In an exploration of customizing the Major Field Achievement Test in Political Science (MFATPS), developed by the Educational Testing Service, a questionnaire was sent to the heads of political science and joint departments which offer a bachelor's degree in Political Science. A total of 1,017 departments were surveyed in January 1990; 293 department heads (29%) responded. The three alternative customization approaches presented were: (1) use of the present MFATPS; (2) the current test plus three optional modules in subareas of United States politics; and (3) a revised multiple-choice test plus four supplemental modules. Respondents were asked to state which alternative was preferable, how much use could be expected, and what developmental work might be required. Results do not clearly support the need for or attractiveness of either of the customization models, suggesting retention of the present test. Eighteen tables illustrate the sample and responses. Twelve appendices provide supplemental information, largely concerning the conduct of the survey. (SLD)
FINAL REPORT

SURVEY OF POLITICAL SCIENCE DEPARTMENT
CHAIRS ON THE EXPLORATION OF THE
CUSTOMIZATION OF THE MAJOR FIELD
ACHIEVEMENT TEST IN POLITICAL SCIENCE
USDE/FIPSE GRANT# G008730455

May, 1990
FINAL REPORT

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CHAIRS ON THE EXPLORATION OF THE
CUSTOMIZATION OF THE MAJOR FIELD
ACHIEVEMENT TEST IN POLITICAL SCIENCE

USDE/FIPSE GRANT # G008730455

Richard L. Burns
Senior Development Leader
Educational Testing Service

May, 1990
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>SAMPLE RESPONDING</td>
<td>2</td>
</tr>
<tr>
<td>ARE THE CUSTOMIZATION ALTERNATIVES MORE ATTRACTION?</td>
<td>3</td>
</tr>
<tr>
<td>WHICH OF THE TWO CUSTOMIZATION MODULES IS MOST ATTRACTION?</td>
<td>4</td>
</tr>
<tr>
<td>WHAT ARE THE PERCEIVED STRENGTHS AND WEAKNESSES OF THE ALTERNATIVES?</td>
<td>4</td>
</tr>
<tr>
<td>WHAT LEVEL OF USE COULD BE EXPECTED FOR CUSTOMIZATION MODULES?</td>
<td>5</td>
</tr>
<tr>
<td>SHOULD A CUSTOMIZED POLITICAL SCIENCE ALTERNATIVE BE DEVELOPED?</td>
<td>6</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>7</td>
</tr>
<tr>
<td>EXHIBIT 1</td>
<td>COMPARISON OF SAMPLE WITH POPULATION</td>
</tr>
<tr>
<td>EXHIBIT 2</td>
<td>DISTRIBUTION OF DEPARTMENTS BY NUMBER OF GRADUATES IN 1988-89</td>
</tr>
<tr>
<td>EXHIBIT 3</td>
<td>DISTRIBUTION OF DEPARTMENTS BY AREAS OF SPECIALIZATION OFFERED</td>
</tr>
<tr>
<td>EXHIBIT 4</td>
<td>DISTRIBUTION OF DEPARTMENTS BY HIGHEST DEGREE AWARDED</td>
</tr>
<tr>
<td>EXHIBIT 5</td>
<td>DISTRIBUTION OF DEPARTMENTS BY CURRENTLY ENGAGEMENT IN FORMAL ASSESSMENT</td>
</tr>
<tr>
<td>EXHIBIT 6</td>
<td>DISTRIBUTION OF DEPARTMENTS ASSESSING BY TYPE OF ASSESSMENT</td>
</tr>
<tr>
<td>EXHIBIT 7</td>
<td>DISTRIBUTION OF DEPARTMENTS ASSESSING BY INTENTION TO BEGIN ASSESSMENT WITHIN TWO YEARS</td>
</tr>
<tr>
<td>EXHIBIT 8</td>
<td>INDEPENDENT COMPARISON OF ALTERNATIVES BY TOTAL AND TYPE OF INSTITUTION--OVERALL REACTION TO ALTERNATIVES</td>
</tr>
<tr>
<td>EXHIBIT 9</td>
<td>INDEPENDENT COMPARISON OF ALTERNATIVES BY TOTAL AND TYPE OF INSTITUTION--LIKELIHOOD OF USE</td>
</tr>
<tr>
<td>EXHIBIT 10</td>
<td>DIRECT COMPARISON OF ALTERNATIVES</td>
</tr>
<tr>
<td>EXHIBIT 11</td>
<td>INDEPENDENT COMPARISON OF ALTERNATIVES BY TYPE OF INSTITUTION--PRINCIPLE ADVANTAGES</td>
</tr>
<tr>
<td>EXHIBIT 12</td>
<td>INDEPENDENT COMPARISON OF ALTERNATIVES BY TYPE OF INSTITUTION--PRINCIPLE LIMITATIONS</td>
</tr>
<tr>
<td>EXHIBIT 13</td>
<td>DISTRIBUTION OF INSTITUTIONS BY WHICH ADDITIONAL MODULES WOULD BE USED--OPTIONAL MODULES AVAILABLE ALTERNATIVE (2)</td>
</tr>
<tr>
<td>EXHIBIT 14</td>
<td>DISTRIBUTION OF INSTITUTIONS BY WHICH ADDITIONAL MODULES WOULD BE USED--U. S. POLITICS FOCUS ALTERNATIVE (3)</td>
</tr>
<tr>
<td>EXHIBIT 15</td>
<td>PROJECTED VOLUME OF SAMPLE BASED ON PREFERENCE AMONG ALTERNATIVES IF ASSESSING MAJOR--INSTITUTIONS AND STUDENTS</td>
</tr>
<tr>
<td>EXHIBIT 16</td>
<td>EXTENT OF USE OF ASSESSMENT APPROACH OF THOSE CURRENTLY ENGAGED IN ASSESSMENT</td>
</tr>
<tr>
<td>EXHIBIT 17</td>
<td>EXTENT OF PROJECTED TOTAL FUTURE ASSESSMENT ACTIVITY</td>
</tr>
<tr>
<td>EXHIBIT 18</td>
<td>PROJECTED VOLUME OF SAMPLE BASED ON PREFERENCE AMONG ALTERNATIVES IF ASSESSING MAJORS--INSTITUTIONS AND STUDENTS</td>
</tr>
<tr>
<td>Appendix</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>A</td>
<td>Summary of Meeting with Department Chairs in Political Science</td>
</tr>
<tr>
<td>B</td>
<td>Survey Questionnaire</td>
</tr>
<tr>
<td>C</td>
<td>APSA Cover Letter</td>
</tr>
<tr>
<td>D</td>
<td>Survey Respondent Departments</td>
</tr>
<tr>
<td>E</td>
<td>Other Undergraduate Political Science Specialties</td>
</tr>
<tr>
<td>F</td>
<td>Other Forms of Assessing Undergraduate Majors</td>
</tr>
<tr>
<td>G</td>
<td>Other Principal Advantages of Alternatives</td>
</tr>
<tr>
<td>H</td>
<td>Other Major Limitations of Alternatives</td>
</tr>
<tr>
<td>I</td>
<td>Proposed Changes to Alternatives</td>
</tr>
<tr>
<td>J</td>
<td>Other Suggestions for Improving Major Field Assessment</td>
</tr>
<tr>
<td>K</td>
<td>Other Means of Assessing Majors in Political Science</td>
</tr>
<tr>
<td>L</td>
<td>Reasons for Likelihood of Use</td>
</tr>
</tbody>
</table>
FINAL REPORT

SURVEY OF POLITICAL SCIENCE DEPARTMENT CHAIRS ON EXPLORATION OF CUSTOMIZATION OF THE MAJOR FIELD ACHIEVEMENT TEST IN POLITICAL SCIENCE

Richard L. Burns
Senior Development Leader
May, 1990

INTRODUCTION

The proposal approved by the Fund for the Improvement of Post Secondary Education called for the "exploration of the customization of the Major Field Achievement Test in Political Science". The project planned to explore three issues: User Needs; Technical Issues; and, Practical/Operational Issues. The first of these was to be considered through mini-conferences (one was held at the Southern Political Science Association meeting in Memphis) and a survey, built upon input from the mini-conferences, of department chairs. The carrying out of the other two aspects of the project was dependent on the results of the survey. Only "if the results of the meetings and the survey are positive in support of one of the models" would ETS move to implement the model on an experimental basis.

Because of limitations in the extent of pretest populations and, hence, items available for use in alternative approaches and time constraints, it was necessary to modify the proposal somewhat. This was done through discussions with FIPSE staff and documented in a revised plan dated October 24, 1989. That plan reduced the number of mini-conferences from four to two (only one was actually held due to limited participation by attendees at the Southern Association meeting) and the limited the alternatives that could be considered. Other aspects of the original proposal remained in place.

Three Alternatives Customization approaches were discussed in the mini-conference. They were:

1. **Current Major Field Political Science Test with Optional Modules Available.**
   The available item bank would be used to create three 30-minute modules in subareas of United States politics. Institutions could add one or two additional modules to the current Major Field Achievement Test for an additional fee and receive the current score reports plus scores on whatever modules were also administered.

2. **A Revised Major Field Test in Political Science to be a United States Politics Test with Choice of Additional Modules.**
   The available items would be used in combination with the existing Major Field Achievement Test in Political Science to create a 90-minute, 90-item multiple-choice major field test in United States Politics. Four additional modules, covering non-U.S. politics material, would be created from the existing Political Science test and offered as a supplement to the U.S. Politics test.

3. **Publish the Available Item Bank in a Booklet That Faculty Could Use to Create Optional Modules of Their Choice.**
   Institutions would use the published items to select and print up to 50 items in a module which could be given with the existing Major Field Achievement Test in Political Science. In addition to scores on the Major Field test, item analysis results would be reported on the module items.
The mini-conference participants had a decided preference for the present test over any of the alternatives. However, the last of these alternatives was so thoroughly rejected in the mini-conference as to be excluded from consideration in drafting the survey. See Appendix A for a summary of the mini-conference and a list of participants.

A questionnaire was drafted that presented the other two alternatives plus the present Major Field Achievement Test in Political Science for consideration. It also asked background questions and questions about strengths and weaknesses of each alternative. The questionnaire was reviewed by ETS staff, Dr. Sheila Mann of the American Political Science Association and the FIPSE Contract Officer, Dr. Constance Cook. It was field tested with four department chairs at different types of institutions. A final version of the questionnaire was finally established and printed. See Appendix B for a copy of the questionnaire that was sent.

In January, 1990 the questionnaire was mailed, along with a cover letter from the Executive Director of the APSA, Dr. Catherine E. Rudder, to the heads of Political Science departments and joint departments offering a bachelor's in Political Science. (See Appendix C for a copy of the cover letter.) A total of 1,017 departments were surveyed. A follow-up mailing was made to all departments that had not responded by the initial deadline of January 22. Data were analyzed from 293 departments or 29% of the total population. Appendix D lists the departments responding by APSA type classification.

The key question the survey sought to answer is:

whether one or both customization alternatives would be more attractive to users than the existing, non-customized Major Field Test in Political Science? If not, that would raise a serious question as to the desirability of developing the customized version?

A second question is:

which of the two customization alternatives is most attractive to users.

A third question is:

how much actual use might be expected for each of the customized alternatives? Would this use be sufficient to support the technical analysis necessary to make the customization professionally acceptable, and keep the cost of operating the customized options realistic?

Finally:

what information does the survey provide that can help shape any further developmental work?

This report presents a description of the sample who returned questionnaires. It then addresses the key questions raised by the questionnaire. Finally, information about detailed reactions to the three alternatives is presented. The report closes with a set of conclusions.

SAMPLE RESPONDING

The comparison of the sample to the population in terms of types of departments is shown in Exhibit 1. A chi-square analysis indicates that significant differences exist between the two distributions. Hence, in terms of type of institution, the sample is not representative of the total population; it is weighted toward institutions that award a Ph.D. or M.A. degree and under-represented by joint departments awarding B.A. degrees. The results from the sample cannot be directly applied to the population in terms of projections. In addition, we cannot assume that those who did not return the questionnaire would have responded in a fashion similar to those who did, e.g., the non-respondents may well have lower interest in the whole area of assessment, or a major field test, and did not bother to return the questionnaire.
Exhibit 2 shows a distribution of number of graduates per departments by total and type of department. Larger departments (26 or more graduates per year) made up almost half of the departments responding (47%). As would be expected the Ph.D. and Master's departments tend to be larger.

No department offers all the specialties available; over half offer American Government and International Relations. A significant percentage, 32%, offer no specialization. (See Exhibit 3.) Specialties other than those listed that are offered by departments are listed in Appendix E.

A bachelors degree was the highest degree awarded in 60% of the institutions responding. There was some inconsistency in reporting, e.g., Ph.D. department indicating the bachelors degree as the highest degree awarded, suggesting either some change in the nature of the department or a misunderstanding of the question. (See Exhibit 4.)

Slightly less than 30% of the departments report currently being involved in formal assessment of majors in Political Science. The percentages are fairly consistent across types of institutions. (See Exhibit 5.)

Of those currently doing assessment, the Senior Thesis and/or Project was the most common type of assessment (42%) followed by Other (25%) and the Major Field Achievement Test in Political Science (24%). There were some sharp differences by type of institution; no Ph.D. granting institutions used the Major Field test and only 17% used Senior Thesis/Project, while 40% of the Master's Degree departments used the Major Field Test and 20% Senior Thesis/Project. For separate departments with bachelors degree highest, 76% used the Major Field test while 61% used a Senior Thesis/Project. The most frequently cited "other" assessment methods was a senior seminar/alumni questionnaire (6). (See Exhibit 6 and, for a full listing of other assessment methods identified, Appendix F.)

Less than a third of the departments not now engaged in assessment feel they will be undertaking such assessment within the next two years. However, almost as many departments are uncertain about assessment plans (29% vs 27%). More Ph.D. and Masters departments anticipate moving to assessment than bachelors departments. (See Exhibit 7.)

ARE THE CUSTOMIZATION ALTERNATIVES MORE ATTRACTIVE?

Alternative 1—the current Major Field Achievement Test in Political Science—is clearly more attractive and more popular than either of the "customized" alternatives, both when considered independently, i.e., only in terms of the particular alternative, and comparative.

When asked to give a reaction to each alternative, the responses from all institutions responding was:

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Positive (Excellent and Very Good)</th>
<th>Negative (Very Poor and Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Test</td>
<td>48%</td>
<td>22%</td>
</tr>
<tr>
<td>Optional Additional Module</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td>U.S. Politics Focus w/ Additional Modules</td>
<td>24%</td>
<td>37%</td>
</tr>
</tbody>
</table>

These preferences, with some differences in degree, held when the data were looked at by type of institution. No institutional group preferred either customization option over the current test. (See Exhibit 8.)
In terms of likelihood of use of each alternative, the current test would be much more widely used than either customized option. The responses from all institutions responding to how likely they would be to use the alternative were:

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Definitely Use/</th>
<th>Probably Use</th>
<th>Probably Not/</th>
<th>Definitely Not Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Test</td>
<td>33%</td>
<td></td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Optional Additional Module</td>
<td>15%</td>
<td></td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>U.S. Politics Focus WI</td>
<td>15%</td>
<td></td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Additional Modules</td>
<td>15%</td>
<td></td>
<td>54%</td>
<td></td>
</tr>
</tbody>
</table>

Again, the pattern held for all types of institutions. (See Exhibit 9.)

Viewed on a comparative basis, i.e., when asked to rate one alternative in relation to the other two, over twice as many institutions chose the current test first over each of the alternatives (131 vs 57 and 43). When asked if they needed to assess their majors which alternative they would use, 34% would use the current alternative vs. 17% alternative 2 and 8% alternative 3. Results by type of institution were similar. (See Exhibit 10.)

WHICH OF THE TWO CUSTOMIZATION MODULES IS MOST ATTRACTIVE?

In comparing the two alternatives, overall the respondents showed considerably more interest in the optional additional module than in the restructured U.S. Politics-Focused test with additional U.S. Politics modules. However, there were some differences by type of department. If continued consideration were to be given to any customization alternative, additional optional modules would be the alternative of choice. (See Exhibits 8 - 10.)

WHAT ARE THE PERCEIVED STRENGTHS AND WEAKNESSES OF THE ALTERNATIVES?

Survey respondents were asked, for each alternative, to identify the principle advantages and disadvantages of the alternative. The principle advantages of the current Major Field test in Political Science were the content coverage (28%), the availability of full comparative data (21%) and the time required (17%). These continued to be the three most frequently identified advantages for Ph.D. and Master's departments, with different percentages, but for bachelor's departments and joint department's availability of the 50-locally written questions replaced the time required in the top three. Only a few responded to the "Other" option. (See Exhibit 11 and Appendix G.)

The principle limitations identified for the Major Field alternative were, cost (26%), content coverage (22%), lack of additional content modules (12%), and other (12%). The most frequently identified limitation other was multiple-choice test/not essay examination (17 departments). These were the choices across types of departments as well. (See Exhibit 12 and Appendix H.)

When asked to identify what they would like to see changed or added to the current Major Field test, the most frequent responses were: reduce time/cost (9 departments), needs essay questions (6 departments), more international relations questions (6 departments), and other tests, e.g. public administration (5 departments). (See App. Appendix I.)

For the additional optional modules alternative, additional content coverage (29%) and the choice of modules (22%) were the most frequently chosen advantages. These were the most popular advantages across types of departments as well with some differences in the percentage choosing each advantage. (See Exhibit 11 and Appendix G.)
The most frequently cited limitations for the additional optional modules were, cost (19%), choice of modules (17%), other (13%), and extent of modules (10%). These were the same for the different types of departments with differences in ordering of the limitations. The most frequently cited "other" limitations were multiple-choice format (9 departments) and focus on U.S. politics (7 departments). (See Exhibit 12 and Appendix H.)

Departments were asked which of the additional modules that would be made available they would most likely use. Institutions, policies and process would be the most frequently selected (41%) followed by constitutional law/judicial process (37%), and none of these (22%). This order held across the different types of departments. (See Exhibit 12.)

The most frequently identified change or addition to the additional optional modules alternative were: modules with a comparative politics/international relations emphasis (8 departments); and, public administration (8 departments). (See Appendix I.)

The most frequently chosen advantage for the U.S. Politics Focus with additional modules were: coverage of modules (17%), choice of modules (16%), and focus on U.S. Politics (15%). These were the most popular advantages across types of departments with some differences in percentage choosing each advantage. (See Exhibit 11 and Appendix G.)

The focus on U.S. politics (225) and cost (17%) were the most frequently identified limitations for the U.S. Politics focus with additional modules. These were consistent across types of departments. (See Exhibit 12 and Appendix H.)

Departments were asked which of the additional modules available under the U.S. politics focus alternative they would choose. The most popular options were: international relations (51%); comparative politics (45%); and, Political Theory and History (37%). These were the top three across types of departments. (See Exhibit 14.)

Adding a module on public administration (6 departments) and adding essay questions (5 departments) were the most cited additions or changes to the U.S. politics focus alternative. (See Appendix I.)

Respondents were asked an open ended question on what other suggestions they had for improving major field assessment in Political Science. The three most frequently identified were: need or add essay (9 departments); offer option of locally generated add-ons (5 departments)--interestingly that option is now available with the current test, as indicated in the description of alternative 1; reduce cost (4 departments). (See Appendix I for full list of suggestions made.)

WHAT LEVEL OF USE COULD BE EXPECTED FOR CUSTOMIZATION MODULES?

If the most popular of the customization alternatives (Optional Modules Available) were to be developed in spite of the limited positive response, how much use would it be likely to attract? Some feel for this question can be obtained by relating several of the questions raised in the survey to one another. If the percentage choosing each alternative to the forced-choice question of which assessment devise the institution would choose if they needed to undertake major field assessment is applied to the number of institutions in the response sample we see that 95 institutions would use the current test, 45 would use alternative 2, and only 24 would use alternative 3. By relating these results to the question on size of department, the projected number of students who would be tested under these conditions would be 3,377 for the current test, 1,495 for the Optional Module alternative and 628 for the U.S. Politics-Focused alternative, all were available. (See Exhibits 10 and 14 and, for a listing of the "other" responses, see Appendix K.)
However, both these numbers and the higher numbers that would be generated by applying the percentage to the number of graduates from all departments, are unrealistically high. They represent the highest volumes possible under the most favorable conditions, not what the volumes are likely to be in the short term. If only the departments currently engaged in formal assessment of the major are used, the projections change dramatically to 788 for the current test, 330 for the Additional Optional Module approach and 58 for the U.S. Politics-Focus alternative. (See Exhibits 16 and 17.)

Even these data are inflated, since the number indicating use of the current test (788) exceeds by 127 (about 20%) the number tested in all institutions in past years. The percentage increase that would result from creating the additional optional module can be applied against volume experience with the present Major Field Achievement Test in Political Science, and more realistic projections obtained. The volume for the present test over the past two years has averaged 661 annually; far below the projected volume generated from analysis of the survey data. By taking the percentage increase reflected for the Additional Optional Module alternative and applying it to this figure we obtain the more realistic volume estimate of 290 students tested for the Optional Modules approach.

This number, even if inflated by 10% to 15% to allow for normal program growth, could not support the technical work required to make the customization alternative professionally acceptable because the volume would be spread over the three optional modules. The survey results indicate that the volume would not be spread evenly across the three modules. Rather, 119 would choose Institutions, Policies, and Process, 35 Political Behavior and 107 Constitutional Law/Judicial Process. Normally a minimum of at least 250 students per module are required for minimal statistical work on the module in order to report a score.

Respondents were asked about each alternative, why they responded as they did to the question of likelihood of use. Responses have been complied and are presented in Appendix L by positive, neutral and negative responses to the use question. The most frequent reasons given by those responding positively to the current Major Field alternative were "content coverage" (14) and "comparative data" (9). The most frequent reason given by those responding negatively were, "not appropriate for the curriculum/content coverage problems" (21) and "will not use multiple-choice exam/problems with standardized exams" (24). With regard to the additional optional module alternative, the most frequent responses of those responding positively were: "reflects curriculum better/coverage" (5) and "flexibility" (4). The most frequent responses of those responding negatively were: "too focused on U.S. Politics" (17) and "multiple choice/standardized test" (17). Those responding positively to the U.S. Politics focused test with additional modules gave "focus on U.S. Politics" (6) most frequently as the reason why. Of those responding negatively to this alternative, "too focused on U.S. Politics/too limited and/or narrow" (47) and "multiple choice" (10) were the most frequently given reason.

**SHOULD A CUSTOMIZED POLITICAL SCIENCE ALTERNATIVE BE DEVELOPED?**

Based on these results, the need for either customized version is not supported. If the assumption that customization is responsive to users (department) needs to be upheld, one of the customization modules should have been more attractive than the non-customized test and should project more use than the non-customized alternative. Apparently the bulk of the institutions are satisfied, indeed, feel better served by the current Major Field Achievement Test in Political Science than by either of the proposed alternatives. While some additional users might be attracted to a customized alternative, they would be insufficient, in the short term, to support either the operational cost or the technical needs of the customized alternative.
It may be that if some other, more extensive form of customization had been proposed, the results might have been different. This, however, was not possible within the constraints of the current project nor is it practical in terms of the cost that would be involved in the operation of the customized program.

Thus, the survey data do not support the creation of a customization alternative in Political Science. While the items and technology exist to create a customized test, it is unlikely that enough users would be available in the first years of use to permit the necessary statistical work to support the reporting of scores on the module. In addition, the volume that would be generated would not justify the cost of the development or its operational expenses.

CONCLUSION

Since the survey results clearly do not support the need for or the attractiveness of either of the customization models, and since the number of cases that would likely result if the customization were created would not support the technical needs of the model, ETS does not feel the project should be carried forward to experimental implementation.

While the outcome of the project is disappointing to both ETS and FIPSE, some valuable knowledge was gained.

1. The cost and difficulty of creating a professional quality item bank, at least in Biology and Political Science for major field assessment purposes are too great to be practical, given current levels of interest of college and university faculty.

2. In spite of frequently heard and logically reasonable appeals for major field assessment measures that can be customized to meet departmental needs, at least in Political Science, the limited customization approaches considered are not as attractive as a uniform approach.

3. If departments of political science are forced to undertake major field assessment, a uniform, standardized test would be the most popular alternative.

4. Without a specific requirement for major field assessment, the number of departments and number of students using a uniform, standardized test remains relatively small in comparison to its potential.
<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Sample</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Ph.D. in Pol. Sci.</td>
<td>45</td>
<td>15%</td>
</tr>
<tr>
<td>M.A. in Pol. Sci.</td>
<td>59</td>
<td>20%</td>
</tr>
<tr>
<td>Sept. Dept. B.A.</td>
<td>137</td>
<td>47%</td>
</tr>
<tr>
<td>Joint Dept. B.A.</td>
<td>52</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>293</td>
<td>100%</td>
</tr>
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Exhibit 2
DISTRIBUTION OF DEPARTMENTS BY NUMBER OF GRADUATES IN 1988-89

<table>
<thead>
<tr>
<th>No. Graduates</th>
<th>Total</th>
<th>Type A</th>
<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 293</td>
<td>N = 45</td>
<td>N = 59</td>
<td>N = 137</td>
<td>N = 52</td>
</tr>
<tr>
<td>N</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>No Response</td>
<td>18 6%</td>
<td>0 0%</td>
<td>2 3%</td>
<td>9 7%</td>
<td>7 14%</td>
</tr>
<tr>
<td>None</td>
<td>4 1%</td>
<td>1 2%</td>
<td>0 0%</td>
<td>2 2%</td>
<td>1 2%</td>
</tr>
<tr>
<td>1-5</td>
<td>23 8%</td>
<td>0 0%</td>
<td>3 5%</td>
<td>9 7%</td>
<td>11 21%</td>
</tr>
<tr>
<td>6-10</td>
<td>37 13%</td>
<td>0 0%</td>
<td>2 3%</td>
<td>20 15%</td>
<td>15 29%</td>
</tr>
<tr>
<td>11-15</td>
<td>32 11%</td>
<td>1 2%</td>
<td>3 5%</td>
<td>19 14%</td>
<td>9 17%</td>
</tr>
<tr>
<td>16-20</td>
<td>18 6%</td>
<td>0 0%</td>
<td>4 7%</td>
<td>11 8%</td>
<td>3 6%</td>
</tr>
<tr>
<td>21-25</td>
<td>23 8%</td>
<td>0 0%</td>
<td>5 9%</td>
<td>16 12%</td>
<td>2 4%</td>
</tr>
<tr>
<td>25-50</td>
<td>51 17%</td>
<td>5 11%</td>
<td>14 24%</td>
<td>28 20%</td>
<td>4 8%</td>
</tr>
<tr>
<td>51-100</td>
<td>32 11%</td>
<td>6 13%</td>
<td>13 22%</td>
<td>13 10%</td>
<td>0 0%</td>
</tr>
<tr>
<td>&lt; 100</td>
<td>55 19%</td>
<td>32 71%</td>
<td>13 22%</td>
<td>10 7%</td>
<td>0 0%</td>
</tr>
<tr>
<td>Mean</td>
<td>42 grad.</td>
<td>86 Grad.</td>
<td>54 Grad.</td>
<td>30 Grad.</td>
<td>9 Grad.</td>
</tr>
</tbody>
</table>
### Exhibit 3

**DISTRIBUTION OF DEPARTMENTS BY AREAS OF SPECIALIZATION OFFERED**

<table>
<thead>
<tr>
<th>Area of Special.</th>
<th>Total</th>
<th>Type A</th>
<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 293</td>
<td>N = 45</td>
<td>N = 59</td>
<td>N = 137</td>
<td>N = 52</td>
</tr>
<tr>
<td>Amer. Govt.</td>
<td>161</td>
<td>28</td>
<td>36</td>
<td>77</td>
<td>20</td>
</tr>
<tr>
<td>International Rel.</td>
<td>161</td>
<td>30</td>
<td>38</td>
<td>77</td>
<td>16</td>
</tr>
<tr>
<td>Comparative Pol.</td>
<td>131</td>
<td>30</td>
<td>31</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>Political Theory</td>
<td>103</td>
<td>22</td>
<td>29</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>Public Admin.</td>
<td>88</td>
<td>15</td>
<td>29</td>
<td>32</td>
<td>12</td>
</tr>
<tr>
<td>Public Law</td>
<td>80</td>
<td>14</td>
<td>27</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Public Policy</td>
<td>47</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Quant./Res. Meth.</td>
<td>15</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other (1)</td>
<td>24</td>
<td>5</td>
<td>4</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Other (2)</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Do not Special.</td>
<td>95</td>
<td>13</td>
<td>16</td>
<td>46</td>
<td>20</td>
</tr>
</tbody>
</table>

N = Number of Departments

Percentages are calculated based on the total number of departments (N = 293).
### Exhibit 4

**DISTRIBUTION OF DEPARTMENTS BY HIGHEST DEGREE AWARDED**

<table>
<thead>
<tr>
<th>Area of Special</th>
<th>Total</th>
<th>Type A</th>
<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 293</td>
<td>N = 45</td>
<td>N = 59</td>
<td>N = 137</td>
<td>N = 52</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>176</td>
<td>60%</td>
<td>2</td>
<td>4%</td>
<td>128</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>57</td>
<td>20%</td>
<td>0</td>
<td>0%</td>
<td>54</td>
</tr>
<tr>
<td>Ph.D. Degree</td>
<td>45</td>
<td>15%</td>
<td>43</td>
<td>96%</td>
<td>1</td>
</tr>
<tr>
<td>No Response</td>
<td>15</td>
<td>5%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
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</table>
## Exhibit 5
**Distribution of Departments by Currently Engagement in Formal Assessment**

<table>
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<tr>
<th>Engagement</th>
<th>Total</th>
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<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>293</td>
<td>45</td>
<td>59</td>
<td>137</td>
<td>52</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>85</td>
<td>12</td>
<td>15</td>
<td>43</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>189</td>
<td>33</td>
<td>40</td>
<td>88</td>
<td>28</td>
</tr>
<tr>
<td>No Response</td>
<td>19</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

- **Yes**: 85 (29%), 12 (27%), 15 (25%), 43 (31%), 15 (29%)
- **No**: 189 (65%), 33 (73%), 40 (68%), 88 (64%), 28 (54%)
- **No Response**: 19 (7%), 0 (9%), 4 (7%), 6 (4%), 9 (17%)
### Exhibit 6
DISTRIBUTION OF DEPARTMENTS ASSESSING BY TYPE OF ASSESSMENT

<table>
<thead>
<tr>
<th>Type Assessment</th>
<th>Total</th>
<th>Type A</th>
<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 62</td>
<td>N = 4</td>
<td>N = 10</td>
<td>N = 31</td>
<td>N = 13</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>9%</td>
<td>7%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Dept. M-C Exam</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dept. Essay Exam.</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Dept. M-C/Essay Ex.</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MFAT Political S.</td>
<td>20</td>
<td>6</td>
<td>11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GRE Political S.</td>
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<td>3</td>
<td>0</td>
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</tr>
<tr>
<td>Sr. Thesis/Project</td>
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<td>2</td>
<td>26</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>7</td>
<td>6</td>
<td>4</td>
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Exhibit 7
DISTRIBUTION OF DEPARTMENTS ASSUMING BY INTENTION TO BEGIN ASSESSMENT WITHIN TWO YEARS

<table>
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<tr>
<th>Begin Assessment</th>
<th>Total</th>
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<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
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<td>N = 49</td>
<td>N = 106</td>
<td>N = 40</td>
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<td>86</td>
<td>15</td>
<td>22</td>
<td>36</td>
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<tr>
<td>Uncertain</td>
<td>78</td>
<td>9</td>
<td>21</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>67</td>
<td>17</td>
<td>6</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>No Response</td>
<td>62</td>
<td>17</td>
<td>6</td>
<td>35</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
<td>33%</td>
<td>37%</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>27%</td>
<td>20%</td>
<td>36%</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>23%</td>
<td>38%</td>
<td>10%</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>21%</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
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</table>
Exhibit 8

Independent Comparison of Alternatives By Total and Type of Institution

Overall Reaction to Alternatives

<table>
<thead>
<tr>
<th>Rating</th>
<th>Total</th>
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<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 293</td>
<td>N = 45</td>
<td>N = 59</td>
<td>N = 137</td>
<td>N = 52</td>
</tr>
<tr>
<td>Alternative</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Excel.</td>
<td>9% 5% 4%</td>
<td>0% 2% 0%</td>
<td>12% 3% 2%</td>
<td>7% 5% 6%</td>
<td>17% 8% 6%</td>
</tr>
<tr>
<td>V.Good</td>
<td>39% 22% 20%</td>
<td>24% 16% 9%</td>
<td>46% 20% 27%</td>
<td>41% 25% 18%</td>
<td>37% 21% 25%</td>
</tr>
<tr>
<td>Neutral</td>
<td>28% 37% 31%</td>
<td>29% 24% 31%</td>
<td>25% 39% 34%</td>
<td>26% 39% 29%</td>
<td>35% 37% 39%</td>
</tr>
<tr>
<td>Poor</td>
<td>16% 22% 26%</td>
<td>24% 33% 33%</td>
<td>14% 27% 24%</td>
<td>20% 18% 28%</td>
<td>2% 14% 19%</td>
</tr>
<tr>
<td>V.Poor</td>
<td>6% 9% 11%</td>
<td>13% 16% 20%</td>
<td>3% 7% 5%</td>
<td>6% 8% 14%</td>
<td>4% 6% 4%</td>
</tr>
<tr>
<td>No Resp.</td>
<td>3% 7% 8%</td>
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<td>0% 3% 9%</td>
<td>1% 4% 6%</td>
<td>6% 15% 14%</td>
</tr>
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</table>
Exhibit 9

Independent Comparison of Alternatives By Total and Type of Institution

Likelihood of Use

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<th>Total</th>
<th>Type A</th>
<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>N = 293</td>
<td>N = 45</td>
<td>N = 59</td>
<td>N = 137</td>
<td>N = 52</td>
</tr>
<tr>
<td>Definitely</td>
<td>6% 1% 1%</td>
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<td>10% 0% 0%</td>
<td>5% 0% 2%</td>
<td>8% 6% 0%</td>
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<tr>
<td>Probably</td>
<td>27% 14% 14%</td>
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<td>36% 10% 20%</td>
<td>29% 17% 14%</td>
<td>27% 12% 15%</td>
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<tr>
<td>Might/NoM</td>
<td>31% 31% 25%</td>
<td>29% 24% 24%</td>
<td>29% 34% 27%</td>
<td>30% 32% 22%</td>
<td>37% 31% 31%</td>
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<tr>
<td>Prob. Not</td>
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<td>29% 31% 38%</td>
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<td>23% 34% 38%</td>
<td>14% 23% 31%</td>
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<td>Defin. Not</td>
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<td>12% 16% 20%</td>
<td>12% 15% 10%</td>
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<tr>
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<td>4% 7% 2%</td>
<td>0% 7% 10%</td>
<td>2% 2% 4%</td>
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### Exhibit 10

**Direct Comparison of Alternatives**

Total N = 293

Number and Percentage choosing each Alternative First by Total and Type

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<tr>
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<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Alternative 1</td>
<td>131</td>
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<td>33</td>
<td>60</td>
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</tr>
<tr>
<td></td>
<td>%</td>
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<td>56%</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td>Alternative 2</td>
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<td>8</td>
<td>8</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>14%</td>
<td>14%</td>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>Alternative 3</td>
<td>43</td>
<td>8</td>
<td>10</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>19%</td>
<td>17%</td>
<td>42%</td>
<td>14%</td>
</tr>
<tr>
<td>No Response</td>
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<td>13</td>
<td>8</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>%</td>
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<td>14%</td>
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<td>27%</td>
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</table>

Selection of Alternative by Total and Type Institution

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<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
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<tr>
<td>Alt 1</td>
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<td>18%</td>
<td>44%</td>
<td>36%</td>
<td>35%</td>
</tr>
<tr>
<td>Alt 2</td>
<td>17%</td>
<td>7%</td>
<td>14%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Alt 3</td>
<td>8%</td>
<td>4%</td>
<td>8%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Own Test</td>
<td>16%</td>
<td>16%</td>
<td>19%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td>31%</td>
<td>9%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>No Response</td>
<td>15%</td>
<td>24%</td>
<td>8%</td>
<td>13%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Exhibit II
Independent Comparison of Alternatives By Type of Institution

Principle Advantage
Percent Selecting Each Advantage

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Total</th>
<th>Type A</th>
<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 293</td>
<td>N = 45</td>
<td>N = 59</td>
<td>N = 137</td>
<td>N = 52</td>
</tr>
<tr>
<td>TimeReq.</td>
<td>17% 12% 9%</td>
<td>11% 11% 9%</td>
<td>7% 5% 4%</td>
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<td>6% 4% 4%</td>
</tr>
<tr>
<td>Cost</td>
<td>3% 2% 1%</td>
<td>4% 0% 2%</td>
<td>2% 5% 0%</td>
<td>2% 1% 2%</td>
<td>4% 2% 0%</td>
</tr>
<tr>
<td>ContentCov.</td>
<td>28% -- --</td>
<td>13% -- --</td>
<td>34% -- --</td>
<td>26% -- --</td>
<td>39% -- --</td>
</tr>
<tr>
<td>AddContCov.</td>
<td>-- 29% --</td>
<td>-- 27% --</td>
<td>-- 29% --</td>
<td>-- 29% --</td>
<td>-- 35% --</td>
</tr>
<tr>
<td>Gov.ofMod.</td>
<td>-- -- 17%</td>
<td>-- -- 18%</td>
<td>-- -- 19%</td>
<td>-- -- 18%</td>
<td>-- -- 12%</td>
</tr>
<tr>
<td>ChoiceMod.</td>
<td>-- 22% 16%</td>
<td>-- 13% 18%</td>
<td>-- 18% 24%</td>
<td>-- 30% 15%</td>
<td>-- 14% 15%</td>
</tr>
<tr>
<td>AddItemOpt.</td>
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<td>9% -- --</td>
<td>9% -- --</td>
<td>12% -- --</td>
<td>10% -- --</td>
</tr>
<tr>
<td>FocusUSPol.</td>
<td>-- -- 15%</td>
<td>-- -- 11%</td>
<td>-- -- 5%</td>
<td>-- -- 15%</td>
<td>-- -- 29%</td>
</tr>
<tr>
<td>FullCompD.</td>
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<td>22% -- --</td>
<td>29% -- --</td>
<td>20% -- --</td>
<td>12% -- --</td>
</tr>
<tr>
<td>Other</td>
<td>3% 5% 5%</td>
<td>2% 4% 2%</td>
<td>0% 3% 3%</td>
<td>5% 6% 7%</td>
<td>4% 6% 4%</td>
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<td>No Response</td>
<td>28% 37% 41%</td>
<td>38% 44% 47%</td>
<td>17% 36% 41%</td>
<td>31% 36% 41%</td>
<td>27% 40% 39%</td>
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</tbody>
</table>
## Exhibit 12

### Independent Comparison of Alternatives by Type of Institution

**Principle Limitation**

**Percent Selecting Each Limitation**

<table>
<thead>
<tr>
<th>Limitation</th>
<th>Total</th>
<th>Type A</th>
<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 293</td>
<td>N = 45</td>
<td>N = 59</td>
<td>N = 137</td>
<td>N = 52</td>
</tr>
<tr>
<td>DisAdv.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Timereq.</td>
<td>3% 3% 3%</td>
<td>4% 4% 2%</td>
<td>3% 2% 2%</td>
<td>4% 4% 3%</td>
<td>0% 2% 4%</td>
</tr>
<tr>
<td>Cost</td>
<td>26% 19% 17%</td>
<td>18% 13% 16%</td>
<td>37% 27% 22%</td>
<td>25% 16% 15%</td>
<td>19% -- --</td>
</tr>
<tr>
<td>ContentCov.</td>
<td>22% -- --</td>
<td>20% -- --</td>
<td>24% -- --</td>
<td>23% -- --</td>
<td>14% -- --</td>
</tr>
<tr>
<td>LackAddMod.</td>
<td>12% -- --</td>
<td>11% -- --</td>
<td>12% -- --</td>
<td>11% -- --</td>
<td>-- 10% --</td>
</tr>
<tr>
<td>ExtModules</td>
<td>-- 10% --</td>
<td>-- 2% --</td>
<td>-- 12% --</td>
<td>-- 11% --</td>
<td>-- 10% --</td>
</tr>
<tr>
<td>ChoiceMod.</td>
<td>-- 17% --</td>
<td>-- 13% --</td>
<td>-- 20% --</td>
<td>-- 20% --</td>
<td>-- 10% --</td>
</tr>
<tr>
<td>CovModules</td>
<td>-- -- 8%</td>
<td>-- -- 4%</td>
<td>-- -- 12%</td>
<td>-- -- 6%</td>
<td>-- -- 10%</td>
</tr>
<tr>
<td>FocusUSPol.</td>
<td>-- -- 22%</td>
<td>-- -- 29%</td>
<td>-- -- 22%</td>
<td>-- -- 22%</td>
<td>-- -- 17%</td>
</tr>
<tr>
<td>LimCompData</td>
<td>-- 6% --</td>
<td>-- 2% --</td>
<td>-- 7% --</td>
<td>-- 7% --</td>
<td>-- 8% --</td>
</tr>
<tr>
<td>LackCompData</td>
<td>-- -- 9%</td>
<td>-- -- 2%</td>
<td>-- -- 9%</td>
<td>-- -- 11%</td>
<td>-- -- 12%</td>
</tr>
<tr>
<td>Other</td>
<td>12% 13% 7%</td>
<td>18% 20% 7%</td>
<td>7% 14% 3%</td>
<td>11% 10% 7%</td>
<td>15% 17% 8%</td>
</tr>
<tr>
<td>NoResponse</td>
<td>25% 32% 35%</td>
<td>29% 44% 40%</td>
<td>17% 19% 31%</td>
<td>26% 33% 36%</td>
<td>27% 33% 31%</td>
</tr>
<tr>
<td>Additional Modules</td>
<td>Total</td>
<td>Type A</td>
<td>Type B</td>
<td>Type C</td>
<td>Type D</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>N = 231</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instit. Pol. &amp; Proc.</td>
<td>121</td>
<td>21</td>
<td>19</td>
<td>63</td>
<td>18</td>
</tr>
<tr>
<td>Political Behavior</td>
<td>34</td>
<td>6</td>
<td>11</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Const. Law/Jud. Proc.</td>
<td>109</td>
<td>10</td>
<td>16</td>
<td>62</td>
<td>21</td>
</tr>
<tr>
<td>None of These</td>
<td>64</td>
<td>9</td>
<td>16</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

Exhibit 13

DISTRIBUTION OF INSTITUTIONS BY WHICH ADDITIONAL MODULES WOULD BE USED
OPTIONAL MODULES AVAILABLE ALTERNATIVE (2)
**Exhibit 14**

**DISTRIBUTION OF INSTITUTIONS BY WHICH ADDITIONAL MODULES WOULD BE USED**

**U.S. POLITICS FOCUS ALTERNATIVE (2)**

<table>
<thead>
<tr>
<th>Additional Modules</th>
<th>Total N = 231</th>
<th>Type A N = 41</th>
<th>Type B N = 49</th>
<th>Type C N = 106</th>
<th>Type D N = 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Comparative Pol.</td>
<td>132 45%</td>
<td>19 42%</td>
<td>31 53%</td>
<td>63 46%</td>
<td>19 37%</td>
</tr>
<tr>
<td>Pol. Theory &amp; Hist.</td>
<td>107 37%</td>
<td>15 33%</td>
<td>26 44%</td>
<td>52 38%</td>
<td>14 27%</td>
</tr>
<tr>
<td>Internat. Rel.</td>
<td>148 51%</td>
<td>18 40%</td>
<td>33 56%</td>
<td>75 55%</td>
<td>22 42%</td>
</tr>
<tr>
<td>Methodology</td>
<td>30 10%</td>
<td>4 9%</td>
<td>12 20%</td>
<td>11 8%</td>
<td>3 6%</td>
</tr>
<tr>
<td>None</td>
<td>37 13%</td>
<td>7 16%</td>
<td>7 12%</td>
<td>14 10%</td>
<td>9 17%</td>
</tr>
</tbody>
</table>
## Exhibit 15

Projected Volume of Sample Based on Preference Among Alternatives If Assessing Major-Institutions and Students

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Projected Volume</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative 1</td>
<td>95</td>
<td>3,377</td>
<td></td>
</tr>
<tr>
<td>Alternative 2</td>
<td>45</td>
<td>1,495</td>
<td></td>
</tr>
<tr>
<td>Alternative 3</td>
<td>24</td>
<td>628</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>73</td>
<td>3,848</td>
<td></td>
</tr>
</tbody>
</table>
## Exhibit 16

**EXTENT OF USE OF ASSESSMENT APPROACH OF THOSE CURRENTLY ENGAGED IN ASSESSMENT**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Type A</th>
<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N = 85</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N %</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dept. N-C Exam</strong></td>
<td>5</td>
<td>6%</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Dept. Essay</strong></td>
<td>13</td>
<td>15%</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Dept. N-C/Essay</strong></td>
<td>3</td>
<td>4%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>MPAT Political S.</strong></td>
<td>20</td>
<td>24%</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td><strong>GRE Subject Test</strong></td>
<td>3</td>
<td>4%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>**Senior Thesis/   **</td>
<td>36</td>
<td>42%</td>
<td>2</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>25</td>
<td>29%</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>25</td>
<td>29%</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

*Note: The table above shows the extent of use of assessment approaches by different types and categories.*
## Exhibit 17

**EXTENT OF PROJECTED TOTAL FUTURE ASSESSMENT ACTIVITY**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
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<th>Type B</th>
<th>Type C</th>
<th>Type D</th>
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<tr>
<td><strong>N</strong></td>
<td>186</td>
<td>12</td>
<td>15</td>
<td>43</td>
<td>15</td>
</tr>
<tr>
<td><strong>N %</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan Assessment W/I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next Two Years</td>
<td>2296</td>
<td>776</td>
<td>732</td>
<td>504</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>27%</td>
<td>31%</td>
<td>23%</td>
<td>25%</td>
</tr>
<tr>
<td>Uncertain</td>
<td>2774</td>
<td>1590</td>
<td>1140</td>
<td>500</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>54%</td>
<td>48%</td>
<td>23%</td>
<td>51%</td>
</tr>
<tr>
<td>No Plans</td>
<td>3290</td>
<td>552</td>
<td>476</td>
<td>1173</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>19%</td>
<td>20%</td>
<td>54%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Exhibit 18

Projected Volume of Sample Based on Preference Among Alternatives If Assessing Major-Institutions and Students
(For those institutions currently engaged in formal assessment)

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Projected Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institutions</td>
</tr>
<tr>
<td>Alternative 1</td>
<td>30</td>
</tr>
<tr>
<td>Alternative 2</td>
<td>12</td>
</tr>
<tr>
<td>Alternative 3</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
</tr>
</tbody>
</table>
APPENDIX A

SUMMARY OF MEETING WITH DEPARTMENT CHAIRS IN POLITICAL SCIENCE ON FIPSE PROJECT-EXPLORING THE CUSTOMIZATION OF MAJOR FIELD TESTS

Following a meeting with FIPSE staff on October 20, department chairs scheduled to attend the Southern Political Science Association conference were identified. Initially, 40 chairs were identified. However, upon calling a number of these were either no longer the chair (in some cases the new chair was attending and was identified) or were not planning to attend. Of those contacted, 11 agreed to meet with on Thursday evening, November 2. None were available for a Friday meeting. Of those 11, seven showed up. Those who agreed and those who attended are identified on the attached Exhibit A-1. The bulk of those attending were from public institutions of moderate size; the largest were University of Georgia and Old Dominion. Only Old Dominion was a Political Science Major Field Achievement Test user. Those agreeing to attend were sent a letter explaining the purpose, identifying the time and place of the meeting and a copy of the latest Major Field Achievement Test brochure as background.

While the participants ate, the Project Director, Dr. Richard Burns, made a presentation that covered the following:

- Purpose of the meeting
- Background on the Assessment Movement in higher education
- Description of the first two years of the FIPSE Item Bank Project
- Description and purpose of the current project
- Description of the Major Field Achievement Testing Program
- Description of the Major Field test in Political Science
- Description of the FIPSE Political Science Item Bank Status

During and following the presentation questions from the participants were responded to. This discussion showed a wide degree of experience with and interest in assessment in the major. Several were very interested and current facing the problem. Others had given little thought to it. The most negative to the idea throughout the meeting came up to the Project Director as he was leaving and said he had learned a great deal which he was likely to need in the future. There was general agreement that faculty interest in such assessment was quite low, even where it was being mandated. There was also agreement that it wasn’t likely to take place without external pressures, i.e., the faculty were not going to do it for their own purposes.

When everyone seemed to be relatively clear on the background, the Project Director presented the alternatives individually and raised questions about each before going on to the next. The alternatives and a summary of the major points raised in reaction to each are summarized below.
Augmented Optional Model and Student Choice (see Exhibit 2 & 3).

The overall reaction was generally negative to this concept. It was seen as a possible way to overcome laziness on the part of faculty but severely limited by the choice of options. When asked if going to do assessment of the major they would use none, one or two optional modules, all indicated they would use none of them. They would stick with the basic Major Field test. Making additional modules in other areas of Political Science would make it more attractive. While some choice was seen as positive (even if they wouldn't use it), the small number of modules available and their limitation to U.S. Government was seen as a major drawback. Some felt that the initial lack of comparative data on the module could be an advantage. Giving the students a choice of options was not seen as a strong enhancement to this alternative and did not change any views about its attractiveness. There was a general feeling that departments would choose the easiest, least costly and most direct approach, i.e., the existing test.

Revised Major Field Test with Alternative Modules (see Exhibit 4).

This alternative was less popular than the first, primarily because of the U.S. Government emphasis that it would, by necessity, carry. There was a general feeling that "faculty would revolt" at a test whose emphasis was U.S. Government since many already feel there is a bias toward U.S. Government. In addition, the data resulting from such a test would be likely to produce biased data at many institutions since the better students do not specialize in U.S. Government. This option could be made attractive if there were enough separate modules so that institutions could structure their own test entirely. (Item pool limitations are such that it would not be possible to construct such a test.) However, it was recognized that this would suffer from a lack of comparative data. None of those present would choose this alternative, if it were available, in lieu of the present Major Field test in Political Science.

Department Creation of Optional Modules from Printed Item Pool (see Exhibit 5).

This alternative was seen as "totally useless". (The reaction of the Chair's to this alternative was very similar to Connie Cook's.) The lack of item security, comparative data and feedback were seen as major drawbacks. Something similar is already available by 14 sub-discipline of Political Science from ARNO Press and it is not widely used. Since this approach would again be limited to U.S. Government, it would be even less useful. No one would choose to use this alternative if it were available.

The overall judgement of the group was that none of the options were as good as using the current Major Field Achievement Test in Political Science.

It must, of course, be remembered that this represents only the reactions and judgements of an available set of a few Department chairs. There is no certainty that a different group would have reacted the same. Indeed, their negative reaction to the focus of the item bank and hence the alternatives on U.S. Government was not shared by the "Design Committee" that formulated the Political Science item bank structure.

Because of the basically negative reaction, not much was learned from the discussion which would change the shape of the alternatives. It is not clear that a second or third group would provide more useful information. Because of the difficulty in getting another group soon (there are no more regional meetings until spring) and reservations about the likely results, moving to carry out the survey now seems appropriate.
Because of the strong reaction from the group to the idea of publishing the item pool and making it available for use and the psychometric limitations of such an approach, and to simplify the survey, it will focus on three alternatives:

- The present Major Field Achievement Test in Political Science (for base line purposes).
- Augmented Optional Model
- Revised Major Field Test with Alternative Modules
Exhibit A-1

PARTICIPANTS ATTENDING FIPSE PROJECT DISCUSSION OF
EXPLORING THE CUSTOMIZATION OF MAJOR FIELD ACHIEVEMENT TEST
IN POLITICAL SCIENCE

Dr. Glen T. Broach
Department Chair
Winthrop College
Political Science Department
Rock Hill, SC  29733

Professor Clarke E. Cochran *
Department Chair
Texas Tech University
Political Science Department
Lubbock, TX  79409

Professor Eldon Eisenach *
Department Chair
University of Tulsa
Political Science Department
600 South College Avenue
Tulsa, OK  74104-3189

Professor Bahram Farzanegan *
Department Chair
University of North Carolina-Asheville
Political Science
One University Heights
Asheville, NC  28804-3299

Professor Lawrence J. Hanks
Department Chair
Tuskegee University
Political Science Department
Tuskegee Institute, AL  36088

Professor Ronald M. Labbe *
Department Chair
University of Southwestern Louisiana
Political Science Department
Box 4 1652
Fayetteville, LA  70505

Dr. Thomas P. Lauth *
Department Chair
University of Georgia
Political Science Department
Baldwin Hall
Athens, GA  30602

Professor Connie P. Mauney
Department Chair
Emporia State University
Political Science Department
Emporia, KS  66801

Professor Robert H. Swansbrough
Department Chair
University of Tennessee - Chattanooga
Political Science Department
615 McCallie Avenue
Chattanooga, TN  37403

Professor Mary Ann Tetreault *
Department Chair
Old Dominion University
Political Science & Geography
Norfolk, VA  23508

Professor Donald T. Wells *
Department Chair
West Georgia College
Political Science Department
Carrollton, GA  30118

* Participants who attended the scheduled session on November 2.
MAJOR FIELD ACHIEVEMENT TEST CUSTOMIZATION PROJECT

POLITICAL SCIENCE-ALTERNATIVE ONE
AUGMENTED MAJOR FIELD TEST

- Use fifty-item optional question provision of current test.
- Institution selects one or two of up to three modules to administer to all students in addition to full major field test or student selects

0 Constitutional Law/Judicial Process
0 Political Behavior
0 Institutions, Policies, and Processes

Test would now be:
0 120 minutes with no additional modules
0 150 minutes with one additional module
0 180 minutes with two additional

Would yield:
0 Same data as regular major field test,
0 Additional assessment indicator for each module chosen

Institutions would pay an additional fee for each module used on a per student tested basis

Comparative data would be limited at first
Exhibit A-3

MAJOR FIELD ACHIEVEMENT TEST CUSTOMIZATION PROJECT

POLITICAL SCIENCE-ALTERNATIVE ONE-A

AUGMENTED MAJOR FIELD TEST- STUDENT CHOICE

SAME AS ALTERNATIVE ONE, EXCEPT:

0 INSTITUTIONS OFFER ALL MODULES AND STUDENTS CHOOSE WHICH OF OPTIONAL ADDITIONAL MODULES TO TAKE

0 GROUP INFORMATION WOULD BE OF LESS USE UNLESS DEPARTMENT WAS LARGE DUE TO THE SMALL SAMPLE SIZES RESULTING FROM DIFFERENT MODULES TAKEN BY STUDENT

0 WOULD COST MORE THAT ALTERNATIVE ONE
Exhibit A-4

MAJOR FIELD ACHIEVEMENT TEST CUSTOMIZATION PROJECT

POLITICAL SCIENCE-ALTERNATIVE TWO

REVISED MAJOR FIELD TEST WITH
ALTERNATIVE MODULES

CURRENT MAJOR FIELD TEST WOULD BE CHANGED TO A U. S. GOVERNMENT POLITICAL SCIENCE TEST BY REMOVING ALL BUT U.S. GOVERNMENT ITEMS FROM CURRENT TEST AND ADDING U. S. GOVERNMENT ITEMS FROM POOL. TEST WOULD BE 90 MINUTES LONG.

INSTITUTIONS COULD THEN ADD ONE MODULE FROM CURRENT MAJOR FIELD TEST AND STAY UNDER TWO HOURS OR ADD UP TO TWO ADDITIONAL MODULES AND ADDITIONAL TIME.

MAJOR FIELD RESULTS WOULD NOT BE COMPARABLE WITH EXISTING MAJOR FIELD SCORES.

CURRENT TEST WOULD ALSO BE OFFERED SO USE OF CURRENT TEST WOULD DETERMINE EXTENT OF COMPARATIVE DATA

COMPARATIVE DATA COULD BE LIMITED DEPENDING ON OPTIONS CHOSEN--COMPARATIVE DATA WOULD BE BY MODULE

ALL ALTERNATIVES MODULES PRINTED IN TEST BOOK AS MODULES

COSTS TO INSTITUTIONS WOULD BE HIGHER
MAJOR FIELD ACHIEVEMENT TEST CUSTOMIZATION PROJECT

POLITICAL SCIENCE-ALTERNATIVE THREE

DEPARTMENT CREATION OF OPTIONAL MODULE FROM PRINTED ITEM POOL

- THE 200 AVAILABLE ITEMS WOULD BE PUBLISHED IN A BOOKLET AND MADE AVAILABLE TO MAJOR FIELD ACHIEVEMENT TEST USERS THAT WANTED TO CREATE OPTIONAL MODULE(S).

- INSTITUTIONS WOULD SELECT ITEMS FROM BOOKLET AND PRINT UP OPTIONAL MODULE OR MODULES FOR ADMINISTRATION WITH CURRENT MAJOR FIELD TEST.

- ETS WOULD SCORE AND REPORT BASIC MAJOR FIELD TEST RESULTS PLUS PROVIDE ITEM ANALYSIS DATA ON OPTIONAL MATERIAL PLUS DISKETTE OF ITEM RESPONSES.

- NO COMPARATIVE DATA COULD BE PROVIDED FOR OPTIONAL MODULES.

- TESTING TIME WOULD BE INCREASED TO 150 OR 180 MINUTES.

- ADDITIONAL COST TO INSTITUTIONS WOULD BE MINIMAL.

- ITEM POOL WOULD BE EXPOSED AND MODULE COULD BE TAUGHT TO IF INSTITUTIONS WISHED TO DO SO.
Appendix B

SURVEY QUESTIONNAIRE
POLITICAL SCIENCE DEPARTMENT CHAIRS
FIPSE/ETS EXPLORATION OF CUSTOMIZATION OF
MAJOR FIELD TEST IN POLITICAL SCIENCE

Background. Educational Testing Service, aware of the pressure departments are under from states and accreditation agencies to assess learning of students in their majors, developed, with the Graduate Record Examinations Board, the Major Field Achievement Tests in 1987-88. The Major Field Achievement Tests are shorter, less difficult versions of the GRE Subject Tests. They are also more closely related to the undergraduate curriculum and can be administered directly by departments in 15 fields. In addition to an individual total score (and for six examinations, individual subscores) most tests also provide group data on the subareas covered by the test. These data are called “Assessment Indicators” and are presented in the form of the mean percent correct for that subarea for the group of students tested within a department.

Recognizing that this type of standardized, national test could not meet the needs of all departments, ETS obtained a Fund for the Improvement of Postsecondary Education (FIPSE) grant to try to develop item (question) banks in several fields, which could be made available, via a personal computer program, with which departments could construct end-of-major examinations that reflected their particular curricula. However, after two years of work to try to develop such banks in several fields, including political science, we found that the cost and complexities involved made it impossible to accomplish. With the encouragement of FIPSE and the American Political Science Association, we are currently trying to determine if the items developed for the political science item bank could meet departments’ needs if they were offered in a way that would permit some customization of the Major Field Achievement Test in Political Science.

This survey is an effort to gather information about the extent of the need for such customization and the degree of interest there might be in several alternative ways of structuring it.

Directions. Please review, one at a time, each of three alternative approaches to major field assessment and then respond to questions about each. Background questions, designed to help analyze the data, are asked at the end of the questionnaire.

Please mark the answer that most closely reflects your views as chairman of the political science department at your institution or provide a brief response where appropriate. It is not necessary to poll or otherwise consult members of your faculty. When completed, the questionnaire should be returned to ETS in the prepaid envelope provided. We would appreciate receiving the completed questionnaire by January 22. If you have questions about any aspect of the questionnaire, please feel free to call.

Thank you very much for your cooperation in completing the questionnaire.

Richard L. Burns
Senior Development Leader
Educational Testing Service
(609-243-8087)

Identification data:

Institution Name __________________________________________________________

City and State ____________________________________________________________
Alternative 1. Current Major Field Test in Political Science

In this alternative, the Major Field Test in Political Science, as it currently exists would be available for use without further intervention by ETS. This is a two-hour test consisting of 118 multiple-choice items that yields total score and Assessment Indicators (see cover sheet) for the group of students tested within a department. The Political Science Assessment Indicators are: U.S. Government (39); Comparative Political Systems (27); International Relations (15); Political Theory and the History of Political Thought (24); and Methodology (13). (The numbers in parenthesis are the number of items devoted to each topic.) Comparative data, made up of aggregated data from all using departments, are available. There is a provision for departments to write up to an additional 5 multiple-choice items, which are scored and reported along with the standardized test scores. The price for the Major Field Achievement Test in Political Science is $14 per student tested.

A.1. As a department chair, what is your overall reaction to this approach to major field assessment? (CHECK ONLY ONE.)

______ Excellent _______ Poor
______ Very Good _______ Very Poor
______ Neutral

A.2. How likely would your department be to use this test if you were going to assess majors in political science? (CHECK ONLY ONE)

______ Definitely will or now using it _______ Probably would not use.
______ Probably would use. _______ Definitely will not use it.
______ Might or might not use.

A.2a. Why? ____________________________________________________________________________

____________________________________________________________________________________

A.3. What is the principal advantage of Alternative 1? (CHECK ONLY ONE) ______ Time Required

______ Cost _______ Content Coverage _______ Additional Item Option
______ Full Comparative Data Other __________________________________________________________

A.4. What is the major limitation of Alternative 1? (CHECK ONLY ONE) ______ Time Required

______ Cost _______ Content Coverage _______ Lack of Additional Content Modules
______ Other ______________________________________ ____________________________

A.5. What would you like to see changed or added to Alternative 1?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Alternative 3. *Major Field Test in Political Science Revised to be United States Politics Test with Choice of Additional Modules.*

This alternative would use the questions from the item bank and from the current Major Field Test in Political Science to create a 90-minute, 90 multiple-choice item major field test in United States Politics. It would be made available as an alternative to the current Major Field Test (as described in Alternative 1). The following modules would be available to supplement the United States Politics Major Field Test: 1) Comparative Political Science (30-minute module); 2) Political Theory and History of Political Thought (30-minute module); 3) International Relations (15-minute module); and, 4) Methodology (15-minute module). Departments choosing to use the 90-minute United States Politics test would choose either one 30-minute module or two 15-minute modules to be administered within the two-hour time period for the $14 price. Additional modules can be given at an additional charge of $3 per thirty minutes of additional testing time. A total United States Politics score would be reported plus an Assessment Indicators (see Cover Sheet) for each module selected. Limited comparative data would be available on the total score for the first year, with more complete data becoming available after subsequent use.

C.1. As a department chair, what is your overall reaction to this approach to major field assessment? *(CHECK ONLY ONE)*

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Very Poor</td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
</tbody>
</table>

C.2. How likely would your department be to use this test if you were going to assess majors in political science? *(CHECK ONLY ONE)*

<table>
<thead>
<tr>
<th>Definitely will use it</th>
<th>Probably would not use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probably would use.</td>
<td>Definitely would not use it</td>
</tr>
<tr>
<td>Might or might not use.</td>
<td></td>
</tr>
</tbody>
</table>

C.2a. Why? ________________________________

C.3. Which additional modules would your department be likely to use? *(CHECK UP TO THREE)*

<table>
<thead>
<tr>
<th>Comparative Politics</th>
<th>International Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics Theory and History of Political Thought</td>
<td>Methodology</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

C.4. What is the principal advantage of Alternative 3? *(CHECK ONLY ONE)*

| Time required | Cost | Focus on U.S. politics | Coverage of modules available |
|---------------|------|------------------------|
| Choice of modules | Other | |

C.5. What is the major limitation of Alternative 3? *(CHECK ONLY ONE)*

| Time required | Cost | Focus on U. S. politics | Coverage of modules available |
|---------------|------|------------------------|
| Lack of full comparative data | Other | |

C.6. What would you like to see changed or added to this approach?

__________________________________________

55
Alternative 2. Current Major Field Political Science Test with Optional Modules Available

This alternative would augment the present Major Field Test in Political Science (as described in Alternative 1) with a choice of three 30-minute modules in subareas of United States politics. Each module would be composed of 30 multiple-choice questions. The modules, drawn from the item bank materials, would be: 1) Institutions, Policies, and Processes; 2) Political Behavior; and 3) Constitutional Law/Judicial Process. Departments could choose to add up to two of these modules to the current test. A separate Assessment Indicator score (see Cover Sheet) would be reported for each module administered. There would be fee of $2 per module per student in addition to the base price of $14 per student tested. Only limited comparative data would be available for the modules for the first year with more complete data becoming available after subsequent use.

B.1. As a department chair, what is your overall reaction to this approach to major field assessment? (CHECK ONLY ONE)

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Very Poor</td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
</tbody>
</table>

B.2. How likely would your department be to use an optional module if you were going to assess majors in political science? (CHECK ONLY ONE)

<table>
<thead>
<tr>
<th>Definitely will use it.</th>
<th>Probably would not use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probably would use.</td>
<td>Definitely would not use it.</td>
</tr>
<tr>
<td>Might or might not use.</td>
<td></td>
</tr>
</tbody>
</table>

B.2a. Why? ____________________________________________________________________________

B.3. Which of the additional modules would your department most likely use? (CHECK UP TO TWO)

<table>
<thead>
<tr>
<th>Institutions, Policies, and Process</th>
<th>Constitutional Law/Judicial Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Behavior</td>
<td>None of these</td>
</tr>
</tbody>
</table>

B.4. What is the principal advantage of Alternative 2? (CHECK ONLY ONE) __________ Time Required

<table>
<thead>
<tr>
<th>Cost</th>
<th>Additional Content Coverage</th>
<th>Choice of Modules</th>
</tr>
</thead>
</table>

Other ____________________________________________________________________________

B.5. What is the major limitation of Alternative 2? (CHECK ONLY ONE) __________ Time Required

<table>
<thead>
<tr>
<th>Cost</th>
<th>Extent of Modules</th>
<th>Choice of Modules Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Comparative Data</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

B.6. What would you like to see changed or added to Alternative 2?

____________________________________________________________________________________

56
D. **Comparison of Alternatives:**

D.1. Please rank the three alternative approaches to major field assessment in order of perceived usefulness to your department (1 highest).

1. The current Major Field Achievement Test in Political Science (Alt. 1.)
2. The current Major Field Achievement Test in Political Science with three optional modules available (Alt. 2.)
3. A Major Field Achievement Test in United States Politics (90 minutes) plus a choice of modules to test another area or two (30 minutes), plus the option for the department to add other testing modules. (Alt. 3)

D.2. If you needed to assess your majors, which alternative would you select (CHECK ONLY ONE):

1. The current Major Field Test in Political Science at $14. (Alternative 1.)
2. The current Major Field Test in Political Science plus one of the optional modules in Alternative 2 at $14 plus $2 for the additional module. (Alternative 2)
3. The current Major Field Test in Political Science plus two of the optional modules in Alternative 2 at $14 plus $4 for two additional modules. (Alternative 2)
4. The United States Politics Major Field Test with one 30-minute or two 15-minute modules at $14. (Alternative 3)
5. The United States Politics Major Field Test with one 30 or two 15-minute modules plus one or more additional modules at $3 per module added. (Alternative 3)
6. We would develop our own end-of-major test.
7. We would use some other assessment approach. Please describe__________________________

D.3. Do you have any other suggestions for improving major field assessment in Political Science?

________________________________________

________________________________________

________________________________________
E. **Background Data.**

We would appreciate your taking another moment to complete the following background questions.

E.1. **How many undergraduate majors in Political Science did your department graduate last year (1988-89)?** (CHECK ONLY ONE)

<table>
<thead>
<tr>
<th>Number of Majors</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51-100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E.2. **What areas can undergraduate Political Science majors specialize in at your institution?** (CHECK ALL THAT ARE APPROPRIATE.)

- American Government
- Comparative Politics
- International Relations
- Political Theory
- Public Administration
- Public Policy
- Quantitative/Research Methods
- Other (Please specify.)
- Our majors do not specialize

E.3 **What is the highest degree awarded in Political Science at your institution?** (CHECK ONLY ONE)

<table>
<thead>
<tr>
<th>Degree</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E.4. Is your department currently engaged in the formal assessment of undergraduate Political Science majors?

- Yes (Please answer question E.5.)
- No (Please skip to question E.6.)

E.5. **How are you assessing your undergraduate majors?** (CHECK ALL THAT ARE APPROPRIATE.)

- A department-developed multiple-choice examination
- A department-developed essay examination
- A department-developed examination with both multiple-choice and essay questions
- The Major Field Achievement Test in Political Science
- The GRE Subject Test in Political Science
- A senior thesis or project.
- Other (Please specify.)

E.6. **Do you think your department will begin assessment of undergraduate majors in Political Science within the next two years?**

- Yes
- No
- Uncertain

Please return this questionnaire in the enclosed pre-addressed, postage-paid envelope. Thank you.
December 21, 1989

Dear Colleague:

The Educational Testing Service is trying to determine whether or not political science faculty would find a customized form of the Major Field Achievement Test in political science a useful tool for assessing what undergraduate majors have learned. To this end, you are receiving a questionnaire to elicit your department's potential interest in this service. A description of the Major Field Achievement Test is also enclosed.

In the past few years, the Association has received requests from several departments for assistance in identifying instruments to assess the achievements of undergraduate political science majors. A number of states are mandating some form of assessment. In response, to these inquiries, APSA has cooperated with ETS in an effort to develop an assessment tool that allows faculty discretion over the selection of test items and/or topics. Now we are asking you to indicate whether any of the alternative tests proposed in this survey might prove useful to you.

Sincerely,

Catherine E. Rudder
Executive Director

Enclosures
APPENDIX E
OTHER UNDERGRADUATE POLITICAL SCIENCE SPECIALITIES

E2. What areas can undergraduate Political Science majors specialize in at your institution? Other (1)

Political Psychology Behavior (4)
BA in International Relations (3)
PreLaw (2)
BA - general (2)
Criminal Justice (2)
Specialization is not encouraged (2)
Urban Politics (2)
American & Public Policy - PA combined, as are IR Comp. (2)
Political Science History
Except for Special IR Concentration
Legal research assistant
Not required
Environmental Politics/Political Economy
BS in Policy Analysis
Professional Political Science
General, International Relations & Public Admin.
Must take General Course
Constitutional Law/Judicial Process
Two tracks: Poli Sci/Public Policy Admin.
Do not specialize (2)
Political Science - Business
Campaign management
BS - Associated requirements of 12 hours in research methods
State and Local Government
General Major without specialization
APPENDIX F
OTHER FORMS OF ASSESSING UNDERGRADUATE MAJORS

E5. How are you assessing your undergraduate majors? (Other)

Senior seminar/alumni questionnaire (6)
Exit interview/surveys (2)
Research papers throughout curriculum; internship reports; projects (2)
Grade point averages and fulfillment of major requirements (2)
Sampling with essay exams by Jr., in upper level courses
Externally evaluated
Multiple Choice exam plus essay
Self-study process for SACS
Summary evaluation
Writing portfolios
Department developed oral exam
Will institute 100 item (from subareas) this spring.
ACAT test developed by Austin Peay State U.
Assessment being developed for 1992.
Seminar plus major paper/case study requirements for all majors
State collaborative test
Placement of Graduates
Will probably use MFAT
One person department. "I assess them in class every damn day."
Office of Institutional Research.
Buc we'll quit GRE next year.
I cannot answer these questions (E4-E6) satisfactorily, which demonstrates the problem with multiple
choice. We require 2 senior seminars as a way of assessing performance in the major. But we do
not formally college and compare our students performances.
We are beginning to develop our own assessment.
Survey of graduates, activities and attitudes.
I would really like to assess this test with you personally! (Dr. Jo Formicdu, Seton Hall U.)
Don't know yet, arguing about it.
Frequency with which they enter law school or graduate school.
University devised own test.
Pre-test and post-test in various courses.
By faculty.
Outside visiting consultant.
A3. What is the principal advantage of Alternative 1? (Other)

No advantage (2)
Cost and forces purpose
Force administration to add faculty to department
Breadth of coverage
We don't have to do it.
Reaches all students regardless of their specialization
To satisfy Middle State regarding "Outputs"
Used a similar one last year

B4. What is the principal advantage of Alternative 2? Other

No advantage (5)
Legitimate education to government assessment
Depth of testing
We would not have to worry about additional items

C4. What is the principal advantage of Alternative 3? Other

Flexibility (2)
Legitimate education to government
No advantage
Difficulty in administering
Too limited subject area
APPENDIX H
OTHER MAJOR LIMITATIONS OF ALTERNATIVES

A4. What is the major limitation of Alternative 1? (Other)

Multiple Choice test/not essay (17)
Methodology (3)
Would like coverage of public policy analysis and public administration budgeting. (3)
Fits with departmental objectives (2)
Difficulty in administering
Testing Format
Some good test questions
No advantage
Cost/Forces purpose
Assessment of writing skills; ability to develop arguments
Revised based on item analysis; some questions poorly written; too heavy emphasis on Western Europe, not
global enough.
Weighing of content; item distribution by field
Difficulty in administering
Testing Format
Does not assess skills
Rigid structure
Not altogether our percent of breakdown but better than the other two.
Some modules not relevant.
Too many applicants are from outside Political Science or from Foreign countries.
Cost
The list of schools to which we are comparing ourselves is not terribly impressive.
Over emphasizes political theory/though--under emphasizes IR
Opposition to national uniform coverage.
Excessive emphasis on area students in Comprehensive Politics, rather than theory.
Additional items option good in theory, but would we use it?
Can the student think clearly and about politics.
Permits us to test public law/public administration with the 50 question program.
118 multiple choice questions make topics selected for re-elective.
APPENDIX H (cont'd)
OTHER MAJOR LIMITATIONS OF ALTERNATIVES

B5. What is the major limitation of Alternative 2? Other

Multiple choice format (9)
Focus on U.S. (7)
Methodology (2)
No advantage
Need to use Alternative 1
Still a standard test
Time, cost, extent of modules, choice of modules available, limited comparative data.
Difficult to administer
Poor way to test
Modules add little that would be of value
Too extensive
Non-customized structure
Written essays by subfield
Prefer Alternative 1 - more general
Too standardized to assess real learning
It doesn't deal with the basic problem of Alternative 1.
National uniform coverage
Basic premise
Simply would not need it.
No flexibility

67
C5. What is the major limitation of Alternative 3? Other

- Multiple Choice format (3)
- Methodology
- Ethrocentric bias
- More cover of I.R.
- Still standardized
- Not suited for our program
- Change focus in U.S. Politics to include other
- Choice of questions especially in comparative
- Poor way to test
- Inflexibility in terms of tailoring to student programs
- Module on Constitutional Law/Judicial Process
- National Uniform coverage
- I do not see why I.R. and Methodology have only 15 minutes.
APPENDIX I
PROPOSED CHANGES TO ALTERNATIVES

A5. What would you like to see change or added to Alternative 1?

Reduce Time/Cost per test (9)
Needs Essay Questions (6)
More I.R. questions (6)
Other tests--e.g., Public Administration (5)
Make optional ten methodology section (4)
More balances of items between fields (4)
Constitutional Law/Judicial Process (4)
More sub-field coverage--for example: Public Law/Administration (4)
Delete Methodology -- which is not comprehended by the curriculum (3)
Reduce Methodology (3)
Non-Multiple choice items (3)
Item Bank (2)
Allow flexibility on testing in areas a department cannot cover (2)
Assessment indicators in Public Administration and Public Law (2)
Different balance -- too much U.S. Politics (2)
Too heavy on History of Political Thought and areas we don’t teach, such as Latin America. (2)
We feature urban politics and public policy and de-emphasize methodology (2)
Need to see exam. Would discuss with colleagues, we prefer essays. (2)
More generalized information, we found the section on political theory, specifically, too specialized. (2)

Develop optional modules (that could yield comparative data) in public law (Const. Law, Judicial Process) in Public administration. (2)

The weakness of public administration/public policy on the test is a problem. But the possibility of writing up additional questions is helpful.

More department input.
Need some alternatives
More comparative, less history and political thought more methods.
Module on non-western government and politics?
Alternative 2 look like a better choice
Ill advised direction to pursue.
Research design component
Expression component and current events component.
APPENDIX I (cont’d)
PROPOSED CHANGES TO ALTERNATIVES

Forget it!
Balance of questions to reflect courses taken by students rather than what the Professors think the questions should be.
The subfields of Alternative 2 are appealing
Delete methods indicator, decrease comparative and increase theory.
Have a major field test in International studies.
No public law.
No multiple choice exam would be acceptable. We agree totally with Jacques Barzun’s comments on "Multiple Choice Flunks Out" in the New York Times, Tuesday 10/11/88.

The list of schools to which we are comparing ourselves is not to impressive. We are currently deciding to use this test or to design our own. This short relatively cheap test is the only alternative which is attractive to us.

Education should not be measured by multiple choice.
Different questions--either more in line with our program, or in some cases, more precise/accurate.
Viable choice:
We would prefer Alternative 1 to 2 or 3, but might use the IPP module of #2, depending on its content.
U.S. Government and theory should be increased slightly at the expense of the other three categories.
Allow department essay questions.
Add state and local government as separate section.
Eliminate trivial questions
Choice to select topic areas
Measure and analytical and creative capability
Report assessment indicator regardless if fewer than 10 students tested.
Pre-test for incoming majors.
Add content modules.
Alternative questions.
Public law as subfield
Add a component on African American Politics
APPENDIX I (cont'd)
PROPOSED CHANGES TO ALTERNATIVES

B6. What would you like to see changed or added to Alternative 2?

Modules with a comparative politics/international relations emphasis (8)
Public Administration (8)
Add a section on Political Economy (3)
Format (3)
Essay test and short answers (2)
More modules (2)
Item Bank
Change
Questions that deal with serious issues in the discipline.
Sub-divide behavior and institutions
Flexibility on testing in areas a department cannot cover.
Allow department to add module(s) based on individual student emphasis area, that would have certain amount of customization.
Political Behavior - general topic compared to other two.
Some essay - writing by students
Other fields
Develop additional modules
Content of modules not clear
A geography module and/or information about non-western cultures and religions
Something on formal theory and methodology
Flexibility
Eliminate methodology for those of us who don't teach it.
Policy
Ill advised direction to pursue.
Comparative data
We feature urban politics and public policy and de-emphasize methodology.
Senior research paper and/or comprehensive exam.
Multiple choice not a good indicator of knowledge.
Wider range of modules--beyond US alone, opportunity for local questions.
Essay answers, if not feasible, possibly hypothetical situations emphasizing reasoning, analytical skills, etc.
Addition of choice
Some essays, perhaps similar to the Advanced Placement exams.
Over emphasis on American Politics.
Make more like Alternative 3.
Modules for every area.
Inclusion of Non-Western and Politics Module.
Retention of the fifty locally generated questions option.
APPENDIX I (cont'd)
PROPOSED CHANGES TO ALTERNATIVES

C6. What would you like to see changed or added to this approach?

Module on Public Administration (6)
Add essay questions (5)
Public Law modules (3)
Modules of equal length (in Pol. Theory, American Politics, including constitutional law--without additional cost. (2)
More coverage of IR? Public Law/Judicial Process either U.S. Module (2)
Cost/Time (2)
4-15 min. modules
Offer other type questions
Would not serve needs
Focus on theory in each area
Too narrow
"t students pick modules individually
Edition of 15 min. comparative pol. & 15 min. Political theory, IR
Module on State & Urban Politics
International Law
Return to inclusion of "modules" into basic test
Use Am. Politics base but individualize the additional modules to reflect the areas students selected for concentration in structuring major.
Matching international Relations with methodology in cost structure inhibits using only one, make this separate.
Make one with international studies exam.
Add more on U.S. government
We feature urban politics and public policy and de-emphasize methodology.
Too focused on American Politics
Broaden
A National security policy module.
Multiple choice not good indicator of knowledge.
It is unfortunate that you have not been able to develop a question bank.
A political behavior module would be useful to us.
Opportunity for local questions--Longer international relations
Possibility of crossing greater number of modules.
We object to this narrow approach P.S. You need to cover at least 5 subarea list in Alternative 1.
Do an I.R. version
A non-Western Government and Politics module included.
APPENDIX J

OTHER SUGGESTIONS FOR IMPROVING MAJOR FIELD ASSESSMENT

D3. Do you have any other suggestions for improving major field assessment in P.S.

Need essay (9)
Offer option of locally generated add-ons (5)
Cover Publ. Admin. (3)
Do an international studies exam. (3)
Item Bank idea for customization of assessment instrument. (3)
Ability to use knowledge of acts learned; the ability to think like a trained political scientist? (2)
Equal weight to comp. Pol., methods, IR and Theory (2)
Scrap the whole idea, leave up to individual univ., stress conceptual and ethical issues. (2)
Reduce the cost (4)
Need special exam in Pub. Admin. (2)
Broaden. (2)
Certainly not to restrict it to U.S. politics.
More modules
Carefully constructed senior seminar to be required of all majors.
Construct module tests of equal length in each of the fields, let student/depart. choose combinations they wish. Our majors choose their own emphasis (3 out of 4 field) from American, Theory, I.R.'s, and Comparative.
Please design an international students test for us to consider.
As indicated, we are mostly concerned with the cross-institution comparisons and believe that at present the list does not contain sufficient range of quality in institutions.
Drop the idea it is terrible!
Find a method that assess the use and expression of knowledge, and provides written response to analytical questions. Actually, your very much out-of-date.
If you are going to a choice format, you need to allow enough choice to cover most cases. These alternatives simply do not do that.
Test with increased IR and an Economic Section.
We like the possibility of adding some local questions but worry about the national norming of such items.
Need pre-test and post test to help ascertain how much the P.S. dept. has contributed to the student's knowledge.
No demand for standardized test.
What is the status of public policy--a part of U.S. or does it now merit its own module?
Would only do it if required by administration
Don't do it this way; why must there be one standard; etc.
Add a non-West Gov't Module
Continue to work on Item Bank
Not good for Pub. Admin. student
Depts. should concentrate on improving curriculum, teaching Y exam in courses
APPENDIX J (cont'd)
OTHER SUGGESTIONS FOR IMPROVING MAJOR FIELD ASSESSMENT

D3. (cont'd)

Be certain that the assumption, goals, and standards underlying each part of the exam are clearly set out.
Ability to assess alternatives, develop arguments and the like.
Not so much reliance on multiple choice, would like to see some analytical and creative capabilities.
Better departmental control of assessment
Public Admin. Module.
Alternative 2 would be helpful with one of these modules
Report assessment indicators for each student, even if fewer than 10 students tested.
Improve questions, too many reply on opinion.
Reduce emphasis on political economy.
There is a need for a Pretest and the test listed.
Make sure subfields (modules) scores are reported.
APPENDIX K
OTHER MEANS OF ASSESSING MAJORS IN POLITICAL SCIENCE

D2. If you needed to assess your majors, which alternative would you select?

- Essay exam (3)
- Own test or some other assessment would have to think about it. (2)
- Capstone course with reading and paper requirements (2)
- Modules of current test from which we construct test
- Senior Comp exam/with essay question in 4 fields plus objective test.
- Close supervision of independent research.
- Survey of graduates asking them to assess the value of their education in P.S. majors.
- Oral exams
- Current system, course grade and GRE
- Comprehensive exam, course exam, and 3 research papers, qualitative exit interviews & surveys
- Some approach that tests critical thinking skills and problem solving would be our goal.
- Question on I.R. & Comp Politics
- Curriculum taken by major: questionnaire administered to majors
- Combination of alternatives: Test; Senior Seminar and Honors Seminar
- Combination of essay, multiple choice and presentation.
- It would be an essay approach, multiple choice do not elicit real learning.
- Might be in part self developed
- Instructions too complicated and long at start of exam, this could be more efficient.
- Measure behavioral change of major, comprehensive exams with 1, 3 & 5 year follow-up of graduates.
- We will be developing our own test, despite the fact that this will not permit cross institutional comparisons.
- The major weakness we see in this approach has been the lack of a section on public administration/public policy.
- Reading student papers and tests. Talking to the, We know our seniors very well after 4 years.
APPENDIX L
REASONS FOR LIKELIHOOD OF USE

A2 - How likely would your department be to use this test (current Major Field Achievement Test) if you were going to assess majors in political science?

A.2a. WHY

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Coverage</td>
<td>Cost (13)</td>
<td>Not appropriate for curriculum/content coverage (21)</td>
</tr>
<tr>
<td></td>
<td>Still considering several options (5)</td>
<td>Will not use multiple choice exam (24)</td>
</tr>
<tr>
<td>Comparative data</td>
<td>Objective test questions (4)</td>
<td>Cost/Time (5)</td>
</tr>
<tr>
<td></td>
<td>Currently exploring alternatives (4)</td>
<td>Too heavy emphasis on theory (2)</td>
</tr>
<tr>
<td>University requires comprehensive test - majors must pass before graduation (4)</td>
<td>Many applicants are from outside Political Science or from Foreign countries. (3)</td>
<td>It doesn't measure how to think creatively (2)</td>
</tr>
<tr>
<td>Convenience (4)</td>
<td>Risks of political use of results in a state that is assessment-crazy. Risks of teaching to the test. (2)</td>
<td>Prefer current method (2)</td>
</tr>
<tr>
<td>Assessment pressures (3)</td>
<td>Convenience (2)</td>
<td>Too general (2)</td>
</tr>
<tr>
<td>SASC requires (3)</td>
<td>More attention to International Relations (2)</td>
<td>No interest at this time (2)</td>
</tr>
<tr>
<td>Simplicity (2)</td>
<td>Risks of teaching to the test. (2)</td>
<td>Offer own oral/essay exam</td>
</tr>
<tr>
<td>Objective - non-college instruments helpful to know background of political science. (2)</td>
<td>Not sure of institutional requirements and funding or of alternate tests (2)</td>
<td>Discipline based test not of use</td>
</tr>
<tr>
<td></td>
<td>Would need to take actual test (2)</td>
<td>Reflects bias of &quot;mainstream&quot; of discipline</td>
</tr>
<tr>
<td>State requires accountability-MFAT under consideration as one indicator (2)</td>
<td>Economy of effort are in-house</td>
<td>Other options being considered</td>
</tr>
<tr>
<td></td>
<td>Test would help us assess effectiveness of our instructional program. (2)</td>
<td>Infringes on Academic freedom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Little agreement concerning what constitutes Political Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Will not do it until mandated</td>
</tr>
</tbody>
</table>
Convenient and good reputation
Availability (2)
Would do Job
Provides barometer for Department
Teaching effectiveness
External validity/math comparison
Need additional information
Governing Board requires test
with National Norms
Useful to assess majors and to
people who want to exempt course
Presently using test developed by
Austin Peay Univ.
Who Pays
Familiarity
No definitive position in the
department on assessment tests
If cost is not great
If we went to an assessment
program we would need a solid,
standardized test for comparative
purposes.
We are using it (used once) and
deciding what to do in the future
Over emphasizes political
theory/thought -- under

Some dissatisfaction with some
questions
Could meet requirements for
outcome measure
Assess level of information of
majors compared to other schools
Hard to know quality of questions
-- ETS makes copies available
under overly restrictive
conditions
No courses/faculty in political
theory and coverage of
methodology is weak
Needs assessment to identify
requirement for use
Institution is pursing for
assessment instrument
No need at this time
Need to compare with ACAT
currently used
Created own instruments - must
test before we decide
Content coverage
Funding by University
May be required to assess against
nationally normed test
Does not include items on Public
Administration/Public Policy
Not sure of testing as a major
method of assessment
Does not really assess learning
in more than superficial manner
Pedagogical philosophy
No required distribution that
would be needed
Biased against international
relations as a provision U.S.
Govt.
Using external examiners; would
be added burden on students
Testing shapes curriculum
Institution does not use
comprehensive end of major exams
Small number of students
Evaluations made course by course
Not comfortable with "recall of
content" type of testing as
outcome measure.
Prefer essay comprehensive exams
Need a comparison with national
norms, but not this one.
Apples and oranges
We offer a minor but not a major
in Political Science
Faculty may prefer to develop own
instrument
I looked at it, questions too
picky.
emphasizes international relations

An assessment instrument has been suggested for all majors at L.O.C.

Want to test across full range of areas

Flexibility - use of 50 additional questions from the department

We've been leaders in assessment; so we appreciate your willingness to work with us.

Assess the cumulative knowledge of the field.

University is promoting outcomes assessment.

Too much fact and not enough ideas
LSAT preferred
Not flexible enough
Need to see exam/test first
Monitoring and assessment
College adopted it, so we're in.
Multiple choice questions are a poor substitute for analytical essays.

For the past year, an intense effort has been underway to test our students with essay assignments. We in the Political Science departments have been doing this for 23 years.

Depends on results of an outcomes committee study.

Broad in scope; departmental freedom. Negatives: too much emphasis on comparative and methodology

Political Science, as a major field, is growing in enrollments at the undergraduate level. Most regard it as a public service or pre-law program.

Time

A somewhat too shallow basis for assessment

Our majors would be interested in 3 sections: IR, Comp. Polic., and Methodology

No public law for pre-law majors we attract

Only a few majors don't feel intellectual sorting is useful

The approach defeats the purpose of higher education in the liberal arts

We feature urban politics and public policy and de-emphasize methodology

No pressure to do so
Some questions ambiguous

We used the ETS pilot in year 1. Disappointed in content of items (often descriptive/idiosyncratic/discrete information rather than patterns) and, re: coverage, far too heavy on normative political theory, far too light on international. Weaknesses speak to changes we prefer.

We felt the test did not effectively measure or grasp concepts, ideologies, reasoning, etc.

We are most probably not going to assess major in this way.

Faculty would not support a major field test
Fee majors at present
Not sure this test would be an accurate measurement of our people

I don't believe in this process

The university wants us to assess our own majors

Structure does not fit our curriculum

Along with other criteria; senior research paper, comprehensive and exam at 4th year.

Department needs to achieve consensus on the justification for such a test

We have developed our own evaluation system, fitted to both major and liberal arts.

I reviewed an actual test and it was loaded with comparative--esp. Latin American questions.

Currently we offer little comparative theory or methodology.

We would probably require an institutional commitment.

We do not have methodology, this would lower scores.

Would need to examine impact in department.
APPENDIX L (cont'd)
REASONS FOR LIKELIHOOD OF USE

B2. How likely would your department be to use an additional optional module if you were going to assess majors in political science? Why?

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility (4)</td>
<td>Cost/Time (8)</td>
<td>Too focused on U.S. Politics (17)</td>
</tr>
<tr>
<td>Reflects curriculum better/coverage (2)</td>
<td>Constitutional Law attractive for Pre-Law, other modules not relevant to program (4)</td>
<td>Limited course offerings (11)</td>
</tr>
<tr>
<td>Convenience (2)</td>
<td>Would depend on content. (2)</td>
<td>Cost/Time (8)</td>
</tr>
<tr>
<td>Constitutional Law &amp; Judicial Process requirement part of curriculum. (2)</td>
<td>Need to see actual test. (2)</td>
<td>Multiple Choice (17)</td>
</tr>
<tr>
<td>Constitutional Law &amp; Political Behavior</td>
<td>Administration skeptical about standardized tests. (2)</td>
<td>Too specialized in sub-disciplines (5)</td>
</tr>
<tr>
<td>Our department focuses mainly on module.</td>
<td>Needs assessment to identify requirements. (2)</td>
<td>Offer own oral/essay exam. (4)</td>
</tr>
<tr>
<td>Based on Cost, this would be a &quot;cheap way&quot; to evaluate our U.S. Gov't program.</td>
<td>Do not like multiple choice testing (2)</td>
<td>Alternative 1 is sufficient (3)</td>
</tr>
<tr>
<td>Use in classes only</td>
<td>Modules would better mirror program emphasis (2)</td>
<td>Additional fields not very useful (2)</td>
</tr>
<tr>
<td>To be thorough.</td>
<td>1) Would have to see whether questions are well constructed and 2) would prefer range of modules beyond U.S.</td>
<td>No need at this time. (2)</td>
</tr>
<tr>
<td>Compared to present test, would be helpful.</td>
<td>Greater strengths in advanced areas of U.S. Politics makes this generally more appealing.</td>
<td>Overloaded on one area (2)</td>
</tr>
<tr>
<td>Show how strong pre-law majors are in constitutional law/judicial process</td>
<td>Department may feel data not useful.</td>
<td>Too narrow (2)</td>
</tr>
<tr>
<td>Too much emphasis on methodology.</td>
<td></td>
<td>Does not suit our emphasis or approach. (2)</td>
</tr>
<tr>
<td>Cover a broader base in our</td>
<td></td>
<td>Does not assess learning (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small number of students (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our major is International studies. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogical Philosophy</td>
</tr>
</tbody>
</table>
discipline and make provisions for adding content modules.

Univ. System requirements

Institutional pressure.

If we went to an assessment program, we would need a solid, standardized test for comparative purposes.

A majority of our undergraduates in P.S. majors regard the program as a preparation for domestic public services or pre-law school. The faculty regards it as a means to enhance capability of an attentive public.

To obtain additional information upon which to base on evaluation of individual students.

Comparative politics of equal importance in our curriculum, would be under-represented.

Heavy stress on U.S. Politics.

No consensus among department faculty as to value and cost effectiveness of such tests.

Few majors at present.

I don't believe i this process.

Coverage in option 1 probably adequate.

Department needs to achieve consensus on the justification for such a test.

Should be essay style.

Flexibility

We have a generalists major, about 36 semester hours.

There must be an outlet to allow questions pertinent to the teaching in a specific department.

While this approach may be valid for some, I don't fee that the three areas listed are particularly under-represented.

Risks a political use of results in a state that is assessment crazy. Risks of teaching to the test.

Modules not central to major.

Seems too specific for a baccalaureate program.

We don't require all the courses.

This approach defeats the purpose of Higher Education in the Liberal Arts.

We feature Urban Politics and public policy and de-emphasize methodology.

No pressure to do so.

Not likely to improve much on Alternative 1.

We are looking for a comprehensive, broad exam.

Modules don't match our specifications.

Do not plan on using Major Field test.

We could cover the material in Option 1 modules, and move in the "additional" 50 items in Alternative 1.

We are probably not going to assess majors in this way.

Not flexible enough.

Lack of interest within department.
Would need to examine impact in department.

Would use in the absence of something better.

Specific modules may not be appropriate for our students.

Not at the stage to determine our exact needs.

Would provide a goal or target for seniors.

Must see exam/test first.

Monitoring and assessment

If students could choose their own optional modules.

This is better than the first one, but have developed our own instrument based on the courses we offer in our program.

I'm not sure what the content of the modules would be compared with the MFAT.

Not thrilled with base

Public Policy, Public Administration

Eliminate trivial questions.

Not broad enough

Pattern of courses taught in department.

Don't like multiple choice tests.

Curriculum is more accurately represented in the current MFAT.

Not needed for assessment requirements

Testing shapes curriculum.

Institution does not use comprehensive end of major exams.

Too particularized for our undergraduate curriculum.

Evaluations made course by course

Don't like the conceptual organization

I looked at it, questions to picky.

Not comfortable with "recall of content" testing

Apples and oranges

No major in Political Science.

Not well suited to the diverse structure possible in the major programs. Items seemed inappropriate for general assessment.

Our students emphasis

Discipline based test not of much use.

Do not meet our needs
Depends on whether module(s) can be added on individual basis to fit each student's emphasis area, rather than blanket coverage.

Don't have masters, Ph.D. program

Need measure of accrediting process

Variety of sub-areas--may be difficult to administer.

Creating own instrument

Department too small for this degree of specificity

Unclear of content.

Need to compare with other methods of assessment.

Developed own evaluation system.

Not all of our students take courses in each of the modules.

Reflects bias of the mainstream of discipline

Public Administration

 Prefer current method

Faculty may prefer to develop own instrument.
APPENDIX L (cont'd)
REASONS FOR LIKELIHOOD OF USE

C2a. How likely would your department be to use this test (U.S. Politics focus with additional modules) if you were going to assess majors in political science? Why

<table>
<thead>
<tr>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on U.S. Politics (6)</td>
<td>Cost/Time (6)</td>
<td>Too focused on U.S. (47)</td>
</tr>
<tr>
<td>Best suits our needs (2)</td>
<td>Too much emphasis on U.S. Politics (2)</td>
<td>Multiple Choice (10)</td>
</tr>
<tr>
<td>Flexible (2)</td>
<td>No modules on State &amp; Local, Public Admin., Public Policy. (2)</td>
<td>Length (4)</td>
</tr>
<tr>
<td>Reasonably assess areas of student (2)</td>
<td>Allows test to be tailored to what dept. offers, but maintains level of generality. (2)</td>
<td>Cost (4)</td>
</tr>
<tr>
<td>Coverage (2)</td>
<td>Focus of review is student satisfaction currently.</td>
<td>No need at this time (3)</td>
</tr>
<tr>
<td>Allows students to demonstrate an area of specialty.</td>
<td>Has the flexibility to match curriculum better than the other options.</td>
<td>Too little Int. Rel. emphasis (3)</td>
</tr>
<tr>
<td>It would provide feedback to instructors concerning material covered or omitted.</td>
<td>Under emphasis on data I.R.</td>
<td>Structure does not fit our curriculum (2)</td>
</tr>
<tr>
<td>Good base and modules.</td>
<td>No provision for local questions.</td>
<td>Offer own oral/essay exam (2)</td>
</tr>
<tr>
<td>Too Broad</td>
<td>No provision of U.S. politics into modules as in Alt.2</td>
<td>Students required to take courses across the discipline. (2)</td>
</tr>
<tr>
<td>If we were to drop state test</td>
<td>Would need to examine impact in dept.</td>
<td>Biased to standardized test. (2)</td>
</tr>
<tr>
<td>Because methodology appear to be eliminated</td>
<td>More flexible than Alter.1. The full package would be more comprehensive than Alter. 1.</td>
<td>Test Format (2)</td>
</tr>
<tr>
<td>University system policy</td>
<td></td>
<td>Prefer current method (2)</td>
</tr>
<tr>
<td>Too Narrow</td>
<td></td>
<td>To complex (2)</td>
</tr>
<tr>
<td>Comprehensive</td>
<td></td>
<td>Too particularized (2)</td>
</tr>
<tr>
<td>Convenience and good reputation</td>
<td></td>
<td>Inferior to Alternative 1. (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not certain yet if we would use a standardized test or construct our own. (2)</td>
</tr>
</tbody>
</table>
Broader ability to fit test to curriculum.

Would it have equal validity? Could better represent offerings in our limited dept. I want what the students have studied -- FACT.

Multiple choice questions are a poor substitute for analytical essays.

Flexibility

I still favor using an internally developed test, but an outside instrument in addition might be useful.

No assessment as to value of such tests.

Fee majors at present.

Need to see actual test.

We don't like the choice of modules.

If we go to standardized test, we would use them in survey course and precede from there.

Department needs to achieve consensus for the justification for such at test.

We are eliminating course concentrations next year to create a broader understanding of government.

Might use without additional modules.

Reflects bias

Major program is comprehensive, not just U.S. Politics plus add-ons.

Ethnocentric

Pedagogical Philosophy

To include IR must pair with methodology or add to basic test.

Testing shapes curriculum.

Like general approach better

Focus too narrow. A substantial minority of our undergraduate majors have need for assessment in areas covered by Alternative 1.

Does not access Learning Objective test

We prefer a short and general exam.

This approach defeats the purpose of Higher Education in the Liberal Arts.

We feature urban politics & public policy and de-emphasize methodology.

We would want the benefit of coverage in Alternative 1.

Current plan with optional module seems preferable.
Too Specialized

Need assessment to identify reason for use.
Consistent with curriculum

Need a measure

Institutional requirements and funding

Creating own instrument

Not sure of testing as a method for assessment

Must see test/exam first

Monitoring and Assessment

Test needs to be essay

Do not use Standardized test

Alternative I preferred.

Cast of coverage, though I like the depth and ability to construct our own exam.

More comparative data.

Institution does not use comprehensive end of major exams.

Small number of students

Our emphasis is cross-cultural

Don't like weighing.

Not comfortable with "recall of content" testing

Opposition in department

Apples and oranges

Proposed format still too rigid.
Use of Amer. Politics as base is not bad, but modules should vary with student program of study.
Our students do not proceed in a look step fashion.

Admissions officer handles this.

I looked at it. questions too picky.

Too limited for a general baccalaureate program.

Might use expanded supplements

Unbalanced for our curriculum.