance into the program, students enroll in POSC 491: Senior

Honors Thesis. During the spring semester, the student will research and write an article-length manuscript under the supervision of one of the regular political science professors. In order to complete the program, students must present their findings in thesis form to an examining committee composed of the thesis supervisor and two other regular political science faculty. After each candidate successfully completes an oral thesis defense, the committee recommends that the student's transcript and diploma be marked "Honors in Political Science." It is expected that the thesis will be presented as an academic conference paper coauthored with the supervising professor and that a revised version will be submitted for publication as a coauthored article in a scholarly social science journal.

Appendix 2: Curriculum Map

For each course, indicate whether students will be **Introduced** to the PLO (**I**), **Develop** their skills related to the PLO (**D**), or demonstrate **Mastery** of the PLO (**M**) by entering **I**, **D**, or **M** under the appropriate PLO. I = Introduce; D = Develop; M = Master

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
104	I	I		I	I
250				I/D	
310				I/D	
311		I		I	
344		D	I	D	I
353	I,D			D,M	
410	D				
416		D,M		D,M	
417		D		D,M	D
428			D	D	D
437	D				D
446		D	D	M	D
449		M	D	D	M
451	D	I, D		D	I, D
452					
453					
454	D, M			D	D
456	D			D	D
458					
459	D	D		D	M
491					
493					
509	D	D			D, M
518		D, M		D, M	
520					
521					
522	D			D	
524	D, M			D	
525	D			D	
526	D	M		M	D
533		D		D	D
542		D	D	M	D
548		D	M	M	D
555	D				D, M
560	D				M

Appendix 3: Program Learning Outcomes related to Institutional Learning Outcomes

	Knowledge/ Scholarship	Faith/Heritage	Community/Global Understanding
Purpose	ILO#1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	ILO#2 Appreciate the complex relationship between faith, learning, and practice.	ILO#3 Develop and enact a compelling personal and professional vision that values diversity.
Service	ILO#4 Apply knowledge to real-world challenges.	ILO#5 Respond to the call to serve others.	ILO#6 Demonstrate commitment to service and civic engagement.
Leadership	ILO#7 Think critically and creatively, communicate clearly, and act with integrity.	ILO#8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	ILO#9 Use global and local leadership opportunities in pursuit of justice.

Appendix 4: Scheduled Review of Program Learning Outcomes

	Students who complete the Political Science major will be able to	Next Scheduled Assessment
1	Compare political institutions, governmental and non-governmental actors, and political cultures in the United States and other states, distinguishing basic differences and similarities among them.	2014/2015
2	Analyze and apply theories of politics and society to contemporary politics.	2015/2016
3	Evaluate the dynamics of international relations and how politics, economics, and culture shape relations between states.	2013/2014
4	Utilize research methods appropriate to the political science subfields and write arguments and/or test hypotheses grounded in the extant literature and justified using textual and/or empirical evidence.	2016/2017
5	Integrate political knowledge and personal experiences with faith commitments, civic responsibilities, and ethnic and gender identities.	2013/2014

Appendix 5: Course Offerings of Peer and Aspirational Institutions

Possible Political Science Courses	Taught in Peer and Aspirational Institutions	Pepperdine's Course Catalog Offerings (Course no.)	Pepperdine as 592 Course	Topic as Significant Unit in Other Course (Course no.)
AMERICAN SUBFIELD				
Intro to American Politics	CV, O,P,SD,B,CT,ND	✓ (104)		
Urban Politics	CV, P, SD, B, W, ND	✓ (437)		
Presidency	CV,O,SD,B,CT,W,ND	✓ (522)		
Parties and Interest Groups	SD, CT, ND			
Campaigns, Voting, Elections	O, P, SD, B, W, ND			
Public Opinion, Political Behavior, and Voting	B, ND	✓ (560)		
Political Psychology	O, CT			
Los Angeles Politics	O, P			
State and Local Government	SD, B	✓ (520)		
American Political Development	SD			
Women, Gender, Sex, and Politics (US focus)	O, P, SD, W	✓ (509)		
Legislative Process and Behavior/Congress	CV, P, SD, B, W	✓ (524)		
Race and Ethnicity in Politics	O, P, B, CT		✓	✓ (437;555)
African American Politics	B, W, ND			
Protest and Social Movements	O, CT			✓ (451)
Public Policy	CV,P,SD,B,CT,W, ND	✓ (521)		
Public Administration	SD, B			
Religion and Politics (US focus)	B, ND			
Immigration Politics	P, ND	✓ (555)		
Media and Politics	O, B, CT, W	✓ (525)		
Environmental/Green Politics	SD, B, CT	✓ (428)		
COMPARATIVE SUBFIELD				
Intro to Comparative Politics	O, P, SD, B, W, ND			✓ (353)
European Politics	CV, P, SD, B, W	✓ (353)		
Latin American Politics	CV, O, P, SD, B, CT, W	✓ (454)		
Middle East Politics	SD, B			
African Politics	CV, P, SD, ND			
East Asian Politics	CV, O, P, B, ND	✓ (456)		
South Asian Politics	SD, CT, W		✓	
Post-communist Politics	O, W			
Revolution, Protest, and Social Movements	SD, CT, ND	✓ (451)		
Developing Countries' Politics	SD, B, CT, W, ND	✓ (458)		
Islam and Politics	B, W, ND			✓ (459)
Ethnonationalism/nationalism politics	CT, W	✓ (453)		
Politics of UK	SD, B, W			✓ (353)
Politics of Germany	SD, W	✓ (410)		✓ (353)
Politics of Russia	O, SD, B			
Politics of China	O, SD, W, ND			✓ (456)
Religion and Politics (Comparative)	CV, SD, CT, ND	✓ (459)		

Cont. Courses	Taught in Peer and Aspirational Institutions	Pepperdine's Course Catalog Offerings (Course no.)	Pepperdine Offering as 592 Course	Topic as Significant Unit in Other Course (Course no.)
INTERNATIONAL RELATIONS SUBFIELD				
Introduction to International Relations	CV,P,SD,B,CT,W,ND	✓ (344)		
International Security	CV, O, SD, W, ND			
International Political Economy	CV, O,P,SD,B,W,ND			
Model United Nations	CV, SD, B			
Terrorism	CV, SD, B		✓	
International Law	SD, B, W			✓ (446)
International Organizations	SD, B, CT, W			✓ (446)
Human Rights	CV, SD, B, ND			
Arms Control and Security	O	✓ (548)		
War (or War and Peace)	O, B, ND			
Vietnam War	P, W			
Ethnic Conflict	B, CT			✓ (453)
Intelligence	B, CT			
Ethics and International Relations	B, W	✓ (449)		
American Foreign Policy	CV, O, P, SD, B, CT, W, ND	✓ (542)		
THEORY SUBFIELD				
Intro to Political Theory	B, CT, W			
Ancient to Medieval Political Thought	CV, O, P, SD, B, CT, W	✓ (311)		
Modern and Contemporary Political Thought	CV, O, P, SD, B, CT, W	✓ (416)		
Democratic Theory	P, W, ND			
American/Political Ideologies	O, P, SD, B, W, ND	✓ (518)		
Christian Political Thought	None	✓ (417)		
Black/Identity/Feminist Political Thought	CV, O, CT, W, ND			
Justice	P, CT, ND			
METHODS SUBFIELD				
Research Methods for Political Analysis	CV, O, SD, B, CT	✓ (310)		
Quantitative/Statistical Methods	P, ND	✓ (250)		
LAW COURSES				
American Constitutional Law: Structures of Power	O, P, SD, B, CT, W			✓ (533)
American Constitutional Law: Rights and Liberties	O, P, SD, B, CT, W			✓ (533)
Constitutional Law (in 1 class)	CV, ND	✓ (533)		
OTHER CLASSES				
Capstone Seminar/Thesis	O, P, CT, W, ND			
Honors Program/Distinction	O, ND	✓ (491;493)		
Politics of Literature	P, SD, B, W, ND			
Politics of Food	P, ND			

Note: C=Calvin; O=Occidental; P=Pomona; SD=San Diego; B=Baylor, CT=Carleton; W= Wake Forrest; ND=Notre Dame

Appendix 6: Faculty in Political Science Program

*Political Science courses unless otherwise noted with parentheses

Faculty Member	Degree	Position	Courses taught in the last five-years*	Hire Date
Dan E. Caldwell,	1978	Distinguished Professor of Political Science	International Relations, American Foreign Policy, Arms Control and International Security, Senior Seminar in International Studies (INTS 497), Honors Seminar	1978
Joel S. Fetzer	1996	Professor of Political Science	American People and Politics, Introductory Statistics, Comparative European Politics, East Asian Politics, Modern Asian Political Philosophy, Urban Development, Immigration Politics and Ethnic Relations, Public Opinion and Voting, Honors Seminar	1996; tenure-track as of 2001
Megan Ming Francis	2008	Assistant Professor of Political Science	American People and Politics, Jurisprudence, Race and Politics, Civil Liberties	2010
Brian Newman	2003	Frank R. Seaver Associate Professor in Social Science	American People and Politics, American Presidency, Legislative Process (Congress), Media and Politics, Faith and Reason (GSSO 199)*	2004
Candice D. Ortvals	2004	Associate Professor of Political Science	American People and Politics, Comparative European Politics, Latin American Government and Politics, Politics of Revolution and Protest, Women and Politics, Terrorism and Genocide, Terrorism, Violence and Gender (GSSO 199)*	2004
J. Christopher Soper	1992	Professor of Political Science	First Year Seminar, American People and Politics, Environmental Politics and Policy, Religion and Politics in Comparative Perspective, Constitutional Law, Honors Seminar	1992
Robert E. Williams	1987	Associate Professor of Political Science	International Human Rights (GSSO 199)*; International Relations, International Organizations and Law, Ethics and International Politics, Senior Honors Thesis, SAAJ 121 (Social Action and Justice Colloquium I) SAAJ 122 (Social Action and Justice Colloquium II)	1992

Appendix 7: Faculty Publications

Note: Publications by Political Science Faculty Members since Fall 2007. Faculty members' names are in bold, while Seaver undergraduate co-authors' names are underlined.

Bustelo, María and **Candice D. Ortals**. 2007. "The Evolution of Spanish State Feminism. A Fragmented Landscape." In *Changing State Feminism: Women's Policy Agencies Confront Shifting Institutional Terrain*. Edited by Joyce Outshoorn and Johanna Kantola. Palgrave MacMillan.

Caldwell, Dan. 2011. *Vortex of Conflict: U.S. Policy toward Afghanistan, Pakistan, and Iraq*. Stanford: Stanford University Press.

Caldwell, Dan and **Robert Williams**. 2006. *Seeking Security in an Insecure World*. Lanham, Maryland: Rowman and Littlefield. (Second edition, 2012)

Caldwell, Dan. 2012. "From Revolution to Counterrevolution: U.S. Military Strategy in Afghanistan and Iraq, 2003-2009." In *Lessons and Legacies of the Conflicts in Iraq, Afghanistan, and Pakistan*, eds. Seyom Brown and Robert Scales.

Caldwell, Dan. 2012. "Nuclear Proliferation." In *Arms Control: History, Theory, and Policy*, eds. Robert E. Williams, Jr. and Paul Viotti. Santa Barbara: ABC-CLIO Press, 2012, pp. 23-37.

Caldwell, Dan. 2012. "Security, Proliferation and Arms Control." *Handbook of American Foreign Policy*, eds. Steven W. Hook and Christopher M. Jones. Routledge.

Caldwell, Dan. 2010. "Going Steady: The Kissinger-Dobrynin Channel." *Diplomatic History* 34(1): 219-224.

Caldwell, Dan. 2009. "The Legitimation of the Nixon-Kissinger Grand Design." *Diplomatic History* 33(4): 633-652.

Francis, Megan Ming. 2011. "The Battle for the Hearts and Minds of America." *Souls*, 13(1): 46 – 71.

Fetzer, Joel S. 2012. *Confucianism, Democratization, and Human Rights in Taiwan* (with J. Christopher Soper). Lanham, MD: Lexington Books/ Rowman & Littlefield.

Fetzer, Joel S. 2011. *Luxembourg as an Immigration Success Story: The Grand Duchy in Pan-European Perspective*. Lanham, MD: Lexington Books/Rowman & Littlefield.

Fetzer, Joel S. 2011. "The Determinants of Public Attitudes Toward the Rights of Indigenous Peoples in Taiwan" (with J. Christopher Soper). *Taiwan Journal of Democracy* 7(1): 95-114.

Fetzer, Joel S. 2011. "The Evolution of Public Attitudes toward Immigration in Europe and the United States, 2000-2010." Report to the European Commission as part of the Directorate-General for External Relations' project "Improving EU and US Immigration Systems' Capacity for Responding to Global Challenges: Learning from Experiences." <http://www.eui.eu/Projects/TransatlanticProject/Documents/CaseStudies/TheEvolutionofPublicAttitudestowardImmigrationinEuropeandtheUnitedStates.pdf>. Florence, Italy: Migration Policy Centre.

Fetzer, Joel S. and Melissa G. Ocepek. 2010. "The Causes of Pro-Immigration Voting in the United States Supreme Court." *International Migration Review* 44(3):659-696.

Fetzer, Joel S. 2010. "Confucian Values and Elite Support for Liberal Democracy in Taiwan: The Perils of Priestly Religion." (with J. Christopher Soper). *Politics and Religion* 3(3):493-517.

Fetzer, Joel S. 2010. "The Not So Naked Public Square: Islam and the State in Western Europe." (with J. Christopher Soper). *Orient* [Berlin] 2010(2): 6-14.

Fetzer, Joel S. 2010. "Location Decisions of Abortion Clinics and Crisis Pregnancy Centers in California." (with Andrew Yuengert). *Catholic Social Science Review* 15:211-235.

Fetzer, Joel S. and Brandon Alexander Millan. 2008. "Public Support for the 1990 Student Democracy Movement and Emigration from Taiwan: Exit and Voice or Exit or Voice?" *American Journal of Chinese Studies* 15(2):501-511.

Fetzer, Joel S. 2008. "Election Strategy and Ethnic Politics in Singapore." *Taiwan Journal of Democracy* 4(1): 135-153.

Fetzer, Joel S. 2007. "The Effect of Confucian Values on Support for Democracy and Human Rights in Taiwan." (research note; with J. Christopher Soper). *Taiwan Journal of Democracy* 3(1):143-154.

Fetzer, Joel S. 2007. "Religious Institutions, Church-State History, and Muslim Mobilization in Britain, France, and Germany." (with J. Christopher Soper). *Journal of Ethnic and Migration Studies* 33(6):933-944.

Griffin, John D. and **Brian Newman**. 2008. *Minority Report: Evaluating Political Equality in America*. University of Chicago Press.

Griffin, John D., **Brian Newman**, and Christina Wolbrecht. 2012. "A Gender Gap in Policy Representation in the U.S. Congress?" *Legislative Studies Quarterly* 37(1): 35-66.

Griffin, John D. and **Brian Newman**. 2007. "The Unequal Representation of Latinos and Whites." *Journal of Politics* 69(4): 1032-1046.

- Newman, Brian** and **Kevin Lammert**. 2011. "Divided Government and Foreign Relations Approval." *Presidential Studies Quarterly* 41(2): 375-392.
- Newman, Brian** and **Andrew Forcehimes**. 2010. "'Rally Round the Flag' Events for Presidential Approval Research." *Electoral Studies* 29(1): 144-154.
- Newman, Brian** and **Emerson Siegle**. 2010. "The Polarized Presidency: Depth and Breadth of Public Partisanship." *Presidential Studies Quarterly* 40(2): 342-363.
- Newman, Brian** and **Mark Caleb Smith**. 2007. "Fanning the Flames: Religious Media Consumption and American Politics." *American Politics Research* 35(6):846-77.
- Ortbals, Candice D.**, Meg E. Rincker and Celeste Montoya. 2012. "Politics Closer to Home: The Impact of Subnational Institutions on Women in Politics," *Publius: The Journal of Federalism* 42(1): 78-10.
- Ortbals, Candice D.** 2010. "The Potential of Local Women's Associations in Andalusia: Pursuing Culture, Enriching Lives, and Constructing Equality," *South European Society and Politics* 15(2): 203-223.
- Ortbals, Candice D.** and **Meg E. Rincker**. 2009. "Fieldwork, Identities and Intersectionality: Negotiating Gender, Race, Class, Religion, Nationality, and Age in the Research Field Abroad." *PS: Political Science and Politics* 42(2): 287-290.
- Ortbals, Candice D.** and **Meg E. Rincker**. 2009. "Embodied Researchers: Gender, Research Activity, and Pregnancy in the Field." *PS: Political Science and Politics* 42(2): 315-319.
- Ortbals, Candice D.** 2009. "Feminized Decentralization: Evaluating Subnational Women's Policy Agencies and Women's Representation in Spain." In *Democracy and Institutional Development: Spain in Comparative Theoretical Perspective*. Edited by Bonnie N. Field and Kerstin Hamann. Palgrave MacMillan.
- Ortbals, Candice D.** 2009 "The Politics of Women's Education." In *Women and Politics around the World: A Comparative History and Survey*. Edited by Marian L. Palley and Joyce Gelb. Santa Barbara, CA: ABC-CLIO, 2009.
- Ortbals, Candice D.** 2008. "Subnational Politics in Spain: New Avenues for Women's Activism and Policymaking." *Politics & Gender* 4(1): 93-119.
- Ortbals, Candice D.** 2007. "Subnational Governance in Europe: Engaging Students with the Spanish Sub-state" *PS: Political Science and Politics* 40(4): 711-715.

Ortbals, Candice D. 2007. "Jumbled Women's Activism: Subnational And International Influences On Galician Equality Politics." *International Feminist Journal of Politics* 9(3): 359-378.

Poloni-Staudinger, Lori and **Candice D. Ortvals.** 2013. "*The Domestic Determinants of Transnational Activity: An Examination of Women's Groups in the United Kingdom, France and Germany,*" *International Studies Quarterly*, forthcoming.

Poloni-Staudinger, Lori and **Candice D Ortvals.** 2013. *Terrorism and Violent Conflict: Women's Agency, Leadership, and Responses.* New York: Springer-Verlag.

Poloni-Staudinger, Lori and **Candice D Ortvals.** 2011. "Gendered Opportunities? Political Opportunities and Activity Choice Among Women's Movements in the UK, France, and Germany." *Social Movement Studies: Journal of Social, Cultural and Political Protest* 10(1): 55-79.

Rincker, Meg. E. and **Candice D. Ortvals.** 2009. "Leaders or Laggards: Engendering Regional Governance in Spain and Poland." *Democratization* 16(2): 269-297.

Soper, J. Christopher. Confucianism and Democracy in Taiwan, co-authored with Joel Fetzer. Forthcoming from Lexington Books.

Soper, J. Christopher. The Challenge of Pluralism: Church and State in Five Western Democracies, second edition, co-authored with Stephen V. Monsma. Lanham, Maryland: Rowman and Littlefield Press, 2008.

Soper, J. Christopher. "The Determinants of Public Attitudes toward the Rights of Indigenous Peoples in Taiwan," co-authored with Joel Fetzer, *Taiwan Journal of Democracy*, volume 7, no. 1, July 2011: 95-114.

Soper, J. Christopher. "Confucian Values and Elite Support for Liberal Democracy in Taiwan: The Perils of Priestly Religion," co-authored with Joel Fetzer, *Politics and Religion* 3(2010): 495-517.

Soper, J. Christopher. "The Not So Naked Public Square: Islam and the State in Western Europe," co-authored with Joel Fetzer, *Orient [Berlin]* 2010(2):6-14.

Soper, J. Christopher. 2010. "Rock and Roll Will Never Die: Using Music to Engage Students in the Study of Political Science." *PS: Political Science and Politics* 43(2): 363-367.

Soper, J. Christopher. "Religious Institutions, Church-State History and Muslim Mobilization in Britain, France, and Germany," co-authored with Joel Fetzer, *Journal of Ethnic and Migration Studies* 33, 6, (August 2007): 933-944.

Soper, J. Christopher. “The Effect of Confucian Values on Support for Democracy and Human Rights in Taiwan,” co-authored with Joel Fetzer, *Taiwan Journal of Democracy* 3, 1, (July 2007): 143-54.

Soper, J. Christopher. “Religious Freedom for European Muslims,” co-authored with Joel Fetzer, *Insights on Law and Society* 7, 3, (Spring 2007): 7-9.

Appendix 8: Annual Review Assessment Data

Annual Review 2010-2011

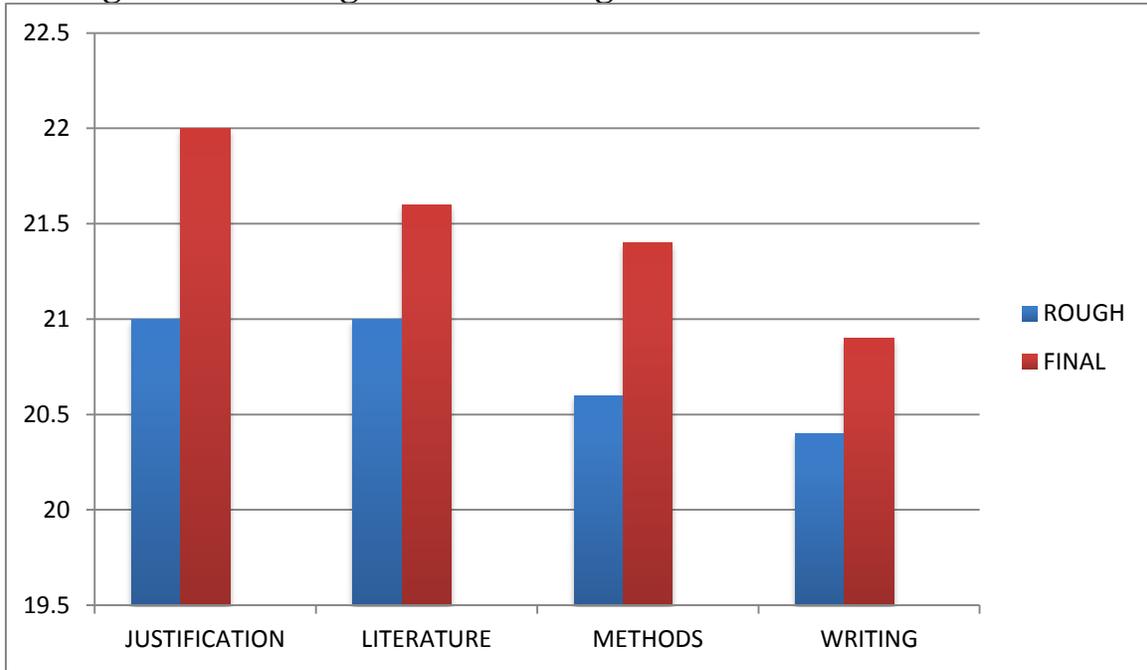
Rubric

We assessed each of these four subparts of the PLO on a 1-25 point scale. Students whose work fell “below expectations” received anywhere from 0 to 18 points. Students who produce “satisfactory” work received anywhere from 19 to 22 points. Students who produced “exemplary” work received anywhere from 23 to 25 points. Here’s a copy of the rubric:

PLO	Below Expectations	Satisfactory	Exemplary	Score
JUSTIFICATION: THESIS IS JUSTIFIED USING SOUND TEXTUAL/ EMPIRICAL EVIDENCE	No discernable evidence to support the argument. (0 – 18 points)	Thesis uses empirical/theoretical evidence in satisfactory way, yet its use is somewhat incomplete or flawed by logical, structural, or factual problems. (19 – 22 points)	Strong justification. Sound reasoning. Exceptional use of empirical/theoretical evidence. (23 – 25 points)	
LITERATURE: THESIS IS GROUNDED IN EXTANT LITERATURE	Thesis has almost no grounding in existing political science literature (0 – 18 points)	Thesis adequately discusses existing literature but offers a somewhat incomplete or flawed assessment. (19 – 22 points)	Thesis offers a detailed discussion of existing literature and clearly states its contribution to the field. (23 – 25 points)	
METHODS: THESIS USES APPROPRIATE EMPIRICAL OR THEORETICAL METHODS	No coherent methodology. Analysis based on incoherent method or incorrect calculations (0 – 18 points)	Thesis has a coherent methodology but with some errors (19 – 22 points)	Thesis has a strong methodology with few or no errors (23 – 25 points)	
WRITING STYLE: THESIS IS WELL WRITTEN AND ORGANIZED AND FREE FROM TYPOS AND ERRORS IN SYNTAX	Writing is unclear, flawed by typos and disorganization, and is overly repetitive (0 – 18 points)	Writing is generally clear but flawed by moments of incoherence, disorganization, repetition, or syntax errors (19 – 22 points)	Writing is lucid, imaginative, and organized throughout. Minimal errors in syntax (23 – 25 points)	
TOTAL SCORE			100 points possible	

Results

Average PLO Writing Scores on Rough and Final Thesis



This graph compares the average score on each of the four components of the political science writing PLO. Students showed the most improvement in justifying their argument and at their use of literature and methods. Out of all four components of the PLO, students showed the least improvement on writing with clarity and minimal errors in syntax.

Assessment 2011-2012

Rubric

Comparative Politics Paper Rubric

Adapted from Candice Ortbal's
Term Paper Grading Rubric

Paper Components	Unacceptable (1)	Poor (2)	Average (3)	Advanced (4)	Excellent (5)	Score
<p><u>Introduction and Thesis Statement:</u> The paper introduces its themes in an intriguing way, the introduction is concise, and it names/cites the country and dates of the conflict under examination. Thesis statement previews the paper's most important arguments (it states them, <i>NOT</i> hints at them).</p>	<p>Expectations have not been met. Paper doesn't introduce its arguments and/or basic content or does so in a sloppy way. Thesis is obscure or nonexistent statement and/or the conflict is not wholly identified in the intro section.</p>	<p>Paper introduces its contents but does so half-heartedly and/or in ineffective way. It is incredibly short or overly wordy. Identification of conflict and the thesis statement are evident but they largely lack clarity. Thesis statement somewhat hints at arguments but fails to convey them.</p>	<p>Paper introduces its contents and identifies conflict under examination, and the author's effort to be intriguing is noteworthy. However, the thesis statement is weak and merely hints at arguments and/or the introduction is not concise/clear in several instances.</p>	<p>Paper successfully introduces its contents in an intriguing fashion and identifies conflict under examination, but lacks minor clarity or concise thoughts in limited instances. Thesis statement expresses major arguments, but may not be altogether concise or may be inadvertently vague.</p>	<p>Paper successfully introduces its contents in an intriguing fashion and provides a thesis statement that succinctly expresses major arguments. The introduction is thoughtful, informative, and concise.</p>	
<p><u>Concise Case Description and Necessary Background:</u> The paper <i>concisely</i> describes background details about the given case: what</p>	<p>Expectations have not been met. The case background is missing, severely incomplete,</p>	<p>Some of the important, required background details are evident, yet this</p>	<p>Most of the important, required background details are evident, yet something about this section (whether</p>	<p>All of the important, required background details are evident and expectations are met, yet something about this section (whether clarity,</p>	<p>All of the important, required background details are evident and expectations are</p>	

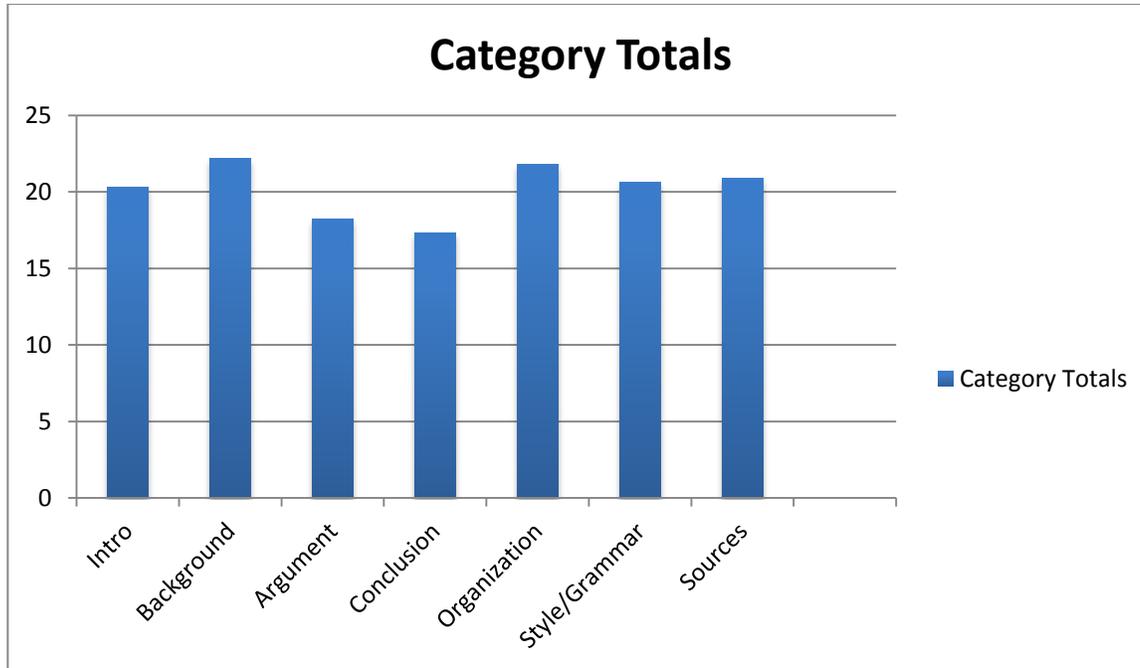
country is being studied and what aspect of their political behavior are you examining	packed with irrelevant information, and/or incomprehensible due to typos/poor style.	section of the paper lacks clarity, purpose, conciseness, and/or style to the extent that expectations cannot be successfully met.	clarity, purpose, conciseness, and style) is lacking to the extent that expectations cannot be entirely met. That said, the details provided offer a sufficient background to the arguments of the paper.	purpose, conciseness, and style) is lacking to a <i>minor</i> degree. However, the details provided offer a noteworthy background to the arguments of the paper.	met with extraordinary success. The details provided in this section offer a superb background to the arguments of the paper.	
Argument/Analysis . The paper makes an argument supported by sources and data. It backs up all relevant claims and assertions with clearly cited sources and quantitative or qualitative evidence	Expectations have not been met. Argument is disconnected from assigned topic. The argument's points and progression are confusing. Argument not based on reliable evidence from scholarly sources.	Argument mostly appropriate to topic, but points of argument and the argument's progression are confusing in significant ways. Argument not based on enough reliable evidence from scholarly sources, and additional sources would be preferable.	Argument appropriate to topic is present—points of argument and the argument's progression are not exceptionally clear but are largely obvious to the reader. Argument based on reliable evidence from scholarly sources, though additional sources would be preferable.	Thorough argument appropriate to topic is present—points of argument and the argument's progression are clear with the exception of minor and perhaps unintentional flubs. Argument based on substantial evidence and several quality, scholarly sources.	Very thorough argument appropriate to topic is present—points of argument and the argument's progression are very clear and successful. Argument based on convincing evidence and multiple quality, scholarly sources.	
Conclusion : The conclusion briefly reiterates the paper's main arguments and leaves the reader with a thought-provoking	Expectations have not been met. The conclusion is absent or it is incredibly short. It does not recap	The conclusion is not effective and/or rather short. It haphazardly recaps some of	The conclusion accomplishes its major task of recapping most all of the main arguments but does not	The conclusion adequately recaps the main arguments and successfully speaks to the future of the issue in question.	The conclusion admirably recaps the main arguments and leaves reader with a thought-	

message related to the argument.	main arguments and does not speak to the future of the issue in question.	the main arguments but not others and does not succinctly speak to the future of the issue in question.	effectively speak to the future of the issue in question and/or does not tie up the paper, i.e., it seems to leave loose ends.		provoking message and a statement that predicts the future of the issue in question. Leaves no loose ends.	
Organization: The paper flows naturally from sentence to sentence and from one section to the next, perhaps using subheadings. The paper stays on topic.	Expectations have not been met. Sentence and/or paragraph structure are/is in disarray. No subheadings and no or little attempt at transitioning between sections. Missing sections or incomplete sections found.	The paper largely does not flow from sentence to sentence and from one section to the next in a substantial portion of the paper, with or without subheadings. The paper veers off topic in several places, and is distracting due to many major "holes" in required sections and/or rushed transitions.	The paper mostly flows from sentence to sentence and from one section to the next in a substantial portion of the paper, perhaps using subheadings. The paper at points veers off topic momentarily, and is distracting due to too many minor "holes" in a certain section or a rushed transition.	The paper mostly flows naturally from sentence to sentence and from one section to the next, perhaps using subheadings. The paper stays on topic, but might have a slightly distracting quality in one or two instances due to a minor "hole" in a certain section or a rushed transition.	The paper flows naturally from sentence to sentence and from one section to the next, perhaps using subheadings. The paper stays on topic. It is a delight to read and never confuses the reader in terms of flow.	
Style and Grammar: The paper is free of typos, has appealing and varying sentence structure, and consistently cites sources according to a citation style.	Expectations have not been met. Paper is flawed in major ways in terms of grammar and style. Writing mechanics hinders the paper in a serious way.	Paper is flawed in either overall style or frequent grammar mistakes and typos. Writing mechanics effect clarity of paper.	Paper demonstrates competent composition skills, though style may falter at times. Typos, though not overwhelming, distract from the paper's coherence.	Paper displays strong composition skills and is mostly clear and thought provoking. However, writing style may suffer minor flaws/typos that confuse ideas in minor and very infrequent ways.	Paper demonstrates excellent composition and is clear and thought provoking with good grammar and perfect style (no typos, or maybe	

					1!).	
Sources: The paper uses at reputable scholarly sources. NO random websites.	Expectations have not been met. Paper is based on random and/or too few or no sources.	Use of scholarly sources is vague and/or sloppy. Paper based on several sources, but sources are random, not properly documented, and/or too few.	Use of scholarly sources is somewhat incomplete. Paper sources themselves are OK, but they are not all consistently documented in bibliography/text of paper and/or are a mix of quality and random sources.	Detailed research has been completed and use of scholarly sources is notable. Paper sources are quality and properly documented.	Very thorough research has been completed and use of scholarly sources is very impressive. Paper sources are quality, creative, and numerous. The sources are properly documented.	
					TOTAL SCORE (Out of 35 Points)	

Results

To evaluate student performance, we calculated the combined score of the six students on each of the seven evaluative categories. The following graph displays the results:



Note that, as expected, students appeared to underperform on the Argument/Analysis section. Contrary to our initial expectations, however, students appeared to actually perform quite well on the Style/Grammar category.

Appendix 9: External Review

April 3, 2013

Professor Steve Rouse
Chair of the Social Science Division
Pepperdine University
24255 Pacific Coast Highway
Malibu, CA. 90263

Dear Professor Rouse:

Please accept my apologies for being late in sending this report. Unfortunately, I have had a family emergency that required that I spend the last three weekends in Atlanta. It was a real pleasure meeting you, your colleagues in the administration and library and spending time with students and faculty in the political science department.

Simply put, this is a quality department with a superb faculty, an excellent curriculum and students who seem to like their courses but would like more opportunities to work with faculty in research settings. The curriculum is comprehensive and compares well with other first-tier liberal arts colleges and smaller universities. The department is concerned with a drop in majors and their report assumes that it has something to do with the declining interest in law careers. That may be one factor, but, across this country, students are seeking majors and minors that prepare them for professions that address some of the major challenges faced by our global society. Combining political science with environmental studies, psychology or economics would provide a powerful education for Pepperdine students. Other strategies for increasing the number of students in the major will be discussed later in the report.

There are two structural issues that need to be addressed if the department is to move forward and remain in the same league as Pomona, some of the better programs in the Associated Colleges of the Midwest and some of the elite liberal arts colleges on the east coast. First, the university must become a meritocracy. Faculty members need to be rewarded for their academic accomplishments with salary, funds for research or time off from teaching. The university will also need to respond to external offers or these very accomplished faculty will leave. It is very easy to attract faculty to Malibu and the university provides an extremely supportive environment. However, the quality of the faculty cannot be denied and external offers are sure to come.

I. Program Learning Objectives

I just finished leading part of the WASC review at USC and working with our thirty some departments to develop learning objectives for each. The political science department at Pepperdine needs to work on these and consider reviewing and adapting learning objectives from some of the better programs in the U.S. These are readily available on department websites. The political science website for Duke University includes the following learning objectives:

1. Students will develop a broad understanding of the scholarship, analytical methods, and theories of politics in one or more of the discipline's four sub-fields.
2. Students will develop a mastery of critical thinking skills by evaluating political developments from an observational and theoretical standpoint in their research.

3. Students will develop and hone a mastery of writing skills of a political genre by communicating their perspectives, empirical findings, interpretations and the conclusions of their research on political issues, policies, institutions, and behavior.
4. Students may develop outside of the classroom alternative perspectives on political affairs by engaging in internships, study abroad, and community service experiences.

A way forward might involve a careful review of Bloom's Taxonomy and various adaptations that include some six categories of cognitive processes (Anderson and Krathwohl, 2001). These include: remember, understand, apply, analyze, evaluate and create. I am certain that a review of the current syllabi for the department will find a long list of learning objectives that are simply not presented in the proper form for measuring and assessing learning outcomes. This is not a major task but clearly articulated learning objectives can be useful for recruiting students and parents and keeping deans and provosts happy. Most importantly, they help us assess whether or not we are doing our jobs as instructors.

How will the department determine that students have met the expectations expressed in the learning objectives? Clearly, the honors program acts as a capstone experience but the department should consider developing capstone experiences for its concentrations in comparative politics, international relations, urban politics, religion and politics and American politics. If capstone courses are not feasible, an electronic portfolio of papers and assignments might be a way to assess each student. Maybe a two unit capstone experience in each concentration could be developed and required for all seniors.

II. The Student Experience and the Learning Environment

I was able to meet with several students enrolled in the honors program. These students were extremely positive about their academic experience at Pepperdine. The students all complemented the faculty for their teaching skills and their role as mentors. The students all agreed that this is an excellent teaching department.

The students all wanted more connections with Los Angeles and with the other academic institutions in the Los Angeles area. They do feel a little isolated in Malibu.

The students all praised the study abroad programs that Pepperdine offers but did say that this experience disrupts the building of an intellectual community among students. After their first year, the students scatter and then return as juniors with few opportunities to develop common experiences. The department might explore both curricular and extracurricular ways to build a community of student scholars when students return or for those who stay on campus. Community service projects, speakers' series, experiential courses and an annual thematic research conference might be worth exploring.

The establishment of a fund for students to work with faculty as research assistants is a way to attract majors and also build community. Students applying to universities and colleges across the U.S. are looking for research experience and it is a major reason why many students make their final choice of where to study.

The students all stated that they would like to be able to double major or minor in academic programs like economics and international relations or politics. They all stated that the strongest part of the international studies program was the international politics concentration taught by political science professors. (I might point out that at USC we have 850 international relations majors and political science has 450 majors.) I would recommend bringing that major back to the Political Science department and you might consider adding policy or business courses and creating majors like international relations and global

business or international relations and public policy Currently, your international studies majors may not be as competitive as students from other institutions.

III. Curriculum

As I stated earlier, the department is comparable to some of the better liberal arts colleges and small university programs. I actually do a number of these reviews each year and I think that this department is very similar to the political science department at Davidson College and some of smaller universities like the University of Denver. I did not have an opportunity to visit any classes but a review of the syllabi and the comments made by the honors students suggest that students are well prepared in this discipline.

The curriculum is pretty standard with real strengths in each of the concentrations. The honors program is a great model for creating more research experiences and more research courses. Research, writing, presentation and debate should become common elements in each of the courses.

There appears to be an excellent relationship between the library and the department and more than adequate support for faculty and student research. Faculty members work closely with the library staff to identify critical resources for research and to support course offerings. The library staff has created a number of modules and information guides that can be used to facilitate the use of primary and secondary academic resources.

IV. Faculty Quality

This is an excellent faculty. They all score very high in the trinity of service to the university, research and quality teaching and mentoring. To a person, these faculty members are active researchers and are well known in the profession. Most importantly, these faculty members are still publishing in some of the top journals in their respective areas of research and several of them have recently published books that have and will continue to influence academic and policy debates. There are no “deadwood” faculty members in this department. In the academic world, it does not take much to create a minor rift that grows exponentially and rips apart a department or even a division. There are no divisions in this department. In fact, they seem to like each other and they are very supportive of each other. My opinion is that this department may be one of the best in its cohort and I believe the university underestimates which programs belong in the category of peer institutions. You have a collection of scholars who love what they do and do it extremely well.

As I suggested earlier, the university’s tenure and promotion system and its compensation policies may need review. One way of making sure the world knows about your quality faculty is to involve external reviewers in the tenure and promotion process. This is a faculty that will do very well in any external review and I would not be afraid to share their success with scholars and teachers all around the world.

In order to retain many of the younger faculty in this department and others at Pepperdine, you may need to have the flexibility to match salary offers and offer pay increases based on the academic accomplishments of the faculty.

V. Diversity

This department has two female professors and one is African-American. Both are well trained, coming from first-rate graduate and undergraduate institutions. I assume that the university will do everything to retain these institutions.

VI. Addressing the Decline in Enrollments

I am certain that the faculty members in this department know the way forward but they will need help from the division and the university.

The department should develop a message that being a political science major at Pepperdine is not only about preparing for law school. I would frame it as a major that prepares students for research in complex issue areas and focuses on the skills of writing, analysis, evaluation and critical thinking. I would establish linkages with Pepperdine's professional schools and its business programs. One of the fastest growing majors at USC is international relations global business and it is a major that could be replicated at Pepperdine. At minimum, the department should explore a concentration in political economy.

Increasing the number of high impact programs like research opportunities, experiential courses, internships and capstone seminars should help to increase the number of students in the major.

VII. Summary Comments

This is more than a solid department. Every faculty member is an asset to the university and students are very pleased with their education. It was a pleasure to meet the administrators who support the department and the students who are clearly satisfied with their Pepperdine education and are especially dedicated to their courses and professors. Pepperdine University has more than location to recommend it to future students and faculty scholars.

Steven L. Lamy, PhD
Vice Dean for Academic Programs
Professor of International Relations
USC Dornsife College of Letters, Arts and Sciences