

DEPARTMENT OF POLITICAL SCIENCE AND CRIMINAL JUSTICE

2005-2006 Annual Report

I. Mission Statement.

The Department offers undergraduate academic majors in Political Science and in Criminal Justice as well as minors in Non-Western Studies, American Politics, International Politics/Military Affairs, Pre-Law and Legal Studies, and Criminal Justice. While strongly committed to its mission in The Citadel's undergraduate program, the Department also offers graduate courses, professional conferences, and scholarly symposia for scholars and other professionals. Additionally, the Department has responsibility for three courses as part of the College's core curriculum. In all of these areas, students are afforded opportunities to obtain a broad liberal arts education that enriches their lives and acquaints them with the rights and responsibilities of citizenship.

The course of study for students majoring in either Political Science or Criminal Justice begins with a set of courses to introduce each student to his or her discipline. Each student subsequently has the opportunity to select from a list of specialized electives to increase his or her understanding of the field as well as the opportunity to select additional courses in the related disciplines of Anthropology, Economics, History, Psychology, and Sociology; general electives afford the student the opportunity to round out his or her education and to pursue specific interests.

As the central element of a general education, Political Science and Criminal Justice each provides preparation for both graduate education and for useful and satisfying careers. The mission of the Department includes a faculty commitment to teaching, service, and scholarship and to providing a quality liberal arts education for students.

II. Assessment Cycle.

The Department of Political Science and Criminal Justice conducts assessment in three areas on the following three-year cycle:

First year: Undergraduate Degree Program Assessment.

Assessment of undergraduate degree programs in criminal justice (B.A. in Criminal Justice) and political science (B.A. in Political Science)

Second year: Core Curriculum Course Assessment.

Assessment of the three core curriculum courses offered by the Department (PSCI 102: American Government; SOCI 201: Introduction to Sociology; and ANTH 202: Cultural Anthropology).

Third year: Graduate Degree Program Assessment.

Assessment of the Department's Master of Arts in Social Science Program together with assessment of faculty scholarly performance.

For the 2005-06 academic year, the Department is in the second phase of its assessment cycle, that is, the second assessment of the two undergraduate degree programs which were first assessed in AY 2002-03.

Data are collected every year in all three areas of assessment, and descriptions of data collection for the two out-year cycles are also included below.

III. Assessment of Undergraduate Degree Programs

A. Expected Results.

1. Overall Student Satisfaction with Degree Programs and with Faculty Instruction and Advising.*

At least 75 percent of graduating Political Science and Criminal Justice majors should indicate satisfaction ("satisfied" or "very satisfied") on the following items on the "Citadel Experience Survey": The Citadel Experience Survey does not differentiate between Political Science and Criminal Justice majors. Therefore, these survey questions relate to all departmental majors

- (1) *Overall program*: "Your Major program of study."
- (2) *Quality of instruction*: "Instruction in your Major program."
- (3) *Intellectual stimulus of major*: "My major curriculum stimulated me to think creatively."
- (4) *Quality of advising*: satisfaction with advising in course selection and requirements (all departmental majors have departmental faculty as faculty advisors).
- (5) *Availability of academic advisor*: access to advisor according to posted schedule and when necessary.
- (6) *Interest of professors in student*: professors in major courses were interested in progress of student.
- (7) *Enthusiasm of professors*: professors in major courses exhibited enthusiasm for subject matter.
- (8) *Major curriculum*: major curriculum prepared students to use the methodologies of that discipline.

2. Student Learning (Content, Methodology, and Critical Thinking).

a. The mean scores on the ETS Major Field Test in Political Science for Citadel graduating seniors in Political Science will exceed the aggregate mean scores for the 90 peer institutions for which ETS provides data, both in *the overall test score* and in *the test scores in each of the subfields* of the discipline:

- (1) United States Government and Politics
- (2) Comparative Politics
- (3) International Relations
- (4) Political Theory and Philosophy
- (5) Methodology

b. The mean scores on the ETS Major Field Test in Criminal Justice for Citadel graduating seniors in Political Science will exceed the aggregate mean scores for the 48 peer institutions for which ETS provides data, both in *the overall test score* and in *the test scores in each of the subfields* of the discipline:

- (1) Theory
- (2) The Law
- (3) The Police
- (4) Corrections
- (5) The Court System
- (6) Critical Thinking
- (7) Research Methodology and Statistics

3. Faculty Student Loads and Class Size.

The departmental objectives are (a) to approach a student load of approximately 100 students per faculty member and (b) to enroll no more than 30 students per class. The 100 students for each full-time faculty is based on the S.C. Commission on Higher Education fulltime-equivalent number of students per faculty member in the social sciences.

B. Assessment Tools and Collection of Data.

1. With regard to student performance, the Department generates, collects, and/or utilizes data from the following three sources:
 - (a) Data from The Citadel Experience Survey, a survey of graduating seniors conducted by the Office of Institutional Research in 2001, 2002, and 2003.
 - (b) Data from the Educational Testing Service's Major Field Tests (in Political Science and in Criminal Justice) administered to graduating seniors in April 2006.

With regard to the above data, assessment is conducted in two broad areas: (a) student overall satisfaction with degree programs and with faculty instruction and advising; and (b) student learning. In addition, in another process, all faculty undergo annual evaluation (which involves, among other things, review of student evaluations, review of course syllabi and other materials, review of scholarly activity, etc.).

2. With regard to faculty student loads and class size, data are obtained from The Citadel's Office of Institutional Research and from data available electronically (Student Information Systems).

C. Assessment Results.

1. Overall Student Satisfaction with Degree Programs and with Faculty Instruction and Advising.

- a. At least 75 percent of graduating Political Science and Criminal Justice majors should indicate satisfaction on the items below on the "Citadel Experience Survey."

Note: the data are reported on a 3-year rolling basis (higher numbers are better).

- (1) *Overall program: "Your Major program of study."*
02-03: 81% ("satisfied" or "very satisfied")
04-05: 91%
05-06: 83%
3-Yr Avg: 85.0%

The 3-year average (85.0%) of Political Science and Criminal Justice majors indicating satisfaction with the major program of substantially exceeds the criterion.

- (2) *Quality of instruction: "Instruction in your Major program."*
02-03: 77.4% ("satisfied" or "very satisfied")
04-05: 89.0%
05-06: 71.0%
3 Yr Avg: 79.1%

The 3-year average (79.1%) of Political Science and Criminal Justice majors indicating satisfaction with the quality of instruction exceeds the criterion.

- (3) *Intellectual stimulus of major: "My major curriculum stimulated me to think creatively."*
00-01: 80.0% ("satisfied" or "very satisfied")
01-02: 78.3%
02-03: 77.4%
3 Yr Avg: 78.6%

The 3-year average (78.6%) of Political Science and Criminal Justice majors indicating satisfaction with the quality of instruction exceeds the criterion.

- (4) *Quality of advising: satisfaction with advising in course selection and requirements (all departmental majors have departmental faculty as faculty advisors).*
02-03: 68.0% ("satisfied" or "very satisfied")
04-05: 64.0%
05-06: 61.0%
3 Yr Avg: 64.3%

The 3-year average (64.3%) of Political Science and Criminal Justice majors indicating satisfaction with the quality of instruction exceeds the criterion.

- (5) *Availability of academic advisor: access to advisor according to posted schedule and when necessary.*
02-03: 70.1% ("satisfied" or "very satisfied")
04-05: 84.1%
05-06: 67.7%
3 Yr Avg: 74.0%

The 3-year average (74.0%) of Political Science and Criminal Justice majors indicating satisfaction with availability of advisor exceeds the criterion.

(6) *Interest of professors in student:* Professors in major were interested in progress as student.

02-03: 77.5% (“satisfied” or “very satisfied”)
04-05: 81.5%
05-06: 58.7%
3 Yr Avg: 72.6%

The 3-year average (72.6%) of Political Science and Criminal Justice majors indicating satisfaction with interest of professors in progress exceeds the criterion.

(7) *Enthusiasm of professors:* Professors in major had enthusiasm for the subject matter.

02-03: 89.6% (“satisfied” or “very satisfied”)
04-05: 93.2%
05-06: 87.6%
3 Yr Avg: 90.1%

The 3-year average (90.1%) of Political Science and Criminal Justice majors indicating satisfaction with the enthusiasm of professors in major for subject matter.

(8) *Major Curriculum:* Major Curriculum prepared students to use the methodologies of that discipline.

02-03: 79.3% (“satisfied” or “very satisfied”)
04-05: 93.2%
05-06: 86.1%
3 Yr Avg: 86.2%

The 3-year average (86.2%) of Political Science and Criminal Justice majors indicating satisfaction with preparation to use methodologies of discipline substantially exceeds the criterion.

2. Student Learning (Content, Methodology, and Critical Thinking).

(1) Political Science

Criterion: The mean scores on the ETS Major Field Test in Political Science for Citadel graduating seniors in Political Science will exceed the aggregate mean scores for the 90 peer institutions for which ETS provides data (seniors only), overall and in each of the subfields of the discipline:

	<i>Peer Mean</i>	<i>Citadel Mean</i>
<i>Overall</i> (range: 120-200)	149.1	143.1
<i>Subfields</i> (range: 20-100)		
(1) U.S. Government and Politics	46.6	43.2
(2) Comparative Politics	46.6	46.3
(3) International Relations	49.2	44.9
(4) Political Theory and Philosophy	49.7	41.8
(5) Methodology	32.6	45.0

Political Science majors exceed the criterion in methodology; nearly meeting the criterion on comparative politics, U.S. Government and Politics and International Relations; slightly miss the criterion on political theory and philosophy.

(2) Criminal Justice

Criterion: The mean scores on the ETS Major Field Test in Criminal Justice for Citadel graduating seniors in Political Science will exceed the aggregate mean scores for the 48 peer institutions for which ETS provides data, overall and in each of the subfields of the discipline:

(Note: The ETS results for this assessment may have limited value for planning purposes. Due to factors outside the Department's control, only 16 criminal justice seniors (out of 51) and 14 political science majors (out of 35) took the Major Field Tests. It bears noting that the field test results for 2002-03 for political science and criminal justice (when virtually all seniors took the field tests) are not significantly different, except in the area of "methodology" in regards to criminal justice students. By way of explanation, for political science, the *peer mean* for 2002-03 was 32.6 and the our students mean was 27.6; for 2005-06, the *peer mean* was 32.6, but our students mean score rose to 45.0. For criminal justice, the 2002-03 *peer mean* for methodology was 46.1 and the Citadel mean was 46.5; for 2005-06, the criminal justice peer mean was unchanged, but the Citadel mean fell to 38.6.)

	<i>Peer Mean</i>	<i>Citadel Mean</i>
<i>Overall</i> (range: 120-200)	152.0	148.6
<i>Subfields</i> (range 20-100)		
(1) Theory	35.1	38.8
(2) The Law	53.3	52.5
(3) The Police	51.7	51.1
(4) Corrections	50.2	48.6
(5) The Court System	52.0	52.8
(6) Critical Thinking	51.4	51.3
(7) Research Methodology/Statistics	46.1	38.6

Citadel Criminal Justice majors barely miss the criterion overall. Our majors exceed or meet the criteria on three subfields; barely miss the criteria on three subfields; and substantially miss the criterion on one subfield (methodology/statistics).

3. Faculty Student Loads and Class Size.

The departmental objectives are (a) to approach a student load of approximately 100 students per faculty member and (b) to enroll no more than 30 students per class. The 100 students per faculty criterion is based on the S.C. Commission on Higher Education full-time-equivalent number of students per faculty member in the social sciences. The Department is assigned four classrooms, only one of which will comfortably seat more than 30 students.

Data: FTE student loads (as reported by the Office of Institutional Research) for the three Criminal Justice faculty averaged 145 students per faculty member. Average class size in criminal justice was approximately 37.7. For fall 2006, the projected number is likely to increase because of a larger number of major is likely to increase).

For each semester, the Department generates sufficient student loads to justify five permanent Criminal Justice faculty members (if we are to meet the ideal student load of 100 per faculty member and enroll no more than 30 students per class. The fact is that in order to meet our majors' needs (not to mention accommodate other students seeking to fulfill general elective requirements) our classrooms are packed beyond their ideal teaching capacity with more than 35 students each and we continue to make use of a large number of adjunct faculty, particularly in criminal justice. There are currently 285 undergraduate Criminal Justice majors.

The Political Science faculty must staff a major of 205 (277 in AY 2006-07 undergraduates, provide essential classes for the Master in Social Sciences (the Criminal Justice faculty also teach in the graduate program, where adjunct faculty are also used), and offer three Core Curriculum classes; consequently, the Political Science faculty has student loads similar to the Criminal Justice faculty. FTE student loads for the Political Science faculty are proportionately similar to those for the Criminal Justice faculty.

The total student load generated by the Department during the spring of 2006 resulted in an FTE of 13.916. The Department currently employs 9 faculty teaching full-time, one teaching half-time (department head), and adjuncts as supplementary faculty.

D. Actions Taken and Resources Needed.

The Assessment Committees for Criminal Justice and for Political Science each met in mid-February and early April 2006.

1. Political Science.

The Political Science Assessment Committee consists of Professors Feurtado, Moreland, Porter, and Steed.

- a. Student performance on the ETS Major Field Test in Political Science was encouraging, as the mean overall performance was in the upper half when compared with the control group, and the mean scores in the subfields of Political Science of seniors were generally acceptable.

b. An area of continuing concern relates to improving the Department's student advising function. Currently, each permanent faculty member averages 41 advisees. Since advising for pre-registration takes place over the period of a week, it becomes difficult to spend very much time with each advisee.

Action: Absent an increase in the size of the permanent faculty, a short-term solution relates to increased efforts at distributing useful pre-registration information, including electronic newsletters so students have done the "nuts and bolts" and are prepared to address substantive matters when they do meet with their advisors, thereby using the advisor's time more efficiently.

2. Criminal Justice.

The Criminal Justice Assessment Committee consists of Professors Feurtado, Bloss, McNamara and Burton.

a. The primary concern of the Criminal Justice Assessment Committee relates to class size and the overall viability of the program. With only three full-time faculty currently supporting an academic major which enrolls 266 students, classes are often quite large as are student-to-faculty ratios and faculty student loads. A larger, emerging problems is that—with multiple sections of basic courses now necessary—it is becoming more difficult to offer enough elective courses within the major so as to permit students to complete the degree program in a timely manner. According to the admissions office, an additional 78 CJ students will be added for next year, for a total of 344 majors. Note that the Department has been authorized to recruit and hire two additional faculty members with a Ph.D. in Criminal Justice

Action: The two additional CJ faculty will begin teaching in Fall 2007; until then the Department has been authorized to initiate stop gap measures via the use of qualified adjunct faculty for the AY 2006-07. The Department will then be able to initiate action for political science majors to be advised by political science faculty.

b. Student advising is also a concern for the criminal justice faculty. A significant part of the problem relates to the fact that, even with the projected 5 criminal justice faculty, it is not possible for all 285 criminal justice majors to have a criminal justice faculty member as academic advisors (political science faculty currently serve as advisors to some criminal justice students).

c. Student performance on the ETS Major Field Test in Criminal Justice was generally satisfactory, as the mean overall score of Citadel Criminal Justice seniors was in the upper half when compared with the control group as were the scores of Citadel students on all seven subfields of the discipline. However, as noted, the substantial drop in the area of methodology will require attention. (Although, the small number of students who took the ETS test make it difficult to draw a firm conclusion.

Action: Criminal Justice majors scored least well on methodology. The Department developed and taught for the first time in AY 2005-06 a course in methodology for majors in political science and criminal justice. Currently, the course is an elective for Department majors; the Department assessment committee and its curriculum committee will soon consider making the methodology course a requirement for all majors.

Additionally, with 5 criminal justice faculty on board beginning Fall, 2007 the department will be able to shift all CJ majors to CJ faculty advisors.

3. Resources Needed.

(a) As indicated above, it is vitally important that our CJ students training in methodology be upgraded, as reflected in the ETS results. I will be seeking Faculty Development funds in the amount of \$4500 for the faculty member teaching methodology to attending a University of Michigan Social Science Consortium Workshop on teaching statistics to undergraduates in the social sciences.

(b) That the College agree to identify a mandatory Saturday in mid-March each year for the Department to conduct ETS Field Tests for its Criminal Justice majors.

IV. Collection of Data for Out-Year Assessments.

A. Data Collection for Assessment in Core Curriculum Social Science Courses.

Data Collection. Beginning with academic year 2000-2001, the College designated three courses offered by the department as satisfying the College social science core curriculum requirement. Each student must take at least one social science course from a list of approved courses offered by the Departments of Political Science and Criminal Justice, Psychology, and Business Administration. The approved courses offered by the Department of Political Science and Criminal Justice are PSCI 102: American National Government; SOCI 201: Introduction to Sociology; and ANTH 202: Cultural Anthropology.

Assessment of the quality of instruction in each of the core social science courses utilizes a pretest and post-test assessment procedure. The design of the test is to determine the initial extent of—and the growth of—students' understanding of basic facts, concepts, and terms fundamental to the subject of the course as well as a familiarity with basic social science methodologies. These tests closely reflect learning objectives which have been established for each course. The pre-test is given early in the semester; the post-test is given very late in the semester, typically as part of the final examination in each course.

This pre-test/post-test assessment mechanism is utilized in all sections of all three core social science courses offered by this Department, and data are collected each year of the assessment cycle.

The assessment criteria expectations are that at least 90 percent of the students will improve their scores from the pre-test to the post-test and that at least 70 percent will achieve a passing score (60) on the post-test.

Follow-up for each course is through a committee established for each course (the membership of each committee consists of permanent faculty who teach the course plus the department head). The objective of each committee is to discuss where additional effort

may be needed on the part of the course instructor in those areas of the course where students have on the whole scored less satisfactorily. These efforts at course improvement are individual to each course instructor, since the results of the pre-test/post-test are not uniform from one instructor to another.

Actions Taken During 2005-06. During AY 02-03, the Department responded to concerns from the Core Curriculum Oversight Committee by enhancing the social science methodology component in PSCI 102: American Government. The Department's primary effort to resolve this concern centered on adopting the MicroCase data analysis workbook and database in all sections of PSCI 102. To complete the MicroCase exercises (about 12 are required of each student), a student must familiarize himself/herself sufficiently with the subject of the exercise so as to be able to construct testable hypotheses. The student must then utilize the MicroCase data analysis program, using the data provided with the program, to test the hypothesis. Then the student must evaluate the results of a table or graph generated by the program and write a report as to what conclusions may be drawn from the data. The student must submit both his/her tables/graphs together with the written evaluation to receive credit for this element of the course. *We have continued with this approach and the results of this effort appear to be satisfactory, as suggested by the results for the "methodology" section of the 2006 ETS Field Test in Political Science (although the number of students taking the field test was substantially smaller than desired).*

B. Data Collection for Assessment of Graduate Program (MA in Social Science).

The Department collects data for assessment of the MA graduate program in two areas: student learning and graduate faculty scholarly performance. For the record, the M.A. in Social Science was begun only in Fall, 2005 and therefore will undergo assessment for the first time in 2006-07. (This graduate program replaces the former M.A.E. program, with substantial changes in requirements.

1. Student learning. Since the MA program is a flexible, interdisciplinary one, permitting students to concentrate in one of several social science disciplines, the MA Assessment Committee has identified 10 learning objectives in the program. A student is not required to meet all 10, but he or she must meet a minimum of six of these objectives/standards. Documentation is kept in a portfolio for each student which is developed as the student works through the program of study. For each course taken, documentation must be retained, including at least three of the following (also, see Appendix):

- a. Final examination.
- b. Record of scores on tests taken in the class (other than the final exam).
- c. At least one written assignment relating to the central concerns of the course.
- d. A student project other than the written assignment in # 3 (such as development of a simulation exercise, power-point presentation, video presentation, annotated bibliography).
- e. Individual interview with professor on the broad substantive goals of the course.
- f. Pre-test and post-test scores demonstrating change/growth in knowledge over the course.

2. *Faculty Scholarly and Professional Performance.* The Department annually collects data on the following for each graduate faculty member.

- a. Authoring or editing a scholarly book
- b. Authoring a scholarly article or book chapter
- c. Editing a scholarly journal
- d. Presenting a paper at a professional conference
- e. Serving as a discussant or presenter at a professional conference
- f. Serving as an officer in a professional organization
- g. Authoring a book review for a professional journal
- h. Serving as a manuscript reader for an academic press or a scholarly journal

IV. Major Goals and Objectives for 2006-2007.

1. Recruit and hire two additional faculty members in the discipline of Criminal Justice. (One would replace a tenured faculty member and the second would be a newly authorized position.) *
2. Improving student learning in both Political Science and Criminal Justice through making the course on methodology required for majors in both degree programs.
3. Improving student advising.
4. Work with the Associate Provost's office and the Commandant of Cadets to establish a means to elicit maximum participation by our graduating seniors in the ETS Field Tests during the month of March.

APPENDIX

**Department of Political Science and Criminal Justice
The Citadel**

Master of Arts in Social Science

Degree Program Summary/Learning Objectives Satisfied

Name _____

Standard	Course											
1. The student understands the basic elements of social science methodology (research design, data collection, data analysis, hypothesis testing, theory building, normative theory).												
2. The student understands the key components of the American political system—e.g., the presidency, the Congress, the courts, political parties, interest groups, the media, the interplay between politics and culture—and how they interact to develop public policy in the U.S.												
3. The student understands the relationship between the state and local governments and the national government in the U.S. and how the operation of the federal system affects public policy.												
4. The student understands a variety of pedagogical techniques for teaching the social sciences.												
5. The student has an in-depth understanding of one or more of the key decision-making institutions and/or processes in the U.S. political system.												

Standard	Course											
6. The student understands the connections among the social sciences in general by virtue of having successfully completed classes in this program in at least three different social science disciplines with a grade of B or higher.												
7. The student understands the fundamental functions, Performance standards, objectives, and relationships among the major components of the U.S. criminal justice system.												
8. The student understands the primary social and criminological factors that contribute to the causation and prevention of crime.												
9. The student understands the fundamental social, economic, and political correlates (e.g., substance abuse, violence, poverty, and marginalization) that contribute to criminal justice policy and practice.												
10. The student is familiar with the fundamental elements of criminal investigation, case preparation, and case presentation.												

Objective: Each student in the program will meet a minimum of six (6) of the above standards. A check in the appropriate box indicates that the student has met the listed standard in that course. Documentation is kept in a portfolio for each student which is developed as the student works through the program of study.

Documentation in each course should include a minimum of three of the following:

1. Final examination.
2. Record of scores on tests taken in the class (other than the final exam).
3. At least one written assignment relating to the central concerns of the course.
4. A student project other than the written assignment in # 3 (such as development of a simulation exercise, powerpoint presentation, video presentation, annotated bibliography).
5. Individual interview with professor on the broad substantive goals of the course.
6. Pre-test and post-test scores demonstrating change/growth in knowledge over the course.

Qualifying Courses for MA

Required Program (36 credit hours)

1. Required Core (6 hours)

PSCI 500/CRMJ 500: Seminar in Social Science

PSCI 501/CRMJ 501: Research Methods in Social Science

2. Cluster A: Foundation Courses (15 hours)

Students should select five courses from an political science, criminal justice, sociology, or anthropology courses the Department offers.

3. Cluster B: Electives (15 hours)

Students should select five courses from those listed in this cluster, three of which must be Psychology graduate courses (9 hours). Other courses may be used as electives with the permission of the Departmental Graduate Director.

PSYC 500: Human Growth and Development

PSYC 501: Principles of Cognitive and Behavioral Change

PSYC 507: General Psycho-pathology

PSYC 508: Counseling and Personality Theories

PSYC 553: Introduction to Family Dynamics

PSYC 555: Special Topics in Psychology

PSYC 561: Social-Multicultural Perspectives

PSYC 602: Social and Biological Bases of Child and Adolescent Behavior (prerequisite: PSYC 500)

BADM 606: Economics for Decision Making

BADM 608: Professional Communication

EDUC 500: Foundations of American Education

EDUC 561: Counseling Diverse Populations

EDUC 600: Professional Negotiations

ENGL 530: Special Topics in the Humanities

ENGL 558: Technical and Professional Writing

GEOG 511: World Geography

HIST 506: The US in the Twentieth Century

HIST 551: Women in the Western World

HIST 610: Special Topics in U.S. History

HIST 620: Special Topics in the Lowcountry Studies

HESS 502: Drug and Substance Abuse

HESS 503: Human Sexuality

HESS 504: Public Health