



Department of Political Science 2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.
This document will be posted online and must be [accessible electronically](#) (including appendices).

MISSION STATEMENT

Political Science Department Mission Statement

Political Science is the systematic study of politics. Politics influence how people and institutions exercise and resist power. Political Science, therefore, is concerned with how nations and communities are governed and who governs them. At its core, the study of political science prepares students for contemporary and forthcoming challenges of political participation, policy making, and effective governance. Political scientists particularly appreciate the transnational determinants of events and influences.

Departmental faculty members have as their mission the engagement and enlightenment of their students, professional colleagues, and fellow citizens about the nature of politics. For this reason, the department emphasizes high achievement by each of its faculty members in teaching, scholarship, and professional service. Regarding its teaching mission, the department aims to 1) assist students to secure a broad education in the social sciences and humanities, 2) equip students with the foundations of citizenship and the capacity to participate effectively in politics, 3) prepare students to pursue careers in local, national, and international politics and governance, 4) prepare students to teach government in middle and secondary schools, and 5) prepare students to continue their study of politics at the master's and doctoral level and law school.

Political Science Undergraduate Programs

The Department offers a general bachelor's degree in Political Science, as well as bachelor's degrees in Political Science with an option in one of the following: American Politics, International Relations and Comparative Politics, Public Administration and Public Policy, or Public Law. PSCI also offers a teaching major in Political Science-History for students enrolled in the Phyllis J. Washington School of Education's Department of Curriculum. The Department hosts the Global Public Health minor and offers courses for a certificate in Philosophy, Politics and Law and UM's pre-law program, a Certificate in Migration Studies, the Peace Corps Prep program, and UM's pre-law program. This report assesses the PSCI majors (general and with options) and the PSCI-History major..

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

1. Substantive knowledge of the subfields of the political science discipline (in alignment with UM Priority for Action 2: "drive excellence and innovation in teaching, learning, and research," especially objective 1: design academic structures and offerings that empower students and faculty as creators and problem solvers,") Students in the PSCI major take four required introductory courses: 1) PSCI 210: American Government, 2) PSCI 220: Comparative Government, 3) PSCI 230: International Relations, 4) PSCI 250: Political Theory. To graduate, students in the PSCI majors and the PSCI-History teaching major must take at least one upper-division course in each of the four subfields of political science: 1) American Government, Politics, and Public Law, 2) Comparative government and politics, 3)

International Relations, 4) Political Theory, and 5) Public Administration and Public Policy. Thus, all of the Department's undergraduate majors prepare students to understand and respond as workers and leaders to local, regional, national, and global needs (which aligns with PFA 4, "Partner with Place"). Students are encouraged via undergraduate options (concentrations) to develop expertise in one of four areas: American politics, International Relations and Comparative Politics, Public Administration and Public Policy, or Public Law. This prepares them to work on an array of public issues and in an array of capacities in local, national, and international governmental and non-governmental organizations. The PSCI-History major prepares students to teach social studies in middle schools and high schools (PFA 2, objective 1).

2. Develop communication skills, including expository writing and oral expression (in alignment with PFA 2)

The PSCI undergraduate curriculum is designed to help students progressively develop clear, concise, and compelling writing and presentation skills appropriate to their career goals in a variety of areas including government, politics, law, and teaching. Most of the Department's required introductory courses include written responses on exams and short analytic papers that are graded for both content and style; at least one includes optional solo or group presentations. Upper-division courses involve more frequent and substantial writing, including reading analyses, interpretive essays, and research papers, as well as seminar discussions and required presentations. Many upper-division courses include applied communication exercises such as policy debates and written policy briefs to prepare students for careers in public affairs. All PSCI majors must take Advanced Writing in Political Science (PSCI 400) in conjunction with an upper-division course; in this one-credit course, faculty work individually with students to take them through the process of writing and revising to develop and defend a clear and convincing argument or interpretation. Seniors with high GPAs are invited to take the Department's High Honors exam, which consists of written questions from three faculty, followed by an hour-long oral exam; students pass or fail based on both the written and oral components. PSCI majors regularly present their work at the UM Undergraduate Conference each spring semester.

3. Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning (in strong alignment with PFA 2, "drive excellence and innovation in teaching, learning, and research, and again, especially objective 1; also in alignment with PFA 1: place student success at the center of all we do). The PSCI undergraduate curriculum is designed to help students progressively develop problem-solving skills appropriate to their career goals in a variety of areas including government, politics, law, and teaching. All of the Department's undergraduate courses include reading, lectures, discussions, papers and other exercises that model, explain, and develop problem-solving skills, including theoretical, methodological, and empirical analysis and synthesis, as well as normative, predictive, and prescriptive reasoning. In survey courses, students are introduced to a variety of political philosophies, historical and contemporary case studies and to an array of theoretical and methodological techniques for analysis, prediction, and prescription. In subsequent courses, students develop expertise in particular issues and approaches. Papers written for PSCI 400 (required of all majors) are evaluated for the ability to develop and defend a clear and convincing argument or interpretation, based on analysis and synthesis of empirical or textual evidence. Several upper-division courses (Environmental Policy, European Union, Model UN, and Development Administration) include applied problem-solving exercises such as case studies and simulations of decision-making and negotiation. All upper-division political-science courses provide students with insights and knowledge of normative, empirical, and analytical approaches to the study of government and politics, at the local, state, national and global levels (in purposefully focusing on the local and state levels, it also aligns with the 4th priority for action, namely, partnering with place.)

4. Develop research skills, including designing and implementing projects (Aligns with PFA 2, and PFA 1). Most PSCI undergraduate courses include reading, lectures, discussions, and papers and other exercises that model, explain, and develop research skills, including research design and implementation. Upper-division classes are small (25-40 students), so students can meet individually with faculty to discuss their research questions, hypotheses, data, and findings. Political Science faculty frequently work with students on independent research, in which students pursue in-depth study of a topic in political science and complete a research paper. Faculty help students define research

projects appropriate to their academic interests in American politics, public policy, comparative politics, international relations, and political theory, as well as their career goals in fields such as government, politics, law, development work, health, and teaching. PSCI students are encouraged to get additional feedback by presenting their research at graduate and undergraduate conferences (again, aligns with PFA 1).

5. Develop citizenship skills, including informed opinions and competency in political participation Aligns with PFA 1, PFA 2, PFA 4: Partner With Place). Many PSCI courses have active learning components that help students develop citizenship and political participation skills (*Dynamic Learning Environment*). In American Political Participation (PSCI 444), for instance, students plan and carry out participant-observation studies in political settings such as city-council meetings and get-out-the-vote efforts. Working in groups, students in Development Administration (PSCI 463) develop a five-year development plan and budget. Model UN (PSCI 337) is both an active-learning course in which students represent countries on UN committees and a service-learning course in which they plan and staff a two-day conference for high school students to debate world issues; this builds skills in teaching, teamwork, negotiation, and diplomacy. It also helps to “Proudly Tell the UM Story” (PFA 5) by familiarizing high school students with some of what the university has to offer. Electives in the Department’s Public Administration and Public Policy and Public Law options enable students to develop knowledge and skills for government positions, policy analysis, and law school. Students can also earn a Certificate in Philosophy, Politics and Law and (beginning 2020) in Migration Studies. A number of Political Science majors also complete the Peace Corps Prep certificate. Political Science students regularly participate and receive study-abroad awards in the Global Leadership Initiative program, and several PSCI faculty have taught GLI Freshmen Seminars and/or served as GLI Capstone Mentors in the program. Each PSCI major is individually mentored by a faculty member. Faculty mentors help students build the knowledge, skills, and confidence to understand and participate in local, state, national, and international politics and prepare for careers in areas such as government, politics, law, health policy, and teaching. Faculty mentors encourage students to double-major and minor in areas related to their career interests, such as foreign languages, International Development Studies, Global Public Health, and Climate Change Studies. The Department encourages students to be engaged beyond the classroom – on campus via student groups such as ASUM, Pi Sigma Alpha (the national Political Science Honors Society), and the Montana Model UN Traveling Team; in government and politics through internships with government bodies, political parties, interest groups, non-profits, journalism, international organizations, the Peace Corps and law; and in the world through study abroad programs (again, among others, aligning with PFA 5 by making others outside the university aware of the many opportunities the university provides, and the outcomes of those opportunities).

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

Student Learning Goals	Required Courses	Optional Courses and Concentrations	Elective Experiences	Pre- and Post-Program Analysis	Exit Survey
1. Substantive knowledge of the subfields of the political science discipline.	<p>Required PSCI introductory courses in four subfields: PSCI 210SY American Government, PSCI220S Comparative Politics, PSCI 230X International Relations, and PSCI 250E Political Theory.</p> <p>Required PSCI upper-division</p>	<p>Students are encouraged via undergraduate options (concentrations) to develop expertise in one of four areas: American politics, international relations and comparative politics, public administration and public policy, or public law.</p>	<p>Students with a min. 3.7 GPA are invited to take the Department’s High Honors exam.</p>	<p>Political Science Knowledge Test (Note: this test was not given in 2022, and thus was replaced by an alternative instrument, noted below) – The exam consists of 42 multiple choice questions from American politics, comparative politics, international</p>	<p>At the end of Spring Semester PSCI Major BA Degree candidates are asked to fill out a program exist survey comprised of 12 questions (please see Appendix #5)</p> <p>80% of Spring 2022 graduates surveyed said the PSCI major</p>

Student Learning Goals	Required Courses	Optional Courses and Concentrations	Elective Experiences	Pre- and Post-Program Analysis	Exit Survey
	<p><i>courses in four of five subfields:</i> 1) American government, politics, and public law, 2) Comparative government and politics, 3) International relations, 4) Political theory, and 5) Public Administration and Public Policy.</p>			<p>relations, and political theory.</p> <p>The” Knowledge Test” was replaced by an analysis and comparison of answers to two identical essay questions asked in (the final exams of) Introduction to Comparative Politics, and then two upper division courses (381: State Formation, and 482: Politics of the World Economy, respectively).</p> <p>The average scores for the two questions in the introductory course were approximately 15/20 (or about 75%), and 15.25/20 (76%), which were respectively 10.5 percentage points, and 9.5 percentage points lower than the scores in the two upper division courses (in both the average score was 85.5%)</p> <p>In Fall 2021-Spring 2022, 38% of graduating seniors (PSCI primary majors)</p>	<p>contributed either “a great deal” or “a good deal” to their understanding of the major fields of political science (average response 4 of 5)</p>

Student Learning Goals	Required Courses	Optional Courses and Concentrations	Elective Experiences	Pre- and Post-Program Analysis	Exit Survey
				<p>completed an option (11 of 29).</p> <p>Among Fall 2021-Spring 2022 graduates (PSCI primary majors), the most popular option was International Relations and Comparative Politics (7 students), followed by American politics (4).</p>	
<p>2. Develop communication skills, including expository writing and oral expression.</p>	<p>Most of the Department's required introductory courses include written responses on exams and short analytic papers that are graded for both content and style. At least one introductory course includes optional solo or group presentations. Source: Curriculum Map (Appendix 1)</p> <p>Upper-division courses involve more frequent and substantial writing, including reading analyses, interpretive essays, and research papers, as well as seminar discussions and required presentations.</p>	<p>Many upper-division courses include applied communication exercises such as policy debates and written policy briefs to prepare students for careers in public affairs.</p>	<p>Seniors with 3.7 or higher GPAs are invited to take the Department's High Honors exam, which consists of written questions from three faculty, followed by an hour-long oral exam. Students pass or fail based on both writing and analysis.</p> <p>Some PSCI majors present their work at conferences.</p>	<p>Political Science Expository Writing Test (not given this year). This was replaced by an analysis of the two essay questions mentioned above</p> <p>Freshman writing was adequate, with simple sentence structure. Senior writing was good with varied sentence structure.</p> <p>Between Fall 2021 and Spring 2022, 19 students were eligible to take the High Honors exam. However, none took the exam. This was probably the lingering effects of the shutdown the year prior</p>	<p>80% of Spring 2020 graduates said the PSCI major assisted them either "a great deal" or "a good deal" in developing writing skills (average response 3.8 of 5)</p> <p>60% of graduates said the PSCI major assisted them either "a great deal" or "a good deal" in developing oral communication skills (average response 3.9 of 5)</p> <p>100% of graduates said they gave an oral presentation in a PSCI course.</p> <p>100% of graduates said they participated in debates or simulations.</p>

Student Learning Goals	Required Courses	Optional Courses and Concentrations	Elective Experiences	Pre- and Post-Program Analysis	Exit Survey
	<p>Source: Curriculum Map (Appendix 1)</p> <p>PSCI majors must take Advanced Writing in Political Science (PSCI 400) in conjunction with an upper-division course. In this one-credit course, faculty work individually with students to take them through the process of writing and revising to develop and defend a clear and convincing argument or interpretation.</p>				
<p>3. Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.</p>	<p>All of the Department's undergraduate courses include reading, lectures, discussions, and papers and other exercises that model, explain, and develop problem-solving skills, including theoretical, methodological, and empirical analysis and synthesis, as well as normative, predictive, and prescriptive reasoning.</p> <p>Source: Curriculum Map (Appendix 1)</p> <p>In Spring 2022, 81 students in PSCI 250E Intro to Political Theory completed an essay assessment</p>	<p>Several upper-division courses include applied problem-solving exercises such as case studies and simulations of decision-making and negotiation. Many upper-division undergraduate Political Science courses address philosophy of science, social science research methods, political science research designs, and literature reviews.</p>	<p>Seniors with high GPAs are invited to take the Department's High Honors exam, which consists of written questions from three faculty, followed by an hour-long oral exam. Students pass or fail based on both writing and analysis.</p>	<p>Political Science Expository Writing Test (replaced by an analysis of two essays; see above) – Freshmen discussed points with relatively little overall argument, little analysis, basic vocabulary, and no reading references. Seniors used more advanced concepts and referred to major political thinkers. Despite there being no prompt to do so, half of seniors developed overall arguments with introductions, conclusions, and/or thesis statements.</p>	<p>100% of graduates said the PSCI major assisted them either "a great deal" or a good deal in developing analytical and critical thinking skills (average response 4.6 of 5)</p>

Student Learning Goals	Required Courses	Optional Courses and Concentrations	Elective Experiences	Pre- and Post-Program Analysis	Exit Survey
	<p>exam during the first week of class and scored an average of 3/10, or 30%. 52 of them took the exam again in the last week of class and scored an average of 7.4/10 or 74%. (Appendix 5)</p> <p>In survey courses, students are introduced to <i>a variety of historical and contemporary case studies and to an array of theoretical and methodological techniques</i> for analysis, prediction, and prescription. In subsequent courses, students develop <i>expertise in particular issues and approaches</i>.</p> <p><i>Papers written for PSCI 400</i> (required writing in the major) are evaluated for the <i>ability to develop and defend a clear and convincing argument or interpretation, based on analysis and synthesis of empirical or textual evidence</i>.</p>				
<p>4. Develop research skills, including designing and implementing projects.</p>	<p>Most PSCI undergraduate courses include <i>reading, lectures,</i></p>	<p>Over 50% of PSCI undergraduate courses are small seminars with a</p>	<p>PSCI students doing independent study with faculty</p>	<p>In Fall 2021 and Spring 2022, 30% of graduating seniors (PSCI</p>	<p>100% of graduates said the PSCI major assisted them</p>

Student Learning Goals	Required Courses	Optional Courses and Concentrations	Elective Experiences	Pre- and Post-Program Analysis	Exit Survey
	<p><i>discussions, and papers and other exercises that model, explain, and develop research skills, including research design and implementation. Source: Curriculum Map (Appendix 1)</i></p> <p><i>Upper-division classes are small (25-40 students), so students can meet individually with faculty to discuss their research questions, hypotheses, data, and findings.</i></p>	<p>series of assignments in which students design and begin to carry out research projects, orally defend analytical essays, and/or collaborate in group presentations.</p> <p>Honors and other high-achieving students often take the course in the Fall of their senior year, followed by a Spring independent study in which they complete the project.</p> <p><i>Faculty help students define research projects appropriate to their academic interests in American politics, comparative politics, international relations, and political theory, as well as their career goals in government, politics, law, and teaching.</i></p>	<p>are encouraged to present their work at the UMCUR conference</p> <p>Many students are involved with the Davidson Honors College, which requires completion and presentation of a thesis.</p> <p>On average, 10% of all GLI students from 2017-2020 were political science majors (10% in 2020/2021)</p> <p>In AY 21-22, 5 students participated in GLI Capstone seminars (about 17% of graduating seniors).</p> <p>Four PSCI faculty advised GLI capstone seminars.</p>	<p>primary majors) graduated with Honors from the Davidson Honors College (9 of 29; requires completion and presentation of thesis). Source: InfoGriz, Awarded Degrees.</p> <p>In Spring 2021, two PSCI majors presented research papers at the UMCUR conference.</p> <p>There were five PSCI seniors on GLI Capstone Research groups in Spring 2022</p>	<p>either “a great deal” or “a good deal” in developing research skills (average response 4.4 of 5)</p>
<p>5. Develop citizenship skills, including informed opinions and competency in political participation.</p>	<p>Many PSCI courses have active learning components that help students develop citizenship and political participation skills.</p>	<p>In American Political Participation (PSCI 444), students plan and carry out participant-observation studies in political settings such as city council meetings and get-</p>	<p>Faculty mentors encourage students to double-major and minor in areas related to their career interests, such as foreign languages and fields such as International Development</p>	<p>70% of fall 2021-Spring 2022 graduates (PSCI primary majors) double-majored or had at least one minor (20 of 29). InfoGriz, Awarded Degrees.</p>	<p>80% of graduates said the PSCI major assisted them either “a great deal” or “a good deal” in preparing for citizenship practices such as voting, volunteering for political and</p>

Student Learning Goals	Required Courses	Optional Courses and Concentrations	Elective Experiences	Pre- and Post-Program Analysis	Exit Survey
	<p>Each PSCI major is individually advised by a faculty member, from freshman to senior year. Faculty advisors help students build the knowledge, skills, and confidence to understand and participate in local, state, national, and international politics and prepare for careers in government, politics, law, and teaching.</p>	<p>out-the-vote efforts.</p> <p>Students in Public Administration (PSCI 361) develop their own resume and portfolio, interview a public administrator, and attend a series of lectures by county-level officials on such topics as how to participate in public hearings.</p> <p>Model UN (PSCI 337) is both an active-learning course in which students represent countries on UN committees and a service-learning course in which they plan and staff a two-day conference for high school students to debate world issues; this builds skills in teaching, teamwork, negotiation, and diplomacy.</p> <p>Electives in the Department's Public Administration & Public Policy Option enable students to develop knowledge and skills in public administration and policy analysis.</p>	<p>Studies, Global Public Health, Migration Studies and Climate Change Studies.</p> <p>The Department encourages students to be engaged beyond the classroom – on campus via student groups such as ASUM, Pi Sigma Alpha (the Political Science Honors Society), and the Montana Model UN Traveling Team; in government and politics through internships in government, political parties, interest groups, non-profits, journalism, international organizations, and law.</p>		<p>community work, understanding current political events, contacting public officials, endorsing candidates, and speaking/ testifying at governmental hearings (average response 4.2 of 5)</p> <p>80% of graduates said they participated in community-service activities in their PSCI courses.</p> <p>80% of graduates participated in PSCI-related extra-curricular activities such as Pi Sigma Alpha or Montana Model United Nations.</p> <p>60% of graduates said they had a PSCI-related internship.</p>

Student Learning Goals	Required Courses	Optional Courses and Concentrations	Elective Experiences	Pre- and Post-Program Analysis	Exit Survey
		<p><i>Electives in the Department's Public Law Option</i> and a <i>Certificate in Philosophy, Politics and Law</i> enable students to develop knowledge and skills for law school.</p>			

RESULTS and MODIFICATIONS

Student Learning Outcomes results	Modifications made to enhance learning
<p>Note: Due to COVID19 requirement of moving from in-person to online instruction, graduating PSCI seniors in Spring 2020 received the exit survey via email. This continued in the spring of 2022. Fewer students completed the exit survey than in previous years. Going forward the department plans to give these surveys to all graduating seniors in person during one of the meetings between students, and faculty members.</p> <p>No students presented at the UMCUR (UM Conference on Undergraduate Research and Creative Scholarship) conference in 2022 (6 presented in 2020, and 2 presented in 2021).</p>	<p>Faculty mentoring independent study classes (especially those involving a paper at the end) will keep encouraging and reminding students to present their work at conferences. Indeed, faculty will from the very outset hold this out as a goal for independent study classes with a paper component.</p>
<p>No political student eligible for the high honors exam (i.e., with higher than 3.7 GPA) took it.</p>	<p>This might have been due to miscommunication, or a failure to remind students early enough in the semester, and then follow up several times. To address this problem, the department will make the requisite announcement early in the semester, and then follow up multiple times. In addition, the department will also make some wording changes in the announcement, making it clearer that those taking and passing the exam will graduate summa cum laude, which will be reflected in their transcripts.</p>
<p>A high percentage of students said their PSCI major assisted them “a great deal” or a “good deal” in preparing them for citizenship and career practices such as voting, volunteering for political and community work, understanding current political events, contacting public officials, endorsing candidates, and</p>	<p>To build a sense of community among the undergraduate students, Department will continue to convene PSCI evening meetings with our majors and minors at all class levels. At these meetings, faculty review major requirements, course offerings, relevant interdisciplinary minors and certificates, internship</p>

Student Learning Outcomes results	Modifications made to enhance learning
<p>speaking/testifying at government hearings (80%). Similarly very high percentage of students said their PSCI major helped them in developing writing (80%), analysis (100%), and research skills (100%).</p>	<p>opportunities, and graduate programs. Also covered are resume building, best practices for interviewing and professional networking.</p> <p>The Department will continue to foster a network of PSCI alumni to mentor undergraduate students. The PSCI faculty will continue to structure classes and assignments in ways that help students develop writing, analysis, research, and oral-communication skills and to explore diverse perspectives. Departmental faculty will cover relevant research methods in their courses. Students who take PSCI 480 will be prepared with discipline-based research skills.</p>

FUTURE PLANS FOR CONTINUED ASSESSMENT

- I. Exit Survey
 - a. To maximize the response rate, the department plans to give the exit survey in person to all graduating seniors during an organized student-faculty departmental event (these will, of course will anonymized, and handled by the department undergraduate adviser).
 - b. The survey plans to add a question about professional opportunities and expected/anticipated career prospects after graduation. This will help the department in identifying possible steps to take to enhance students' career prospects.

- II. Knowledge and Writing Test: As noted above, the knowledge and writing test was not administered last spring. The department plans to resume the test and give it in the fall in all freshmen classes. In addition, the department will also consider:
 - a. Reviewing and equalizing the distribution of questions about facts and concepts across subfields, rating the questions in each field by achievement level (introductory, progressing, mastery), and establishing a target for the percentage of graduating seniors scoring over a certain level, both overall and in each subfield.
 - b. Developing a rubric to score the expository essay then establishing a target for the percentage of graduating seniors scoring over a certain level.

- III. Knowledge and Writing Assessment Exam in Lower & Upper-Division Courses.
 - a. In addition to PSCI 250E Introduction to Political Theory, the Department will consider adding and identifying other 200 level PSCI Gen Ed courses to its assessment testing.
 - b. The Department will consider adding upper-division courses for assessment testing.

- IV. Sharing Results:
 - a. Alumni Survey: The Department will consider surveying alumni to track the number of PSCI and PSCI-History graduates working in government, politics, law, and teaching and accepted into law school and graduate programs related to political science. This would provide a metric for assessing the major's contribution to career skills.
 - b. Alumni Network: The survey would also ask alumni if they would like to mentor PSCI majors. Alumni mentors would help students develop career knowledge, plans, and confidence.

APPENDICIES

Appendix 1: PSCI Curriculum Map with regard to Student Learning Goals

Appendix 2: Political Science Knowledge and Expository Writing Test (not given in 2021-2022), and Questions used as an instrument instead of appendix 3

Appendix 3: PSCI 250E Intro to Political Theory Knowledge, Analysis & Writing Assessment Exam

Appendix 4: PSCI 250E Intro to Political Theory Assessment Exam Results: Spring 2020

Appendix 5: Political Science (PSCI) Major Exit Survey Results for Graduating Students

Appendix 1

PSCI Curriculum Map with regard to Student Learning Goals

Methodology

In Fall 2019, each of the Department's six 1.0 FTE tenure-track faculty members completed the following table for their AY 2019-20 courses. Some faculty gave detailed answers about how their courses and assignments are structured to achieve the goals. Others simply indicated whether a course contributed to the student learning goal.

Student Learning Goals	Course Name:	Course Name:	Course Name:	Course Name:	Course Name:
1. Substantive knowledge of the five subfields of the political science discipline.	n/a (see advising sheet)	n/a (see advising sheet)	n/a (see advising sheet)	n/a (see advising sheet)	n/a (see advising sheet)
2. Develop communication skills, including expository writing and oral expression.					
3. Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.					
4. Develop research skills, including designing and implementing projects.					
5. Develop citizenship skills, including informed opinions and competency in political participation.					

Curriculum Map: Introductory Courses

Student Learning Goals	REQUIRED COURSES						ELECTIVE COURSES	
	PSCI 210 Intro to America n Saldin	PSCI 220 Intro to Comparative Muste	PSCI 220 Intro to Comparative Chatterjee	PSCI 230 Intro to Internationa l Relations Haber	PSCI 230 Intro to International Relations Adams	PSCI 250 Intro to Political Theory Grey	PSCI 191 GLI First Year Seminar, "Why?" Chatterjee	PSCI 227 Intro to Global Public Health Koehn
1. Substantive knowledge of the five subfields of the political science discipline.	American politics	Comparative politics	Comparative politics	International relations	International relations	Political theory	Political, social, and natural science broadly	International relations, public administration
2. Develop communication skills, including expository writing and oral expression.	X	Written exams Analytic research paper	Short papers		Written exams with essays & short answers; 3-5 page research paper; optional solo or group presentations	6 page written interpretive essay	Regular discussion and research design	X
3. Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.	X	Research paper requires gathering info about a country then analyzing the country using course concepts	Data interpretation	X	Analytic questions on exams & papers Lectures on theory, application, testing	Analytical essay comparing political theorists on key concepts of justice etc.	Data interpretation	X
4. Develop research skills, including designing and implementing projects.		Research paper requires gathering info using research databases & evaluating the info			Paper requires newspaper research and evaluation.		X	X
5. Develop citizenship skills, including informed opinions and competency in political participation.	X	Course covers democratic institutions & participation, role of public & civic culture as keys to health of democracy	X	X	Informed opinions about IR and US foreign policy	Gen Ed ethics course	X	X

Curriculum Map: Upper-Division Courses in American Politics and Public Administration

Student Learning Goals	PSCI 343 American Political System Saldin	PSCI 344 State & Local Government Staff	PSCI 361 Public Administration Koehn	PSCI 346 American Presidency Saldin	PSCI 463 Development Administration Koehn	PSCI 443 Politics of Social Movements Haber	PSCI 445 Political Psychology Muste
1. Substantive knowledge of the five subfields of the political science discipline.	American politics	American politics	Public Administration	American politics	Public Administration	American politics and Comparative politics	American politics with examples from other subfields
2. Develop communication skills, including expository writing and oral expression.	X	Presentation Oral in-class discussions	Portfolio project (resume, interview, analysis); 10-min final presentation	X	Each student acts as a group discussion leader; solo oral presentations	X	Class discussion is required, as are quizzes, written exams and research paper
3. Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.	X	Discussions Research paper	Case study analysis w/ case study teams; policy memos	X	X	X	Research paper is a synthesis of psychological theories as applied to a case study
4. Develop research skills, including designing and implementing projects.	X	Research paper	Qualitative interview with public administrator	X	Research paper topics are chosen by students; instructor provides individual feedback and source suggestions; requires gathering info using research databases & analyzing the information	X	Research paper topics are chosen by students, then with my feedback they develop a full analysis
5. Develop citizenship skills, including informed opinions and competency in political participation.	X	Oral discussions	Course focuses on public service, ethics, teamwork	X	X	X	Course material covers consequences of psychological problems for democratic governance

Curriculum Map: Upper-Division Courses in Comparative Politics and International Relations

Student Learning Goals	PSCI 320 State Formation Chatterjee	PSCI 325 Latin American Politics Haber	PSCI 330 Transnational Competence for Global Leadership Koehn	PSCI 334 International Security Adams	PSCI 337 Model UN (service- learning) Adams	PSCI 431 Politics of Global Migration Koehn	PSCI 481 Origins of Democracy & Authoritarianism Chatterjee	PSCI 482 Politics of the World Economy Chatterjee
1. Substantive knowledge of the five subfields of the political science discipline.	Comparative politics	Comparative politics	International relations	International relations	International relations	International relations	Comparative politics	Comparative politics
2. Develop communication skills, including expository writing and oral expression.	Class presentations, discussions, papers		X	Written take-home exams with short answers and essays; seminar and small group discussions	Country background paper, position papers, & policy resolutions; required 10-minute policy speech; frequent participation; leadership at high school conference	Each student acts as a group discussion leader; solo oral presentations	Class presentation and papers	Class presentation and papers
3. Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.	Research design	X	X	Analytic and synthetic questions; readings and lectures on theories, application, testing	Lectures, readings, and simulations of comparative foreign policy, negotiation, conflict, and cooperation	X	X	X
4. Develop research skills, including designing and implementing projects.	Research design			Take-home exams require data analysis; students design own questions and measures	Country and issue research	Research paper topics are chosen by students; instructor provides individual feedback and source suggestions; requires gathering info using research databases & analyzing	X	X

Student Learning Goals	PSCI 320 State Formation Chatterjee	PSCI 325 Latin American Politics Haber	PSCI 330 Transnational Competence for Global Leadership Koehn	PSCI 334 International Security Adams	PSCI 337 Model UN (service- learning) Adams	PSCI 431 Politics of Global Migration Koehn	PSCI 481 Origins of Democracy & Authoritarianism Chatterjee	PSCI 482 Politics of the World Economy Chatterjee
						the information		
5. Develop citizenship skills, including informed opinions and competency in political participation.	X	X	X	Informed opinions about human, national, international, and global security issues and strategies	Informed opinions about global challenges; public speaking, negotiation, cooperation	X	X	X

Curriculum Map: Upper-Division Courses in Political Theory and Research Methods

Student Learning Goals	PSCI 352 American Political Thought Grey	PSCI 357 Ancient & Medieval Political Theory Grey	PSCI 453 Modern Political Thought Grey	PSCI 480 Research Goals & Strategies Muste
1. Substantive knowledge of the five subfields of the political science discipline.	Political theory	Political theory	Political theory	Readings include research examples from all subfields
2. Develop communication skills, including expository writing and oral expression.	X	X	Each student provides an oral defense of 4 analytical essays	Weekly discussion participation required. Students write 4-6 analyses of readings, research plan, and extensive research design
3. Develop problem-solving skills, including analysis and synthesis, critical discernment, and quantitative reasoning.	X	X	X	Course covers research methods and how to apply them.
4. Develop research skills, including designing and implementing projects.	X	X	X	Students create their own research design as the final paper.
5. Develop citizenship skills, including informed opinions and competency in political participation.	X	X	X	Course emphasizes rigorous analysis and logic in applying research methods.

Appendix 2

Political Science Knowledge and Expository Writing Test (not given in 2021-22)

I. Political Science Knowledge (100 points: 2.5 points for each of 40 questions)

Directions: For each statement, write the letter of the correct answer in the blank space provided.

A. American Government

_____ 1. The U.S. Constitution as originally ratified contained which of the following: a) free speech guarantee, b) interstate commerce clause, c) right of revolution, d) guarantee of state sovereignty.

_____ 2. The series of newspaper articles that urged New York to ratify the proposed U.S. Constitution: a) Pentagon Papers, b) Articles of Confederation, c) Federalist Papers, d) Virginia Plan.

_____ 3. Thomas Jefferson's metaphor used by the Supreme Court to void student prayer in schools: a) marble cake, b) tree of liberty, c) market place of ideas, d) wall of separation.

_____ 4. The kind of law that is enacted by the U.S. Congress: a) constitutional law, b) common law, c) statutory law, d) administrative regulation.

_____ 5. The equal protection test the Supreme Court uses to decide race discrimination cases: a) rational basis test, b) strict scrutiny test, c) clear and present danger test, d) mid-level test.

_____ 6. The term that refers to the part of the voting-age population that actually votes: a) turn out, b) motor voter, c) falloff, d) coat tail.

_____ 7. The kind of law that is unconstitutional because it criminalizes a past act that was innocent when performed: a) attainder, b) habeas corpus, c) ex post facto, d) subpoena.

_____ 8. The procedure used in the U.S. Senate to cut off filibusters, that is, prolonged debates: a) hold, b) discharge, c) cloture, d) earmark.

_____ 9. The kind of primary election in which only members of one party can vote: a) open, b) closed, c) blanket, d) beauty contest.

_____ 10. The power of Congress to investigate the actions of administrative agencies it created: a) appropriation, b) impeachment, c) delegation, d) oversight.

_____ 11. Public policy is best defined as: a) promotion of the common good through regulatory instruments, b) deconstructing a policy issues in order to study aspects of the issue, c) government action taken in response to a public problem, d) activities of think tanks, interest groups, and government agent.

_____ 12. "Bureaucracy," literally translated means: a) rule by desks, b) control of the anonymous, c) government by experts, d) next window please.

B. Comparative Government

_____ 1. The recent growth in international communications and trade is called: a) nationalism, b) globalization, c) imperialism, d) democratization.

_____ 2. What is **not** part of the underlying logic of using observational comparison of governmental systems: (a) Comparisons help approximate counterfactual situations for certain claims, since true experimentation is not possible (b) comparisons help in providing some degree of (non-experimental) control over variables, thus allowing for more convincing causal explanations (c) comparisons are aesthetically pleasing, and make us realize how the world has a lot of variety (d) none of the above.

_____ 3. What action is taken in a parliamentary system after the government loses a vote of confidence?: a) the Constitution is revised, b) the minority party takes over the government, c) the new parliamentary elections are held, d) the court decides who governs.

_____ 4. The term “welfare state” in political science connotes: (a) a state that taxes very little (b) a state that is particularly effective in maintaining law and order (c) a state that makes provisions for social insurance such as unemployment benefits, medical insurance, old age pension etc. (d) none of the above

_____ 5. The body that has taken on the role of the European Union’s executive branch in writing regulations and implementing legislation is the: (a) European Commission, (b) Council of Ministers, (c) European Parliament, (d) European Court of Justice.

_____ 6. Historically, which of the following is *not* one of the measures taken by states to discipline their populations? (a) Development of a police force and prison system (b) Institution of labor laws (c) Institution of public education (d) Creation of public parks and playgrounds for children and pets

_____ 7. What is a major difference between experimental and observational tests of hypotheses (an example of the latter would be studies that seek to investigate the relationship between democratic institutions and the level of economic development)? (a) In the case of observational tests (and unlike formal experiments), there are many variables over which the observer has no control (b) One can never gain causal knowledge from observation (c) Experimenters know all the possible factors that could be relevant to an outcome (d) There are always uncertainties in observation, while there are none in experimentation

_____ 8. Which of the following is probably *the least* accurate description of the process of democratization? (a) Democratization happened as ruling elites realized that all people are equal and hence deserve equal rights (b) democratization was a long and drawn out process, which was resisted by elites (c) elites consented to democratization due to pressure from excluded groups in order to avoid an even worse outcome (for their vital interests) (d) what we call democracy today is a collection of discrete phenomena/outcomes, not all of which emerged at the same time

_____ 9. The organization that makes loans to governments as a “lender of last resort”: a) International Monetary Fund, b) United Nations, c) UNESCO, d) Grameen Bank

_____ 10. Which of the following is true about the concept of “markets?” (a) It assumes the existence of rules and regulations (b) it assumes that rules and contracts are enforceable, usually by a third-party, which is a state-like entity (c) It assumes that individuals are rational egoists (d) all of the above

C. International Relations

- _____ 1. During the Cold War, the structure of world politics was which of the following kinds of systems: a) bipolar, b) multipolar, c) unipolar, tripolar.
- _____ 2. The one item from the following list that is not a tangible power resource: a) state's total GDP, b) size of the state's military, c) strength of the state's scientific base, d) geography of the state.
- _____ 3. According to realist theory, the most important feature of international relations is which of the following: a) international law, b) morality, c) cooperative international relationships, d) power.
- _____ 4. The League of Nations failed because one of the following states did not become a member: a) Soviet Union, b) United States, c) Japan, d) France.
- _____ 5. The post-World War II event that brought the United States and the Soviet Union closest to nuclear war: a) Korean War, b) building the Berlin Wall, c) U.S. involvement in Vietnam, d) Cuban Missile Crisis.
- _____ 6. The United Nations body that has primary responsibility for international peace and security: a) Bureau of International Peace and Security, b) Secretariat, c) General Assembly, d) Security Council.
- _____ 7. The term that means one government asking a second government to arrest a suspect and hand the suspect over for trial: a) arbitration, b) extradition, c) jurisdiction, d) extraterritorial seizure.
- _____ 8. The state strategy that involves avoiding trading and attempting to produce itself everything it needs is: a) economic nationalism, b) protectionism, c) mutual dependence, d) autarky.
- _____ 9. Countries in the Global South are characterized by which one of the following: a) dominantly Christian, b) possess significant natural resources, c) have cultures impacted by imperialism, d) continue to be tribal societies.
- _____ 10. The most important cause of the extinction of species is: a) over hunting, b) introduction of non-native species, c) over fishing, d) loss of habitat.

D. Political Theory

- _____ 1. Social Contract theorists, like Hobbes and Locke, refer to "the state of Nature" to: a) defend the organic theory of the state, b) find the origins of absolute monarchy, c) deny all government authority, d) claim that government authority must rest upon consent.
- _____ 2. The best way to promote "social progress," according to John Locke, is to allow a) the state to redistribute private property, b) human beings to return to a state of nature, c) maximum individual liberty, d) monopolies to form.
- _____ 3. Utilitarian doctrine holds that society should pursue: a) the greatest good for the greatest number, b) the values of a superior few, c) the desires of philosopher kings, d) the best traditions of British society.
- _____ 4. In his *Reflections on the Revolution in France*, Edmund Burke lays out his: a) defense of human rationality, b) theory of civil disobedience, c) theory of social obligation, d) five articles of a revolutionary creed.
- _____ 5. Socrates defines justice as: a) keeping each part of the soul separate and performing its proper function, b) whatever is in the interest of the stronger, c) paying one's debts and not telling lies, d) being kind to friends and harming enemies.
- _____ 6. In classifying systems of government, Aristotle presumes: a) all states will become tyrannies, b) the state is a living organism, c) the state comes from a social contract, d) all of the above.

_____ 7. The proletariat in Marx's theory is: a) the owners of the means of production, b) the government leaders, c) the workers, d) the philosopher kings.

_____ 8. The root word for "politics" is derived from the Greek work "polis" meaning: a) the citizen, b) the ruler, c) the bureaucrat, d) the city state.

_____ 9. In *Defense of Liberty*, John Stuart Mill defends: a) the rule of the minority, b) unlimited rights of the majority, c) individual freedom of expression, d) fair housing laws.

_____ 10. According to socialist feminists, the primary source of women's oppression can be traced to: a) the economic system, b) the biological differences between men and women, c) the laws and courts, d) the communist society.

II. Expository Writing (to be graded as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F)

Directions: On the back of these pages, write a three-paragraph essay (about 300 words) that explains why you chose to major in political science. Your essay should address three points: (1) the experiences and people who influenced your decision, (2) your future career, and (3) your role as a citizen. Grading will be based on the essay's content, coherence, diction, grammar, and syntax.

Answers

American Government: b, c, d, c, c, a, c, c, b, d, c, a

Comparative Government: b, c, c, c, a, d, a, a, a, d

International Relations: a, d, d, b, d, d, b, d, c, d

Political Theory: d, c, a, c, a, b, c, d, c, a

Questions used in place of the above in 2022

1. Given all you have read so far, how would you explain the emergence of the "modern" *nation-state*? Consider the role of, among other things, nationalism in this phenomenon. [Hint: consider how the state gradually enhanced its power by 'taming' or 'pacifying' the population and how this related to the rise of nationalism].
2. In "Kicking Away the Ladder," Ha-Joon Chang addresses the "the official history of capitalism" (i.e. that wealthy modern economies all emerged from *laissez-faire* free trade) and claims it to be misleading. Is his assessment reasonable? Answer this, explaining why this "official history" is claimed to be misleading, and why you take agree/disagree with this assessment.

PSCI 220 averages: 1. 75% 2. 76% [N= 23]

PSCI 482 + PSCI 381 average for 1. 85.5 [N=13]; PSCI 482 average for 2. 85.5 [N=10]

Appendix 3:

PSCI 250E Introduction to Political Theory Knowledge & Assessment Exam

Attention PSCI 250E Students: University of Montana & Political Science Department is asking you to take an essay exam as part of the University's require Assessment of Student Learning in the Ethics Perspective of General Education. **Please use a pen.**

Your score on the exam will **NOT** affect in any way your course grade or academic standing in the Department or at the University. You will receive *two extra points* for taking this first assessment exam, and *two extra credit points* for taking the second assessment exam during the last week of classes. Please you to put your name on this exam: to get the extra credit & facilitate a *second administration* of the test during the last week of class.

I. Multiple Choice: Political Theory Knowledge (25pts 2.5 pts for each of the 10 questions): For each statement, write the letter of the correct answer in the blank space provided.

_____ 1. Social Contract theorists, like Hobbes and Locke, refer to "the state of Nature" to: a) defend the organic theory of the state, b) find the origins of absolute monarchy, c) deny all government authority, d) claim that government authority must rest upon consent.

_____ 2. The best way to promote "social progress," according to John Locke, is to allow a) the state to redistribute private property, b) human beings to return to a state of nature, c) maximum individual liberty, d) monopolies to form.

_____ 3. Utilitarian doctrine holds that society should pursue: a) the greatest good for the greatest number, b) the values of a superior few, c) the desires of philosopher kings, d) the best traditions of British society.

_____ 4. In his *Reflections on the Revolution in France*, Edmund Burke lays out his: a) defense of human rationality, b) theory of civil disobedience, c) defense of social obligation and established institutions, d) five articles of a revolutionary creed.

_____ 5. Socrates defines justice as: a) keeping each part of the soul separate and performing its proper function, b) whatever is in the interest of the stronger, c) paying one's debts and not telling lies, d) being kind to friends and harming enemies.

_____ 6. In classifying systems of government, Aristotle presumes: a) all states will become tyrannies, b) the state is a living organism, c) the state comes from a social contract, d) all of the above.

_____ 7. The proletariat in Marx's theory is: a) the owners of the means of production, b) the government leaders, c) the workers, d) the philosopher kings.

_____ 8. The root word for "politics" is derived from the Greek work "polis" meaning: a) the citizen, b) the ruler, c) the bureaucrat, d) the city state.

_____ 9. In *Defense of Liberty*, John Stuart Mill defends: a) the rule of the minority, b) unlimited rights of the majority, c) individual freedom of expression, d) fair housing laws.

_____ 10. According to socialist feminists, the primary source of women's oppression can be traced to: a) the free market system, b) the biological differences between men and women, c) the laws and courts, d) the advancement of science and technology.

II. Political Theory Knowledge, Analysis & Expository Writing (Scale 10pts = A+; 9.5=A; 9 = A-; 8.5 = B; 8=B-; 7.5=C; 7=C; 6.5=D; 6=D; <5.5=F) Please write a short essay (up to 3 paragraphs; 800 words max) in the space below addressing the following: Should political theory concern itself with establishing standards of human conduct (e.g. just v. unjust; good desires v. bad desires)? If so, then on what basis do we establish standards of human ethical conduct? What constitutes 'ethical' and

'unethical' conduct, according to Plato (classical Greek thinker), Jeremy Bentham (utilitarian), and John Stuart Mill? Which thinker do you find provides the most desirable ethical standard, and why?

Answers: 1b, 2c, 3a, 4c, 5a, 6b, 7c, 8d, 9c, 10a

Appendix 4

Assessment Targets & Results of Introduction to Political Theory (PSCI 250)

Expository Results for Understanding of Subfield, Analysis & Expository Writing

Spring 2022

I. Assessment Targets: Final Week of Spr 22 Semester

Political Theory Knowledge Multiple Choice Test (25pts):

Total Score Target (average) 75% (+2 pt difference from 2020 average scores)

Political Theory Knowledge, Analysis, Expository Essay (10pts):

Score Target Average 80% (+5 pt difference from 2020 average scores)

Total students enrolled: 89 of those 81-52 (or over 63%) took the exam in the first and final week of the Spr20 semester.

<u>Difference</u>	First Week of Spr20 Semester (N = 81)	Final Week of Spr20 Semester (N = 52)
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Ila. Results of Political Theory Knowledge Multiple choice test (25pts):

Total Score (average):	5.3%	21.0%
+16		
Total Score (range):	20%-100%	30%-100%
Score Breakdown:		
+17	4% of students scored 100-90%	21% of students
scored 100-90%		
+2	5% of students scored 89-80%	7% of students scored
89-80%		
+15	10% of students scored 79-70%	25% of students
scored 79-70%		
-7	28% of students scored 69-60%	21% of students
scored 69-60%		
-35	52% of students scored 59>%	17% of students
scored <50%		

IIb. Results of Political Theory Knowledge, Analysis & Expository Essay (10pts)

Total Score (average):	3.0%	7.4%
+4		
Total Score (range):	0-80%	40%-100%
+21	0% of students scored 90-100%	21% of students
scored 100-90%		
+9	0% of students scored 89-80%	9% of students scored
80-89%		
+18	7% of students scored 79-70%	25% of students
scored 70-79%		
+17	4% of students scored 69-60%	21% of students
scored 60-69%		
-70	87% of students scored 59>%	17% of students
scored <50%		
-2%	2% of students provided no essay answer	0% of students
provide no essay answer		

KNOWLEDGE OF CANONICAL THEORISTS: “What constitutes ‘ethical’ and ‘unethical’ conduct according to Plato (classical Greek thinker), Jeremy Bentham (utilitarian) and John Stuart Mill?”

	First Week of Class	Finals week
Difference		
Students correctly described virtue ethics of Plato, utilitarian ethics of Bentham and/or individual rights with J.S. Mill:	1%	63%
+62		

ANALYTIC SKILLS: “Should political theory concern itself with establishing standards for human conduct (e.g. just v. unjust; good desires v. bad desires)? If so, then on what basis do we establish standards for human conduct?”

Few reasons provided for affirmative or negative, Limited analysis	Provided clear reasons, analysis of virtue ethics, utilitarianism and social contract theory
No overall argument	Systematic logical arguments

WRITING SKILLS:

Vocabulary	Basic	Advanced, includes concepts such as rule of law, civic duty/engagement, regulation, genocide, psychology, political systems, human condition, anarchy, constructed social norms, comparative advantage
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Coherence, diction, grammar, syntax	Adequate	Good/Excellent
Sentence structure	Repetitive, Basic Grammar & Fragmented	Concise, Complete Sentences

III. Analysis of Political Theory Test:

Overall scores are consistent with entering freshman students, who have limited exposure to reading and discussing canonical political theory texts in high school curriculum. The first multiple-choice/theory essay exam was administered during the first week of in-person class, and many students admitted to having little to no familiarity with Plato, Bentham or J.S. Mill. Most students on the first exam were either skeptical or resistant to the idea of establishing ethical standards for human conduct. The same exam was administered during the last week of class. Many students scored significantly higher on the second exam, missing far fewer multiple-choice questions. By far the most notable improvement could be seen in students' essays on the second exam where they demonstrated a solid grasp of the political and ethical standards covered in class. Many students correctly identified and discussed the virtue ethics of Plato, the utilitarianism of Bentham, and individual rights theory of J.S. Mill. Students with limited to poor writing skills had the lowest scores overall.

Appendix 5:

Political Science (PSCI) Major Exit Survey Results for Graduating Students

Spring 2022

N graduates = 29 (primary and secondary majors and PSCI-History)

N respondents = 5 (primary PSCI only)

Question: To what extent did the UM PSCI program...	Very Little 1	A Little 2	Somewhat 3	Good Deal 4	Great Deal 5	Average Response
1) Assist you in developing your writing skills ?	0%	0%	20%	80%	0%	
2) Assist you in developing your research skills ?	0%	0%	0%	60%	40%	
3) Assist you in developing your oral communication skills ?	0%	0%	40%	40%	20%	
4) Assist you in developing your analytical and critical thinking skills ?	0%	0%	0%	40%	60%	
5) Prepare you for such citizenship practices as voting, volunteering for political and community work, contacting public officials, and speaking/testifying at governmental hearings?	0%	0%	20%	40%	40%	
6) Provide you with a good understanding of the major fields of political science ?	0%	0%	20%	60%	20%	

Question: Have you	% Yes	% No
7) In your PSCI classes, given an oral presentation ?	100%	0%
8) In your PSCI classes, participated in debates or simulations ?	100%	0%
9) In your PSCI classes, participated in community-service activities ?	80%	20%
10) Had a PSCI-related internship ?	60%	40%

11) <i>Participated in PSCI-related extra-curricular activities</i> such as Pi Sigma Alpha or Model United Nations?	80%	20%
12) <i>Participated in GLI?</i>	20%	80%
13) <i>Studied abroad?</i>	0%	100%
14) <i>Completed one or more interdisciplinary minors/certificates?</i>	80%	20%
15) <i>Been satisfied with the quality of faculty advising</i> in the PSCI Department?	100%	0%

13. If you wish, please evaluate below the advising and education you received in the PSCI Department [verbatim, all comments received, emphasis added]:

The education provided by the PSCI department was great, in my opinion! I felt I had access to a wide variety of classes that thoroughly expanded my worldview, allowed me to hone my writing and research skills, and provided me with new perspectives. The mentoring and advising piece was not as present for me, but I also didn't attempt to access mentoring resources offered within the department. I would have also appreciated more opportunities to learn about career opportunities offered locally and in Montana related to political science. As a soon-to-be graduate, I have felt relatively left to my own devices regarding career planning.

My favorite classes I took within the department were, hands down, Ramona Grey's seminar-style upper-division political theory courses. Ramona Grey was the best professor I had in the department, and I valued my time with her so much.