

Department of History and Political Science

Mid-Cycle Department Review
2013-14 Academic Year

Department Chair: Dr. Jason Neidleman
International Studies Chair: Dr. Kenneth Marcus

Department Review Chair: Dr. Kenneth Marcus

Executive Summary

This mid-cycle review entailed an analysis of the department's mission statement, learning outcomes, program description, and assessment procedures, as well as creating three surveys: one for History students, one for Political Science students, and one for department alumni. The Review Chair further interviewed two of the part-time adjunct faculty to obtain their feedback about their teaching experiences and to allow them to make suggestions for strategies to reach more students.

The review confirms that faculty members in the department remain strongly involved in research and publication, having produced articles, books, encyclopedia entries, and book reviews, and they have given numerous papers at conferences and seminars.

Learning outcomes for the department's majors emphasize critical thinking, research and writing skills, and theory and its application, with the ultimate goal of students having the tools to achieve a meaningful life experience, cross-cultural perspective, and life-long learning. We believe these learning outcomes continue to define our department.

Recommendations for action include:

1. An enormous interest in internships is evident among both history and political science students. Although a formal internship program through coursework already exists for Political Science students, a similar program for History majors, especially in the field of Public History, is strongly recommended.
2. There need to be more ways of providing opportunities for students to bond with faculty outside class, such as pizza gatherings, greater use of the student lounge, attendance at Hot Spots, and renewing the History Club (formally called the Lordsburg Club).
3. Improve the department website. An improved website can aid in attracting more majors. Possibilities include creating videos, in which faculty introduce themselves and explain what they do. There should also be more pictures on the website of faculty interacting with students: in the classroom, at student events, and so on.
4. The department needs to do a better job of tracking alumni, knowing more about their careers and achievements, and finding ways to remain in contact with alumni to help current students.

I. Mission Statement

The mission of the Department of History and Political Science is to give students a rigorous, challenging and interdisciplinary education. An understanding of historical and political movements and ideas, skills in analysis and logic, and an appreciation for life-long learning provide a foundation for students to take a role in contemporary affairs.

The rich and diverse education we strive to provide our students fundamentally contributes to the liberal arts vision of the university. The Department's programs prepare students for a variety of careers including law, business, government, politics, education, journalism, administration and research.

II. Learning Outcomes

Graduates of the History and Political Science Department will:

Outcome 1: Develop critical thinking, writing, analytical and research skills.

Outcome 2: Be prepared for graduate study, as well as for careers in the public and private sectors.

Outcome 3: Develop a critical understanding of the historical and political context within which they can meaningfully understand their life experiences.

Outcome 4: Become knowledgeable about the theory and application of their respective fields.

Outcome 5: Utilize a comparative international or cross-cultural perspective.

III. Program Description

A. Organization

The Department of History and Political Science offers majors in history, political science, international studies, and social science and minors in history, political science, and international studies. It oversees the International Studies Institute and the Model UN Program. The Department is part of the Social Sciences Division.

B. Faculty

The Department of History and Political Science has 6 full-time faculty and 9 adjunct faculty. During the 2013-14 academic year, 32 courses were taught in History, 21 by full-time faculty and 11 by adjunct faculty. 36 courses were taught in Political Science, 31 by full-time faculty and 5 by adjunct faculty.

Table 1: Full-time Faculty Profile

| Name | Highest Degree | Year Degree Obtained | Degree Area or specialization | Faculty Status | Year Hired |
|------------------------|-----------------------|-----------------------------|--------------------------------------|-----------------------|-------------------|
| Steve Sayles | PhD | 1978 | History | Full Professor | 1982 |
| Richard Gelm | PhD | 1991 | Political Science | Full Professor | 1991 |
| Kenneth Marcus | PhD | 1992 | History | Full Professor | 2001 |
| Jason Neidleman | PhD | 1999 | Political Science | Full Professor | 2001 |
| Gitty Amini | PhD | 2001 | Political Science | Associate Professor | 2002 |
| Julio Minoves-Triquell | PhD | 2012 | Political Science | Assistant Professor | 2012 |

Table 2: Adjunct Faculty Profile

| Name | Highest Degree | Year Degree Obtained | Degree Area or specialization | Adjunct faculty status-title | Teaching since |
|--------------------|-----------------------|-----------------------------|--------------------------------------|-------------------------------------|-----------------------|
| Steve Slakey | MA | 1974 | Urban Geog. | Sen. Adj. Instr. | 1996 (ULV) |
| Greg Cumming | PhD | 2010 | History | Sen. Adj. Prof | 2003 (ULV) |
| Steven Anderson | MA(ABD 2014) | 2011 | History | Adj. Inst. | 2013 |
| Benjamin Jenkins | MA | 2013 | History | Adj. Inst. | 2014 |
| Stephanie McKinney | PhD | 2009 | History | Adj. Prof. | 2013 (ULV) |
| Melissa Mahoney | MA | 2012 | Political Sci. | Adj. Inst. | 2013 |
| Tyler Smith | MA | 2012 | Intl. Pol. Econ. | Adj. Inst. | 2014 |
| Gloria Walker | PhD | 2006 | Political Sci. | Adj. Prof. | 2014 |
| Stuart Wood | MA (ABD 2014) | 2007 | Political Sci. | Adj. Inst. | 2014 |

C. Courses

The requirements for the department's majors are as follows: History requires 44 units, Political Science requires 44 units, International Studies requires 44 units, and Social Science requires 56

units. For all majors, completion of a senior project is required, consisting of original research in the student's major field.

D. Majors

Table 3

| Department of History and Political Science Graduation Statistics by Term | | | | | |
|--|---------|-----------------------|-------------------|----------------|----------------|
| Year Graduated | History | International Studies | Political Science | Social Science | Totals by Term |
| 2009 | 5 | 1 | 18 | 8 | 32 |
| 2010 | 7 | 1 | 9 | 5 | 22 |
| 2011 | 8 | 1 | 14 | 2 | 25 |
| 2012 | 5 | 2 | 12 | 5 | 24 |
| 2013 | 13 | 2 | 10 | 10 | 35 |
| 2014 | 11 | 4 | 19 | 4 | 38 |

Majors have remained reasonably steady in each field. The total number of History majors reached a peak in 2011 with 31 majors and declined slightly to 26 in 2013. However, it reached a recent peak in graduations rates in 2013 with 13 graduated students, whereas Political Science had somewhat of a decrease in majors who graduated, from a peak of 18 in 2009 to 10 in 2013, but rising again to 19 in 2014. In 2014 the department as a whole graduated the most students in recent memory, with a total of 38 students.

E. Advising

Only full-time faculty advise traditional age undergraduate students. The number of advisees assigned to faculty range from about 10 to 42.

In 2004, the Department began to offer an annual seminar on career opportunities for students majoring in History and Political Science, which remains a popular event each year.

IV. Assessment Procedures

The following procedures were used to assess learning outcomes:

A. History Major Survey

Students filled out an online survey of 15 questions, reporting on their experiences with the major, faculty, technology, etc. and to make suggestions for future courses. The questionnaire is in Appendix I.

B. Political Science Major Survey

Students filled out an online survey of 16 questions, which differed slightly from the History survey in terms of course content and with an extra question on use of the dept. website. Students reported on their experiences with the major, faculty, technology, etc. and made suggestions for future courses. The questionnaire is in Appendix II.

C. Alumni Survey

Alumni who graduated from ULV with a major in the Department of History and Political Science were surveyed. The survey consisted of 43 questions, and is in Appendix III.

D. Interviews with Adjunct Faculty

Dr. Marcus conducted two interviews with the department's adjunct faculty. The list of questions was approved by the Chair and by the College Dean prior to the interviews. The list of 6 questions appears in Appendix IV.

V. Findings

A. History Major Survey

The response rate for the History major survey was 29%; 13 students took the survey out of 45 who received it. Of these respondents, over 60% were seniors and almost 40% were juniors. All students (100%) responded that they felt the History major provided them with critical thinking skills and an adequate theoretical foundation. Most students (92%) felt that the department addressed civil rights and human rights issues adequately.

Core Courses with which students expressed special satisfaction include HIST 311 Development of American Democracy I, HIST 312 Development of American Democracy II, HIST 333 Early Modern Europe, and HIST 389 Approaches to History. Among the electives that students expressed special satisfaction are HIST 412 Civil War and Reconstruction, HIST 405 US Involvement in Vietnam, HIST 351 History of Latin America, HIST 316 California History, HIST 412 Great Depression and WWII, HIST 414 Western Film and American Culture, and HIST 336 French Revolution and Napoleon.

The majority of students (almost 70%) agree that integrating the History major with the Political Science major has been a positive development for the major in terms of offering more options, although no Political Science course stood out in terms of a favorite core requirement or elective.

Significantly, over three-fourths of History majors (77%) expressed an interest in the creation of a public history program, such as a certificate of emphasis, which dovetails well with the plan of extending and developing further an internship program for History majors (see Recommendations for Actions). Of the possible internships available, students chose “Museums” as the favorite option at 50%, followed by “Government Archives” and “Creating Documentaries,” at 20% each.

Regarding the creation of individual courses, more students responded with “Other” (31%) than any other single area, although there was no consensus of the kinds of courses that should be offered, ranging from “Antiquity” to “Victorian America.” The next area of choice was World History (24%) and Gender/Women’s History (15%). Surprisingly, there was little seeming interest in creating new courses in the history of Latin America, Asia, and Environmental studies—areas which have received much attention on other college campuses.

In terms of infrastructure, over half of the students were satisfied with the technology in the classrooms, with almost 40% rating it as “excellent.” Yet an astounding 77% said they had never used the student lounge, which further emphasizes the need to utilize this vital resource. One student in the History major survey, for example, suggested having a time sheet when groups could book the room.

All respondents (100%) felt that the department faculty and staff were accessible.

In terms of what History majors plan to do after graduation, the largest number of students responded that they would enter a graduate program in history, at 31%. A total of 31% also marked “other options.” A distant third, at 24%, replied that they would like to earn a teaching certificate for elementary school or high school.

B. Political Science Survey

The response rate for the Poli. Sci. major survey was 24%; 20 students took the survey out of 85 who received it. Of the 20 students who took the survey, 40% were Juniors, about 35% were Seniors, and the remaining respondents were Sophomores and Freshmen. Among the Core courses, students showed special appreciation for PLSC 301 American Government and PLSC 452 Comparative Government. Overwhelmingly, most Poli. Sci. students expressed an interest in keeping History courses as options in the major core, which reinforces the department’s position and History majors who were surveyed; interdisciplinary work and drawing on the strengths of both majors is of strong interest to students. Among the Electives, PLSC 352 Model UN had the largest number of admirers, with 80% of those surveyed. This result supports the idea that a “hands on” approach is valuable to Poli. Sci. students.

In terms of dept. amenities, most students responded being satisfied with the classroom technology, although the majority of Poli. Sci. majors (60%) have never used the Dept. website, which points to the importance of making the website more viable and useful, such

as in student research and department information. Interestingly, substantially more Poli. Sci. students than History students responded that they had used the Dept. lounge, which further supports the need to get the word out to History majors of this important resource for socialization and connection.

Regarding post-graduate careers, Poli. Sci. majors were evenly split on attending graduate school (about 32%) and other career choices. As with History students, most Poli. Sci. students (95%) would like to have internships be made available, which again underlines the interest in “hands on” education, especially with government organizations (47%), with law firms being chosen second at almost 32%. Surprisingly, relatively few (21%) expressed an interest in working for NGOs.

Similar to the History major students who were surveyed, the vast majority of Poli. Sci. majors feel that their education was sufficiently theoretically based (100%), improved critical thinking skills (95%), and adequately addressed civil rights issues (85%). The greatest area of interest for courses in other fields was Africa (about 37%), followed by Asia (about 32%) and Latin America (21%).

C. Alumni Survey

The alumni survey provided more information than the two previous surveys, with 43 questions. A total of 50 students completed the alumni survey, which represents 19% of 260 alumni who were sent the survey. Of these 50 respondents, 25 were from Political Science, 16 from History, 6 from Social Science and 3 from International Studies. 60% were female and 40% were male, with about 47% identifying as Caucasian and 34% as Latino. Other ethnicities were Multiethnic/Multiracial (about 11%), African American (4%) and Asian (2%). The remaining 2% of respondents declined to state their ethnicity.

The majority of respondents, or 64%, stated that they “strongly agree” that the department offered a high quality program, and 17% responded with “agree.” Similarly, 98% believed that faculty were excellent teachers, of whom 66% strongly believed this statement. Although most alumni felt that faculty actively engaged students in learning, a slightly larger number answered with “agree” (48%) compared to 46% who strongly agreed with this statement, suggesting room for improvement (see Recommendations for Action).

Alumni clearly appreciated the overall effectiveness of the faculty. Overwhelmingly, alumni believe that faculty demonstrated a strong knowledge base (98%), of whom 78% agreed strongly with this statement. Similarly, most respondents (92%) believed that faculty emphasized critical thinking—a key component of the department’s programs—with 62% “strongly agreeing” with this statement. Although most alumni believed that faculty explained the basic concepts and principles of the discipline (78%, with 20% responding with “somewhat well”), here again could be an area for improvement. 56% further believed that faculty did “quite well” in preparing students for understanding the process of historical or political thought, with 34% responding with “very well.” The preparation of research and writing scored positively, with 46% responding with “very well” and 30% with “quite well.”

In terms of the actual coursework, almost half (46%) of students strongly believed that the Core courses prepared them well for the major, with 40% responding “somewhat.” Similarly, 48% strongly felt that the Elective courses contributed to their major, whereas 42% somewhat did. Further, alumni clearly appreciated the academic advising they received during their course of study at 58%, and 24% of alumni somewhat believed so. Significantly, over 70% responded that their senior project was “very much” a positive learning experience, with 20% responding “somewhat,” and 65% strongly believed the presentation was a positive learning experience. Also gratifying was that over $\frac{3}{4}$ of respondents, or 76%, “very much” believed that they developed a stronger interest in their subject as a result of their study.

Further attesting to the academic quality of the program, 68% continued their education further after their BA degree, with 50% taking an MA degree, 29% a PhD degree, and almost 21% a teaching certificate, with most alumni beginning their graduate work within 1 year of completing their BA. It was surprising, and gratifying, that so many opted for a graduate program in one of the fields of their major as opposed to a teaching certificate, which suggests the need to further orient the history and political science programs toward professional academic study. Significantly, over half (54%) felt that their undergraduate studies “very well” prepared them for graduate work, and 32% felt that were better prepared than their peers from other universities. 26% believed they were equally prepared.

If offered the chance to do their studies all over again, over 73% would still have attended the University of La Verne, and 62% would have chosen the same major.

Some results were less gratifying. Regarding other offerings of the department, the majority of alumni (58%) appear not to have attended the Hot Spots speaker series, which suggests that the series should be better communicated to students. However, of those who attended the series, the majority (24% of total respondents) felt that the series “very much” contributed to their learning process and 14% “somewhat” felt so; thus a total of 38% believed strongly or somewhat that the series contributed to their learning process. Similarly, most alumni did not use the student lounge (68%), as opposed to 32% that did, although admittedly the lounge only became available in 2011. The majority of students (55%) did not go on field trips or off campus visits, which further attests to a need to arrange such visits and hence provide “hands-on” learning.

In terms of the actual use of their major, 74% strongly believed that their major prepared them to understand the historical and political context of contemporary society. However, and perhaps paradoxically, only 38% believed strongly that they could actually apply the principles, concepts and methods of their major, with 46% agreeing somewhat with that statement.

D. Interviews with Adjunct Faculty

Two adjunct faculty members consented to be interviewed for this mid-cycle review: Steve Slakey and Stephanie McKinney. A set of 6 questions were posed to them; see Appendix IV for the questions. To the question about strategies they found useful in the classroom, one interviewee felt that offering lab work and field trips in their courses was useful in that students could obtain “hands-on” experience whereas the other interviewee recommended

using works by indigenous authors, enabling group projects (such as a paper and presentation on a specific novel) and providing immediate feedback in class on tests and essays.

In terms of attracting more students to taking the survey courses, their suggestions included finding ways to connect to contemporary events, such as tracking a single country throughout the semester, or by asking the students themselves what their needs are. To accomplish the first, students could bring in news articles on countries covered in the course, and maintain a journal on their perceptions and discoveries. To accomplish the second goal, one could ask them what skills they hope to improve on (research, writing, analysis), which prompts them to become more self-aware of their goals and aims from the outset.

Regarding a potential emphasis in Public History, the interviewees recommended having a local history component (such as connecting where they lived to their academic work), organize field trips to National Parks or specific historic landmarks, local museums, etc., and add a component of a course that includes “Writing for the Public,” or how to make complex themes and issues understandable to non-experts.

A concern that was expressed by one interviewee is that there is little or no orientation for adjuncts, which would help integrate them more into the department and the university as a whole, although this mid-cycle review did not attempt to see whether such orientations existed at comparable institutions.

VI. Recommendations for Action

1. Implement an emphasis in Public History in the major. Students overwhelmingly responded that they would be interested in such a program, and we already have contacts (such as at the Ronald Reagan Presidential Library and Richard Nixon Presidential Library) that we can draw on to broaden the program.
2. Faculty should more actively engage students in learning. According to the alumni poll, a slightly larger number of respondents answered with “agree” (48%) compared to 46% who “strongly agreed” that faculty engaged students in learning, which suggests room for improvement. Possibilities include organizing internships, class trips, special gatherings, etc. Such activities would support the notion of “hands-on” learning and of combining theory effectively with practice.
3. History majors expressed an interest in the department offering more courses in World History (24%) and Gender/Women’s Studies (15%), whereas Political Science students wanted to see more courses in the study of Africa (37%) and Asia (32%).
4. Events and amenities of the department should be better communicated to students. For example, one could integrate the Hot Spots speakers series more fully into department courses, provide extra credit for attendance, and offer more opportunities for history students to use the Student Lounge. All majors should receive notice of any extra-curricular offerings by both email and posting on the department bulletin board, and there should be a sign-up sheet for students to use the Lounge.

5. Faculty can be clearer about the main principles and concepts of their respective disciplines in their syllabi and in the introduction to the courses as well as at the end of the courses.
6. Improve the department website. An improved website can aid in attracting more majors. Possibilities include creating videos, where faculty introduce themselves and what they do, and there should also be more pictures on the website of faculty interacting with students: in the classroom, at student events, and so on.
7. The department needs to do a better job of tracking alumni, knowing more about their careers and achievements, and finding ways to remain in contact with alumni to help current students.

Appendix I

History Major Survey

1. I am a:

- Freshman
 Sophomore
 Junior
 Senior

2. The core courses in my major that I have been most satisfied with are (check all that apply):

- a. HIST 311 Development of American Democracy I
b. HIST 312 Development of American Democracy II
c. HIST 333 Early Modern Europe
d. HIST 337 Nineteenth Century Europe
e. HIST 439 Modern Europe, 1900 to the Present
f. HIST 389 Approaches to History
g. PLSC 301 American Government and Politics
h. PLSC 378 American Political Thought
i. HIST 499 Senior Seminar

Why did you find these courses useful?

3. The integration of Political Science with History options as part of the major core has helped improve the major.

- a. Agree
b. Disagree

Please comment why you agree or disagree:

4. The electives that I have found most interesting/useful are (check all that apply):

- a. HIST 316 California History
- b. HIST 317 Los Angeles: The Study of a City
- c. HIST 323 American Civil War
- d. HIST 332 Medieval Europe
- e. HIST 336 French Revolution and Napoleon
- f. HIST 351 History of Latin America
- g. HIST 353 History of Mexico
- h. HIST 405: US Involvement in Vietnam
- i. HIST 410: The American West
- j. HIST 411 Civil War and Reconstruction
- k. HIST 412 Great Depression and World War II
- l. HIST 413 United States since World War II
- m. HIST 414 Western Film in American Culture
- n. HIST 425 Intellectual History of the United States since 1865
- o. HIST 469 Government and Politics of the Middle East

Why did you find these courses useful?

5. Which 409 Special Topics courses did you take, if any? Did you find these courses useful? Why or why not?

6. The technology in the classroom (smart cart, projector, etc.) I find

- a. Excellent
- b. Adequate
- c. Not adequate

What would you change or add?

7. I find the History/Political Science Student Lounge in Founders Hall

- a. A good place to meet
- b. Not a good place to meet
- c. I have never used it

8. I feel that the faculty and staff are accessible.

- a. Agree
- b. Disagree

Please comment why you agree or disagree:

9. After my graduation I plan to

- a. Obtain a teaching certificate for elementary or high school
- b. Enter a graduate program in history
- c. Attend law school
- d. Attend business school
- e. Work for a non-profit
- f. Work for a local business or company
- g. Other (please indicate) _____

10. As part of the history major, I would like an emphasis in public history (such as a certificate or internship).

- a. Agree
- b. Disagree

11. If yes, the area of public history I am most interested in is:

- a. Government Archives
- b. Museums
- c. Private Archives (Foundations, Family archives, etc.)
- d. Archival Company (that professionally archives material for a fee)
- e. Creating documentaries on historical subjects

12. I believe that the history major adequately provides a theoretical foundation.

- a. Agree
- b. Disagree

13. I believe the history major adequately addresses civil rights and human rights issues.

- a. Agree
- b. Disagree

14. I believe the history major has improved my critical thinking skills.

- a. Agree
- b. Disagree

15. An area that I would like to see more courses in is (choose one):

- a. Asia
- b. Africa
- c. Latin America
- d. Environmental History
- e. Gender/Women's History
- f. Jewish History
- g. World History
- h. Other (please indicate) _____

Thank you for participating in our survey! We very much appreciate your feedback.

Appendix II

Political Science Major Survey

1. I am a:

- Freshman
- Sophomore
- Junior
- Senior

2. The core courses in my major that I have been most satisfied with are (check all that apply):

- a. PLSC
- b. PLSC
- c. PLSC
- d. PLSC 301 American Government and Politics
- e. PLSC
- f. PLSC 389 Political Science Methods
- g. PSSC
- h. PLSC 378 American Political Thought
- i. PLSC 499 Senior Seminar

Why did you find these courses useful?

3. I would like to have History options as part of the major core of the Political Science major.

- a. Agree
- b. Disagree

Please comment why you agree or disagree:

4. The electives that I have found most interesting/useful are (check all that apply):

- a. PLSC
- b. PLSC
- c. PLSC
- d. PLSC
- e. PLSC
- e. PLSC
- f. PLSC
- g. PLSC
- h. PLSC
- i. PLSC
- j. PLSC
- k. PLSC
- l. PLSC
- m. PLSC
- n. PLSC
- o. PLSC

Why did you find these courses useful?

5. Which 409 Special Topics courses did you take, if any? Did you find these courses useful? Why or why not?

6. The technology in the classroom (smart cart, projector, etc.) I find

- a. Excellent
- b. Adequate
- c. Not adequate

What would you change or add?

7. The website for the Department of History and Political Science is a useful resource.

- a. Agree
- b. Disagree
- c. Never use it

What would you change or add to the website?

8. I find the History/Political Science Student Lounge in Founders Hall

- a. A good place to meet
- b. Not a good place to meet
- c. I have never used it

9. I feel that the faculty and staff are accessible.

- a. Agree
- b. Disagree

Please comment why you agree or disagree:

10. After my graduation I plan to

- a. Obtain a teaching certificate for elementary or high school
- b. Enter a graduate program in political science
- c. Do an internship
- d. Attend law school
- e. Attend business school
- f. Work for a non-profit
- g. Work for a local business or company
- h. Other (please indicate)_____

11. I would like internships to be a more integral part of the political science major.

- a. Agree
- b. Disagree

12. If yes, the areas of internships I am most interested in is:

- a. Government
- b. NGO
- c. Private foundation
- d. Law
- e. Business
- f. other (please indicate) _____

13. I believe that the political science major adequately provides a theoretical foundation.

- a. Agree
- b. Disagree

14. I believe the political science major adequately addresses civil rights and human rights issues.

- a. Agree
- b. Disagree

15. I believe the political science major has improved my critical thinking skills.

- a. Agree
- b. Disagree

16. An area that I would like to see more courses in is (choose one):

- a. Asia
- b. Africa
- c. Latin America
- d. Other (please indicate) _____

Thank you for participating in our survey! We very much appreciate your feedback.

Appendix III

History and Political Science Alumni Survey

I. Tell Us About Yourself

1. Which campus/center did you attend?
 - Central Campus, La Verne
 - Central Campus, CAPA (Campus Accelerated Program for Adults)
2. What was your status upon entry into La Verne?
 - Freshman, what year?: _____
 - Transfer, what year?: _____
3. What was your major?
 - History
 - Political Science
 - Social Studies
 - International Studies
4. Did you have a minor?
 - No
 - Yes, please specify: _____
5. In what year did you graduate?
 - _____
6. What is your gender?
 - Female
 - Male
7. What is your ethnic background?
 - Caucasian
 - African American
 - Asian
 - Latino/Hispanic
 - Pacific Islander
 - Native American
 - Multiethnic/Multiracial
 - Other, please specify: _____

II. Academic Experience at La Verne:

8. The La Verne History/Poli. Sci. Department offers a high quality academic program.
 - Strongly agree
 - Agree

- Disagree
 - Strongly disagree
9. The History/Poli. Sci. Department faculty are excellent teachers.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
10. The History/Poli. Sci. faculty actively engages students in learning.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
11. The History/Poli. Sci. faculty demonstrates a strong knowledge base.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
12. The History/Poli. Sci. promotes critical thinking (evaluation, analysis, synthesis) in their courses.
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
13. How well did faculty of your major define and explain the basic principles and concepts of their discipline?
- Not well
 - Somewhat well
 - Quite well
 - Very well
14. How well did History/Poli. Sci. faculty prepare you in understanding the process of historical or political thought?
- Not well
 - Somewhat well
 - Quite well
 - Very well
15. How well did the La Verne History/Poli. Sci. Department prepare you to analyze problems/data?
- Not well
 - Somewhat well

- Quite well
 - Very well
16. How well did History/Poli. Sci. Department faculty prepare you to do research and writing?
- Not well
 - Somewhat well
 - Quite well
 - Very well
17. How well did History/Poli. Sci. Department faculty prepare you in understanding the role that science and technology plays in society?
- Not well
 - Somewhat well
 - Quite well
 - Very well
18. Did you feel the Core courses helped you in your major?
- Not at all
 - Very little
 - Somewhat
 - Very much
19. Did you feel the elective courses helped you in your major?
- Not at all
 - Very little
 - Somewhat
 - Very much
20. Were you satisfied with the technology and equipment in the classrooms where you took courses for your major?
- Not at all
 - Very little
 - Somewhat
 - Very much
21. Were you satisfied with any internship you may have taken for your major?
- Not at all
 - Very little
 - Somewhat
 - Very much
 - Not applicable
22. Were you satisfied with the academic advising you received by History/Poli. Sci. Dept. faculty?
- Not at all

- Very little
- Somewhat
- Very much

23. Were you satisfied with any career counseling or advice you received by History/Poli. Sci. Dept. faculty?

- Not at all
- Very little
- Somewhat
- Very much
- Not applicable

24. The Hot Spots speaker series contributed positively to your learning process.

- Not at all
- Very little
- Somewhat
- Very much
- Not applicable

25. Department-related clubs, and/or the Student Lounge for the History/Poli. Sci. Dept. in Founders Hall, contributed positively to student life.

- Yes, please specify: _____
- No

26. Did you go on any field trips/off campus visits?

- Yes, specify which class and location(s): _____
- No
- If yes please elaborate on your experience (comment box)

27. Was the research process for your senior project a positive learning experience?

- Not at all
- Very little
- Somewhat
- Very much
- Please comment further (comment box)

28. Was the presentation of your senior project a positive learning experience?

- Not at all
- Very little
- Somewhat
- Very much
- Please comment further (comment box)

III. Life After La Verne:

29. Do you apply the principles, concepts, and methods of history or political science in your everyday life?
- Not at all
 - Very little
 - Somewhat
 - Very much
30. Did your training in the History/Poli. Sci. Department give you an appreciation of the historical and/or political context of issues in contemporary society?
- Not at all
 - Very little
 - Somewhat
 - Very much
31. Did you develop a stronger interest for your subject by the end of your study?
- Not at all
 - Very little
 - Somewhat
 - Very much
32. Did you pursue further education after attending La Verne?
- Yes (go to question 31)
 - No (go to question 38)
33. Please specify the name of the University, School or Institution:
- _____
34. Please specify the name of the degree or certificate program: _____
35. What post-graduate degree did you pursue/are you pursuing?
- Teaching Certificate
 - Second Bachelor's Degree
 - Master's Degree
 - Doctoral Degree
36. When did you begin graduate work (select the most accurate answer)?
- Within 3 months after graduating from La Verne
 - Within 1 year after graduating from La Verne
 - Within 2 years after graduating from La Verne
 - More than 2 years after graduating from La Verne
37. How well do you feel your La Verne History/Poli. Sci. education prepared you for Graduate/Professional School?
- Poorly
 - Fairly well

- Well
 - Very well
 - Not applicable
38. How well do you feel you were prepared for Graduate/Professional School compared to your fellow graduate students from other universities?
- Less prepared than most
 - Equally prepared
 - Better prepared
 - No basis for comparison
 - Not applicable
39. What is the highest degree you have obtained?
- Bachelor's Degree
 - Master's Degree
 - Doctoral Degree
- Please specify which doctoral degree (PhD, EdD, etc.)
40. Are you currently employed in a job related to your major?
- Yes, please indicate job title: _____
 - No, please indicate job title: _____
41. Did you find employment directly related to your major following La Verne graduation?
- Yes, within 3 months following graduating from La Verne
 - Yes, within 12 months following graduating from La Verne
 - Yes, within 2 years following graduating from La Verne
 - Yes, but more than 2 years after graduation from La Verne.
 - Yes, but only after I completed my graduate education.
 - No, I was unable to find employment in a biology related job
42. How well were you prepared at La Verne for your career compared to your peers from other universities?
- Less prepared than most
 - Equally prepared
 - Better prepared
 - No basis for comparison
43. How well were you prepared at La Verne to deal with diversity issues in the workplace compared to your peers?
- Less prepared than most
 - Equally prepared
 - Better prepared
 - No basis for comparison

44. If you were to enter college all over again to obtain a B.A. in History, Poli. Sci., Social Science, or International Studies, which of the following options would you select?
- Still attend the University of La Verne
 - Attend another private university
 - Attend a state college or public university
 - If you would have chosen to attend another college or University please explain why (comment box).
45. If you were to enter college all over again, would you still choose the same major?
- Yes
 - No
 - Unsure
46. Please add any additional comments concerning your major or minor below:
-

Thank you for participating in our survey! We very much appreciate your feedback.

Appendix IV

Interviews with Adjunct Faculty Members

1. Can you talk about your experiences teaching our students?
2. What strategies/approaches have you found helpful in teaching students?
3. What ideas do you have about how best to reach students who are new to the college experience?
4. Are there any books (textbooks, commercial, popular) you have found particularly useful?
5. How can we design entry classes to attract the most students?
6. What ideas do you have for a potential program in public history?