

Political Science Department
Six-Year Report
Fall 2012

1. Executive summary (2-5 pages)

- A. Program mission statement and outcomes (condensed version if you have multiple forms)**
- B. [Alignment chart \(Chart 4\)](#)**
- C. At least three notable findings**
- D. The most important next steps for your program**

The Political Science Department's mission is to develop critically trained, politically knowledgeable, globally minded, and civically engaged citizens. Our students will...

- apply disciplinary knowledge in the service of others. (Active social engagement).
- communicate ideas clearly in their written work. (Competence in written communication).
- use valid and established social science methodology in their research. (Critically trained).

This six-year assessment report yields a number of notable findings. First, although we have made progress in the written communication SLO, there is work to be done. The Department has assessed student writing in several annual reports over the past six years. These assessments have shown that students have difficulty developing an argument, organizing their thoughts, and writing clearly. The Department has worked hard to respond to these problems. For instance, we have developed a common grading rubric, students receive detailed instruction and guidelines for their papers, instructors give more feedback, there is a greater emphasis on peer review, and writing has become a major focus of POL 40: *Empirical Political Research*. Although these changes have helped, our latest writing assessment, done this year, shows that students still struggle with writing. We are currently in conversation on how to respond to concerns about student writing.

Second, our assessment of students' critical training shows improvement, but, again, there is room for improvement. The objective of critical training is that students apply established social science methodologies—e.g., quantitative, qualitative, and experimental—in their upper-division coursework. Much like writing, the Department has repeatedly assessed and responded to student research these past six years. Improvements in critical training begin with POL 40: *Empirical Political Research*. We have completely revamped the content of this introductory research methods course and now require students take it early in their academic careers. The result is that we see considerable improvement in the research of our upper-division majors and a wide disparity between students who have and have not taken the course. That said, we are disappointed that some lessons learned in POL 40 fail to carry over into substantive courses. For instance, despite the emphasis POL 40 places on quantitative methods, few students employ this methodology in upper division courses. Critical training will be the focus of next year's assessment and the Department will be in conversation of how to improve this SLO.

Third, the Department is pleased with student progress on the SLO active social engagement. Our assessment this SLO shows that our students are not only engaged in

the world around them, they also articulate a sophisticated understanding of the biblical call to service. We feel our curriculum encourages social and political engagement and gives students the opportunity to apply disciplinary knowledge in the service of others.

Fourth, career planning and counseling needs to be a bigger focus in the Department. Although career planning is not a focus of assessment or a SLO, the issue kept arising in student and alumni surveys. Indeed, the most frequent comment from students and alums was that the Department could do a better job equipping them for a future career. The Department has been aware of this concern for some time and we have regularly made adjustments in our program. For instance, both Drs. Penksa and Covington hold job fairs in the fields of international politics and law. Dr. Penksa has invited colleagues who work in international development to discuss career preparation and vocational options in the field. Moreover, the POL 190: *Internships* class has morphed into a job skills course where we work with the career center to improve students resumes, cover letters, interviewing skills, and networking. While the Political Science Department is not a job placement center, we feel we can and should do more to prepare our students to compete in a tight job market.

Finally, this assessment process has reaffirmed the need for greater financial resources. This includes adding a fourth member of the Political Science Department. The Department lacks a comparative political scientist with expertise in a non-Western region (e.g., Africa, Asia, the Middle East). It is standard in political science to teach four subfields—American politics, international relations, political theory, and comparative politics. Additionally, our peer institutions—Wheaton and Gordon—each have a non-Western comparativist on faculty and our student and alumni feel our course offerings are limited, especially in non-Western regions. Moreover, our research and pedagogy suffers from a chronic lack of funding. Greater funding would allow us to conduct more and better research, including co-authoring with undergraduates, and would allow us to implement innovative teaching techniques in the classroom.

The Department has outlined several future steps to address issues found in this assessment. First, we are currently in conversation about ways to improve student writing. This conversation includes discussions on grading, types of assignments, and resources we can provide to students (our thanks to Sarah Skripsky, the English Department, and the Dean of Curriculum Tatiana Nazarenko for informing and stimulating these discussions). We hope to identify actionable items and close the loop on writing in meetings early in the 2012-13 academic year.

Second, we will assess students' critical training next year. Part of our immediate plan is to develop and implement the appropriate assessment tools. We already have one means of assessment: a pre/post test that assesses students understanding of research methods. We will also track POL 40 students to see if they perform better than students who have not taken the course. The result from next year's assessment will help us improve the way we approach critical training.

Third, we will discuss whether we wish to keep active social engagement as an SLO and, if so, whether we should change our assessment mechanism. Again, we are relatively pleased with student performance on this SLO; therefore, it might make sense to move to assess another learning outcome. Alternatively, we might change our focus

of assessment. For instance, our Department forces students to engage with the world through departmental requirements like an internship, which raises the question: Do students actively engage with the world on their own or only when forced to do so? A future assessment might examine the extent to which students exhibit altruistic behavior.

Fourth, we will seek out ways to improve our career preparation and counseling. These will include bringing in more guest speakers, focusing on job skills acquisition, fostering more relationships in the business community, developing a better alumni network, and using social media like Linked-In to help students find jobs.

Finally, we want to retain and play to our departmental strengths. We are committed teachers, productive scholars, and engaged members of the Westmont, Santa Barbara, national and global communities. The six-year assessment is a good place to reaffirm that we stand for excellence in all areas and recommit ourselves to our jobs. Looking back, we are happy with the work we have done; looking forward, we are excited about what the future will bring!

2. Description of departmental mission and role within the College (1-4 pages)

Describe and reflect on the way your program's mission and activities relate to the mission of the college.

A. In what ways does your program relate to and contribute to the College's larger mission?

The Political Science Department is proud in the ways we contribute to the mission of Westmont College. Our department truly has a **global** focus. All our majors receive substantial training in international and comparative politics and we feature two tracks—*international affairs* and *international security and development*—which deepen that emphasis. We are also one of the more active departments sending students abroad.

The Political Science Department focuses on **undergraduate** education. We are all committed teachers: each member of the department has won the Westmont Teacher of the Year Award and we all consistently receive high teaching evaluations.

In many ways, politics is the essence of the **liberal arts**. We appreciate Aristotle's view of political science as the most comprehensive and unifying of the liberal arts. In *Nicomachean Ethics*, Aristotle wrote, "...[T]his would be the most authoritative and directive science. Clearly this description fits the science of politics; for it is political science that prescribes what subjects are to be taught in states, and which of these the different sections of the community are to learn and to what point. ... But if politics makes use of the other sciences and also lays down what we should do and from what we should refrain, its end must ...be the good for man."

The department wholeheartedly embraces the **Christian** focus of Westmont College. The department approaches the intersection of faith and learning from multiple directions. We expose students to the large empirical literature that details how and why Christians influence domestic and international politics. But, more importantly, our program helps students develop and refine their own Christian worldview and to reflect upon how their faith informs politics.

Finally, we engage with **residential** life on campus. Members of the department have given numerous talks to campus groups, have hosted students in our homes, mentor students outside the classroom and are active in co-curricular events on campus.

B. In what ways does your program contribute to General Education?

The Political Science Department teaches ten general education courses in four different categories. Many of these general education courses feature large enrollments. For example, *International Politics* (fulfills the “thinking globally” GE requirement) routinely enrolls more than 30 students.

C. In what ways does your program provide support for other programs?

Our program supports other programs, both formally and informally. Susan Penksa is part of the gender studies faculty and advises many non-majors interested in international affairs. Many non-majors take our upper-division courses. Jesse Covington is the pre-law advisor for the entire campus (see pre-law activities listed [here](#)). We also cross-list some courses, including POL/KNS 141: *The Politics of Sports*. Finally, some of our courses can fulfill requirements in other majors (e.g., POL 140 fulfills requirements in RS).

3. Basic statistical information about the program: discussion and analysis (5-10 pages)

- **Have there been any significant recent changes or issues in the department that provide important context for this report?**

Since the last six-year report, the Political Science Department has experienced significant personnel changes. Most notably, Dave Lawrence and Bruce McKeown retired and Jesse Covington and Tom Knecht were hired. We note that these changes in personnel, along with changes in assessment coordinators and assessment regimes, means there is little continuity in how we have approached assessment work these past six years. Although we conducted this work diligently and in good faith, past assessment work bears little resemblance to current assessment work.

- **In light of the information on teaching, research, and service for individual members, what are the main achievements of the department in research, teaching, serving the community, and administrative service? What would you like to be able to do better?**

The past six years has produced a number of achievements for the Department. First, the Department is proud of its research and publication record. Since the last six-year report, the members of the department have published two books, edited a forthcoming book, published six book chapters and six peer-reviewed journal articles, presented at numerous professional conferences, hosted a conference at Westmont, earned a Fulbright and received a follow-on Fulbright award, and have done high-level consulting work for governments and non-governmental organizations (see [Chart I. CVs](#)). The

Department is also excited about its future research agenda that includes the completion several on-going projects and the start of several new ventures.

Second, the assessment process has reconfirmed the department's commitment to teaching. We are proud of the fact that each member of the department has won Westmont College's Teacher of the Year Award: Tom Knecht (2012), Jesse Covington (2010), and Susan Penksa (2004). We all receive consistently high teaching evaluations (available upon request), and senior and alumni surveys speak to the high quality of the faculty (see [senior](#) and [alumni](#) surveys). For instance, political science seniors gave us a 4.86 out of 5 possible points for both quality of faculty and quality of instruction. The Department continues to provide rigorous courses taught with innovative pedagogies by passionate teachers. For instance, the department believes that simulations provide concrete application to abstract theories in ways that reach all learning styles. To this end, we utilize simulations of Congress, of the Supreme Court, and of the UN. We also believe in the value of experiential learning. As such, we offer service-learning courses and are one of the few departments on campus to mandate an internship course as a major requirement.

The Department is also active in its service to Westmont College and to the broader community. Members of the Department represent faculty on several high-profile committees, like Faculty Council, and we participate on several task forces. We have also given numerous talks to the Santa Barbara community, including several Westmont Downtown lectures, and have provided leadership for three Presidential Breakfast convocation events. Finally, we are all active members in our churches and are actively serving God's kingdom.

Although we are generally pleased with the accomplishments of the department, there is always room for improvement. First, the Department hopes to bring in more external funding to support research. Indeed, we plan to be more proactive searching and applying for grants to support our professional activities as well as student-professor collaborative projects. For instance, we are pleased that Dr. Covington secured a Research Assistant Grant from the Charles G. Koch Foundation, supporting a book project on religious liberty, 2011-2012; we strive to bring in more grants like this. A second and related point is that we hope to encourage more students to co-author papers with us. Bringing in undergraduates as co-authors, not just research assistants, is professionally rewarding and helps fulfill Westmont's mission to focus on undergraduates. Finally, we make a plea for more institutional support of our research activities. Our productivity would dramatically increase if we had more financial support and more time to devote to research.

We have several future goals for our teaching. First, we will continue to work to improve our students' proficiency in writing and research. This assessment process has identified some systematic weaknesses in student writing and research that we will address. Second, we are committed to experiential learning and hope to offer more service-learning courses in the future. Third, the department will assess our standards and the amount of work we give students. A frequent comment from students is that we are one of the more demanding and rigorous departments on campus. Although rigor is a good thing, we do not want to demoralize students with unreasonable expectations. Fourth, we will use this report as a springboard to rethink our curriculum. A glaring

weakness is that our course offerings are limited and that we have few courses in comparative politics and non-Western area studies. To bring our program in line with comparable institutions and professional standards, we recommend adding a fourth member to the department with regional expertise (e.g., Africa, Asia, or Latin America). Finally, this assessment process has shown that students continue to rank the department relatively low when in career counseling and preparation. Although we have made considerable improvements over the years in these areas, there is still work to do.

In light of the data on faculty load, is the workload equitably distributed in the department? How are load issues addressed? What would you change?

Data on faculty workload is found [here](#). The workload seems equitably distributed and there is nothing we would change.

- **What does the profile of part-time faculty say about the role of part-timers in your department; are you satisfied with this role?**

Overall, we have been pleased with the quality of part-time faculty in the department (see [Chart 2A](#)). However, the consistency of the part-time hires speaks to glaring gap in department: the lack of a comparative political scientist with competency in non-Western comparative politics. We continually look outside the department to teach comparative politics courses in geographic areas not covered by POL 122, European Politics. Our goal would be to hire a full-time, tenure-track professor who could expand our offerings in areas such as Middle Eastern, Asian, or African politics, and teach a course in international political economy.

- **Are women and minorities well represented in your department? What steps are you taking or have you taken to recruit a more diverse faculty?**

Our three-person department has one woman and two men, all white. Dr. Covington and Dr. Knecht were recent hires. The department took diversity issues quite seriously during both of these searches. We are pleased that the process was open and actively courted diverse candidates.

Nevertheless, a few problems emerged. In the search for a political theorist, it was challenging to find minority and women candidates interested in teaching at a faith-based institution. Political theory is a smaller subfield of specialization; there are simply fewer candidates than in American politics. And, in both searches, it became clear that recent graduates of Christian liberal arts colleges seem more likely to express concerns about the college position on homosexuality than previous candidates. There were Christian women and minority candidates who were uncomfortable (for reasons of Christian theology and non-discriminatory hiring practice) with the college policy on homosexuality; they chose not to apply, despite their overwhelming support for the mission of the college in all other aspects. This issue may continue to be an obstacle in recruiting Christian women and minority candidates.

Gender and minority rights are relevant issues of study in political science; the three department members focus on these issues in a wide range of courses. Drs. Covington and Knecht were hired with the expectation that they would contribute to diversifying

the department curriculum and to supporting issues of gender and minority rights; they have done a stellar job of doing so. For example, Dr. Covington has put considerable effort into diversifying his political theory curriculum and has served as the department diversity recruitment specialist (the Political Science Department's Diversity Report 2011-12 is available upon request). Moreover, Dr. Knecht has conducted research on gender issues and has co-authored an article with a female political science major.

The department takes seriously the need to diversify further. When a position opens in the future, we will again focus on issues of diversity in recruitment and hiring. This is especially so if we are able to hire a fourth faculty member who could teach area studies in Africa, Asia, or Latin America.

- **Consider the quality of advising in your department: How heavy is your advising load? (Consult with the director of advising about whether your dept advises enough undeclared students.) How well are you advising students various groups of students (underrepresented, first generation college goers, etc.)? (Check with the registrar's office to see if there are persistent advising problems originating in your department.) What needs improving?**

We consulted the former Director of Advising, Michelle Hardley concerning our advising load. She wrote, "I am happy to report that your office does not receive undecided students, as you have enough incoming students who are interested in Political Science as a major that you do not need any additional undeclared students to round out your advising numbers. So there is no need to give you any, as you have your hands full already. A typical load is between 15-30 students, and I believe you and your department members are always within the 20-30 advisee range."

- **What does the data concerning gender and ethnicity among your majors tell you about your program?**

In the past six years, women majors outnumber men 42 to 32 (see [Chart 3](#)). There are several different interpretations of this data. Certainly, the gender imbalance in the major is a product of the overall gender imbalance at Westmont—women outnumber men at Westmont 62 to 38 percent according to the 2011 enrollment. However, men traditionally dominate the political science major nationwide. Seen in this light, we believe that the number of women in our department is laudable given politics is traditionally a male-dominated field.

Ethnicity is a different story. We are not an ethnically diverse department by any measure. White students make up 75 percent of our majors, followed by Hispanics (10 percent), Asians (5 percent), American/Alaskan Natives (4 percent), and one black student. Certainly, lack of racial diversity in the Department is a product of the lack of racial diversity at Westmont. For instance, racial minorities make up 25 percent of the political science majors over the past six years and racial minorities account for 25 percent of Westmont students over the same period. Therefore, we are doing no better and no worse at diversity than the College as a whole. However, we value diversity and will seek ways to become a more diverse department.

- **When you reflect on the number and quality of declared majors and graduates over the 6 years, what trends do you see? Is any response needed?**

The most notable finding is that our major numbers fluctuate widely (see [Chart 3](#)). In 2005-06, for instance, we had 19 graduating majors; the next year that number dropped to nine. It is hard to determine a trend line, other than numbers have dropped from a high point of 20 in 2007-08. We also have one of the smaller majors at Westmont. Although we have small numbers, we have high quality students. We pride ourselves on being a rigorous department that demands a lot from students. This rigor, we think, is the main reason our numbers are low but student quality is high. Finally, there is reason to expect our major numbers to increase in the near future. Enrollment in POL 40 (a bellwether for major numbers) has been strong in the recent past and we are at capacity this year.

We are in an ongoing conversation as a department about our major numbers. Do we as faculty demand too much? Do we drive off potential majors with the workload we require? How can we get more students interested in political science? We have discussed numerous responses to these trends, including making our entry-level courses more accessible to prospective majors. However, we are reluctant to sacrifice rigor to the sake of ease. Striking the appropriate balance is difficult and is something we are currently discussing.

Data. Where available, use specific numbers and percentages rather than phrases like “many” or “most.” Any data which you specifically reference in the report should be included (perhaps in summarized form) as an appendix to the report. Make sure that the following information is readily available in the department’s assessment archive and that you have reviewed and reflected on it as a department.

- A. [Profile of current full-time faculty \(Chart 1\)](#).
 - a. An updated C.V. for each faculty member
 - b. Copies of, or links to, faculty reports on: (1) sabbaticals; and (2) professional development grants; (3) external grants received
 - c. individual faculty development plans
- B. [Profile of part-time faculty \(Chart 2\)](#)
- C. [Instructional load data for each of the past six years \(Chart 1B\)](#).
- D. [Number of graduates over the last five years \(Chart 3\)](#).
- E. Alumni profile and survey data ([Appendix A](#) and [Appendix B](#)).
- F. Where applicable, results of norm-referenced test-scores (e.g. LSAT, ACS, MCATS).

4. Programs (12-18 pages)

A. *Student Learning Outcomes*

Please provide

1. **Comprehensive statement of student learning outcomes for the majors in the department.**

The Political Science Department has three student learning outcomes:

- Students will apply disciplinary knowledge in the service of others. (Active social engagement).
 - Students will communicate ideas clearly in their written work. (Competence in written communication).
 - Students will use valid and established social science methodology in their research. (Critically trained).
2. **Alignment matrix ([chart 4](#)). If the majors offered by your department are sufficiently different, please provide separate charts.**

See [chart 4](#).

3. **Description of how the curriculum offered by the department does (or does not) align with disciplinary expectations as articulated by national professional associations (if available); and/or description of how the curriculum compares with that of one or more peer institutions. Given your dept's mission, are you satisfied with the comparisons?**

We compared our department to political science departments at Wheaton and Gordon. Our three-person department is small compared to Wheaton's (7 full time and 2 visiting professors) and Gordon's (4 full-time professors). The difference in faculty size means these institutions can offer a range of courses that we cannot. Most notably, Wheaton and Gordon offer a full comparative politics field, one of the four main subfields in political science along with American politics, international relations, and political theory. Majors at both schools are required to take courses in each of these four subfields. The comparative courses that they offer but we do not, include *Introduction to Comparative Politics*, *Politics of the Middle East*, *African Politics*, *Contemporary Chinese Politics*, *Popular Movements and Religious Sentiment in the Americas*. These are interesting and important courses that we cannot offer unless we hire someone with expertise in these areas. Simply put, in order to adequately train and equip students with a global perspective on politics and international affairs, the department needs a fourth person.

4. **Descriptions of any co-curricular activities that help advance your SLOs.**

Political science is a uniquely *public* discipline, focusing on matters of concern to communities at all levels from local to global. As a result, members of our department have unique responsibilities for serving these communities in public ways. Our obligations intensify during election years and every time public events garner particular attention. They come from a variety of quarters, including lectures to the campus community, Westmont Downtown lectures, participation in President's Breakfast events, election night parties, moderating debates, providing commentary to media outlets, government service, and consulting. As a result of our discipline's public character and the broad constituencies that we serve, questions of resources and workload allocation require particular attention.

In addition to the many public lectures we give, the Political Science Department has several co-curricular activities that advance our SLOs. For instance, Dr. Penksa leads a popular class that requires participation in the National Model United Nations conference in New York City; Tom Knecht co-led Inoculum in 2010; and Jesse Covington hosted a professional conference on natural law at Westmont.

B. Assessment of the Outcomes

As a department, discuss the assessment work that has been done over the last six years.

1. Overview

- a. Referencing your annual assessment work, summarize where your department stands with respect to each of its student learning outcomes.**

Active Social Engagement. One of the goals of the Department is that students become active and engaged citizens in service to God’s Kingdom. The Department emphasizes social engagement in our substantive courses, in service-learning courses, and through our internship program. We assessed social engagement in the 2010-11 academic year, and the results were overwhelmingly positive: we found that our students engage with the world around them and articulated a sophisticated understanding of the biblical call to service. Nevertheless, we are currently searching for ways to further student engagement, including, among other things, increasing the number of service learning courses we offer. We are also discussing whether active social engagement will continue to be an SLO and, if so, whether we should change our assessment tools.

Competence in Written Communication. We believe that writing is one of the most important skills students learn in college. We assessed writing in the 2009-10 and 2011-12 academic years (the closely spaced assessment cycles are the product of a change in assessment regimes). Although we have spent considerable time and effort working on student writing, and despite some notable improvements, we are still not happy with the collective results. Deficiencies range from inadequate development of ideas, confusing prose, and poor organization. Teaching students how to become effective writers is a constant challenge, but one that we are prepared to meet.

Critical training. The department has spent considerable energy improving student research, what we call “critical training.” We have revamped our research methods course—POL 40: *Empirical Political Research*—and now require students take the class early in their academic careers. Although the results of these changes have been positive, considerable work remains. In particular, we want to see a better carry-over from what the students learn in POL 40 to the research they conduct in upper-division courses. Although the department has assessed research in virtually every annual report these past six years, this assessment has been rather haphazard. We will assess critical training in the 2012-13 academic year with new and systematic instruments that will give us a better understanding of student mastery of the subject.

- b. Again referencing your annual work, what have been the most important assessment findings? What has your department done in response to these findings?**

Active Social Engagement.

What We Learned. We assessed social engagement in the 2010-11 academic year. Our assessment tool was a slightly modified version of the “Civic Engagement Value Rubric” designed by the Association of American Colleges and Universities; we altered this instrument to include Christian motivations for service. We then applied the rubric to six senior political science papers from the POL 190: *Internship* course. Our goal was that 80 percent of students would score at benchmarks 3 or higher on the rubric. We were pleased to learn that students met or exceeded that benchmark in three areas: Diversity of Communities and Cultures, Civic Identity and Commitment, and Connection to Christian Service. However, students fell short in the “Analysis of Knowledge” category (2.5 average on a 1-4 scale), which asked students to connect theories in political science to their service. In short, we learned that our students are actively engaged in furthering God’s kingdom.

Our Response. Overall, we are pleased with our student’s engagement and find the results encouraging. We did, however, note on the difficulty students had connecting their service to the course material in political science. We believe that a large part of the problem is the prompt that we used to assess engagement did not expressly ask students to link their service back to their political science major. As a result, the low scores in the “Analysis of Knowledge” category may be more of a methodological artifact than a substantive finding. In response, we changed the prompt to ask how students’ coursework informed their service. The last iteration of the internship class featured more classroom discussions linking student’s work experience to their academic experience. We have also changed the internship program such that internships are available every summer. This change significantly increases the breadth of students’ possible engagement because they can now complete more off-campus internships.

Competence in Written Communication.

What We Learned. The Political Science Department assessed students’ written communication during the 2008-09, 2009-10 and 2011-12 academic years. (Although the frequency in which we assessed writing indicates our concern with this SLO, it is also a product of different assessment philosophies featuring different assessment tools. We now have a better idea of what we are doing with assessment and will evaluate writing every three years). We also asked students about writing in the alumni and senior surveys. The following details what we have learned from these reports.

The 2008-09 annual report noted several problems with student writing. The Department assessed writing by applying a rubric to students in Dr. Covington’s POL 133: *Contemporary Political Theory* course. The Department found that less than 30 percent of term papers demonstrated “good writing.” Issues include organization, and general editing for grammar, syntax, diction, and overall clarity. Moreover, the department found that students were not consistent in their citation methods.

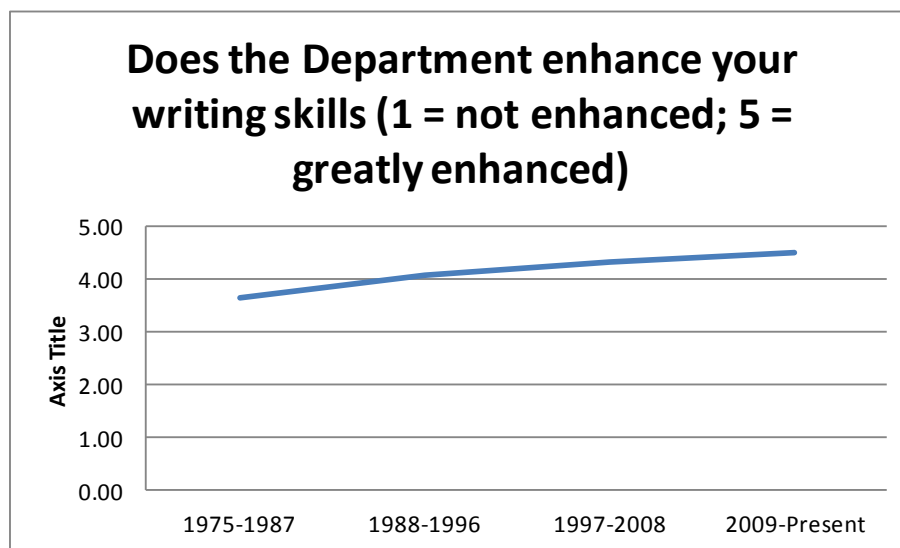
The 2009-10 report assessed writing by applying a grading rubric to two courses: Dr. Knecht's POL 109: *Political Parties and Interest Groups* and Dr. Covington's POL 140: *Christianity and Politics*. A large percentage of students in POL 109 failed to meet expectations in articulating hypotheses and designing an effective research strategy (50 percent), analyzing data (57 percent), writing a literature review (42 percent), and in the clarity of their writing (50 percent). Dr. Covington's assessment of writing was more positive. That assessment found that 73 percent of students met or exceeded expectations in the focus and organization of their writing. In sentence form, diction, grammar, spelling, the results were even stronger, with 87 percent of students meeting or exceeding expectations. We then had several conversations to uncover why Dr. Covington's students performed better than Dr. Knecht's, which resulted in several substantive changes in the way we teach writing (see "Our Response" below).

We again assessed written communications in the 2011-12 academic year, using a different assessment tool. Dr. Covington applied a written communication value rubric designed by the AACU to evaluate nine papers from his POL 131: *Modern Political Theory* course. The Department then read and assessed four of these papers. Our intercoder reliability was quite high (80 percent), which is important in its own right because it demonstrates grading consistency. The value rubric had five categories: Context of & Purpose for Writing, Content Development, Genre and Disciplinary Conventions, Sources & Evidence, and Control of Syntax & Mechanics. Our goal was that students would average three or higher out of a four-point scale.

The outcome of our assessment shows that students came close, but ultimately did not reach, our 3.0 goal: Context of & Purpose for Writing (2.9 mean), Content Development (2.6 mean), Genre and Disciplinary Conventions (2.8 mean), Sources & Evidence (2.8 mean), and Control of Syntax & Mechanics (2.8 mean). The Department then discussed the meaning of these results. First, we asked whether our expectations are too high and whether the rubric was an appropriate way to assess writing. In retrospect, setting an average of three on a four-point scale seems quite ambitious and rather arbitrary. Nevertheless, these results give us baseline data to compare future writers. Second, we discussed the relative weakness of content development. We all agree that students have difficulty developing their thoughts and supporting their work with logical or empirical evidence. Third, some members of the Department noted that the papers we read seemed of higher quality than papers we received in our own courses. Because we have just completed this assessment, we are still in the beginning stages of discussing these results and agreeing upon changes we should make in response. Nevertheless, we are beginning to share "best practices" that we could emulate in our courses (see [Future Plans: Written Communication](#)).

Finally, we asked the graduating senior class of 2012 and alumni whether the Department enhanced their writing ability (on a scale from 1 = "not enhanced at all" to 5 = "greatly enhanced"). The graduating seniors gave us a 4.58 mean

rating out of a possible 5 points (see [Senior Survey](#)). We are gratified to see that seniors rated us so high. Moreover, when you compare this to the 4.15 mean rating seniors gave the Department in 2007, it suggests that we are moving in the right direction. Likewise, alumni gave us high marks on our teaching of writing (see [Alumni Survey](#)). We divided the alumni results into various regimes, or configurations of faculty (e.g., “Lawrence, McKeown, and Penksa” or “Penksa, Covington, and Knecht”). The results show recent alumni are more likely to feel the Department enhanced their writing skills than past alumni (see figure below). This, we feel, indicates that we care about student writing and are moving in the right direction.



Our Response. The assessment reports, along with writing workshops conducted this past year, has prompted many substantive changes in the way the Department teaches writing. This section highlights many of those changes that have already taken place; the [following sections will discuss plans for the future](#).

- **POL 40: *Empirical Political Research*.** All majors now take POL 40 early in their careers, so it is a logical course to teach writing. In response to problems identified in assessments, POL 40 has morphed from a course that once focused mainly on research methods to a course that now devotes equal attention to writing. For instance, POL 40 includes lesson plans on how to organize ideas, write a thesis statement, construct topic sentences, use appropriate citation styles, and write with clarity and purpose. Students are provided with examples of quality writing from peer-reviewed journal articles and are given a “writers’ guide” as a resource.
- **Peer reviews.** The Department has had good experiences with peer reviews and we now include them in most of our courses.
- **Accountability.** One of the major problems we identified in student writing is procrastination—students simply wait until the last moment to write a research paper. In many courses, we have intermediate due dates for various sections of the research paper to hold students accountable and force them to start their paper earlier.

- **Feedback.** We have discussed how we can improve our feedback to students. Sarah Skripsky and Cheri Larsen Hoeckley led an informative workshop on responding to student writing, and we are now experimenting with several of their suggestions (e.g., the less-is-more feedback philosophy). Dr. Covington mandates face-to-face conversations with his students regarding their paper, which is something that Dr. Knecht and Dr. Penksa are considering as well. We are also trying to be more positive in our feedback.
- **Grading rubric.** The Department has developed a common grading rubric to provide students consistent feedback.
- **Varied assignments.** One of the suggestions that came out of the writing workshops and John Bean's *Engaging Ideas* was to vary writing assignments. Although we are still proponents of a standard research paper, we have experimented with different types of assignments. For instance, Dr. Knecht's POL 20: *International Politics* course now has students write blogs on current events—an assignment that has yielded positive results. Students in POL 112 are required to write UN policy position papers, an assignment that requires a different type of writing and research than a standard assignment.
- **Guidelines.** We use detailed writing guidelines that spell out our expectations for each section of the paper.
- **Citation and Style Guides.** In the 2008-09 annual report, we noted that students used a wide variety of citation styles, including some they made up. In response, we all now mandate students use the APSA style and they have access to the APSA style manual in every class and it is posted on our website.
- **Liaison with Library and Writing Center.** The Department has increasingly used the library and the writing center as resources. Savannah Kelly, the departmental librarian, guest lectures in many of our courses and has developed [LibGuides](#), a one-stop site for research resources. We have also encouraged our students to seek assistance from the writing center and have tutors to the writing center visit our courses.

In sum, the Department has made a number of changes in response to lessons learned from assessment reports, student surveys, and impressions drawn from our courses. We believe these changes are positive and have resulted in better student writing. However, work remains and we detail our future plans in the coming section (see [Future Plans: Written Communication](#)).

Critical Training.

What We Learned. The theme of student research—what our new SLO terms critical training—appears in several annual assessment reports. A goal of the 06-07 report was to do a better job of assessing research. The department had taught a course on research methods—POL 40: *Empirical Political Research*—for many years, yet did not conduct a systematic assessment of student's research skills. In response, Drs. McKeown and Penksa assessed two POL 40 student research papers. Although they found these papers proficient, they did not meet

the high standards set by the department. In particular, the papers were incomplete and lacked sophistication.

The 2008-09 assessment report details the department's concern with critical training. An assessment of Dr. Covington's POL 131 course using a grading rubric found students' research skills lacking: 54 percent were proficient in the Fall 2008 iteration of the course but only 33 percent were proficient in the Spring 2009 course. Both Drs. Penksa and Covington noted glaring weaknesses in literature reviews and research design.

The 2009-10 annual report assessed research in Dr. Knecht's POL 109: *Political Parties and Interest Groups*, Dr. Covington's POL 131: *Modern Political Theory* and POL 140: *Christianity and Politics* courses via a common grading rubric. In POL 109, students failed to meet expectations in articulating hypotheses and designing an effective research strategy (50 percent), analyzing data (57 percent), and writing a literature review (42 percent). Likewise, Dr. Covington found over half the students fell short of expectations in writing literature reviews, articulating and carrying out a research design, and data analysis.

Our Response. We have made a number of changes to address deficiencies in student research:

- **Changes to the content of POL 40: *Empirical Political Research*.** Dr. Knecht has completely revamped POL 40. This course had traditionally focused on quantitative methods; now, it includes sections on writing literature reviews, writing research papers, internal and external validity, experimental methods, and content analysis. In addition, students work in teams to conduct original research.
- **Require POL 40 early in major.** We have made POL 40 a requirement for most upper-division courses and now require students to take the course early in their academic careers. The goal is that students understand how to conduct research so we do not have to rehash the basics in upper division courses.
- **Modified research paper prompts.** Past assessment work has led us to modify our research paper prompts to be more explicit about expectations.
- **Increased resources.** As mentioned earlier, the Department is increasingly using the library as a valuable resource. Savannah Kelly, the departmental librarian, guest lectures in many of our courses and has helped us develop [LibGuides](#), a one-stop site for research resources.
- **Guidelines.** The writing guidelines discussed earlier also feature suggestions on how to conduct meaningful research.

c. What additional plans does your department have to respond what it has learned?

Future Plans: Active Social Engagement. Overall, the department is pleased with our efforts on this SLO. There are, however, several plans moving forward. First, we are looking to expand our service-learning opportunities. The department is currently

discussing how to incorporate service learning in more courses and exploring what these assignments might look like. Second, we want to expand the internship opportunities for our students. Part of this effort will involve Dr. Knecht—our internship supervisor—reaching out to members of the community and being proactive in searching for internships. Third, we want our students to engage with the upcoming elections and to become informed citizens. To this end, we have a number of election-year events planned as well as more general campus discussions of current events and politics. Finally, the department is increasingly interested in questions of citizenship. Dr. Covington is planning a new course built around citizenship and engagement, which should further our objective of creating engaged students.

One of the questions we are going to address in the near future is whether to keep active social engagement as an SLO. Our assessment of this objective has shown positive results, so perhaps there is a need to assess other departmental goals, such as disciplinary knowledge. Alternatively, we may keep active social engagement as an SLO—after all, it is the heart of who we are as a Department—but change the way we assess the objective. For instance, our assessment takes place in an internship course that all students are required to take. Are students engaged in the world if they are not forced to be? Do our students develop an ethos of volunteerism and altruism? Addressing these questions requires a different assessment tool than the one currently employed.

Future Plans: Competence in Written Communication. The Department just finished assessing writing for the 2011-12 academic year and we will spend the next academic year discussing and responding to this assessment. Below are several questions that emerged from past assessments and from writing workshops that will help structure our discussion:

- **Is there a more effective way to structure writing assignments?** Our typical assignment has been a semester-long research paper. Although we are still proponents of research papers, we are also considering alternative assignments, such as blogs, short reaction papers, book review essays, and informal writing assignments. This move away from standard research papers was suggested in writing workshops led by Sarah Skripsky and Cheri Larson-Hoeckley as well as by John Bean's book *Engaging Ideas*. Indeed, Dr. Knecht experimented with a blog assignment last semester with good success.
- **How do we provide better feedback to students?** One of the lessons learned in Westmont's writing workshops is not to overburden students with too many negative comments. We are attempting to be more judicious in our comments, focus on positives as well as negatives, and provide constructive feedback.
- **How do we get students to work on their writing?** All of our efforts at teaching writing are for naught if students do not put in the time and effort to develop their skills. How do we inspire students? Do we coerce them to spend more time writing? Are we overburdening students with work? The Department will spend time next year considering these difficult questions.
- **Are we using technology effectively?** We want to use technology to help students improve their writing. Although we have used resources like Eureka and LibGuides to help students with their writing, we are always searching for new and innovative ways to improve written communication. One possibility is to record students reading their papers aloud and post that recording to Eureka.

Another possibility is to require students use EndNoteWeb as a citation management software.

- **Are students writing too much?** A common complaint by students is that they have to write too much in our courses, especially upper division. One suggestion that came out of senior interviews was that if there was less writing, the quality might be better. Although we think that writing is a skill that improves with practice, there may be something to the “less-is-more” model.

Future Plans: Critical training. The Department will assess critical training next year and, at that point, we will have a better idea of where we are and how best to move forward. That said, we are already working on several improvements on areas of critical training.

- **Interdisciplinary.** We are in conversation with the math department (Patti Hunter, in particular) on how to better equip our students to do quantitative research. We plan to meet and workshop with the math department over the summer of 2012 to improve students’ quantitative reasoning.
- **Application.** We will provide more opportunities for students to use the skills they learned in POL 40 in their upper division courses. Although statistics is a central focus of POL 40, few students use quantitative methods to answer substantive political questions. We hope to change this by making datasets and resources more accessible.
- **Resources.** Although we give our students a good deal of research support, our limited budget means that we have had to do things “on the cheap.” In the future, we hope to have more funds to buy content analysis software and subscribe to ICPSR (a database clearinghouse for the social sciences), and develop a quantitative lab on campus for student use.
- **Accessibility.** We will be more systematic in our presentation of resources to the students. We have already worked extensively with the Savannah Kelly, the political science librarian, to create a [LibGuide](#) where students can get research support. We hope to bolster this site, make it easier to navigate, and increase the amount of resources offered.

2. The details: for each of your learning outcomes

- Extract the discussion for the most recent annual report treating the outcome and include it in this report.**

Active Social Engagement. Active Social Engagement was assessed in the 2011-12 academic year. That report read:

“Our department has learned several things from the data. Overall, we are pleased that our students are committed to and understand the importance of service and civic engagement. Many students remarked that they plan to continue their public-spirited work after graduation and believe there is a strong biblical call to serve others. We are happy with these results, but there are things we can improve upon. We can do a better job linking service back to theories in the discipline. Collectively, our students had the lowest score in the “Analysis of Knowledge” category (2.5 average on a 1-4 scale), which asks students to connect theories in political science to civic engagement. Part of the problem is the prompt that we used to assess engagement: the prompt did not expressly ask

students to link their service back to their political science major (discussed below). Nevertheless, the internship course will pay greater attention to connecting service and service-learning back to issues and theories in political science.

We are pleased with what our students are learning and are gratified to see that, for the most part, that our students are civically engaged. We were especially pleased that students articulated a strong theological motivation of service. One concern is that students did not link their service back to theories and issues in political science. However, other evidence from POL 190 coursework and class discussions revealed students are indeed adept at drawing connections between their service learning and topics in political science. Therefore, we believe the problem is more the result of a faulty assessment prompt than it is a problem with our curriculum or instruction. In the future, we will include a question asking them to specifically how their internship relates to the discipline.

How will/did these results get communicated? We are examining the possibility of adding more service-learning components to our existing course schedule. We are encouraged by our student experiences in internships, and we hope to make community-based learning a larger part of our curriculum. We are committed to sharing our knowledge with the Westmont faculty. Tom Knecht served on the service-learning taskforce and gave a faculty forum presentation on service-learning and internships. In addition, he just had a paper on service-learning accepted for publication by the journal *PS: Political Science*. In short, we are always willing to share our experiences with the broader Westmont community.

We have not set any new goals related to the SLO “Active Social Engagement,” but we have renewed our commitment to develop civically minded students who give of themselves to further God’s Kingdom.”

Competence in Written Communication. Although not identified as a distinct SLO until recently, and not systematically assessed until 2011-12, the department has long been concerned with the quality of student writing. This concern first appeared in the 2008-09 annual report. The report noted,

“The above data does not offer much by way of detail. Dr. Covington’s written comments on students’ work suggest that improved literature reviews (increased synthesis, especially) and attention to appropriate research designs represent nearly ubiquitous needs. This supports our decision to encourage students to take POL-040 early in their course of study.

Related to assessment more broadly, this data suggests that there is room for real growth in areas of student writing and analytical thinking. In comments to students related to their analyses, two broad themes emerge. First, when there are problems in this area, students are often over-dependent on their sources to establish their arguments, neglecting critical engagement with those sources. Second, when students do speak more clearly with their own voices, they are sometimes prone to assert rather than demonstrate. As regards writing, problem

areas include organization, and general editing for grammar, syntax, diction, and overall clarity. Third, students often are not consistent in their use of citation methods. To improve consistency among student work, the DOPS has decided to adopt the American Political Science Association (APSA) standards for citation methods. All students enrolled in PS courses now will be required to use APSA standards.

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The 2009-10 annual report again assessed student writing, but with a much different assessment tool than what we currently employ. We used a grading rubric to assess writing in three courses: Dr. Knecht’s POL 109: Political Parties and Interest Groups and Dr. Covington’s POL 30: Political Theory and Ideology and POL 140: Christianity and Politics. The assessment in POL 109 illuminated some serious concerns with students’ writing. The report detailed,

“These struggles are particularly evident in the large percentage of students who fail to meet expectations in articulating hypotheses and designing an effective research strategy (50 percent), analyzing data (57 percent), and writing a literature review (42 percent). Students fared no better in their writing, with 50 percent of the class falling below expectations.” Dr. Covington’s POL 140 course yielded more positive results concerning student writing. The report states “In purpose, focus, and organization, 11/15 students (73.3%) met or exceeded expectations. In sentence form, diction, grammar, spelling, etc. the results were even stronger, with 13/15 students (86.7%) meeting or exceeding expectations.”

The department discussed several issues in light of the 2009-10 assessment of student writing. The report detailed:

“POL 109: Political Parties and Interest Groups is an upper-division course that I [Dr. Knecht] taught much like a graduate seminar. The central requirement for POL 109 was original research on a topic related to political parties or interest groups, culminating in a 15-20 page paper (see research guide). Although students had various deadlines to meet (e.g., turning in a research question and research guide, writing an annotated bibliography, peer reviews, etc...), they were largely responsible for their own research. This “seminar” philosophy was consistent with my expectations of upper-division students: they should not need professors to micromanage their time. It is also consistent with how I have taught the course in the past, both at the University of Denver and UC Santa

Barbara. Unfortunately, the aggregate results from the grading rubrics suggest dramatic change is needed (Table II).

POL 109 is, without a doubt, the most disappointing course I have taught. The aggregate results described in Table II show that students struggled in most areas of research and writing. These struggles are particularly evident in the large percentage of students who fail to meet expectations in articulating hypotheses and designing an effective research strategy (50 percent), analyzing data (57 percent), and writing a literature review (42 percent). Students fared no better in their writing, with 50 percent of the class falling below expectations.

There are numerous reasons why POL 109 failed to live up to expectations, but here I will concentrate on one: students started their research project way too late in the term. Despite my repeated admonishments to start the project early and work steadily throughout the term, students tended to procrastinate until it was too late. And, because of the way I structured the class, it was easy for the students to put off their research and/or go off on unproductive tangents. Students also remarked that they felt I left them to sink-or-swim in this project and that I failed to provide the help they needed. The problem of procrastination can be addressed by forcing students submit multiple sections of their paper throughout the term. Additionally, I am committed to doing a better job of providing students with more feedback and assistance throughout the term. Although I am conflicted about this new strategy—I still think students need to learn how to work on self-imposed deadlines—I feel that the result will be better student research, better papers, and ultimately, a better course.

[Dr. Covington wrote] Indications in this area for POL-140 (see Table I) are broadly positive. In purpose, focus, and organization, 11/15 students (73.3%) met or exceeded expectations. In sentence form, diction, grammar, spelling, etc. the results were even stronger, with 13/15 students (86.7%) meeting or exceeding expectations.

The data for POL 30 (see Table III) suggest the development of solid writing skills as no more than three students failed to meet expectations in any of the four writing categories (items 1-4 on the rubric). However, there is room for improvement given the relatively high numbers scoring in the “competent” range on these items (8 for rubric item 1 and 10 for rubric item 2). Comparing student performance between the first and fourth writing assignments of the semester reveals little change—an average of only -.05 change on the 5-point scale for the writing categories (aggregated). It is somewhat surprising that positive change is not indicated, but this may be due to some intervening variable. I will plan to compare the first and third assignments next year.”

Critical training. The theme of student research—what our SLO now terms critical training—appears in several annual assessment reports. One goal that came out of the 2006-07 report was to do a better job of assessing research. The department had taught a course on research methods—POL 40: Empirical Political Research—for several years, yet did not have a systematic assessment of student’s research skills. To rectify

this, Drs. McKeown and Penksa assessed two POL 40 student research papers. Although these papers were proficient, they were not at the level the department had hoped for. In particular, the papers were incomplete and lacked sophistication.

The 2007-08 assessment report noted that the retirement of Dr. McKeown meant that, for the near future, POL 40 would either not be taught or would be taught by adjuncts. The department then discussed having students take a statistics course outside of the major and the need to integrate research methods into their substantive courses.

The 2008-09 assessment report details the department's concern with critical training. An assessment of Dr. Covington's POL 130 course suggested that students fell short in their research skills: 54 percent were proficient in the Fall 08 iteration of the course, and only 33 percent were proficient in the Spring 09 course. Both Drs. Penksa and Covington noted glaring weaknesses in literature reviews and research design. At that time, the department had just hired Dr. Knecht who would teach POL 40 in the Fall of 2009. Drs. Penksa and Covington discussed the possibility of requiring POL 40 early in a students' academic career in order to prepare them to write upper-division research papers.

The 2009-10 annual report assessed research (we have since redefined this as "critical training"), but with a much different assessment tools than what we currently employ. Research was assessed in four courses: Dr. Knecht's POL 20: International Politics, and Dr. Covington's POL 30: Political Theory and Ideology, POL 131: Modern Political Theory, and POL 140: Christianity and Politics. We have since decided that it is inappropriate to assess students' research skills in introductory courses, therefore we will not rehash our findings in POL 20 or 30 here. Assessments of research in POL 131 and 140 were made through a grading rubric. The report details some strengths and weaknesses in student research:

"The strongest areas of student research [in POL 140] include articulating a research question (14/15 meeting or exceeding expectations—93.3%) and using appropriate bibliographic and citation methods (11/15—73.3%). Of concern are data that suggest students struggled to complete basic components of a research paper. Areas in which nearly half or more of the students fell short of expectations include: the literature review, the research design, and analysis. In part, this may reflect the absence of a research methods course for several years due to faculty retirement and replacement.

The data for POL 131 (see Table II) reveal slightly more encouraging data in several research and analysis categories. As with POL 140, all but one student met expectations for articulating a research question. However in POL 131, students performed very well on their literature reviews (8/8—100%) meeting or exceeding expectations. Moreover, students performed well with their analyses, with 6/8 (75%) meeting expectations. One possible reason for the difference between the two courses pertains to the readings assigned in each: in POL 131, students are asked to read journal articles that largely conform to the same research methods that students are asked to use, whereas the literature assigned for POL 140 is quite different. As in POL 140, research designs in POL 131 were weak, with only 3/8 meeting expectations (37.5%)."

b. Discuss any changes since the report.

See above.

C. Conclusion

Overall, what are the strengths and weaknesses of various demographic groups of your students? What adjustments to your program are appropriate to respond to the characteristics of your students? What progress have you made in making these changes? What are the next steps you want to take?

We do not think there are meaningful differences between subgroup populations of our students—the N is so low that splitting the data is meaningless—so we will discuss political science majors in general. We believe our majors are a hard-working and committed group willing to tackle the rigorous challenges we set before them. We find our students actively engaged in the world around them. And although we have seen improvement in students' writing and researching skills, there is still room for growth in these areas.

We have already made several adjustments to our program in order to better respond to student needs. In terms of writing, we have created a common grading rubric, now teach writing early in the major, have instituted peer reviews, give students more frequent and more positive feedback, provide more guidelines for writing, systematized the citation styles, and have made better use of campus resources like the library and the writing center. In terms of critical thinking, we have completely revamped our methods course (POL 40) and now require students to take it early in their careers. We have also paid more attention to giving students the resources and guidance they need to carry out meaningful research in upper-division courses.

We are also thinking about next steps. First, the Department will focus on critical thinking in the 2012-13 academic year. We will discuss how best to assess critical thinking along with the steps we can take to improve students' performance in this area. Second, we will discuss the results (2011-12) of our recent writing assessment. Elsewhere, we listed a number of questions that emerged from this assessment that can structure our conversations about student writing. Third, we will discuss the future of active social engagement as an SLO. We are generally pleased with student performance in this area, so we may (a) opt to assess a different departmental goal, or (b) change the way we assess active social engagement.

D. Future

Describe the direction for the department's next assessment efforts as part of a systematic evaluation of student performance.

The following details the Department's next assessment steps, year-by-year.

- 2012-13 academic year. We have three main objectives for the next academic year:

1. Assess critical thinking. Early in the academic year, we will meet to discuss how best to assess critical thinking along with the steps we can take to improve students' performance in this area.
 2. Respond to writing assessment. Also in early in the 2012-13 academic year, we will discuss the results of our recent writing assessment. Elsewhere, we listed a number of questions that emerged from this assessment that can structure our conversations about student writing.
 3. Respond to PRC review of our six-year report.
- 2013-14 academic year. We are scheduled to assess active social engagement during this academic year. As mentioned earlier, we are generally pleased with student performance in this area, so we may (a) opt to assess a different departmental goal, or (b) change the way we assess active social engagement. If we do decide to eliminate active social engagement as a SLO, we will likely replace it with "Disciplinary Knowledge."
 - 2014-15 academic year. Assess written communication. We will most likely use the same assessment tool as the 2011-12 report in order to give us longitudinal data.
 - 2015-16 academic year. Assess critical thinking.
 - 2016-17. Assess active social engagement or alternative SLO.
 - 2017-18. Write six-year report.

5. General Education and Service Courses (1-5 pages)

If relevant, report on your department's contribution to the General Education program. Relevant questions might be:

- **What percentage of your department's load is devoted to General Education?**

The Department has ten general education courses on the books, with more on the way. We typically teach between eight and twelve GE courses per academic year. In the 2012-13 academic year, for instance, 12 of the 18 courses we teach (67 percent) will be GE courses. This does not count the three GE courses that we usually teach over Mayterm.

- **What conversations have happened in your department and with the General Education Committee?**

We have had several conversations with the GE committee and we have been active in GE assessment. During the 2007-2008 academic year, for example, Jesse Covington participated in numerous meetings with a task group dedicated to GE planning and assessment of courses fulfilling Common Contexts: Introduction to the Liberal Arts, Philosophical Reflections on Truth and Value. Most of these efforts were devoted to revising the goals that relevant courses needed to fulfill and developing tools for assessing how well these goals were fulfilled. Jesse has also participated in a task group for the GE Thinking Historically category. Likewise, Tom Knecht served on the Understanding Society GE committee during 2009-10 academic year and Susan Penksa met with colleagues teaching Thinking Globally courses.

Other relevant discussions with the GE Committee include successful applications to add Political Science courses to the GE curriculum. These include: POL-030 Political Theory and Ideology (the redesigned course will fulfill the requirement for philosophical reflections on truth and value), POL-130 Classical Political Theory (now fulfills the Writing Intensive requirement), POL-131 Modern Political Theory (now fulfills the Writing Intensive requirement), POL-104 Constitutional Law (now fulfills the Productions and Presentations requirement), and POL/KNS 141 Politics of Sports (Understanding Society).

- **How effective have the courses in your department been in meeting the General Education goals established for courses taught in your department?**

Although we feel our courses have been quite effective in meeting the GE goals, changes in GE assessment have left us with minimal evidence in this area. We have participated in meetings/conversations among Westmont faculty responsible for individual GE requirements (e.g. Thinking Globally). We have developed course objectives that highlight GE objectives.

- **What changes in the assessment of this area would you suggest to the GE committee?**

We would like greater clarity in how and what we should assess

6. Financial and Program Resources (3-6 pages)

A. Financial Resources

- **Discuss the adequacy of the current budget to meet existing program needs.**

We need more money. For too long the Department has coped with a shoestring budget with insufficient funding for things like student research, professional research and development, departmental events, and guest speakers. Consider, for example, the lack of resources for student research. We teach students content analysis methodology, but have no money to purchase content analysis software. We teach students quantitative methods, but have no money to subscribe to ICPSR (a clearinghouse of social science databases). We teach our students to conduct comprehensive literature reviews, but our library collection is inadequate and outdated. We teach students about survey methodology, but have no resources for them to incentivize participation. We encourage students to present their research at conferences, but have no money for conference travel. As one might imagine, the lack of funds also stunts our own research. We often find ourselves paying for research expenses out of pocket, or forgoing promising projects because we cannot find even a modest amount of funding. Big ideas require financial support, and we are a big ideas department.

- **Within the current budget, how could resources be reallocated more effectively?**

We are doing the best we can with limited funds.

- **What additional resources will be desirable to accomplish program goals and enhancements described in the next Section? What intermediate steps are feasible?**

A significant departmental budget increase would help us do our job better. Here is a short wish list:

- \$5000/yr for departmental guest speakers
- Subscribe to ICPSR
- Purchase NVIVO content analysis software
- Purchase STATA statistical software
- \$1000 for departmental events
- \$1000 for two career-oriented workshops per year.
- Funds for student research
- Funds for faculty research

B. Program Resources

Discuss the ways the students and faculty in your department depend on, interact with or make use of

A. The Library Collection/Database resources

The Department has increasingly relied on the library, especially Savannah Kelly. The library staff has been instrumental in updating our online holdings, securing new datasets (e.g., the Roper Center), and developing new resources (e.g., LibGuides). Moreover, Savannah is very active in helping our students conduct research, even leading some of our class sessions. We are quite pleased with the direction the library is headed.

That said, the library's holdings and resources are inadequate. For instance, we cannot access many journals because either our library does not carry them (e.g., *Foreign Policy Analysis*) or there are embargoes against recent journal issues. We also do not belong to the Interuniversity Consortium for Political and Social Research (ICPSR), which houses many of the datasets used by social scientists. Finally, our book collection is hopelessly outdated and the budget inadequate to build a respectable holding for political science.

B. Library staff

See above.

C. The Internship Office

We work closely with Jennifer Taylor and the Internship Office. Again, the Political Science Department is one of the few on campus to require an internship as a major requirement. Jennifer has been instrumental in helping our majors secure an internship

and dealing with the necessary paperwork. Jennifer does an outstanding job, but she needs help. The internship office is understaffed, which limits their ability to be proactive (e.g., searching out new community partners). We recommend bolstering our internship and experiential education office.

D. The Office of Life Planning

For the past three years, the Office of Life Planning has conducted job skills seminars for students in POL 190: *Internships*. The feedback from students is overwhelmingly positive. We also encourage students to see Dana and Celia on a regular basis.

E. Off-campus Programs

A large number of political science students study off campus, and we are quite pleased with the job that Off-campus Programs does. Our larger hope for Westmont is that *all* students study abroad, which ultimately would mean expanding the office and employing a full-time Director of Study Abroad and Off-Campus Programs.

F. Disability services

We appreciate disability services and feel the office does a fine job. We are notified in advance of special accommodations and appreciate their support.

7. Conclusion and Long-Term Vision (3-6 pages)

A. Outline the major departmental accomplishments over the last six years.

Reviewing past assessment work yields a number of positive conclusions about the Political Science Department. First, our students are engaged in the world around them. Our students not only see the value in serving their community, but also are able to articulate a biblical mandate for service. The department has also shown a strong commitment to furthering student engagement. We are one of the few departments on campus to mandate an internship course and we are increasing our offerings of service-learning courses.

Second, the department has worked hard to improve student writing. We have identified deficiencies in student writing and have taken steps to rectify them. For instance, writing is now a much larger focus of POL 40, we have incorporated more peer reviews into the writing, students are able to get more feedback from professors, we have systematized citation styles, and we have better utilized campus resources like the library and the writing center. Our hard work on student writing is reflective the fact that graduating seniors and recent alumni rate the Department very high (4.5 out of 5) in our teaching of writing.

Third, we have upgraded the critical training of our undergraduates. The Department has redesigned our methods course (POL 40) and now require students take it early in their academic career. Moreover, we have increased the resources we provide students to carry out sophisticated methods in their upper division courses.

Fourth, the Department is proud of its teaching record. We are all committed teachers, who strive to make learning challenging but fun. Each member of the Department has been recognized as a Westmont Teacher of the Year and we all receive consistently high teaching evaluations. The Department graduates thoughtful students who write well, think critically, and engage with the world around them.

Fifth, we are proud of our publication record. Since the last six-year report, the members of the department have published two books, edited a forthcoming book, published six book chapters and six peer-reviewed journal articles, presented at numerous professional conferences, hosted a conference at Westmont, received a Fulbright award and follow-on grant, and have done high-level consulting work for governments and non-governmental organizations.

Finally, in the last six years, the department faced the retirement of two of three of its members. It then conducted two national searches and hired two replacements. There have been extraordinary changes (and pressures) within the department during the last six years. We are confident that the department is now stronger than ever and is ready to expand to include a fourth member.

B. Describe where the department would like to be in six years (including a list of program improvement goals) and reflect on departmental strategies for achieving this vision.

The Department is excited about the future and, when we reread this report in six year, we hope that we have accomplished several goals. First, we want to make even more progress on our current SLOs: active social engagement, competence in writing, and critical training. Much of this report has been devoted to describing strategies for achieving our SLOs, so we will not rehash them in full here. Suffice it to say, we hope that in six years, our majors are conducting sophisticated research, can effectively communicate their findings in written form, and all for the advancement of God's kingdom.

Second, we hope that our vision for Westmont College that we outlined in a recent planning grant initiated by President Beebe comes to fruition. In that grant, we described the creation of three new institutes that the Political Science Department would help create and advise, but would not run. The first is a Global Studies Institute that would bring in speakers, provide resources for student and faculty research, host conferences, and ensure that every Westmont student studied abroad. The second Institute for Undergraduate Teaching, Research and Learning would be responsible for helping professors explore innovative pedagogies (e.g., cooperative learning), for advancing undergraduate education (e.g., creation of a quantitative reasoning lab), and facilitating undergraduate research (e.g., provide financial support for professor-student research projects). This institute would also house the First-Year Seminar Program, an innovative curriculum that utilizes small class sizes and close student-teacher relationships to introduce incoming students to the expectations and rigors of a Westmont education. Finally, the Institute for Service Learning and Civic Engagement would support experiential education with the goal that every Westmont student will

take both an internship and a service-learning course. This will enhance students' job skills and advance God's kingdom through service in the community.

Third, we hope to retain our faculty and add an additional member. The Political Science Department is blessed to have supportive colleagues who work well together. We hope to be together for a long time. We urgently need to hire a new tenure-track position in comparative politics with an emphasis on non-Western regions. This would broaden our curriculum and bring us up to nationwide standards.

Finally, we hope to grow our major. (We have already seen indications of growing major numbers; POL 40, a bellwether for major numbers, has been near or at capacity enrollment the past three years). Not only would we like to see more students opt for a political science major, we especially want to encourage diversity within the Department. Collectively, we feel that diversity adds incalculable richness to students' education. Moreover, we are concerned with the poor demographic representation in our political institutions. As we encourage more women and minorities to take political science courses, hopefully we help build the base for a more diverse Congress, White House, State Senate, or city council.

C. What is your plan for achieving your program's vision? Include a time line. Identify the most important next steps and the individuals responsible for directing these actions.

The Department has a detailed plan for achieving our vision. The following outlines that plan with the individual responsible in parentheses:

- Fall Semester, 2012. Continue discussion on results of writing assessment (Department).
- Fall Semester, 2012. Discuss critical training assessment tools (Susan)
- Fall Semester, 2012. Meet with PRC and Provost and discuss results of six-year report. Request additional tenure-track line and additional department funding. Begin implementing changes (Department).
- Spring Semester 2013. Assess critical training SLO (Susan).
- Spring Semester 2013. Write annual report focusing on critical training SLO (Susan and Tom)
- Fall Semester 2013. Discuss whether to keep active social engagement as an SLO. If so, discuss whether current means of assessment is adequate (Tom).
- 2013-14 academic year. Assess active social engagement SLO. (Tom)
- 2014-15 academic year. Assess competence in written communication SLO. Close the loop on writing (Jesse).
- 2015-16 academic year. Assess critical training SLO. Close the loop on critical training (Susan).
- 2016-17 academic year. Assess active social engagement SLO (Tom)
- 2017-18 academic year. Assess written communication (Susan)
- 2019-20 academic year. Next six-year report.

D. Include a Multi-year plan for the next program review cycle.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Means of Assessment	Who is in charge
Competence in written communication			X			X	Essay and rubric	Jesse
Critically trained	X			X			Coursework and pre/post exam	Susan
Active social engagement		X			X		Essay and rubric	Tom

Chart I. CV's**Tom Knecht**

Department of Political Science
Westmont College
955 La Paz Road
Santa Barbara, CA
tknecht@westmont.edu
805-565-6227

EDUCATION

- PhD. Political Science, University of California, Santa Barbara, 2004.
M.A. Political Science, University of California, Santa Barbara, 2001.
B.A. Political Science, Stanford University, 1995.

PUBLICATIONS

Paying Attention to Foreign Affairs: How Public Opinion Affects Presidential Decision Making, Penn State University Press (2010).

“Critical Dialogue: A Review of Terrance Chapman’s *Securing Approval* and a Response to Chapman’s Review of *Paying Attention to Foreign Affairs*,” *Perspectives on Politics*, 10 (2012): 145-149.

“Engaging the Reluctant? Service Learning, Interpersonal Contact and Attitudes Toward the Homeless,” with Lisa Martinez, *PS: Political Science* 45 (2012): 106-111.

“A Pragmatic Response to an Unexpected Constraint: Problem Representation in a Complex Humanitarian Emergency,” *Foreign Policy Analysis* 5 (2009):135–168.

“Humanizing the Homeless: Does Contact Erode Stereotypes,” with Lisa Martinez, *Social Science Research* 38, (2009):521-534.

“Public Opinion and Foreign Policy: The Stages of Presidential Decision-making,” with M. Stephen Weatherford, *International Studies Quarterly* 50 (September 2006):705-727.

“When is Strategic Bombing Effective? Domestic Legitimacy and Aerial Denial,” with Aaron Belkin, Michael Clark, Robert Hinckley, Gulriz Gokcek, and Eric Patterson, *Security Studies* 11 (Summer 2002):51-88.

WORKS IN PROGRESS

“Framing Saddam: Rhetorical Analogies in the First Gulf War,” with Jordan Cass-Boyle. Journal manuscript under review at the *International Journal of Communication*.

“Gender Roles in Christian and Secular Higher Education,” with Emily Ecklund. Journal manuscript to be submitted to *Christian Higher Education*, June 2012.

“Issue Frames and Cues in Context: Who Pays Attention to the Context of Extreme Speech?” with Robert Hinckley. Journal manuscript to be submitted to the *American Journal of Political Science*, June 2012.

“Benchmarks in American Foreign Policy,” Journal manuscript to be submitted to *Public Opinion Quarterly*, December 2012.

CONFERENCE PARTICIPATION

“Interdisciplinary Approaches to Physical Education,” with Gary Knecht. Presentation given at the Annual Conference of the California Association for Health, Physical Education, Recreation, and Dance, February 23-26, 2012.

“Framing Saddam: Rhetorical Analogies in the First Gulf War,” with Jordan Cass. Paper presented at the Annual Conference of the International Studies Association-West, Pasadena, CA, September 23-24, 2011

“Issue Frames and Cues in Context: Who Pays Attention to the Context of Extreme Speech?” with Robert Hinckley. Paper presented at the Annual Conference of the Midwest Political Science Association, Chicago, March 31-April 4, 2011.

“Benchmarks in American Foreign Policy,” Paper presented at the Annual Conference of the Midwest Political Science Association, Chicago, April 23-25, 2010.

“Engaging the Reluctant? Interpersonal Contact and Attitudes Toward the Homeless,” with Lisa Martinez. Paper presented at the Southwest Social Science Association Meetings, Denver, CO. April 7, 2009.

“Technocracy in Higher Education: How Can We Do Public Work with Students and Community Partners?” Roundtable discussion at the Annual Conference of the Association of American Colleges & Universities, San Diego, April 2, 2008.

“Changing Opinions on Homelessness,” Paper presented at the Annual Conference of the Western Political Science Association, San Diego, March 20-23, 2008.

“The Myth of ‘Stingy’ Americans: Public vs. Private Foreign Aid,” Paper presented at ISA-West, Las Vegas, Nevada, September 29-30, 2006.

Chair and Discussant, “The Clash of Civilizations? Conflicts and Conversations in the Post-9/11 World,” ISA–West Annual Convention, Las Vegas, Nevada, September 29-30, 2006.

“Breaking Duverger’s Law: Sincere and Strategic Voting in U.S. Elections” Paper presented at the Annual National Conference of the Midwest Political Science Association, Chicago, April 20-23, 2006.

“Redirecting Foreign Policy: Problem Representation in Complex Humanitarian Emergencies,” Paper presented at the Annual Meeting of the International Studies Association, San Diego, California, March 22-25, 2006.

“The Influence of Public Attention in American Foreign Policy,” Paper presented at the Annual National Conference of the Midwest Political Science Association, Chicago, April 7-10, 2005

“Public Opinion and Foreign Policy: Stages of Presidential Decision-making,” Paper presented at the Annual National Conference of the Midwest Political Science Association, Chicago, April 15-18, 2004.

“The Rise of the Millionaire Candidate: Self-Funding in House and Senate Elections 1984-2000,” Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, April 3-6, 2003.

“Coercive Bombing and Domestic Legitimacy,” Paper presented at ISA-West, Davis, CA, October 2001.

EMPLOYMENT

Westmont College, Associate Professor, Department of Political Science, 2009-Present.

Courses include: American Presidency, Introduction to International Politics, Internships, Introduction to American Politics, Political Parties and Interest Groups, Empirical Political Research, The Politics of Sports, American Public Opinion.

University of Denver, Assistant Professor, Department of Political Science, 2004-2009.

Courses include: American Presidency, U.S. Congress, American Foreign Policy, Political Participation and Representation, Research Methods, Concepts of the Public Good, Power and Justice, Political Myths, Political Interest Groups, Contemporary Issues in American Foreign Policy, American Public Opinion, Politics of Sports, and Simulation of American Government.

U.C. Santa Barbara, Teaching Associate, Department of Political Science, Summer Quarter 2003.

Course: Political Interest Groups.

Westmont College, Instructor, Department of Political Science, Fall Semester 2002.

Course: Developing Nations.

U.C. Santa Barbara, Teaching Assistant, 1999-2004.

Courses include: Introduction to American Government (Five Quarters), Introduction to International Relations (Two Quarters), Introduction to Comparative Politics, Research Methods in Political Science, Political Interest Groups (Two Quarters), Congress Simulation (Two Quarters), The American Presidency (Two Quarters), The History of Globalization, Contemporary Issues of Globalization, Social Analysis of Terrorism, The Quest for Peace and World Order

U.C. Santa Barbara, Department of Political Science Lead Teaching Assistant, Fall Quarter 2001–2004.

Responsible for coordination and instruction of departmental TA training course.

U.C. Santa Barbara, Research Assistant, Profs. M. Stephen Weatherford and Garrett Glasgow, October 2003—2004.

Responsible for researching and collecting data related to Professors

Weatherford

and Glasgow's professional activities.

U.C. Santa Barbara, Research Assistant, Prof. Benjamin J. Cohen, 2001–2003.

Responsible for researching and collecting data related to Professor Cohen's professional activities.

U.C. Santa Barbara, Head Teaching Assistant, 2002.

Responsible for coordination of Introduction to American Government course.

COLLEGE AND DEPARTMENTAL SERVICE

Assessment Coordinator for the Political Science Department, 2011-Present.

Member of Westmont's Institutional Review Board, 2010-Present.

Member of Westmont's Strategic Planning/Marketing Committee 2011-Present.

Member of David K. Winter Servant Leadership Award Committee, 2011-2012

Co-chair of the Experiential Learning Task Force, 2010-2011

Faculty Advisor, Phi Sigma Alpha, University of Denver, Winter 2007-2009.

Board Member of the Bachelor of Arts Completion Program, University College, University of Denver, Winter 2007-2009.

Quantitative Reasoning Faculty Director, University of Denver, Summer 2007-Spring 2008.

Quantitative Reasoning Lab Committee, University of Denver, Winter 2007-

2009.

PROF Award committee, University of Denver, Spring Quarters 2006 and 2008.
Marsico lecturer hiring committee, University of Denver, Spring 2006.

INVITED TALKS AND PANELS

- Panelist, "Gender Development and Identity," Forum with the Westmont Residential Assistants," February 16, 2012.
- Panelist, "National and Global Security in the 21st Century," Westmont Downtown Lecture Series, February 9, 2012.
- Panelist, "First-Year Retreat," Westmont College Office of Student Life, September 30, 2011.
- Invited talk, "Political Representation," WCSA, September 1, 2011.
- Invited talk, "Paying Attention to Foreign Affairs," UCSB Research Colloquium, April 7, 2009.
- Invited talk, "The Future of Experiential Learning at Westmont," Faculty Forum, March 3, 2011.
- Panelist, "Condoleezza Rice and the Direction of American Foreign Policy," Westmont Downtown Lecture Series, February 24, 2011.
- Panelist, "Westmont Preview Days," November 11, 2010.
- Discussant for Bruce Fisk's "Still ChRistiAn Zionism After All These Years? The Third Temple in a Century of End Times Hermeneutics," Phi Kappa Phi, Paul C. Wilt Faculty Lecture Series. October 25, 2010.
- Invited talk, "Political Representation," WCSA, August 25, 2010.
- Invited talk, "How to Use Lime Survey," Westmont College, April 27, 2010
- Invited talk, "Benchmarks in American Public Opinion," Political Science Department Colloquium, April 6, 2010.
- Panelist, "What's Race Got to Do With It? An (Un)Civil Discourse and the Presidency." Tuesday with Morals Series, November 3, 2009
- Invited Talk, "Survey Research Methodology," Guest lecture for Lesa Stern's research methods course, October 6, 2009.
- Invited talk, "Using Classroom Response Systems Effectively," University of Denver, August 2 and 4, 2008.
- Invited talk, "Politics and the Olympic Games," University of Denver, May 21, 2008
- Invited talk, "Homelessness in Denver, Changing Hearts and Minds," Project Homeless Connect, April 28, 2008.
- Invited talk, "Clickers in the Classroom," University of Denver, April 15, 2008.
- Invited talk, "Rocking the Vote," George Washington High School, February 15, 2008
- Invited talk, "Making Classroom Technology Work," February 22, 2008.
- Invited talk, "Rocking the Vote," Grandview High School, October, 2007.
- Invited talk, "The Electoral College," VIVA, August 23, 2007
- Invited talk, "Clickers in the Classroom," CTL Conference Technology & the Human Intellect, University of Denver, April 27, 2007
- Moderator, "Bridges to the Future," Senator George Mitchell's Talk, University of Denver, October 10, 2006.
- Panelist "US Political Party System," Fishbowl Discussion, University of Denver,

September 2006.

Invited talk, "Third Parties and American Politics" The Second Year Experience at DU, University of Denver, September 2006.

Invited talk, "Third Parties and American Politics" Free Skool Lecture, University of Denver, May 2006.

Invited talk, "It's Not Easy Being Green," The Humanities Institute Lecture Series, University of Denver, 2006.

Invited talk, "The Church and Politics," Montview Presbyterian Church, February 19 & March 2, 2006.

Panelist, "Patriotism in the Age of Terror," Fishbowl Discussion, University of Denver, February 22, 2006.

Invited talk, "What is Hot Today?" Hot Topics Series, University of Denver, February 9, 2006.

Panelist, "Constitution Day," University of Denver, September 21, 2005.

Invited talk, "The Ethics of a Research Assistant," The PINS Program, University of Denver, August 2005.

Moderator "Saving Social Security," Congresswoman Dianna DeGette, University of Denver, March 2005

Moderator, "Election Night 2004," Cable Center, University of Denver, November 2004.

Moderator, "Presidential Debates," University of Denver, October 2004.

HONORS AND AWARDS

The Bruce and Adeline Bare Teacher of the Year Award, 2012.

Westmont's Professional Development Grant, 2009-2010. \$3,600.

Public Good Faculty Fellow, 2007-2008

DU Faculty Research Fund Grant 2005-06. Research on book manuscript. \$2,500.

Dirksen Congressional Research Grant, 2002, (with Rob Hinckley and Rob Patton). Developed online teaching resource on campaign finance laws. \$4,500.

Twice recipient of U.C. Santa Barbara's Outstanding Faculty Member Award 1999-2000; 2001-2002.

Nominee for Academic Senate and UCSB Foundation's Outstanding Teaching Assistant Award 2002.

Colin Manzer--Robert Wesson Best Graduate Paper Award, 1999-2000.

Colin Manzer--Robert Wesson Best Conference Paper Award, 2002-2003.

Lancaster Fellowship 1999-2002.

U.C. Santa Barbara Dissertation Fellowship 2002.

U.C. Santa Barbara Fee Fellowship 1999-2002.

Regents Fellowship 1998-1999.

SERVICE TO THE DISCIPLINE

Reviewer for *American Journal of Political Science*, *American Politics Research*, *International Journal of Press/Politics*, *Journal of Political Science Education*, and Lexington Books.

Curriculum Vitae

JESSE COVINGTON
 Westmont College
 Department of Political Science
 955 La Paz Road
 Santa Barbara, CA 93108
 (805) 565-6784
jcovington@westmont.edu

EDUCATION

Ph.D. Political Science, University of Notre Dame, Notre Dame, IN (2007)

- *Dissertation: "Taken on Faith: The Concept of Religion in First Amendment Jurisprudence."*

M.A. Political Science, University of Notre Dame, Notre Dame, IN (2004)

M.A.R. Religion, Westminster Theological Seminary, Philadelphia, PA (2000)

B.A. Political Science Pepperdine University, Malibu, CA (Magna Cum Laude, 1997)

TEACHING

Westmont College, Santa Barbara, CA—Political Science Department

Assistant Professor (Fall 2007- present)

- American Politics (POL 10)
- Political Theory and Ideology (POL 30)
- Constitutional Law (POL 104)
- Voting Behavior (POL 107)
- Classical Political Theory (POL 130)
- Modern Political Theory (POL 131)
- Contemporary Political Theory (POL-133)
- American Political Thought (POL 132)
- Christianity and Politics (POL 140)
- Political Science Internship (POL 190)

Wheaton College, Wheaton IL—Department of Politics and International Relations

Visiting Instructor (2005-2007)

- American Politics and Government (PSCI 135)
- Political Philosophy (PSCI 145)
- The First Amendment and the Supreme Court (PSCI 380)
- Voting Behavior and Political Participation (PSCI 390)

Guest Instructor (Spring 2005)

- Political Philosophy (PSCI 145)
- American Political Thought (PSCI 348)
- Christian Political Thought (PSCI 349)

CURRENT PROJECTS

- “Dual Citizenship? Augustine and the Problem of Civic Engagement.” Proposed for presentation at the Bi-Annual Meeting of Christians in Political Science, May 2012.
- “A Rawlsian First Amendment Jurisprudence? Conceptualizing ‘Religion’ apart from Comprehensive Doctrines.” Proposed for presentation at the Annual Meeting of the American Political Science Association, September 2012.
- “Religious Rights and the Definitional Problem: What Sociological Approaches Can and Cannot Accomplish for First Amendment Jurisprudence.” Proposed for presentation at the Annual Meeting of the American Political Science Association, September 2012.
- *Taken on Faith: The Concept of Religion in First Amendment Jurisprudence* [Book Manuscript in progress].

WRITING

- “The Grammar of Virtue: St. Augustine and the Natural Law.” in *Evangelical Political Theory and Natural Law*. Edited by Jesse Covington, Bryan McGraw, and Micah Watson. Lanham, MD: Lexington Books. Forthcoming, 2012.
- “Introduction” and “Editorial Epilogue.” with Bryan McGraw and Micah Watson in *Evangelical Political Theory and Natural Law*. Edited by Jesse Covington, Bryan McGraw, and Micah Watson. Lanham, MD: Lexington Books. Forthcoming, 2012.
- “Christian Formation and the Liberal Arts: Critical Engagement and Application” Presented at “Educating for Wisdom in the 21st Century University.” Baylor University, October 2011.
- “Folly to the Nations? Cultural Apologetics, Natural Law, and Evangelical Political Thought.” Presented at the Annual Meeting of the American Political Science Association, September 2009.
- “Thomas v. Review Board” and “Reindeer Rule” in *Encyclopedia of the First Amendment*. Edited by David Hudson, David Schultz and John Vile. CQ Press. 2008.
- “Towards an Agenda for Evangelical Political Thought: Preliminary Hurdles.” Presented at the Fourth Biennial Symposium on Religion and Politics, Calvin College, April 2008.
- “John Locke: Towards a Politics of Liberty.” (Michael Zuckert, Jesse Covington and James Thompson) in Richard Velkley, ed., *Freedom and the Human Person*. Washington, D.C.: Catholic University of America Press. 2007.
- “Thought, Word, and Deed: Religion Before the Supreme Court 1961-1981” Presented at the Annual Meeting of the Midwest Political Science Association, April 2007.
- “Natural Rights and Social Duty: The Conceptual Boundaries of Religion in Free Exercise Jurisprudence 1879-1961.” Presented at the Annual Meeting of the Southern Political Science Association, January 2007.
- “The Problem of Mixed Motives: Towards Clarity in First Amendment Jurisprudence.” Presented at the Annual Meeting of the Midwest Political Science Association, April 2005.
- “Human Subjects at the Federal Bench: The Social Science that Justices Do.” Presented as a poster at the Annual Meeting of the Midwest Political Science Association, April 2005.

- “‘Under God’ Under the Microscope: Re-thinking the Pledge of Allegiance and the Establishment Clause.” Presented at the Annual Meeting of the Midwest Political Science Association, April 2004.
- “Sticks and Stones: Comparative Constitutional Perspectives on Understandings of the Human Person in the Restriction of Harmful Speech.” Presented at the Annual Meeting of the American Political Science Association, September 2003.
- “On What Authority? Citation Religiosity in Aquinas on Justice in Summa Theologica.” Presented at the inaugural conference for the Association for Political Theory, October 2003.
- “Natural Religion and Revealed Religion in Locke: On the Place of Christianity in the First Treatise.” (Michael Zuckert, Jesse Covington and James Thompson). Presented at the Annual Meeting of the American Political Science Association, September 2003.
- “The Key to Locke: ‘Who Heir?’ and the Subversive Theological Project in Locke’s First Treatise of Government.” (with James Thompson). Presented at the Annual Meeting of the Southern Political Science Association, November 2002.

INVITED LECTURES & PUBLIC PRESENTATIONS

- “Christian Formation and the Liberal Arts: Critical Engagement and Application.” Invited for presentation to the Faculty of Point Loma Nazarene University on April 13, 2012. (Co-Presented with Maurice Lee, Sarah Skripsky, and Lesa Stern).
- “Christian Formation and the Liberal Arts: Critical Engagement and Application.” Faculty Exchange at Westmont College, January 20th, 2012. (Co-Presented with Maurice Lee, Sarah Skripsky, and Lesa Stern).
- Scholar in Residence, Trinity Forum Academy, Easton, MD. Speaking on Augustine and politics, natural law, and First Amendment religious liberties. March 15-19, 2010.
- “Lincoln’s Legacy: Race, Liberty, and the Rule of Law.” (Co-presented with Rick Pointer) Santa Barbara County Law Foundation Law Week, May 2009.
- “Diversity in the 2008 Election: Age, Race, and Gender.” (Co-presented with Elena Yee) Tuesdays with Morals at Westmont College, October 2008.
- “Does Religion Belong in Politics? Reflections in the Midst of the 2008 Campaign.” (Co-presented with Telford Work). Westmont Downtown Lecture Series, October 2008.

AWARDS, FELLOWSHIPS, GRANTS

- Student Research Assistant Grant from the Charles G. Koch Foundation, supporting a book project on religious Liberty, 2011-2012.
- Church and State Seminar Invitee “Protestantism and the American Revolution”, Witherspoon Institute, Summer 2010, Princeton, NJ.
- Westmont College Outstanding Teacher of the Year Award, 2009-10—Social Science Division.
- Westmont College Faculty Development Grant, Summer 2008 (book project research); Summer 2010 (conference organization and writing).

AWARDS, FELLOWSHIPS, GRANTS, ETC. (CONT.)

- Summer Fellow, Lehrman Summer Institute, 2007 (Lehrman American Studies Center / Princeton University James Madison Program).
- Phillip Moore Dissertation Year Fellowship, 2004-05 (University of Notre Dame).
- GSU Outstanding Graduate Teaching Assistant Award, 2004 (Graduate Student Union, University of Notre Dame). Annual award granted to one teaching assistant in the graduate school.
- Outstanding Student Teacher Award for Excellence in Teaching, 2004. (Kaneb Center for Teaching and Learning, University of Notre Dame).
- McCullough Fellowship in Ethics & Public Morality, 2001-04 (University of Notre Dame).
- Summer Scholar, Civitas Program in Faith and Public Affairs, 2003 (Washington, DC).

ADMINISTRATIVE SERVICE

Faculty Council, Westmont College. 2011-Present. (Secretary 2011-2012; 3-year term concludes Spring 2014)

Pre-Law Advisor, Westmont College. 2008-Present.

Professional Development Committee, Westmont College. 2008-2011. (Chair, 2009-2011)

Faculty Secretary, Westmont College. 2008-2010.

Political Science Department Co-Chair and Assessment Representative, Spring 2010.

Departmental Diversity Recruitment Specialist, Political Science Department, Westmont College. 2008-present.

Political Science Department Faculty Search Committee, Westmont College. Fall 2008.

PROFESSIONAL ASSOCIATIONS

- American Political Science Association
- Christians in Political Science
- Pacific Coast Association of Pre-Law Advisors

SUSAN E. PENKSA, Ph.D.
CURRICULUM VITAE

CONTACT INFORMATION

Office: Westmont College
955 La Paz Road
Santa Barbara CA 93108
(1) 805-565-6198 (work)
(1) 805-565-6255 (fax)
penksa@westmont.edu

PROFESSIONAL SUMMARY

Dr. Susan E. Penksa is Professor and Chair of the Political Science Department at Westmont College; Senior Associate at the Institute for European Studies in Brussels, Belgium; and an international security & development specialist. With over fifteen years of applied research and field experience, Dr. Penksa has a consulting practice with national governments, international organizations and NGOs. Her consulting work includes a study for the EU Police Mission in Bosnia and Herzegovina; advising the US Mission to the EU on crisis management strategies and security sector reform in Afghanistan; and, a project for USAID-Pakistan on gender and development.

Dr. Penksa is a frequent contributor to strategic dialogue on global security and international development. She has been an invited speaker of the Austrian Presidency of the EU (2006), the Slovenian Presidency of the EU (2008), the European Parliament (2008), the International Civilian Office/EU Special Representative in Kosovo (2008), the UK Embassy, Washington, D.C. (2009), DCAF (2010), the European Policy Centre (2010), NATO (2012) and the EU Police Mission (2012). Dr. Penksa's publications and invited presentations focus on global security; European Union foreign, security and defense policy; American foreign policy; crisis management, post-conflict stabilization and conflict transformation; civil-military relations; democratization, governance and security sector reform; and gender as a cross-cutting issue of security and development.

Dr. Penksa is the recipient of the 2004 Westmont College Teaching Award and the 2005 Westmont College Faculty Research Award. In 2005, she served as a Visiting Research Fellow at the Centre for European Policy Studies (CEPS) in Brussels, Belgium. In 2007-2008, Dr. Penksa received a United States J. William Fulbright Fellowship to Bosnia and Herzegovina. As a Fulbright Scholar, Dr. Penksa taught the first course on the European Union at the University of Sarajevo and conducted a research project on security system reform. Dr. Penksa was awarded a Follow-on Fulbright Award to Bosnia Herzegovina in 2010. In 2010, Dr. Penksa served as a Visiting Fellow at the Institute for European Studies (IES), the Free University of Brussels, Belgium. In 2012, she was invited to become a Senior Associate of the IES. Most recently, Dr. Penksa has co-authored a book (with Roy H. Ginsberg) on *The European Union in Global Security: The Politics of Impact*, released by Palgrave Macmillan in 2012 and with a foreword by Javier Solana. In 2012, she is speaking at book launch events throughout Europe and the United States. Dr. Penksa is currently contributing to a project on post-conflict military reform for the US Army Combat Studies Institute.

EXPERTISE: European and American foreign, security and defense policies; transatlantic security; crisis management; crisis intervention; post-conflict stabilization;

democratization, governance and security system reform; peace-building and conflict transformation; human security; civil-military relations; international development; and gender as a cross-cutting issue of security and development

FIELD WORK: Belgium, Bosnia and Herzegovina, Croatia, France, Republic of Georgia, Germany, Kosovo, Northern Ireland, Pakistan, and the United Kingdom

EDUCATION

Ph.D., May 7, 2000, Political Science, Miami University, Oxford, Ohio

- **Dissertation Title:** *Deepening the Union: Building a Structure of Security Cooperation in the European Union*
- **Ph.D. Examination Fields:** Comparative Political Analysis; Comparative European Politics; International Relations Theory; and Comparative Foreign Policy

Cognate Area: European History **Language:** French translation

M.A., May 8, 1994, Political Science, Miami University, Oxford, Ohio

B.A., Cum Laude, May 16, 1992, Political Science, Gordon College, Wenham, Massachusetts

PROFESSIONAL POSITIONS and FELLOWSHIPS

- **Professor, 2008-current; Associate Professor with tenure (2002-2008); Assistant Professor (1997-2002).** Westmont College, Department of Political Science.
Courses taught: *International Politics, International Organizations and Law, Post-Cold War Politics, Comparative Foreign & Security Policies, The Transatlantic Seminar on European Union, European Politics, Sex, Gender and Power, International Development*
- **Senior Associate, Institute for European Studies, Brussels, Belgium, 2012-Current**
- **Chair,** Department of Political Science, Westmont College, 2008-Current.
- **Visiting Fellow, The Institute for European Studies, Brussels, Belgium, January-July 2010.**
- **J. William Fulbright Scholar to Bosnia and Herzegovina, Follow-On Award, 2010.**
- **J. William Fulbright Scholar to Bosnia and Herzegovina, Researcher and Lecturer, The University of Sarajevo,** Department of Political Science, August-December 2007. Professor of Course on *"The Contemporary Politics of the European Union"*.
- **Adjunct Professor, The University of Sarajevo,** Department of Political Science, 2008-present.
- **Visiting Research Fellow, Centre for European Policy Studies (CEPS),** Brussels, Belgium, Summer 2005.
- **Director and Chair,** Department of Off-Campus Programs and Study Abroad, Westmont College, 2000-2001.
- **Co-Director, The Transatlantic Seminar on European Union,** Department of Political Science, Miami University, 2000 – 2003; Guest lecturer 2004-current.

CONSULTING and PROJECT EXPERIENCE

Consultant, Global Security and International Development, 2000-Present

- Provides advice to EU, NATO, UN, DCAF, and national government officials on best practices in conflict transformation and security system reform; post-conflict stabilization; the Common Security and Defense Policy (CSDP)

of the EU; transatlantic security and crisis management; and EU-NATO-UN stakeholder cooperation

Consultant, *The EU Police Mission in Bosnia and Herzegovina and The EU Institute for Security Studies, Seminar on “The Impact of the EUPM in BiH from 2002-2012”, 6-8 June 2012, Sarajevo, BiH*

- Provided analysis of the *Impact of EUPM and Lessons Learned for the Future*, participated in the seminar and commissioned to write an article for an EUISS/EUPM publication

Consultant, *The United States Army, Combat Studies Institute, 2012*

- Contributor to a study on DDR (disarmament, demobilization and reintegration) in post-conflict countries
- Author of the section on DDR in Bosnia and Herzegovina from 1995-2012

Consultant/Trainer, *DCAF and the FDFA of Switzerland, 29 June 2010, Geneva, Switzerland*

- Served as an expert consultant for *The Whole of Government Course on Security Sector Reform and Governance*
- Provided expertise on *The European Security Strategy and the Western Balkans* for government officials from SE Europe

Consultant/Trainer, *DCAF, 5 May 2010, Brussels, Belgium*

- Provided expertise on the topic of *Peace Support Operations: A Comparative Presentation of the EU, NATO and UN Frameworks*, for the DCAF Capacity Building Workshop, “Young Faces Conference 2010: Peace Support Operations and the EU

Consultant, *U.S. Mission to the European Union, Brussels, January-July 2010; May-July 2009; May-June 2008; May-June 2007 and June-July 2006*

- Advisor on security sector and rule of law reforms in Afghanistan, Kosovo, and Bosnia and Herzegovina
- Advisor on U.S.-EU-NATO capability development and security and defense cooperation in crisis response and stabilization
- Designed strategic action plan for “Creating the Conditions for an Effective Rule of Law Mission in Afghanistan”, 2006

Member, *Gender and Security Sector Reform Working Group, UN-INSTRAW and DCAF, 2007-Current*

- Provided advice on projects and publications focused on gender and security sector reform

Consultant, *The European Parliament, Brussels, Belgium, 10-11 and 17 September 2008*

- Provided a briefing on *US-EU Security Relations* for an informal meeting at The European Parliament, 10 September 2008, Brussels, Belgium
- Provided an expert presentation on *EU Operations in the Balkans* for the Subcommittee on Security and Defense, The European Parliament, 11 September 2008, Brussels, Belgium
- Presented “*Ingredients for a Comprehensive Strategy-the Way Forward*” at The Green Conference: The European Security Strategy revised”, A Greens/EFA Conference, Hosted by MEP Angelika Beer, 17 September 2008, Brussels, Belgium (presentation published in German).

Consultant, *The Slovenian Presidency of the EU and The EU Police Mission, 5-6 June 2008, Sarajevo*

- Provided an expert presentation to a group of EU and BiH officials on *Lessons Identified from Bosnia and Herzegovina: Strategies for Developing Domestic Reform Agendas*, at the “Seminar on Police Reform in BiH: Security Sector Reform and the Stabilization and Association Process”, BiH (presentation published in English and Bosnian-Croatian-Serbian).

Consultant, The International Civilian Office/EU Special Representative, Pristina, Kosovo, June 19, 2008

- Advised ICO/EUSR staff on identified lessons from international and European stabilization efforts in Bosnia-Herzegovina and recommended strategies for increasing the sustainability of reforms in Kosovo

Fellow, J. William Fulbright Scholar to Bosnia and Herzegovina, Sarajevo, August-December 2007

- Project Title: “*Security Sector Reform in Bosnia and Herzegovina: Assessing Issues of Local Ownership and International Partnership*”
- Author of a study evaluating security sector reform in Bosnia and Herzegovina and Kosovo with a focus on the EU role
- Co-author of a project analyzing militarized law enforcement in peace operations

Consultant for USAID-Pakistan/JE Austin Associates, Balakot, Islamabad, Karachi and Lahore, January-February 2007

- Conducted and co-authored a Scope of Work (SOW) on Gender Mainstreaming in USAID-Pakistan and Gender Intelligent Work of the Economic Growth Department (EG) for USAID-Pakistan
- Provided an assessment of the obstacles and constraints inhibiting women’s economic participation and evaluated the opportunities for engendering economic growth projects in the Pakistani context

Independent Evaluator of Security System Reform in Bosnia and Herzegovina, Brussels and Sarajevo, 2002-2006. Completed August 2006

- Author of a four year assessment of the EU Police Mission and ESDP in BiH (*Policing Bosnia and Herzegovina 2003-2005: Issues of Mandates and Management in ESDP Missions*, The Centre for European Policy Studies)
- Provided policy advice on best practices in security system reform

Co-Director and Trainer, (With Javier Nino Perez of the European Commission), INCORE (International Conflict Research Project co-sponsored by the United Nations University and the University of Ulster), Northern Ireland, 13-17 June, 2005

- Developed and directed a week long training program for international officials regarding “EU Policies and Activities in Peace Building, Crisis Management and Resolution”

Policy Advisor, European Peacebuilding Liaison Office (EPLO), Brussels, Belgium, July 2005

- Consultant on EU policies and practices in conflict prevention, crisis response and post-conflict transitions; ESDP; and EU-NATO-UN relations

PUBLISHED BOOKS

- Roy H. Ginsberg and Susan E. Penksa, *The EU in Global Security: The Politics of Impact*, Palgrave Studies in European Union Politics, Palgrave Macmillan Publishers, 2012.

INVITED BOOK PRESENTATIONS/BOOK LAUNCH EVENTS

- “The EU in Global Security” Book Launch and Policy Forum, *The Institute for European Studies*, Brussels, Belgium, 22 June 2012

- “The EU in Global Security” Book Launch and Discussion, *NATO Headquarters*, Brussels, Belgium, 20 June 2012
- “The EU in Global Security” Book Launch and Discussion, *The EU Delegation to Bosnia and Herzegovina and the US Embassy to Bosnia and Herzegovina*, Sarajevo, BiH, 11 June 2012

GOVERNMENT STUDIES

- Susan E. Penksa, “DDR in Bosnia and Herzegovina” in Richard Millett (ed), *Limited Success and Recurring Problems: Disarmament, Demobilization, and Reintegration in the Modern World*, Combat Studies Institute of the United States Army, Forthcoming 2013.
- Susan E. Penksa, “Measuring the impact of the EU Police Mission: Specific Achievements and Outcomes” in Damien Helly and Tobias Flessenkemper (eds.), *A Decade of Lessons: The EU Police Mission in Bosnia and Herzegovina 2002-2012*, The EU Institute for Security Studies (Paris) and The EU Police Mission (Sarajevo), Forthcoming 2012.
- Nabeel Goheer and Susan E. Penksa, *Gender Intelligent Economic Growth Work in Pakistan*, United States Agency for International Development (USAID), (February 2007)
- Susan E. Penksa, *Creating the Conditions for an Effective Rule of Law Mission in Afghanistan*, Policy Paper and Action Plan, U.S. Mission to the European Union and NATO, Brussels, Belgium, (July 2006)

PUBLISHED ARTICLES and BOOK CHAPTERS

- Susan E. Penksa, “Security Governance, Complex Peace Support Operations and the Blurring of Civil-Military Tasks” in Christopher Daase and Cornelius Friesendorf (eds.), *Rethinking Security Governance: The Problems of Unintended Consequences*, Routledge Publisher, 2010
- Susan E. Penksa, “Lessons Identified from Bosnia and Herzegovina: Strategies for Developing Domestic Reform Agendas”, in *Police Reform in Bosnia and Herzegovina: Security Sector Reform and the Stabilisation and Association Process*, Centre for European Perspective, 2009 (published in both English and Bosnian-Serbian-Croatian)
- Cornelius Friesendorf and Susan E. Penksa, “Militarized Law Enforcement in Peace Operations: EUFOR in Bosnia and Herzegovina”, *International Peacekeeping*, (November 2008: 15,5)
- Susan E. Penksa, “Policing Bosnia and Herzegovina 2003-2005: Issues of Mandates and Management in ESDP Missions”, *Centre for European Policy Studies*, (December 2006)
- Susan E. Penksa, “Defining the Enemy: EU and US Threat Perceptions After 9/11” in Heinz Gartner and Ian Cuthbertson (eds.), *European Security After September 11 and the War in Iraq* (Palgrave Macmillan, 2005)
- Susan E. Penksa and Warren L. Mason, “EU Security Cooperation and the Transatlantic Relationship,” *Cooperation and Conflict*, (September 2003: 38,3)
- Book review, “The European Union in International Politics: Baptism By Fire,” by Roy H. Ginsberg in *International Politics* (December 2002: 39, 4)
- Book review, “‘Empire’ by Integration: The United States and European Integration, 1945-1997” by Geir Lundestad in *International Politics* (March 1999: 36, 1)

EXPERT PRESENTATIONS FOR GOVERNMENT, IGO & NGO SEMINARS/CONFERENCES

- *Bosnia and Herzegovina after the elections: what prospects for breaking the stalemate?* European Policy Centre, 14 October 2010, Brussels, Belgium.
- *CSDP in Africa: EU Operations in DR Congo and Somalia*, for the EU-Africa Policy Forum on “Common Security and Defence policy in Africa: Between Dreams and Reality”, European Policy Centre, 15 February 2010, Brussels, Belgium.
- *The Challenge of Civil-Military Relations* for the INEX Workshop on “The Ethical Issues of CFSP/ESDP in the Borderlands”, Institute for European Studies, 11 February 2010, Brussels, Belgium.
- *US-EU Cooperation in Conflict Resolution and Stabilization* for the policy workshop on “Building a Strategic US-EU Partnership on Defense and Security Aspects”, hosted by the UK Embassy and sponsored by the Atlantic Council, SAIS and CSIS, 21 October 2009, Washington, D.C
- *The Operational Development of ESDP*, Centre for Security Studies-BiH, Conference on ESDP and BiH, BiH Institutions Building, 4-5 December 2007, Sarajevo, Bosnia and Herzegovina.
- *Police Reform in Bosnia and Herzegovina: Strengthening the Capacity of BiH to Fight Crime*, HUMSEC Second Annual Conference on Human Security, Terrorism and Organized Crime in the Western Balkans Region, 4-6 October 2007, Sarajevo, Bosnia and Herzegovina.
- *The Politics of Enlargement: EU-Western Balkans Relations*, Young European Federalists, Balkan Training Days, 4 October, 2007, Sarajevo, Bosnia and Herzegovina.
- *Lessons from EU Security Operations in Bosnia-Herzegovina*, The Austrian Presidency of the European Union Workshop on “The Role of the EU in Civilian Crisis Management”, 12 and 13 January 2006, Vienna, Austria.

INVITED CONFERENCE PARTICIPANT

- *The Common Security and Defense Policy of the European Union*, Moderator and Discussant, for the debate sponsored by the Young European Federalists (JEF-Brussels), 6 May 2010, Brussels, Belgium.
- *Cooperation Between the European Union and Civil Society Organizations on Security Sector Reform*, French Presidency of the European Union and the European Peacebuilding Liaison Office, 12 September 2008, Brussels, Belgium.
- *Who’s Making Policy? What Difference Does It Make? Gender-Inclusive Decision-Making for Peace with Justice*, Co-Convened by the Joan B. Kroc Institute for Peace and Justice and the United Nations Development Fund for Women (UNIFEM), 18-20 October, 2006, San Diego, CA.
- *How on Earth Can We Live Together? Exploring Frameworks for Sustainable Global Interdependence*, The Tallberg Forum 2005, 29 July – 4 August, 2005, Tallberg, Sweden.
- *Women’s Equal Participation in Peace and Security Processes: Operationalizing UN Security Council Resolution 1325*, co-sponsored by the Joan B. Kroc Institute for Peace and Justice, UNIFEM, The Canadian Committee on Women, Peace and Security and the Boston Consortium on Gender, Security and Human Rights, delegate to the working group “Early Warnings/Conflict Prevention,” 18-20 November 2004, San Diego, CA
- *Building Europe – Enlargement today and tomorrow*, co-sponsored by the Konrad Adenauer Foundation and the Delegation of the European Commission to Bosnia and Herzegovina, 26-28 September 2003, Sarajevo, Bosnia and Herzegovina.

- *The UN, The EU, NATO and Other Regional Actors: Partners in Peace?*, Co-sponsored by the International Peace Academy, The European Union Institute for Security Studies and the French Ministry of Defense, 11 and 12 October 2002, Paris, France.

CONFERENCE PAPERS & PRESENTATIONS

- *Beyond Regional Security to International Peacebuilding: The Case of the EU Police Mission in Bosnia and Herzegovina*, presented at the 47th Annual International Studies Association Convention, March 22-25, 2006, San Diego, CA.
- *The Variable Geometry of Security Cooperation: A Policy Framework for European Integration*, co-authored with Warren L. Mason, presented at the 45th Annual International Studies Association Convention, March 17-20, 2004, Montreal, Quebec, Canada.
- *Defining the Enemy: EU and US Threat Perceptions After 9/11*, presented at the Austrian Institute for International Affairs International Workshop on "European Security after September 11 and the War in Iraq," February 19-21, 2004, Vienna, Austria.
- *EU Security Cooperation and the Transatlantic Relationship*, co-authored with Warren L. Mason, presented at the European Union Studies Association 8th International Conference, March 27-29, 2003, Nashville, TN.
- *The State of the Union: Understanding the European Union as a Security Actor*, presented at the 44th Annual International Studies Association Convention, February 26-March 1, 2003, Portland, OR.
- *Security Cooperation within the European Union: Theoretical and Operational Characteristics of a Variable Geometry Model*, co-authored with Warren L. Mason, presented at the 42nd Annual International Studies Association Convention, February 21-24, 2001, Chicago, IL.
- *The European Union as a Structure for Security Cooperation*, co-authored with Warren L. Mason, presented at the 40th Annual International Studies Association Convention, February 16-29, 1999, Washington, D.C.
- *The NATO-UN-WEU Institutional Triangle in the Changing European Security Domain: The Case Study of Bosnia*, presented at the 38th Annual International Studies Association Convention, March 18-22, 1997, Toronto, Canada.
- *Italian Foreign Policy in an Era of International Change*, presented at the annual International Studies Association Midwest Conference, October 1, 1994, Ohio State University.

INVITED UNIVERSITY PRESENTATIONS

- *The Impact of CSDP Operations on Host States and Societies*, The University of Southern California (USC), Brussels, Belgium, June 2011
- *Europe and the US: How To Shape the New Transatlantic Security Relationship*, The University of Sarajevo, BiH, March 2010
- *Human Security: A Relevant Concept for Bosnia and Herzegovina*, Tuzla University, BiH, March 2010 and Banja Luka University, BiH, March 2010
- *Bosnia and Herzegovina in the Transatlantic Security Community*, Tuzla University, BiH, March 2010 and Banja Luka University, BiH, March 2010
- *Transatlantic Security in the Obama Era: New Initiatives and Old Debates*, Inaugural Lecture of the Transatlantic Studies Organization, Miami University, Oxford, Ohio, April 2009

PROFESSIONAL SERVICE

- Article referee for *Conflict, Security and Development*, 2011
- Article referee for *The Journal of Intervention and State-Building*, 2008-current
- Article referee for *Foreign Policy Analysis*, 2004-current
- Article referee for *International Politics: A Journal of Transnational Issues and Contemporary Global Problems*, 1999-current
- Textbook reviewer for *European Politics in Transition*, 3rd edition, in preparation for the 4th edition, 1999

MEDIA APPEARANCES AND INTERVIEWS

- Book presentation and signing, NATO Headquarters, Brussels, 20 June 2012, web TV story and photos accessible at http://www.nato.int/cps/en/SID-BDCFA559-33509E26/natolive/news_89051.htm
- Guest interview, *The EU Police Mission Magazine*, "EUPM in the Context of EU Security and Defense Policy", 19 June 2012, No. 95, p.8. Accessible at www.eupm.org.
- TV news story, "Evropska unija u globalnoj sigurnosti: politika uticaja", Featured story on the book launch of "The EU in Global Security" sponsored by the EU Delegation to BiH and the US Embassy to BiH, 11 June 2012, Federal News Channel Bosnia and Herzegovina, www.federalna.ba, story and video accessible at <http://www.federalna.ba/bhs/vijest/29924/predstavljena-knjiga-autora-dr-susan-e-penks-i-roya-h-ginsberga-iz-sad-a>
- Guest interview, *The EU Police Mission Magazine*, "A New Era for Transatlantic Relations", 2 July 2008, No. 45, pp.6-7. Accessible at www.eupm.org
- Guest speaker, South Coast of California, Channel 21, "International (In)Security: U.S. and EU Approaches to Fighting Terrorism and Crime," Televised event from Thursday, April 10, at 5:30 p.m. at the University Club of Santa Barbara
- Guest interview, KEYT New Channel 3 *In Focus* on Kosovo, 2 March 2008
- Guest interview, KEYT News Channel 3 *In Focus* on Iraq, 17 November 2003

AWARDS AND HONORS

- J. William Fulbright Scholar to Bosnia and Herzegovina, Follow-On Grant, 2010
- J. William Fulbright Scholar to Bosnia and Herzegovina, 2007-2008
- Faculty Research Award, Westmont College, 2005
- Outstanding Teacher of the Year Award, Social Sciences, Westmont College, 2004
- Post-Doctoral Research Award, Santa Barbara International Gateway, 2002
- Professional Development Award, The James Irvine Foundation, 2000, 2005
- Professional Development Grant, Westmont College, 2000, 2004, 2005, 2007, 2008, 2010, 2012

SERVICE & ADMINISTRATION

- Off Campus Program, 2012-2014
- Faculty Council, 2010-2011
- Faculty Personnel Committee, 2009-2010
- Academic Senate, 2008-2010
- Academic Senate, Executive Committee, 2008-2010
- Faculty Salary and Budget Committee, 2006-2009

- Personnel Committee, 2005-2006
- Hiring for Mission Task Force, 2004-2006
- Communication Studies Search Committee, 2003-2005
- Advisory Board Member, Institute for the Liberal Arts, 2001-2003
- Faculty Advisor, Gender Studies Minors, 2000-Current
- Department Diversity Recruitment Specialist, 2002-2008
- Director, Off-Campus Programs, 2000-2001
- Chair, Off-Campus Programs Committee, 2000-2001
- Off-Campus Programs Committee, 1999-2002, Fall 2004
- Athletics Committee, 1997-1999

COMMUNITY INVOLVEMENT

- Santa Barbara United Nations Association, Advisory Board Member
- Santa Barbara Committee on Foreign Relations

PROFESSIONAL MEMBERSHIPS

- European Union Studies Association
- International Studies Association
- Women in International Security

CHART 1A: Full Time Faculty*

Faculty Member	Date hired	Termination Date	Gender	Ethnicity	Rank/(Year)	Tenure Status/(Year)
Dave Lawrence	1974	2008	M	White	Professor (1984)	Tenured
Bruce McKeown	1988	2007	M	White	Professor (1988)	Tenured
Susan Penksa	1996		F	White	Professor (2008)	Tenured (2002)
Jesse Covington	2007		M	White	Assistant Professor	Tenure decision 2012-13
Tom Knecht	2009		M	White	Associate Professor (2011)	Tenure decision 2012-13

CHART 1B

Faculty Member	Year	# Units		Load Credit			# advisees	Notes: (Chair, Diversity recruitment specialist, library liaison, internship specialist, speech tournament, etc.)
		Lower	Upper	Lower	Upper	Total		
Dave Lawrence	2005-06	4	8	144	76	220	17	
	2006-07	4	16	68	196	264	25	Chair
	2007-08	4	8	148	112	260	35	Chair and two course releases
	Total	12	32	360	384	744	77	
McKeown	2005-06	8	16	116	300	416	20	
	2006-07	4	4	76	56	132	11	Two course releases
	Total	12	20	192	356	548	31	
Penksa	2005-06	4	16	136	228	364	24	

	2006-07	8	16	236	188	424	26	
	2007-08	4	11	152	160	312	29	Fulbright and Chair
	2008-09	4	12	124	216	340	21	Chair, two professional development
	2009-10		4		40	40	21	Chair and assessment; course relief; Sabbatical in the spring
	2010-11	4	12	96	108	204	10	Chair; professional development
	2011-12	4	13	92	117	209		Chair; professional development
	Total	28	84	836	1057	1893	131	
Covington	2007-08		20	0	312	312	0	New faculty course relief
	2008-09	4	20	140	196	336	23	
	2009-10	8	12	164	184	348	23	Chair and assessment in the Spring, Department Diversity Recruiting Specialist
	2010-11	12	12	228	148	376	19	Department Diversity Recruiting Specialist
	2011-12	8	16	132	140	272		Department Diversity Recruiting Specialist
	Total	32	80	664	980	1644	65	Department Diversity Recruiting Specialist
Knecht	2009-10	12	12	260	188	448	3	
	2010-11	4	16	40	100	140	12	Wandering scholar course relief in the Spring
	2011-12	12	9	228	77	305		Course release for assessment work in the Spring.
	Total	28	37	528	365	893		

Notes on individual teaching loads

Also, if students are involved in research during the semester, provide the number of contact hours for each semester.

* Faculty with full-time contracts (12 units/semester), whether on tenure track, year-long or semester-long contract

CHART 2A: Part-time Faculty

Profile of Part-time Faculty				Years Employed					
Faculty Member	Date hired	Gender	Ethnicity	2007	2008	2009	2010	2011	2012
Spengeman	2007	F	W	x					
Fogg	2007	M	W	x	x				
Huizar	2007	M	H	x					
Feezell	2008	F	W		x				
Hinckley	2008				x				
Taylor	2008				x				
McKoy	2009					x	x		
Conolley	2011							x	

CHART 2B

Year	Faculty Member	# Units		Load Credit			Notes: (Reason for hire, effectiveness)
		Lower/Upper		Lower/Upper/Total			
2006-07	Spengeman	0	12	0	232	232	Replacement for Dr. McKeown, good
2006-07	Percentage of Dept.	0	.25	0	.35	0.22	
2007-08	Fogg	0	4	0	68	68	Replacement for Dr. Covington's course relief, good
2007-08	Huizar	0	4	0	56	56	Chair replacement, not effective
2007-08	Percentage of Dept.	.00	.17	.00	.18	.12	
2008-08	Burnweit	0	4	0	4	4	Tutorial for U.S. Congress; good
2008-	Feezell	4	0	160	0	160	Replacement for Dr. Lawrence; good

09							
2008-09	Fogg	0	4	0	80	80	
2008-09	Hinckley	4	4	0	92	40	Replacement for Dr. Penksa and coverage of methods course; good
2008-09	Taylor	0	4	0	24	24	Teaching the internship course; good
	Percentage of Dept.	.50	.33	.38	.33	.31	
2009-10	McKoy	0	8	0	80	80	Replacement for Int'l Development; good
	Percentage of Dept.	.00	.22	.00	.16	.09	
2010-11	McKoy	0	4	0	36	36	Replacement for Int'l Development; good
	Percentage of Dept.	0	0.2	0	1.8	1.8	
2011-12	Heather Connelly	0	4	0	36	36	Replacement for Int'l Development; good
	Percentage of Dept.	.00	.10	.00	.10	.04	

Chart 4

Distinctives from the Philosophy of Education	Institutional Learning Principles/Goals	Departmental Outcomes	POL-30	POL-40	POL-108	POL-109 (Parties & IGs)	POL-110 (Public Opinion)	POL-112	POL-123	POL-130	POL-131	POL-190
Christian, Liberal Arts, Global Residential and Undergraduate	Christian Understanding											
	Christian Practices and Affections											
	Broad Interdisciplinary and Critical Competence											
	Competence in Written and Oral Communication	Students will communicate ideas clearly in their written work	I	I	D	D			D	M	M	
	Research and Technological Skills	Students will use valid and established social science methodology in their research.	I			M	M	D	M			

	Physical and Emotional Health												
	Creative Expression												
	Diversity and Global Awareness												
	Active Societal and Intellectual Engagement	Students will apply disciplinary knowledge in the service of others						D					M
	Other												

I - Introduced
D - Developed

M - Mastered
E - Evaluated

CHART 3

Fill out one chart for each of the programs in your department (e.g. Mathematics and Computer Science will need separate charts)

Profile of Graduating Seniors												
	Number of Seniors			Ethnicity						Tracks		
	F	M	Total	la	an	as	bl	hp	wi	Standard	Law	Int'l Affair
2006-07	2	7	9	1					8	3	5	1
2007-08	14	6	20	1		3	1		14	4	2	14
2008-09	5	6	11	2					8	6	2	2
2009-10	10	5	15	1	1				11	No data		
2010-11	4	3	7	1	1				5	3	1	3
2011-12	7	5	12									

la: Hispanic/Latino
an: American/Alaskan Native
as: Asian
bl: Black or African American
hp: Hawaiian/Pacifica Islander
wi: White

Please fill in the template and append it to your 2012 annual or six-year reports as the very last appendix.

Department Political Science

APPENDIX Assessment of the Written Communication Outcome

Inquiry		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>To uncheck a box, right click and select properties.</i>
Does your department have a PLO focused on written communication? If yes, please provide the exact language of the outcome in the box below. If your department does not have the written communication outcome, you do not need to answer the questions below. Thank you.		
PLO: <ul style="list-style-type: none"> Our students will communicate ideas clearly in their written work. (Competence in written communication). 		
1a	Have you assessed student learning in relation to this outcome within the past three years?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>If not, please provide a brief explanation as to why not in the box below</i>
1b	If you have not assessed your student learning in relation to this outcome within the past three years, will you plan to assess this outcome in the 2012-2013 academic year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please explain in the box below.</i>
2	In the boxes below describe briefly the utilized instrument for	<i>Assessment data</i> Dr. Covington applied a written communication value rubric designed by the AACU to evaluate nine papers from his POL 131: <i>Modern Political Theory</i> course. The Department then read and assessed four of these papers. Our intercoder reliability was quite high (80 percent), which is important in its own right because it demonstrates grading consistency. The value rubric had five categories: Context of & Purpose for Writing, Content Development, Genre and Disciplinary Conventions, Sources & Evidence, and

			Control of Syntax & Mechanics. Our goal was that students would average three or higher out of a four-point scale.
2a	direct assessment of student learning (tests, essays, portfolios, embedded assessments , etc.)	n*=9	<p><i>Results:</i></p> <p>The outcome of our assessment shows that students came close, but ultimately did not reach, our 3.0 goal: Context of & Purpose for Writing (2.9 mean), Content Development (2.6 mean), Genre and Disciplinary Conventions (2.8 mean), Sources & Evidence (2.8 mean), and Control of Syntax & Mechanics (2.8 mean).</p>
2b	Indirect assessment (surveys, interviews, focus groups, etc.)	<p>n*=8;</p> <p><i>Sr. Survey = 115</i></p>	<p><i>Results:</i></p> <p>We asked the graduating senior class of 2012 and alumni whether the Department enhanced their writing ability (on a scale from 1 = not enhanced at all to 5 = greatly enhanced). The graduating seniors gave us a 4.58 mean rating out of a possible 5 points (see Senior Survey). We are gratified to see that seniors rated us so high. Moreover, when you compare this to the 4.15 mean rating seniors gave the Department in 2007, it suggests that we are moving in the right direction.</p> <p>Likewise, alumni gave us high marks on our teaching of writing (see Alumni Survey). We divided the alumni results into various regimes, or configurations of faculty (e.g., Lawrence, McKeown, and Penksa; or Penksa, Covington, and Knecht). The results</p>

			<p>show recent alumni are more likely to feel the Department enhanced their writing skills (4.5/5) than past alumni. This, we feel, indicates that we care about student writing and are moving in the right direction.</p>
3	<p>What pertinent information did your assessment uncover? <i>Provide your answer in the box below</i></p>		
	<p>Although we have spent considerable time and effort working on student writing, and despite some notable improvements, we are still not happy with the collective results. Deficiencies range from inadequate development of ideas, confusing prose, and poor organization. Teaching students how to become effective writers is a constant challenge, but one that we are prepared to meet.</p>		
4	<p>What conclusions did you come to and what recommendations made? <i>Provide your answer in the box below.</i></p>		
	<p>The Department discussed the meaning of these results described above. First, we asked whether our expectations are too high and whether the rubric was an appropriate way to assess writing. In retrospect, setting an average of three on a four-point scale seems quite ambitious and rather arbitrary. Nevertheless, these results give us baseline data to compare future writers. Second, we discussed the relative weakness of content development. We all agree that students have difficulty developing their thoughts and supporting their work with logical or empirical evidence. Third, some members of the Department noted that the papers we read seemed of higher quality than papers we received in our own courses. Because we have just completed this assessment, we are still in the beginning stages of discussing these results and agreeing upon changes we should make in response.</p>		
5	<p>What changes will be incorporated as a result of the departmental data analysis?</p>		
	<p>The Department just finished assessing writing for the 2011-12 academic year and we will spend the next academic year discussing and responding to this assessment. Below are several questions that emerged from past assessments and from writing workshops that will help structure our discussion:</p> <ul style="list-style-type: none"> • Is there a more effective way to structure writing assignments? Our typical assignment has been a semester-long research paper. Although we are still proponents of research papers, we are also considering alternative assignments, such as blogs, short reaction papers, and informal writing assignments. This move away from standard research papers was suggested in writing workshops led by Sarah Skripsky and Cheri Larson-Hoeckley. Indeed, Dr. Knecht experimented with a blog assignment last semester with good success. • How do we provide better feedback to students? One of the lessons learned in Westmont's writing workshops is not to overburden students with too many negative comments. We are attempting to be more judicious in our comments, focus on positives as well as negatives, and provide constructive feedback. • How do we get students to work on their writing? All of our efforts at teaching writing are for naught if students do not put in the time and effort to develop their skills. How do we inspire students? Do we coerce them to spend more time writing? Are we overburdening students with work? The Department will spend 		

<p>time next year considering these difficult questions.</p> <ul style="list-style-type: none"> • Are we using technology effectively? We want to use technology to help students improve their writing. Although we have used resources like Eureka and LibGuides to help students with their writing, we are always searching for new and innovative ways to improve written communication. One possibility is to record students reading their papers aloud and post that recording to Eureka. Another possibility is to require students use EndNoteWeb as a citation management software. • Are students writing too much? A common complaint by students is that they have to write too much in our courses, especially upper division. One suggestion that came out of senior interviews was that if there was less writing, the quality might be better. Although we think that writing is a skill that improves with practice, there may be something to the “less-is-more” model. 			
<i>Closing the loop</i>	<i>When</i>	<i>Who is in charge</i>	<i>Resources required</i>
	2012-13	Jesse Covington	Uncertain

n = number of student samples or participants

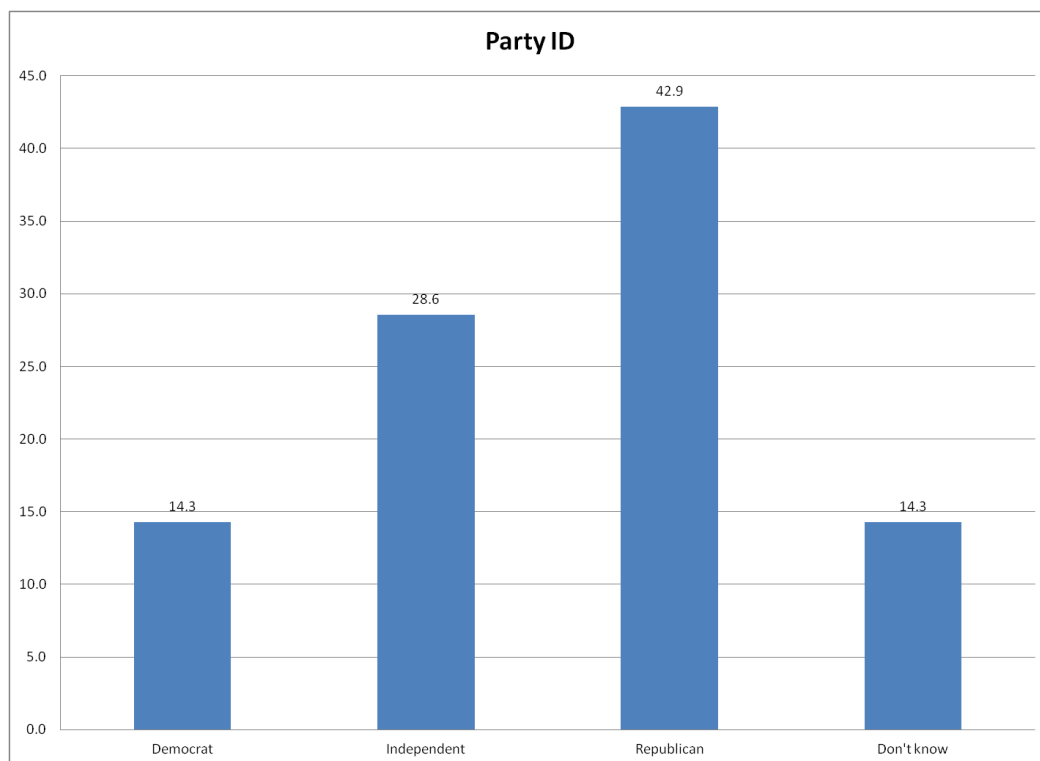
Appendix A. Political Science Senior Survey 2012

Overview. The Political Science Department recently conducted a survey of the graduating class of 2012. The results show most students approve of the faculty, feel the program is challenging, and are satisfied with the department and their choice of political science as a major. Comparing these results to past surveys shows departmental improvement in most areas. That said, recent graduates recommended the department provide broader course offerings, do a better job with career planning, and suggested that we lighten the workload.

Methods. The department has conducted a survey of graduating seniors for several years; the 2012 iteration uses the same instrument with minor changes in order to facilitate longitudinal analyses. Students took the anonymous survey online through Lime Survey. Eight out of 11 seniors completed the survey, a response rate of 72 percent. Of course, the standard concerns of non-responses pertain here, as do concerns over low sample size.

Results

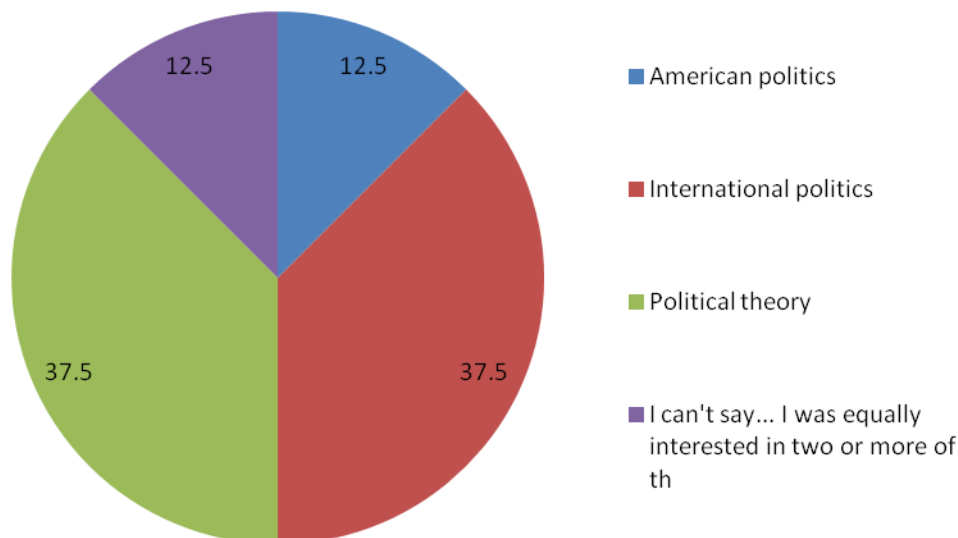
Demographics. Our eight-student sample split evenly between men and women. We asked students of future career plans: two plan to go into the ministry; two will pursue a career in law; one wants to go into international affairs; and one does not know where his/her career path will lead. A plurality (43 percent) of our students are Republican and only one student self-identifies as a Democrat.



Although our seniors skew to the political right, they appear downright liberal now compared to their first-year selves: all but one student recalled that they were Republicans upon entering Westmont.

Only two respondents had another major (both English) and two had a minor (religious studies and Spanish). When asked their concentration in political science, international politics and political theory tied for the most mentions (see figure below).

Concentration in Political Science Major



A strong majority (75 percent) of students studied off-campus in a variety of programs, both domestic and foreign. Finally, half of the students indicated they will seek an advanced degree.

Satisfaction and Educational Enhancement. The survey asked students to rate their satisfaction with the department and asked the extent to which the department enhanced their education. The responses are coded so that higher numbers indicate a more positive evaluation (i.e., 1 = very dissatisfied/not enhanced at all; 5 = very satisfied/greatly enhanced). The following table describes the mean score and standard deviations for both the 2012 graduates and, as a comparison, 2007 graduates. The questions in each section are rank-ordered from the highest to lowest mean score in 2012.

	2012		2007		Mean Change 2012 - 2007
	Mean	Std. Deviation	Mean	Std. Deviation	
<u>Satisfaction*</u>					
quality of faculty	4.86	0.378	3.70	1.02	1.16
quality of instruction	4.86	0.378	3.91	1.10	0.95
amount of contact with faculty	4.71	0.488	3.88	1.11	0.84
commitment of faculty to teaching	4.71	0.488	3.91	0.98	0.81
Overall, how satisfied are you with your education in the Department of Political Science?	4.57	0.535	4.15	0.87	0.42
advising	4.43	0.787	3.25	1.16	1.18
coursework	4.14	0.690	4.06	0.83	0.08
integration of faith with learning	3.86	0.690	3.88	0.82	-0.02
availability of courses	3.43	1.272	3.60	1.12	-0.17
variety of course offerings	3.29	1.113	3.09	1.07	0.19
political science library collection	3.14	0.690	2.81	0.97	0.33
social events within the department	3.14	0.900	3.09	1.04	0.05
career counseling	3.00	1.000	2.70	1.29	0.30
<u>Educational Enhancement**</u>					
writing effectively	4.57	0.535	4.15	0.87	0.42
expanding awareness of economic, political, social issues	4.43	0.535	4.39	0.90	0.03
placing current problems in historical, cultural, and philosophical perspective	4.43	0.535	4.21	0.78	0.22
thinking analytically and logically	4.29	0.756	3.97	0.78	0.32

developing intellectual curiosity	4.29	0.488	4.27	0.98	0.01
understanding different philosophies and cultures	4.29	0.488	3.97	1.19	0.32
evaluating and choosing among alternative courses of action	4.14	0.378	3.67	0.82	0.48
effectively integrating knowledge from diverse sources	4.14	0.378	4.03	0.86	0.11
bridging theory and practice	4.00	0.577	3.76	1.06	0.24
demonstrating effectiveness in oral communication	4.00	0.577	3.48	0.94	0.52
developing a commitment to lifelong learning	3.86	0.378	4.27	0.91	-0.42
relating/integrating Christian faith with political studies	3.86	0.690	3.91	0.98	-0.05
career preparation	3.29	1.254	3.13	0.99	0.15

* Question prompt asks: Using a scale from 1 (very dissatisfied) to 5 (very satisfied), how would you rate the political science major on...

** Question prompt asks: Using a scale of 1 (not enhanced) to 5 (greatly enhanced), how well did the department help in the development of the following skills, abilities, and attitudes?

The table yields several positive findings. First, the department did quite well in terms of the quality of faculty. For instance, the department received a 4.86 mean rating (out of a five-point scale) for both quality of faculty and quality of instruction. Second, we are gratified to see that students ranked the department high in areas we have identified as departmental goals and program learning outcomes. For instance, students have noted that the department has improved their writing (4.6/5), helped them become more aware of issues (4.4/5) and place those issues the proper context (4.4/5), and aided their logically and critically thinking skills (4.3/5). Finally, the department is pleased to see that the 2012 student evaluations are almost uniformly higher than they were in 2007. For example, the 2012 students ranked faculty a full percentage point higher than they did in 2007. In sum, we feel these results indicate that we are on the right track.

Despite these positive results, there is room for improvement. First, students continue to rank the department low on career counseling and preparation. Although we have improved in this respect since 2007, there is still more work to be done. Second, students note the availability and variety of our course offerings is limited. We also recognize this as a legitimate criticism and eventually aspire to add another faculty member who could help expand our curriculum. Finally, while the department improved in most areas, 2012 students ranked us lower than 2007 students on some questions. Perhaps the most troubling is that 2012 students were less likely to say that the department inspired them to be lifelong learners.

Open-ended/Strengths. We asked students two open-ended questions. The first asked them to describe the strength of the department. Here are the verbatim responses:

- The quality of the professors. The quality of the material.
- I have learned a lot about quantitative and qualitative research. I appreciate how the professors have invested in me and challenged my thinking about Christianity, politics, and the way the United States engages in international politics. The diversity in the faculty's interests and teaching styles is also really good because when students take classes from all three professors, they are challenged to think and prepare for class in different ways.
- Challenging students to rise to the occasion both practically and philosophically. Demanding excellence. etc.
- -it will ask the most out of a student in terms of both thinking and work. -It tackles topics in such a depth that no other department seems to do the kind of job that pol sci can. - the different expertise of the professors is a huge strength.
- Professors
- I believe there was a thorough understanding of the subject matter and an enthusiasm for the various specialties
- Relationships between students and faculty, professors have a true interest in subject matter and that interest is passed on to students. Good alternative methods of teaching material (simulations, etc.).

Open-ended/Weaknesses.

- The department pushes students to work hard, and though I appreciate how much I have learned and grown from doing this, I feel that at times we have been pushed too hard in the wrong areas. We do a lot of great reading, but often could benefit from smaller research projects or more emphasis on other areas than reading. We were typically assigned one research paper for each upper division class and though we took Empirical Political Research, that class could not possibly cover every type of research papers (especially theory papers). I think a lot of work could be done to advise students about research paper writing. Also, I was never able to put 100% into my OTHER classes, because I always had so much work for my political science classes. This was unfortunate because Westmont has so much else to offer that I would have loved to have taken advantage of as well.
- I understand the challenges of offering a wide range of courses but offering some courses on the Middle East or Asia would be helpful. Also, I have heard that the classes the adjunct professors teach are much easier than the other courses taught within the department. The level of course work within those classes could be stronger.
- On objective papers, or essays, attempt not to get into a 'rut' depending on the person. Many classmates, and myself, get the same grade from the same professors all the time, seemingly regardless of quality.
- -recruiting -better abroad and international politics engagement
- Classes offered/schedules, homework load,
- I'm not sure
- More discussion of what graduates can do after school, and further guidance in that regard.

Appendix B. Alumni Survey.

Overview. The Political Science Department conducted an alumni survey in April of 2012. The results show most alumni approve of the faculty, feel the program is challenging, and are satisfied with the department and their choice of political science as a major. Comparing different “regimes” (i.e., different configuration of faculty) shows that the department is headed in the right direction. That said, alumni recommended the department provide broader course offerings and, most of all, do a better job with career planning.

Methods. The department has conducted a survey of graduating seniors for several years; the 2012 iteration uses the same instrument with minor changes in order to facilitate longitudinal analyses. Alumni took the anonymous survey online through Lime Survey. The survey was sent to 325 alums and 115 responded, for a response rate of 35 percent. Many of the non-responses were due to bad contacts.

Results

Demographics. Our alumni sample split evenly between men and women. Of these respondents, 27 percent indicated they had a double major and 69 percent were involved in off-campus programs. International politics garnered the most interest as a subfield (36 percent), followed by American politics (21 percent), political theory (19 percent), and “can’t say” (19 percent).

What was your specific area of interest in political science?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American politics	24	20.5	21.2	21.2
	Comparative politics	6	5.1	5.3	26.5
	International politics	41	35.0	36.3	62.8
	Political theory	21	17.9	18.6	81.4
	I can't say... I was equally interested in two or more of th	21	17.9	18.6	100.0
	Total	113	96.6	100.0	
Missing	System	4	3.4		
Total		117	100.0		

Over 75 percent of alumni have earned an advance degree, are currently enrolled in graduate school, or plan to attend graduate school in the future.

Have you completed an advanced degree (MA, PhD, JD, etc...)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	63	53.8	54.3	54.3
	No	28	23.9	24.1	78.4
	I am currently working on an advanced degree	9	7.7	7.8	86.2
	I am planning to pursue an advanced degree, but currently do	16	13.7	13.8	100.0
	Total	116	99.1	100.0	
Missing	System	1	.9		
Total		117	100.0		

Of those who have an advance degree, 77 percent felt that Westmont prepared them well for their graduate work.

Partisan identification split between Democrats (34 percent), independents (28 percent) and Republicans (38 percent).

Do you consider yourself a Democrat, a Republican, an Independent, or what?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Democrat	36	30.8	34.3	34.3
	Independent	29	24.8	27.6	61.9
	Republican	40	34.2	38.1	100.0
	Total	105	89.7	100.0	
Missing	System	12	10.3		
Total		117	100.0		

Satisfaction and Educational Enhancement. Overall, the alumni gave the department high marks on most questions. Over 87 percent of alums were very satisfied or satisfied with the department and 75 percent of them would choose political science again if they were to repeat their college experience.

Overall, how satisfied are you with your education in the Department of Political Science?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	.9	.9	.9
	Dissatisfied	5	4.3	4.4	5.3
	Indifferent	8	6.8	7.1	12.4
	Satisfied	54	46.2	47.8	60.2
	Very satisfied	45	38.5	39.8	100.0
	Total	113	96.6	100.0	
Missing	System	4	3.4		
Total		117	100.0		

The survey asked students to rate their satisfaction with the department and asked the extent to which the department enhanced their education. The responses are coded so that higher numbers indicate a more positive evaluation (i.e., 1 = very dissatisfied/not enhanced at all; 5 = very satisfied/greatly enhanced). The following table shows the mean score and standard deviations. As a means of comparison, these results are broken into different “regimes” or configuration of faculty (the aggregate means for all years are featured in the final two columns). For instance, the 2009-Present regime includes Drs. Penksa, Covington and Knecht; the 1997-2008 regime features Drs. Lawrence, McKeown, and Penksa. Of course, there are some transition years where one faculty is leaving and another entering, but dividing the data like this gives at least some indication of whether the department is improving or regressing along several dimensions. It is important to note that memory effects might influence the results; certainly, the memory of a 1974 graduate might be hazier than recently minted alums. With this caveat in mind, we turn to the results.

The results offer some positive conclusions. First, we are gratified to see the alumni rank the department quite high on most measures. For example, the department overall scored higher than 4 out of 5 possible points on many key variables, including quality of faculty (4.16 mean), commitment to teaching (4.57 mean), integration of faith with learning (4.25), increasing social and political awareness (4.27 mean), and improving writing skills (4.15). Second, we are pleased that the current regime—Drs. Penksa, Covington, and Knecht—scored relatively high compared to our predecessors. Indeed, the current faculty received the highest ratings on 65 percent of the questions in the analysis.

Despite these positive results, there is room for improvement. First, the department receives consistently low marks for career counseling, a finding that emerges in open-ended responses (discussed below). Second, alumni of the current regime are less satisfied with the availability and variety of courses. This suggests the need for a fourth faculty member who can teach comparative politics and non-Western area studies. Finally, the current faculty regime seems to have regressed from our predecessors (Drs. Lawrence and McKeown, with Penksa as the holdover) on what we might call engagement and diversity issues. For instance, 1997-2008 alums gave the department high marks for helping them understand different philosophies and cultures (4.51), for evaluating different courses of action (4.26) for expanding awareness of issues (4.58), placing those issues in perspective (4.48) and integrating information from a variety of sources. (4.20). Therefore, the current regime can learn from our predecessors on stimulating engagement and focusing on issues of diversity.

	1975-1987		1988-1996		1997-2008		2009-Present		All Years	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Satisfaction										
coursework	4.00	0.90	4.00	0.83	4.30	0.82	4.61	0.50	4.21	0.83
advising	3.72	1.31	3.21	1.14	3.76	1.26	3.94	1.16	3.66	1.24
quality of faculty	3.82	0.90	3.83	1.01	4.29	0.75	4.83	0.51	4.16	0.89
career counseling	2.78	1.19	2.46	1.02	2.95	1.45	3.17	1.29	2.83	1.28
amount of contact with faculty	4.54	0.84	4.25	1.03	4.39	0.80	4.50	0.62	4.41	0.84
commitment of faculty to teaching	4.59	0.64	4.46	0.88	4.54	0.60	4.78	0.55	4.57	0.67
quality of instruction	3.86	0.89	3.92	0.97	4.39	0.77	4.83	0.38	4.23	0.87
availability of courses	3.96	1.13	3.96	1.04	3.93	1.10	3.78	0.94	3.92	1.05
variety of course offerings	3.50	1.04	3.50	0.93	3.59	1.19	3.22	0.81	3.49	1.03
integration of faith with learning	4.15	0.91	4.00	1.00	4.34	0.75	4.50	0.86	4.25	0.87
political science library collection	3.09	1.08	3.40	0.63	3.29	1.01	3.47	1.12	3.29	0.99
social events within the department	2.96	1.11	2.32	0.95	3.30	1.08	3.41	0.87	3.04	1.09
career counseling	2.58	1.35	2.40	0.88	2.66	1.38	3.06	1.30	2.66	1.26
Educational Enhancement										
thinking analytically and logically	3.88	0.82	4.13	0.85	4.49	0.60	4.61	0.61	4.28	0.76
writing effectively	3.67	0.92	4.08	0.88	4.34	0.82	4.50	0.71	4.15	0.89
developing intellectual curiosity	3.70	0.82	4.29	0.75	4.66	0.53	4.78	0.43	4.36	0.76
demonstrating effectiveness in oral communication	3.63	1.01	3.42	1.02	3.90	1.02	3.94	0.87	3.73	1.00
understanding different philosophies and cultures	3.56	1.05	3.88	1.12	4.51	0.68	4.06	1.06	4.06	1.00
evaluating and choosing among alternative courses of action	3.62	0.90	3.75	0.94	4.26	0.79	3.89	0.83	3.92	0.89
expanding awareness of economic, political, social issues	4.00	0.75	3.96	0.81	4.58	0.68	4.39	0.70	4.27	0.77
placing current problems in historical, cultural, and philosophical perspective	3.96	0.82	4.13	0.85	4.48	0.72	4.17	0.62	4.22	0.78
effectively integrating knowledge from diverse sources	3.46	0.95	3.79	0.72	4.20	0.82	4.11	0.68	3.92	0.86
developing a commitment to lifelong learning	4.08	0.93	3.92	1.14	4.49	0.68	4.50	0.79	4.26	0.90
bridging theory and practice	3.77	0.86	3.71	0.91	4.08	0.85	4.28	0.83	3.95	0.88
relating/integrating Christian faith with political studies	3.92	0.98	3.82	0.96	4.36	0.74	4.35	0.70	4.13	0.87
career preparation	3.32	1.03	2.83	0.98	3.15	1.18	3.17	1.38	3.12	1.14
N	28		24		40		18		110	

Note: highlighted cells indicate the highest mean score.

* Question prompt asks: Using a scale from 1 (very dissatisfied) to 5 (very satisfied), how would you rate the political science major on...

** Question prompt asks: Using a scale of 1 (not enhanced) to 5 (greatly enhanced), how well did the department help in the development of the following skills, abilities, and attitudes?

Open-ended/Positive Mentions. We asked alumni what they believe to be the major strengths of the department. We then coded these open-ended responses. The most frequent response, by far, was the quality of the faculty (36 percent), followed at a distance by small class sizes (7 percent). Here are the verbatim responses:

- Political theory, and the emphasis of politics being local were lifelong tenets for me.
- The small classroom sizes and forced cooperation of students in class discussions. I also appreciated how politically neutral the professors were. There was no preaching for the democrat or Republican parties. Professors really wanted us to think on our own and discuss facts and logic.
- The faculty. When I was at Westmont the member's of the poly sic faculty had three basic specialties (International/Comparative Politics, American Politics and Political Theory/Quantitative

Methods). While all classes blurred these boundaries, I thought it was a very good balance for a student to be able to take classes from all three professors with the aforementioned focuses.

- Back in the seventies, I think that there was a great commitment to students on the part of the faculty.
- Knowledgeable staff, in-depth learning and committed department.
- The faculty: Dr. Covington and Dr. Penksa's intl relations experiences. The openness of the professors to discuss just about anything; their knowledge base and ability to encourage their students to attack problems (whether in theory or practice) with logic and compassion, as well as integrity, and heart/passion.
- The personalities of the faculty and their willingness to put up with the arrogance of young people like me who were certain we knew everything.
- faculty, integration, small class sizes, challenging students to think analytically
- There was a strong emphasis on writing during my time in the department. I think that is critical for graduate school preparation. Also, though not a full course, we were also required to take basic quantitative research methods. That is another important component of political science for those who are pursuing graduate work. I appreciated the interconnectedness the faculty had with the students, their willingness to invest in our lives, and their desire to really teach. When I did enter graduate school, I had a professor inform me that I came in well prepared from my undergrad institution. Westmont certainly did prepare me for life beyond undergraduate work and I am happy to share with others that I believe I received a high quality education.
- International relations. To wit, I felt my major's focus was actually more international relations than poli-sci.
- Dr. David Lawrence and his practical background experience
- diversity of faculty interests and perspectives- all are high caliber and showed expertise and leadership in and outside the classroom. cohesion and camaraderie among the faculty creates a good atmosphere for learning. strong emphasis in writing and oral communication. challenging courses that really ask the student to deeply understand the subject matter. excellent lecturing skills. personable.
- Small class sizes, diverse classes offered.
- I loved the openness and genuineness of the professors and their ability to be who they were in and out of the classroom. As much as it shocked me, I really appreciate that they were open in their liberal leanings, because it helped me understand my faith in a new way as well as confirmed by reasons for being a conservative. My favorite experiences in the poli sci department were the Sacramento trip in the California politics class and the New York trip in the International Org & Law class. It was so helpful to see what I was studying come to life in the real world.
- The faculty were deeply committed to the success of the students in every aspect of their career, and got to know students outside of the classroom. The Department did a fantastic job of encouraging analytic and strategic thinking, taking the larger context into account whenever we discussed an event or issue.
- I took 5 classes with Bruce Mckeown, one with David, and one with Susan Penksa, so my experience was a bit unequally weighted--but attention to writing, argument, assumptions, and faith.
- Really enjoyed the teacher from Thailand.
- Guidance of student research, unique opportunities (I did research at the Reagan Library and presented at an undergrad poli. sci. conference through Dr. Lawrence's suggestion), excellent classroom teaching.
- - class size- discussion within classes-
- Integrating faith and learning, drawing curriculum from a variety of sources
- Dr. Lawrence.
- Burnweit's course on congress was, from an academic point of view, current. He assigned textbooks that I would be assigned again in grad school.
- Susan Penksa was the major strength of the department while I attended Westmont. I greatly enjoyed and learned a lot from each of her classes - information I still carry today.
- Dedicated Faculty, small class size
- When I received my degree there was an allowance for a great deal of political diversity. I hope that is still true.
- The faculty.
- commitment of dr. lawrence...reason i stayed with it...
- During my years at Westmont, 1974-78, there really wasn't anything to distinguish the department. My public administration class did result in my getting a Master in Public Administration.
- Relationships with professors who cared about me and were people of quality.

- Access to faculty and emphasis on off campus programs. In fact going to an off campus program should be a requirement for the poli sic degree at westmont.
- Fair and balanced teaching that encouraged students to challenge ideological thinking.
- The college it was part of.
- Integration of faith and learning
- Not really sure...The department at the time of my involvement was very small and thus limited in terms of scope (courses offered and those professors who taught).
- the logic and writing/integration of faith and learning. Jesse Covington was absolutely the best. very challenging, powerful thinking skills, integration of faith and learning was incredible with that teacher. I never had Dr. Penkska, but I wish I had. The urban program connection with political science was AMAZING! I loved it. I am a MUCH better analytical thinker because of that. I wasn't much interested in politics, but i wouldn't change it for the world.
- The strength of the Political Science department is definitely its professors. All three are excellent teachers. They excel at making the discipline's most important topics approachable and understandable, while not watering the issues down. I can honestly say that when comparing my education to other departments at Westmont, and more importantly to Political Science graduates from other institutions, I received a vastly superior education.
- The faculty and their commitment. Dr. David Lawrence was my advisor and a mentor. I learned so much from him. It was his dedication to us students that made such a difference.
- I believe the major strengths of the Department are diversity, encouragement through relationships, and quality of instruction. I feel the Department's instructors specialize in a wide variety providing a broad but deep education. I personally benefited from the relationships I formed with the professors. I felt and feel continually encouraged in these academic and personal relationships. Also, the quality of instruction is a major strength of the Department. I feel prepared for further higher education. The instruction molded me into a well-rounded young adult.
- International affairs and international related classes were particularly strong within the department.
- Dave Lawrence was great. McQuin and Bahti were quite difficult to understand the objective of the coursework.
- The faculty is a major strength of the Department of Political Science - each faculty member brings different strengths and perspectives but all three are equally committed to the students. I also believe the challenge / difficulty of the political science major is another strength. The high quality demanded by the professors pushed me to improve in my writing and my thinking.
- The Nyun-Hans.
- I think they asked questions that pushed some to think outside the box...some who had never lived in a different or less than comfortable setting. I grew up oversease, so I was perhaps not stretched as much. I WAS shocked when one prof, who pushed students in what I thought was a good way, was let go because she made them too "uncomfortable". Life - and political science - is not black and white. There are shades of grey. Overall, the professors did a good job with this, but it coul dhave been done more.
- The major strength of the department was its quality of instruction and advising. Particularly from Susan Penksa I received excellent teaching, helpful academic advising, and even important help during times of personal questions in my life. Furthermore, I was able to get involved further in the department as a teaching/research assistant, which allowed me to go deeper into the subject beyond my coursework. Because of the rigor and challenge of the work required by the department, I was more prepared for doctoral work than my colleagues were (and almost all of them already held a master's degree in the field).
- Small, intimate, flexible
- The quality of professors and the student/professor ratios. From my perspective the course work and expecations have been far greater than my MBA program.
- The professors in the Department at the time I attended Westmont were Prof. David Lawrence, Prof. Bruce McKeown, and Prof. Susan Penksa. They each brought different areas of expertise that combined provided such excellent well-rounded coursework and offerings to the political science students. Having a Model United Nations class was another wonderful opportunity provided to students.
- Small classes with teachers that loved the topics and felt passionate about politics.
- Great faculty and course offering but lacking in focus on employment opportunities after Westmont.
- analytical thinking.
- Faculty above all else, particularly Dr. McKeown and Dr. Penksa. The shared passion with other students (on both sides of the aisle) within the department was an integral part of my education as well.

- Promoting a questioning approach to learning, an emphasis on writing and analysing the subject matter, developing quick thinking
- Solid teaching
- The faculty, in particular Bruce Mckeown and Dave Lawrence.
- Access to professors
- Excellent faculty with strong commitment to students. Really rigorous coursework that instills good discipline in students (though they may feel like it's soul-crushing in the midst of it). :)
- The background and knowledge of the professors
- At the time that I went, I appreciated the perspective Dr. Lawrence had as an elected official in local government. I also learned from the analytical analysis from Dr. McKowen. Both had a perspective that was unique and went beyond what was offered in a traditional course. My internship for the Mayor and Council in the city of Santa Barbara was the best career direction I received. I went on to work for ten years at the City of Phoenix in the Council Offices and City Managers office. Although I am a full time mom now, I am still involved in some local government measures on a volunteer basis.
- The Political Science Department was excellent at placing advisees within community and applied settings(internships, etc) that built upon the skills faculty were developing in via coursework and the overall curriculum. In particular, David Lawrence's knowledge and actual experiences in California politics and policy proved to be particularly instrumental in my career development.
- The student to professor ratio. My professors at the time encouraged debate and discussions.
- Faculty especially the Doctors Nynen Hans(sp-) and Dr. David Lawrence. The wide variety of international courses.
- Bruce Mckeown
- The faculty in the department
- Quality of professors; interactive lessons
- Political Theory Classes were amazing. Teaching socratic method is difficult to adjust to, but in the end it is more effective.
- McKeown!
- Political theory and similar classes with Dr. McKeown were very helpful. Also, course offerings at the time brought international / global issues into the program which completely changed the scope of what I was interested in. These concepts are useful to this day, working in an international field.
- 1. Personnel: Susan Penksa's tireless work to improve the department's image/body of work/content outside of Westmont as well as in the classroom . Bruce McKeown's thoughtful insight on political theory and social construction has actually changed the way I live. Every time I'm in Iowa and see the sign "God is Pro Life" I think of Bruce.2. The politics during my time at Westmont, from hanging chads to 9/11 to Iraq to an EU Constitutional Convention. It seems like there was plenty to talk about.2a. The perspective taken of the department on those events. For instance, Susan Penksa presented very strong cases for diplomacy in Iraq through third party written documents as well as in class discussion. Her perspective was (as I remember it), is the threat of Sadaam real- She had me convinced that she wasn't really a communist at all and actually, when boiled down, Sadaam was already marginalized. However, that can be a bitter pill to swallow for most at a place like Westmont. She didn't have a snowball's chance in hell....but I agree with her. Even more today than 10 years ago.3. Curriculum: By its nature, the curriculum is polarizing, interesting and challenging. In Bruce McKeown's American Political Experience class, there were 7 columns of chairs. Starting at the East end were the most liberal moderating in the middle and on the West end the most conservative (to honor Bruce, I should say American neo-conservative). All of us thought the class would be about how great America is and its political history. In the end, probably the most dynamic class I took in terms of class involvement. People would not even speak to each other in the DC after some of the lectures and public discussion. In my mind, this never ever occurred in the E&B or other cross curriculum classes we had to take. Once you got to upper division political science classes, the curriculum and mix of personalities was some of the best I experienced at Wetmont in terms of engagement. And it wasn't manufactured, it was real. There was emotion and discussion and reflection and most of the times, no one ever really changed, they stuck to their guns. I usually tell people to take a second major, E&B was great, but political science really taught me how to think.3a. As an aside, Bruce McKeown had announced that we might pay attention, each credit earned was costing us \$1,000. I took his advice and have kept some of my business clas notes, but ALL of my political science notes!4. Off campus programs: The transatlantic seminar was by far what changed many of my perspectives, not just on politics, but on the value of the work of public, private, institutional and academic parties in the world. It's a big world out there and that was a great trip

- The strength of the department was definitely the faculty -- quality of faculty and instruction, their passion for teaching, and their availability to the students.
- instructors who were very knowledgeable about their subject matter and how they applied to current real world issues
- American politics/State and local government
- Level of difficulty: Amount of writing, and the Amount of reading.
- Well-rounded and well-defined programs. Excellent educators. Excellent at creating a thirst for knowledge and a good foundation from which to explore.
- Passion for the study; diversity of backgrounds, emphases, and style of approach and teaching (McKeown, Lawrence, Penksa); love of Christ; respect for students.
- The opportunity for a combination of politics, political theory, discourse and the integration of the Christian Faith.
- The personal interest of the faculty in your development as an individual and professional.
- Professor to student ratio
- Faculty involvement
- Open discussion and lack of bias when discussing different viewpoints and new ideas. I always felt that I could express myself openly and safely in the classroom, and that my opinion would be valued.
- Course selection, off campus programs like international law/UN, Europe
- Demanding curriculum and faculty Focus on critical thinking skill development Supportive faculty Liberal Arts focus Integration of faith in subject matter
- It was small and interactive
- At the time I was there, the strongest area was is local government.
- Great professors and courses. I really appreciated the level to which the faculty invested in my academic development.
- Personal, friendly and available.
- Quality/commitment of faculty, intellectually demanding coursework and classroom discussions
- Commitment of Professors. Exposure to multiple cultures. My internship in local government was invaluable.
- Small classes, committed professors
- I believe the main strength was in the depth of interaction every Prof had with any student who sought it out. Every political science teacher I had cared about every one of these students. That made a difference in the way we learned and approached the material.
- Professors were phenomenal, and pushed us to develop critical logic skills that have been of great use to me, even in a career that is not in political science.
- At the time I was going there Dr. Lawrence was running the Department and I thought he was outstanding. The classes were generally small and (with one exception) it was great getting to know the professors. I took a class on Marxism at the same time the Berlin Wall was coming down. Was fascinating to study the rise and fall of Soviet Russia and the Eastern Block within the context of current events of the time. The professor (McKeown-) was outstanding.
- Westmont's major strength overall is that it is a small and intimate school. While this instantly means that Westmont will always have fewer resources than other larger schools, it also means that class sizes are smaller and there is more access to profs. This is really the only thing it can market. It should play to this strength by instituting British-style tutorials. This is unique and seems sexy (at least to most 17-year old applicants). But seriously, I believe a tutorial system would be very helpful to the students and raise the profile of the Poly Sci dept. Sometimes, you just have to be different to get attention.
- Quality of professors, course selection, extensive feedback by professors. There are some great relationships within the department among students and between students and professors.
- The passion the professors teach with. They have a tremendous amount of knowledge.

Open-ended/Things We Can Work On. The alumni offered many helpful suggestions of how to improve the department. The plurality winner here was to improve career counseling (22 percent). Here are the open-ended responses:

- Maybe more exposure/guidance towards fellowships, foreign service, relationships with politicians for internships, post-college jobs, etc.
- I can not think of any improvements that should be made. All my political Science courses were very challenging and I still until today apply what I learned back then in all my political decisions. In fact,

I am vegan now and am a proponent for animal rights. I am glad I received such great political fundamentals while at Westmont.

- At a small college it is going to be impossible to have the number and diversity of class offerings that a large university can offer....but I would have liked to have a wider selection of classes within the poli sci arena.
- Back then some of the political science faculty were not as rigorous and demanding as I thought they should be.
- Better career counseling, better advising on a more personal level to more accurately assist individual students in life beyond school.
- Availability of the professors (Dr. Covington was almost always available). Availability of classes, more political science get-togethers, and I would advise professors to advise their students to do more than one internship so that they can figure out if they really want to be in politics, and if so, what aspect of it. For example, public figure/politician or law (not always mutually exclusive though) or teaching, etc.
- Preparation for "real world"
- I haven't kept track of the department much since graduation but am happy that, after attempting to do away with the major during my junior year, it seems to have life in it. Please be sure the faith component of political science, especially as it relates to our nation's founding, are taught and emphasized.
- academic and career counseling, department events and social gatherings
- Though I am certain things have changed a bit since I was in the department, it seemed like the course offerings were limited. Also, not the fault of the department by any means, but the library resources for political science were minimal. I had to make trips to the UCSB library for resources.
- I would have appreciated more focus on domestic political policies as these relate to constitutional law and theory (this is based on my experience @30 years ago).
- Expand opportunities for local public administration emphasis
- when budget allows, bringing in more adjunct faculty to teach regional/content/issue specific courses as the current students may find useful.
- Career guidance for all majors, not just political science. I would have appreciated some tangible recommendations for next steps and/or some sort of career guidance (like hearing from alumni working in a Political Science related job).
- It would be helpful to have had more guidance regarding future goals and life calling. I didn't understand this for myself fully until after leaving Westmont. I regret not taking poli sci classes catered more towards my life calling, instead of just for fulfilling the degree requirement. I would also suggest implementing more group assignments and projects. Upon graduation I found myself struggling to fully be a team player as I worked with an NGO for 3 years. Most of undergrad is individualized, self-disciplined and self-motivated. It would have been greatly beneficial to be forced to work more in group situations for coursework. My final suggestion for improvement would be in incorporating more aspects of the Christian faith. Allow for more pragmatic discussions in the classroom on how faith is and can be applied in the real world of poli sci, instead of purely theoretically.
- The career preparation at Westmont as a whole - and in the Department in particular - was less than outstanding. It is difficult to combine a liberal arts education and stellar career counseling, but there are opportunities to do so beyond an internship. Whether a person goes on to work in political science in some capacity, the school has a whole should offer more resources for students in the job search process.
- Take a broader orientation to politics--not just political "science" (time to get over the physics and economics envy...Westmont is well situated to also get beyond the publish or perish mentality that is getting out of hand in academia), but political "studies" and integrate what many consider an interdisciplinary field of "public affairs" into the framework.
- Hopefully things have improved from 40 years ago. I have no idea where the department is at this time.
- It's hard to say now, as the dept is so different from what it was 15 years ago, but doing modern political theory in the same course with statistical methods was a bit odd.
- - More class field trips (only took one in Cali politics, but loved it)- More PS major activities (only interacted with other PS majors within class)
- More practical application, a greater emphasis on keeping up on current political events & proposed laws (both federal and state) and discussing them in class and career preparation
- More courses/discussions on Civil Rights and importance of Separation of Church and State.
- stats and philosophy of science for all. I didn't know what behaviorism was till grad school. A lot of catching up to do.

- career counseling and preparation.
- broader course options
- My degree was from 1977, but I wish that I had more training in economics, and that statistics has been required.
- this was 30 years ago so i think alot has probably changed for the better
- Too many years have passed for me to fairly answer this question.
- I have no idea now. It has been too long and my profs. are mostly gone! In looking at the schools where my kids went I see a hugely liberal bias so my recommendation for any school would be unbiased teaching. How possible is that- I have no idea anymore. I am far more realistic or cynical now than I was in the 70s!
- There should be a class on polling! Maybe a cross with math dept. More emphasis on speeches and speech writing, and maybe more involvement with local campaigns.
- I am not familiar enough with the department as it currently is to offer an opinion on this. I am aware that in the years following my graduation that tremendous changes were made in the department that improved it academically.
- More professors with conservative political views not pie in the sky liberalism
- Seek to actively demonstrate outwardly the intersection of foundational biblical teaching and the application of personal faith in the work of the political science discipline.
- The opportunities to intern with political/international politics/connections in Santa Barbara would be amazing. I would have liked a little more help with career paths in the political science department. I also felt that the depth of some of the basic classes in regards to faith and politics could have been expanded upon.
- The department could benefit from some enlargement. Class availability is limited due to demands on the professors. The department could definitely use a fourth professor, and needs to maintain or expand its number of students.
- At the time, more offerings of classes.
- Improvements can be made in the area of career counseling and advising. I felt I really had to seek out help in regards to work post-graduation.
- I think this has changed now, but required foreign language classes and study abroad semesters should be a part of the degree.
- Clear syllabus of learning objectives. More current events integration and how knowledge can be transferred into career planning.
- While I'm not sure this is the job of the Political Science Department, I think that career counseling could be improved. (I also went to the Life Planning Office, but was generally unimpressed.) What does it take to get the job you want and how can you tailor your political science major to achieve those goals- One the other hand, I understand that it's difficult to actually figure out what you want to do with enough time to correctly "chart" your courses! I also think an economics requirement should be added to the major. Many graduate schools require micro or macro economics (and sometimes both), and I really regret not taking these courses. Overall though, I am very satisfied with my experience.
- I think there needs to be more diversity and challenges to critical thinking...ESPECIALLY is a school as comfortable and NON-Diverse as Westmont. Faculty should not be all white, nor all male. Politics have repercussions on ALL people and it's important to equip students to think broadly so that their faith is not only one sided and then unable to withstand the tests of "the real world".
- I was a student in the department during a time of transition--two of the three faculty members were leaving and one was replaced during my time there. I think this made the course selection a bit narrow and unreliable in terms of the quality of instruction in the interim. This is hardly a comment to merit improvement, since it was purely situational, but I felt it was worth mentioning.
- A greater focus on career preparation Instead of so much breadth (American, international, political theory) narrow down the offerings and give more depth
- Because it is a small school, there wasn't the opportunity to focus in any one area. I came away with a good overall knowledge of political science but didn't feel I knew enough about anything to do something with it. I would have liked more choices of classes. Also, I felt like classes were either theory or more practical, but often didn't really combine the two.
- A greater number of professors could provide a more comprehensive vantage point.
- More career guidance and helping students explore the options for pursuing various graduate and doctoral degrees.
- I did not even consider going into Political Science as a career and no one ever talked with me about options.

- formulating well-written essays about analytical and original thoughts. I learned how to think in my political science courses and to write research papers in the English courses, but not write a strong analytical essay.
- Convincing students to avoid law school. Kinda kidding. In hindsight, perhaps more preparation/information regarding graduate programs, the graduate student experience, and the increasing importance of a graduate degree.
- Perhaps a slightly broader curriculum, but apart from that, I can't think of any.
- As I graduated over twenty years ago, I do not have recent or relevant experience with the department, and cannot truly make any recommendations for improvement.
- Dr. Penksa's work commitments made her a lot less accessible than Dr. Covington and Dr. Knecht-- but is important for professors to be practitioners too so this may not be an area that should be addressed. Dr. Penksa was also outspoken about her political views, which may have given me a biased view of certain international events. Overall, the department could do a lot more to prepare students for the working world. A few political science workshops that review possible career paths, graduate school options and other topics like "how to move to DC (or some other city), network, get interviews and get a job" would have been tremendously helpful.
- The overall interpersonal communication skills of the professors and their ability to make learning more enjoyable and less "dry."
- I would have benefitted from a little more practical/career guidance. Political Science majors do not move right into a line of work. While I was prepared in my writing, thinking, etc I was not ready for what kind of job I would get next. While my internship off campus at the City of Santa Barbara was a major strength, additional processing with students about what you are learning in real life would have been beneficial.
- The department should encourage at least one semester away from the main Westmont campus via Europe semester, the Urban program in San Francisco, and/or Washington DC, etc.
- Have more international faculty and international courses.
- Career development.
- A bigger department. More professors, and perhaps more diverse classes. More classes that integrate theory and practice
- career counseling; diversity of course offerings; more external lecturers and academics
- Get more variety with international classes. Don't have them all be taught by one view point.
- counseling and advising
- I am not sure what has changed from then to now -- speaking of the time when I was there, the one weakness was that some of the courses were pitched at a very low level - i.e., not very challenging.
- 1. Alumni network for internships. I don't know if the internship is still a requirement, but maybe it shouldn't have to be a political science internship specifically. Most companies, ours included, are looking for critical thinkers, hard workers and people of faith (at least a moral compass). Our program with interns is to expose them to real people, who may have to do a job not just because they're driven by the idea of vocation. Expose them to real work, that is valuable to the company. Expose them to real ideas that can work or fail. All business in the country is affected by politics from the inter office political lines, to domestic and foreign policy to taxation.....you know what I'm talking about. I'm just trying to say that if there is a restriction, maybe it can be redefined. 2. I am so far removed, other than the magazine, I don't know what the department needs. However, as an alumni with a passion for the department, I would help in any way I could if the department had a cause and shortfalls worth pursuing. Tap the alumni. I am tired of giving to the Westmont Fund. I'd rather give it to the departments I know.
- It was a small department when I was there, which meant fewer teachers, fewer courses and limited variety of viewpoints/expertises. Not sure Westmont can support a larger department or curriculum, but it was a drawback of the department.
- graduated too long ago to make any suggestions about improvements
- Political theory and international politics were weak but seem to have improved since I was a student.
- Better career counseling. Less concern with integration between faith and politics or theory and practice (in courses where material has difficulty applying to these things) because these sections of the courses usually were weak and unfocused. More about having people state how they vaguely feel about topics rather than learning.
- Practical application and career exploration.
- Availability & career counseling.
- Obviously I graduated a LONG time ago, and I hold as much or more blame as the department in making my education less than exceptional. It was solid, and I value it, but the professors at the time

were limited in number, the courses were limited, and the opportunities for outside possibilities (internships, interaction with local government and political efforts) was nonexistent.

- Increased efforts to broaden the scope and diversity of courses and activities within the program.
- My recollection is that there was very little practical theory applied in the classes and little or no applicability to career choices and goals. I have long felt that the education I received through the poli sci department could've been easily duplicated on my own by reading numerous newspapers and publications that are publicly available.
- Community involvement
- I feel as if there was pretty much no career advice from the department. I think it could have been very helpful to have alumni or even local professionals come talk to the students about potential careers in politics, law, etc. in order to give the students a few ideas of what to do after graduation and how to progress towards a successful career.
- Career counseling....hearing what graduates did with their degrees, mentorship opportunities, site visits to local political areas, discussion with other political science majors
- My experience is so dated I can't really comment. My dissatisfaction was with the Nyun-Hans. They were not good professors and there was a language barrier. I found it very hard to understand them. Until the last part of my time at Westmont they were the only professors in the dept. it was not a good experience.
- There should be more structures in place to encourage and facilitate small study groups (2-4 people). Group study significantly helps students in other departments grasp difficult concepts and ideas. I realize though that this subject matter may not necessarily encourage group as much as other departments. However, group study does occur for test preparation, but not on a regular basis for homework. A significant portion of learning this subject matter occurs in dialogue and wrestling with concepts and ideas. Often times dialogue only occurs in class where it can be intimidating to speak in a larger setting or it can be difficult to stay engaged with one's train of thought when the conversation is being pulled in many directions. So it can be helpful to have discussion groups on a more regular bases outside of class.
- More diverse course offerings, career prep (emphasis on internships) and perhaps more of an emphasis on getting involved in politics at some level
- Career guidance. But I was there over 30 years ago and I don't really know where it stands now.
- Back then, not as broad in thought and analysis. Supplemented with work in outside programs.
- Availability/diversity of courses (understandable at small college)
- Lots of focus on internships should be a focus.
- Better study abroad options, more career counseling, more public speaking emphasis.
- I think a diversity of classes, to the extent possible at Westmont, would help. Also, preparing political science majors with a pre-law emphasis could be more directive. Although advice was available, it was relatively limited.
- There was very little to no career guidance - the political science major is treated as a tool for enlightenment and is useful to know, but there were no career fairs, recruiting, or guidance that would help us realize this is actually a field we could make a career of.
- I don't feel that the department did a good job of representing conservative thought in traditionally more liberal fields of political science (like international politics and theory). When conservative perspectives were addressed in class they seemed to be regarded by professors as backwards, narrow minded, and unsophisticated. The professors I learned the most from in college never tried to push their position on students. In fact, I had a difficult time determining what they believed personally because they did such a good job of arguing both sides of the issue.
- I graduated 22 years ago so I'm probably not the most insightful person on how improvements "should" be made. I guess I have one gripe. At the time I was attending Westmont there was a professor (Dr. Ron Mahurin)that I felt was one of the worst instructors I had ever had. I knew my exam scores would be better if I chose to write them from the political point of view I knew he wanted to hear. This was a topic of discussion amongst many of his students. Also, I had a real hard time with being required by Professor Mahurin to purchase a subscription to the Christian Science Monitor as one of our required texts.
- I attended at the tail end of both Profs. Lawrence and McKeown's careers. Neither of them seemed particularly in to what they were doing. I liked McKeown quite a bit, but he hated his job and everyone knew it. Lawrence was a bit of a goof and difficult to take seriously. Penksa was very good. She was always engaged in what she was doing and was a very challenging (and demanding) instructor. I would suggest new faculty, but it seems as if you have them. I would also suggest having a required research methods class. That would help out a lot in prepping for grad school.
- Although intimacy is nice, the program was so small that class discussions lacked refreshing perspectives. The lack of diversity probably contributed to this.

- The diversity of courses

WESTMONT COLLEGE PRE-LAW PROGRAM REPORT FOR ACADEMIC YEAR 2011-12

JESSE COVINGTON, CAMPUS PRE-LAW ADVISOR

Events:

- September 24, 2011: Student trip to LSAC Law School Recruitment/Pre-Law Forum
 - Location: Millennium Biltmore Hotel, Los Angeles
 - Organized & led by David Anderson
 - Sponsored by Provost's funds for the Pre-Law Program (travel expense)
- October 13, 2011: Pre-Law Admissions Panel (with representatives from three law schools)
 - Location: On-Campus
 - Organized by Campus Pre-Law Advisor
 - Sponsored by Provost's funds for the Pre-Law Program (refreshments) and run in conjunction with the Office of Life Planning's Graduate School Fair
- October 16, 2011: Blackstone Legal Fellowship Presentation and Dinner (Alliance Defense Fund).
 - Location: On-Campus
 - Organized by Campus Pre-Law Advisor
 - Sponsored by ADF
- April 16, 2012: "From Westmont to a Legal Career: Alumni Perspectives." (Panelists consisted of four alumni working locally in a variety of legal fields.)
 - Location: On-Campus
 - Organized by Campus Pre-Law Advisor
 - Sponsored by Provost's funds for the Pre-Law Program (travel expense)
- April 17th, 2012: Free Practice LSAT Examination
 - Location: On-Campus
 - Organized by the Office of Life Planning
 - Sponsored by the Office of Life Planning and Kaplan Test Prep

Other Duties:

- Providing one-on-one pre-law advising to the campus community.
- Informing students of a variety of law-related opportunities.
- Corresponding with and meeting with prospective students/parents who are interested in pre-law at Westmont.

Funding:

- The Pre-Law Program has not historically had its own budget. Last year at my request Rick Pointer approved \$450 from the Provost's funds for pre-law events (refreshments), pre-law advising resources (books for the Campus Pre-Law Advisor), and travel to the Pre-Law Forum in Los Angeles. Of this, I spent a total of \$259.38.
- For the 2012-13 academic year I again request \$450 to be used for special events and student travel to events. This number remains higher than the current year's expenditures because of high gas prices and a second off-campus event being explored (a visit to Pepperdine Law).

Student Data: Later in the summer I will follow up with detailed data compiled from the LSAC's reporting on student LSAT scores, law school admissions, and enrolments. For the time being I am including data that does not yet include the new data released this spring. (There is a lagged data release from LSAC, so the new data will reflect the 2010-11 academic year.). This report is included below.

WESTMONT COLLEGE POLITICAL SCIENCE LAW SCHOOL ADMISSIONS REPORT 2006-2011

Average LSAT Score: 155.7 (SD 5.39)—c. 66th Percentile among all LSAT-takers nationally.

Number of Westmont Political Science Alumni Enrolling in Law School, by Admission Year:

- 2006-7: **3**
- 2007-8: **0**
- 2008-9: **1**
- 2009-10: **3**
- 2010-11: **2**

Matriculations By Law School Rank

Law School	U.S. News Rank¹
University of California, Hastings, College of the Law	44
Catholic University of America, Columbus School of Law	82
Chapman University School of Law	
Golden Gate University School of Law	
Thomas Jefferson School of Law	
University of San Francisco School of Law	
University of the Pacific, McGeorge School of Law	
(2)	
Whittier Law School	

Admissions By Law School Rank

Law School	U.S. News Rank
George Mason University School of Law	39
University of California, Hastings, College of the Law	44
University of Colorado Law School	44
American University Washington College of Law	49
Pepperdine University School of Law	49
University of Denver Sturm College of Law	69
Catholic University of America, Columbus School of Law	82
Syracuse University College of Law	96
California Western School of Law	
Chapman University School of Law	
Golden Gate University School of Law	
Gonzaga University School of Law	
New York Law School	
Quinnipiac University School of Law	
Thomas Jefferson School of Law	
University of San Francisco School of Law	
University of the Pacific, McGeorge School of Law	
Western State University College of Law	
Whittier Law School	

Discussion

Westmont Political Science sends roughly 2 alumni to law school each year, on average. While this is a small number, it represents a significant proportion of our total major graduates. The admissions ranking data indicate that Westmont students are successfully competitive for top-100 law schools. At the same time, the matriculation rankings data suggest that Political Science may not be sending many of its most competitive students to law school. Moreover, in contrast to College-wide data, Political Science students are less competitive for top-25 ranked schools. These apparent results, however, may simply reflect the very low total numbers in consideration.

¹ Only the top 100 ranked schools have ranks recorded here and are based on 2012 rankings from U.S. News and World Report. Some rankings are duplicated due to tied ranking scores.

The average Political Science LSAT score of 155.7 (c. 66th percentile) compares well with national figures, where the 50th percentile lies between 151 and 152. Political Science majors compare less favorably with all Westmont LSAT takers, with an average score of 158.26 (c. 75th percentile). Two possible explanations for this discrepancy present themselves. The lower Political Science average may be an artifact of the very small numbers with which we are working, such that these numbers do not represent meaningful differences between Political Science students and the rest of the Westmont population. Moreover, it is likely that students who are driven primarily by a desire to pursue law may major in political science to facilitate this desire (prior to skillset/gifting assessment), whereas students in other majors may discover gifts and skillsets compatible with law later in their college careers. Several low scores among Political Science LSAT-takers suggests a poor correspondence of gifting/skillset with law.

This data suggests the importance of academic advising for Political Science majors. Students interested in law should be encouraged to take a practice LSAT early enough to assess whether law is a good choice or not.

