

College: College of Liberal Arts

Department: Political Science

Academic Programs Reviewed

Program 1. BA Political Science

Program 2. Minor Political Science

Program 3. MA International and Comparative Politics

Program Review Committee

Committee member 1. Donna Schlagheck, Professor and Chair, Political Science

Committee member 2. December Green, Professor, Political Science

Committee member 3. Laura Luehrmann, Associate Professor, Political Science

Submitted

January 14, 2015

Department Chair,

Donna Schlagheck

Dean,

Kristin Sobolik

Program 1. BA Political Science

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	249	258	232	192	184
Graduates	49	40	52	47	42

Program description

The political science major program was revised in 2011, as part of the semester conversion process. It now requires all majors to explore the three major dimensions of our discipline: (1) American government and politics (institutions and political behavior such as campaigns, voting, social movements), (2) international and comparative politics (European, African, Latin American, Middle Eastern, Asian, terrorism, arms racing, human rights, nationalism, diplomacy, intelligence), and (3) public law and political theory (constitutional law, civil liberties, criminal law, environmental law, political psychology and political ideologies). All majors may concentrate half their upper-division work in an area of personal and professional interest, and may take up to two internships for academic credit. Departmental honors requires participation in a limited enrollment, senior seminar, such as Moot Court or Model UN. The 2011 revisions also included a requirement that majors complete a supporting MINOR, as well, to bring further structure and coherence to their program of study. The upper-division courses are writing intensive. All full-time faculty are Ph.D. trained.

Alignment with university mission, strategic plan

We educate students to think critically and analytically about why government exists, how it changes, who controls it and how people behave in their relationship to the state. Our goal is to graduate students who are globally aware and are politically active as well-informed citizens who embrace their civic responsibilities. Students engage the external community through internships in local, state and federal government. Majors frequently serve in student government on campus. Faculty share their expertise with the community through the media and numerous community organizations, including public school lectures, consulting at Wright Patterson Air Force Base (WPAFB), the Dayton Council on World Affairs, and the Congressional Pilgrimage program that introduces students to the civil rights movement. In the College of Liberal Arts, our curriculum supports the three largest interdisciplinary majors: Crime Justice Studies (CJS), Liberal Studies (LS) and International Studies (IS).

Program distinctiveness

1. Nationally recognized Model UN Program
2. MA track in Intelligence with Advanced Technical Intelligence Center (ATIC)
3. Extremely close collaboration with and support of interdisciplinary majors in IS ,LS and CJS

Recognitions of quality of the program

1. 35 years of top awards at National Model UN Conference (This includes a very broad range of student research of different states' foreign policies, including China, Russia, India, France, Germany, the United Kingdom, Japan, Brazil, and Canada.)
2. Ohio Legislative Commendation 2014

Program learning outcomes

The program emphasizes two critical learning outcomes: that graduates will be effective writers (a skill in high demand in the public and private sector), and that they will be able to produce analytical work across the spectrum of political issues, domestic and international. The twelve required upper-division classes heavily emphasize writing and analysis and majors are now also required to pursue and complete a minor program to complement work in the major. These outcomes have been confirmed by student success in writing intensive careers that include the intelligence community and the diplomatic corps of the State Department, as well as political journalism at the Dayton Daily News. Other placements include the Department of Homeland Security and the Department of Labor Statistics.

Description of learning outcomes assessment program

1. Student writing assignments in 2000, 3000 and 4000-level classes are examined according to a set of rubrics that include the ability to make and support an argument, to examine evidence critically, and to formulate and defend their analysis.
2. Interviews with past and current employers of our majors are conducted by the chair to determine whether the writing and analytical skills are meeting employer needs and expectations.
3. Exit interviews are conducted with all seniors applying to graduate to determine how their major has contributed to their career development and job placement.

Summary of assessment findings for past five years

Graduating seniors, across the past five years of exit interviews required of all students applying for commencement, reported a high degree of satisfaction with instruction in the department.

Those who completed internships placed high value on that opportunity; those who did not complete an internship frequently cited the problem of their work schedule/need to earn money. In 2013, the college was awarded \$75,000 to provide stipends to students with internships to address this problem. In summer, 2014, the department supported two majors on summer-long internship assignments in Washington, DC, as well as two in Columbus at the legislative through these funds.

Graduating seniors reported success in job placement (roughly six months prior to commencement), and a very high level of success, greater than 80% of those who applied to graduate school or law school were admitted.

Numerous graduates were successful in joining the National Air and Space Intelligence Center (NASIC) as analysts, and specifically cited program experience in Model United Nations as the basis for their success. The research/writing/presentation combination of skills was credited as key to their hiring.

Major curricular changes since last review (or past five years)

A supporting minor program has been required since 2012. Course offerings in the major have not changed significantly, although new classes in corruption, politics and the media, and Indian politics have been added. The upper-division major requirements were modified to include three fields of concentration: (1) American, (2) International and Comparative, and (3) Public Law and Theory. The public law field was separated from American politics to address heavy demand and to support the Crime and Justice Studies program.

Graduate placement data, employer satisfaction

More than 90% of graduated seniors are employed full-time, in positions that include lawyers, elected officials, Foreign Service officers, intelligence analysts, teachers, defense contractors, commissioned officers in the armed services, and journalists. Many majors have moved from part-time employment while students to full-time employment, often managerial positions in local enterprises such as Home Depot.

Employer satisfaction is extremely high, matching retention and promotion of our graduates. Written and analytical skills are consistently cited as not only highly valued, but also something that employers expect—and will not teach.

If program has professional accreditation, attach most recent review findings and recommendations

N/A

Program 2. Minor Political Science

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	13	14	11	14	15
Graduates	12	10	10	12	12

Program description

The political science minor requires three 2XXX level classes, one upper division class in Area 1 American Politics, one in Area 2 International/Comparative Politics, one in Area 3 Public Law and Theory, and three of the student's choice. This provides exposure to the breadth of our discipline, as well as the opportunity to concentrate work in a particular area, e.g. Chinese domestic and foreign policy. Minors may also participate in political science internships in local, state or federal government.

Alignment with university mission, strategic plan

The minor supports programs, Crime and Justice Studies, in particular that are designed to prepare students for careers in public service and/or the public sector and/or the public sector. The writing and research skills emphasized in classes that focus on politics -from the local to global-enhance students' preparation for service in our community.

Program distinctiveness

1. ROTC is accepted as an alternative "minor" for Air Force and Army cadets who are political science majors.

Recognitions of quality of the program

Frequent selection by majors in interdisciplinary programs (IS, CJS, SSE).

Program learning outcomes

Students who complete the minor have explored the primary dimensions of the discipline, i.e. American Politics, International/Comparative Politics, and Public Law and Theory.

Description of learning outcomes assessment program

Research and analytical writing skills are the key learning outcomes in all PLS classes, as well as the minor program. Pre-law students report a high degree of satisfaction in their Public Law classes, which mirror the writing and analysis required in Law School.

Summary of assessment findings for past five years

The minor effectively supports and enhances the writing and analysis skills of students' major programs. The minor also provides an opportunity for classroom and internship experience.

Major curricular changes since last review (or past five years)

No major changes in curriculum.

Graduate placement data, employer satisfaction

Not tracked for minors.

If program has professional accreditation, attach most recent review findings and recommendations

N/A

Program 3. MA in International and Comparative Politics

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	35	37	41	45	33
Graduates	5	5	5	12	10

Program description

The Master of Arts Program in International and Comparative Politics (ICP), launched in 2001, is designed to be structured enough to include the most important conventions in both international relations and comparative politics, and flexible enough to meet a diverse array of students' interests. Students in the M.A. program follow a variety of pursuits, including public diplomacy, non-governmental work, doctoral studies, secondary education, military service and private sector employment. After completing three core courses that include introduction to theoretical approaches and research design, students pursue specialized electives from among five areas of study: Area Studies, Global Gender Studies, Intelligence Studies, International Organizations, or Peace and Security Studies. Many students incorporate education abroad opportunities, including study abroad and international internships, as part of their formal course of study. We also offer a dual M.A. degree with the Master of Public Administration (MPA) program, as well as various certificate programs to help customize students' learning experiences.

Alignment with university mission, strategic plan

The ICP program closely aligns with one of the central tenets of the university's mission, that of serving as a catalyst for educational excellence in the Miami Valley and beyond, promoting life-long learning, increasing awareness of the global context of all of our endeavors, and supporting a sense of service to the community.

Program distinctiveness

1. Close collaboration with other graduate programs in CoLA, including the Master of Public Administration Program (MPA) (dual degree) and Women's Studies (a new track in Global Gender Studies launched 2014)
2. New track in Intelligence Studies with Advanced Technical Intelligence Center (ATIC)
3. Close collaboration with Wright Patterson Air Force Base and affiliated units, including National Air and Space Intelligence Center (NASIC) and Defense Institute of Security Assistance Management (DISAM)
4. Low faculty-student ratio and high levels of collaboration, including multiple joint presentations at professional conferences and publications

5. Focus on research and writing, highlighted by participation in local and international conferences, as well as student publications with faculty, e.g. Josh Cummins and Professor Shannon's co-authored article in the DISAM Journal (Defense Institute of Security Assistance Management).

Recognition of quality of the program

1. Success placing M.A. graduates in highly competitive Ph.D. programs across the US and the world, including The Ohio State University, University of Cincinnati, and the University of Westminster
2. A strong record of students passing the US Foreign Service Exam; successful careers in Foreign Service
3. Success placing current students and recent graduates in highly competitive intelligence positions, including at NASIC and DISAM
4. Continued expansion in diversity of students recruited to the program, including international and domestic universities with strong academic reputations
5. Appeal of program to a wide variety of students, including mid-career professionals and students pursuing other graduate work at the university

Program learning outcomes

1. Students will master graduate level quantitative or qualitative research skills as appropriate to the study of international relations and comparative politics.
2. Students will master formal graduate writing skills appropriate for the creation of graduate theses and projects.
3. Students will have a solid understanding of the knowledge of their chosen specialties within international relations or comparative politics, with an understanding of the surrounding their topic of inquiry and the methodologies used to examine it.
4. Students will have effective communication skills, both oral and written.

Description of learning outcomes assessment program

1. Projects and theses are reviewed and assessed by the published requirements for the graduate capstone that are detailed in the student handbook.
2. Exit interviews are conducted with each graduating student to assess the strengths and weaknesses of the program, as well as the degree to which skills apply to work environments or scholarly pursuits.
3. The program director regularly meets with past and current employers of our graduates to assess the degree to which our program is meeting their perceived needs.

Summary of assessment findings for past five years

Assessment findings over the past five years indicate significant satisfaction with the structure of the graduate program and the rigor of the capstone requirements, including the M.A. thesis. Students

highlight the sense of significant achievement they feel upon completion of this undertaking, and the degree to which employers value the independence required in a master's thesis. When queried on the degree of satisfaction with skills developed in the program, students consistently report extremely high levels of satisfaction with their research and writing skills, as well as critical thinking skills. Students seem to most value the core seminars and the emphasis on professional development, especially opportunities to present at conferences.

In response to concerns that students were not moving toward the thesis research quickly enough, the program has made numerous modifications in order to help students focus on research design earlier in their program. We now devote a significant portion of the required orientation day to discussions of the M.A. thesis, including its connection to coursework, importance in career development, and the rigors involved in such an independent research project. Each one of the three core courses works to align learning objectives so that students are able to continually make progress on their topic, and all first year students are required to present their preliminary research at the campus-wide research colloquium that takes place each April. The program director continues to hold an annual thesis-writing workshop each spring to help students understand the steps in the process after coursework, and has assisted numerous groups of students in establishing group writing sessions, modeled after the "writing bootcamps" that are sponsored by the University's Center for Teaching and Learning. Additionally, the program sponsors multiple writing days on Saturdays throughout the year to assist in developing a culture of scholarship among graduate students at various stages in the program.

Graduates also expressed a desire for more "real world" learning opportunities and connections to careers – concerns that led directly to the creation of a more career-focused track (Intelligence Studies) that was launched Fall 2014. In recent years, our current students (and recent alums) have been quite successful at receiving coveted paid internships with organizations affiliated with Wright Patterson Air Force Base, including the Defense Institute for Security Assistance Management (DISAM), opportunities that we continue to deepen and explore. Others have obtained similar internships at Catholic Social Services/Refugee Resettlement, which have led to full time employment. Students who have completed these sorts of "applied" opportunities, including education abroad experiences, consistently highlight the importance of these experiences in their professional and personal satisfaction.

Major curricular changes since last review (past five years)

1. Creation of an "in-house" Political Science statistics course, PLS 7010
2. Creation of Intelligence Studies (includes practicum at ATIC; ability to earn a Top Secret Security clearance)
3. Creation of Global Gender Studies track
4. Connection between the core courses and research presentation at the Wright State Celebration of Research (as well as other venues)

Graduate placement data, employer satisfaction

Based on exit interviews, the vast majority (approximately 90%) of our graduates are employed full-time (the majority of others are enrolled in doctoral programs or other graduate opportunities). Students are

employed in a wide array of fields, highlighted by government and public service, non-governmental organizations, education (including secondary education), and business. This variety reflects the diversity of the student population whom our program attracts. A good number (approximately 45%) of our students begin the M.A. program while they are already employed full-time, and they remain in this same position (often with government contractors) upon graduation. Students routinely receive significant promotions upon graduation with the M.A., and numerous recent graduates have quickly been promoted and recognized in their new positions (two years in a row, one of our M.A. alumni was named the “Best New Intelligence Officer of the Year” at NASIC). We also have an outstanding record of success among our students who take the Department of State’s Foreign Service Exam, with students employed, literally, around the world, as members of our diplomatic corps.

When queried about their level of satisfaction with our graduates, employers answer and highlight analytical rigor, writing and research skills, and level of professionalism as key skills that they continue to observe among our graduates.

If program has professional accreditation, attach most recent review findings and recommendations

n/a

Departmental Summary

Faculty demographics

	2008	2009	2010	2011	2012
Full	4.00	4.00	4.00	4.00	6.00
Associate	4.00	4.00	4.00	4.00	2.00
Assistant	4.00	5.00	5.00	3.00	4.00
Inst/Lect	2.00	1.00	1.00	2.00	1.00
Adjuncts	3.33	3.00	3.67	5.73	4.00
Total	17.33	17.00	17.67	18.73	17.00

Staffing Summary

	2008	2009	2010	2011	2012
Unclassified	--	--	--	--	--
Classified	2.26	2.26	2.26	2.26	1.75
Total	2.26	2.26	2.26	2.26	1.75

Student/faculty ratio

	2008	2009	2010	2011	2012
Student FTE/Fac FTE	24.48	24.99	26.00	24.66	20.34

Average class size

	2010	2011	2012
Lecture	54.12	45.61	50.08
Lab only	--	--	--
Lecture/Lab	54.12	45.61	50.08

Total of student data for all programs in unit

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	297	309	284	251	222
Graduates	66	55	65	63	49

**drop in majors correlates to creation of CJS major and decline in law school applications

Total credit hours generated for unit

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	14,385	15,819	15,391	12,019	9,907
Graduate	483	428	496	428	416
Total	14,868	16,247	15,887	12,447	10,323

**decline in credit hours correlates to semester conversion and rise in number of social science classes in the core from 4 (one of which was PLS) to 14 options in the social science core requirement

Course completions

	2008	2009	2010	2011	2012
Undergraduate	83.6%	84.4%	84.5%	86.4%	85.9%
Master's	80.0%	94.4%	95.3%	97.3%	93.5%

Expense per student and revenue to expense ratio

	2008	2009	2010	2011	2012
Expense per student	\$4,074	\$4,056	\$3,951	\$3,966	5,486
Rev/Expense	2.654	2.785	2.884	2.873	2.243**

**second highest in CoLA

Research and External Funding

	2008	2009	2010	2011	2012
External funding					

Future employment projections for discipline

CIP	Program	Wright State University-Main Campus Completions (2012-2013)	Other Regional Completions (2012-2013)	Regional Openings (2014)	Median Hourly Earnings	Location	Total Jobs for the Occupational Group (2014)	Total Jobs for the Occupational Group (2017)	Growth in Jobs (2014-2017)	Annual Job Openings (2014)
Political Science Department										
75 0901	International Relations and Affairs	38	101	14						
75 1001	Political Science and Government, General	47	246	0						
Department Total		85	347							
	Occupations:			14						
	Legislators (11-1031) (not generally year-round, full time positions)				\$9.53		508	510	0.3%	14
	Political Scientists (19-3094)				\$28.13		3,561	3,555	-0.2%	80
						US:	64,276	65,980	2.7%	1992

Lawyers (23-1011)

66

45.97 region:2,655

State: 23,703

US: 788,588

Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience

The programs produce graduates who are critical to the region’s future: they are literate, internationally aware and engaged in their communities. The program has generated innovative opportunities for students in fields such as international intelligence analysis, which is a central mission at WPAFB, the region’s largest employer. The department has also placed students in paid internships at WPAFB, furthering their professional development. Faculty research is broad in scope, while a recent collaborative faculty project produced a book on political corruption and the path toward good governance, a concern to all citizens. The department faculty are widely engaged in the community, ranging from the civil rights pilgrimage to briefings at WPAFB to serving on boards that include Artemis House, the Dayton Council on World Affairs, and the National Collegiate Conference Association. Faculty design and offer study abroad courses through the University Center for International Education. Our students serve in government positions ranging from the Dayton Area Chamber of Commerce to the Beavercreek Chief of Police to analysts at the National Air and Space Intelligence Center, as well as community positions such as teachers at the Dayton STEM school and the Executive Director of Dayton History. Many are lawyers in practice in the city and region.

Faculty accomplishments and recognitions

1. Three faculty have been recognized as International Educator of the Year by the University Center of International Education: Professors Green, Luehrmann, and Schlagheck.
2. Faculty will publish three books in 2015 (Fitzgerald, Snipe and Green/Luehrmann). Anderson and Wilson published books in 2014. Faculty present conference papers and publish articles every year.
3. Faculty have designed and led study abroad ambassador programs in Japan, Brazil, Argentina, Vietnam, Morocco, Spain, Netherlands, Thailand, Cambodia, and China, among others.
4. Pramod Kantha is on the executive committee of Nepalese ex-patriates now advising the new government in Katmandu on the transition to democracy.
5. Liam Anderson has been invited to address committees at the UN on the Kurdish issue. He has published extensively on the subject, and regularly assists the media on topics related to Iraq and the Kurds.
6. Donna Schlagheck is a two time past President of the Dayton Council on World Affairs, and the first faculty recipient of President Hopkins’ Tip of the Hat Award, recognizing excellence in engagement and service.

7. John Feldmeier now serves as the college's pre-law adviser. He is the author of three books on the constitution and public law.

8. Faculty (Funderburk, Schlagheck, Anderson, Green, Luehrmann, Shannon and Kantha) jointly wrote and published a book on comparative corruption in 2013.

9. Vaughn Shannon was named a Malone Fellow in 2014 by the National Council on US-Arab Relations.

10. Faculty (Anderson, Luehrmann, Green, Shannon, Schlagheck and Kantha) are regularly invited to provide briefings at WPAFB on areas of their international expertise.

Programs and areas of recognized excellence with supporting evidence

Awarded "Outstanding Delegation" (top 5%) at the National Model United Nations Conference. Last 10 years award certificates attached.

Ohio House and Senate Joint Commendation for Excellence (attached)

Capacity for growth of programs

There is significant capacity to accommodate more undergraduates (major, minors and others) in our course offerings in American and international politics. Courses in public law have tended to fill to capacity, and adjuncts have been needed to accommodate demand, primarily from CJS students. Our graduate program MA/ICP has capacity for an additional 10% growth in admissions, and outreach to WPAFB is the most likely target for such recruitment.

The Model UN program has co-sponsored an annual regional Model UN conference: Dayton Model UN Conference (DAYMUNC) with Sinclair Community College (SCC). Sinclair's conference facilities have been used, while Wright State students provide the staff to conduct the conference. 10-15 universities and colleges typically participate in the 2-3 day event. This conference could be hosted on the Wright State campus.

New program opportunities

Several collaborative opportunities have or are now being explored, including a doctoral program in public policy and international affairs (led by URS), a joint minor with COM, and a masters' level collaboration with COM if that department pursues a M.A. The public diplomacy concentration in the MA ICP can be enhanced and also offer COM graduate students expertise in both American and international politics. The Legal Studies minor, directed by Professor Feldmeier, offers great potential to attract business majors, who constitute 50% of applicants to law school. Reactivating the Moot Court program should also attract students from a variety of majors and colleges to the program.

Proposals to enhance programs

The public law faculty in PLS should be expanded in order to meet the demand created by the Crime and Justice Studies major. To reduce reliance on adjuncts, either TET or NTE full time faculty hires should be a priority, particularly if the Legal Studies minor grows as expected. Additional growth in the MA/ICP, beyond the 10% in admissions, should be met with additional TET hiring.