

Public Administration

APRC 2005-2006

Section 1 of 4

RESPONSES TO APRC QUESTIONS FOR PUBLIC ADMINISTRATION PRP

I. Program Overview

1. How does the current level of recruitment efforts affect program enrollment?

The Public Administration Program (PAP) faculty has little control over student recruitment efforts. This is the additional difficulty of high school students and entering freshman who do not know what Public Administration is (an applied field of Political Science) and are not attracted to an academic discipline they know nothing about (unlike political science, psychology, chemistry, etc).

2. Comment on the effect of the decline of pre-law students in the program.

Since a major goal of the PAP faculty is to convince pre-law students to transfer into a 4 year major as soon as possible, it is difficult to access whether or not there is a decline in pre-law student. It may well be that the PAP faculty have done an excellent job in convincing pre-law student to transfer and, thus, the perceived decline in pre-law. Actually, the pre-law program is primarily an advising program, especially since an AA degree in pre-law is not very meaningful.

A more meaningful and realistic strategy toward the entire pre-law question is to enroll students who intend to attend law school upon graduation from Ferris in the PAP from the very beginning of their academic careers, since it is the only 4 year program at Ferris that gives students 5 legal related courses (the PAP legal specialization) as part of their baccalaureate requirements. Students would have the option to transfer out of the PAP if it is not suitable to their academic needs. At least, however, even in these cases when students leave the program, they would receive a solid academic year of general education courses and be advised as to other career options available to them.

3. What efforts have been made to make the program competitive with GVSU and other nearby programs?

The strength of the Ferris PAP in relation to GVSU, CMU, and other nearby programs is that our program provides a very wide-spread multidisciplinary education. Specifically, the PAP at Ferris is much more than just "applied political science." Its core courses include political science, economics, accountancy, psychology, sociology, history, and management. Additionally, students specialize in areas such as criminal justice, social work, business administration and economics, legal studies, and non-profit administration and grant writing. Our program is oriented toward a very broader sense of public administration and career choice rather than in just government.

4. Why does the program focus primarily upon local government?

Former Speaker of the US House of Representatives said it best, "All government is local." Thus the focus of the PAP upon local government does not exclude state and national government. Additionally, a greater number and variety of internships and entry-level jobs are available at the local level, where students can more easily continue their education in graduate school, law school, or professional school.

It should be noted, however, that one of our graduates did complete her internship in Washington, DC in the office of US Representative Jim Barcia and a second was an intern to the Chief Justice of the Michigan Supreme Court. Finally, we could place many more graduating students in internships in Washington DC and in Lansing (Office of the Governor, Republican Party State House of Representatives Leadership, Democratic Party State House of Representative Leadership, and numerous state bureaucratic agencies) if more financial resources were available through either Ferris or the interning organizations. Our students are just more "financially strapped" than many students attending the University of Michigan or Michigan State University, for examples.

II. Collection of Perceptions

1. In the graduate survey discussion, it says that two grad are unemployed. Are the reasons for this known?

Yes, the first has chosen to remain home as a "mother" and "housewife" until her young children enter public school. The second is very ill.

2. What steps does the program take to stay in touch with graduates?

One of the major advantages of this APR process has been that the PAP faculty have been "required" to re-establish contact with PAP graduates. A number of our graduates are also members of the PAP Advisory Board and initial steps are in progress that will create an active alumni association.

3. How does the program help graduates find positions?

Potentially, the PAP internship offers tremendous opportunities for entry-level employment. PAP students are strongly advised throughout their academic career to select an internship that will, in some manner either through continued employment or specialized training, lead to entry-level employment.

Additionally, it is time for Career Services to take seriously the past and continuing recommendations of the College of Arts & Sciences that it (Career Services) offer as much aid to A&S students in finding employment that it does to students from the College of Business and the College of Technology.

4. Comment on the need, expressed in the exit survey, for more pre-law preparation in the program.

These students' opinions are based upon their lack of knowledge pertaining to the realities of law school. Today, law schools are not interested in heavy legal course preparation BEFORE a student enters law school. Rather, law schools are interested in having students develop skills such as critical thinking, logical analysis, reading and writing abilities, etc.

5. Have the views of the advisory board regarding support for the program been communicated to the University administration?

They have been communicated to the University's administration on numerous occasions and in a variety of manners.

III. Program Profile

1. Discuss how internships are set up and how performance of the interns is assessed.

Students begin a "search" for an internship following consultations with Dr. Roy and Dr. Griffin. Most students want to conduct their internship near their family home area (again, due to limited financial resources). Others chose to remain in the Big Rapids/Mecosta County area where the program faculty have developed numerous and a variety of on-going internship opportunities for students with local governmental, public, and private agencies.

Internship performance is determined according to two evaluation forms, both of which are included in the APR document.

2. Comment on the enrollment decline in the program since 2000-01.

The APR Report specifically documents that "(t)he student enrollment in the Public Administration has **remained relatively consistent** (emphasis added) from the mid-40's (46 upper limit) top the high 30's (38 lower limit) during the past APR cycle (Fall 2000 to Fall 2004).

3. What is the program capacity? What is the capacity of the courses?

PLSC course sections all have maximum capacities of 40 students. We are currently offering one section of our majors-only courses each semester on a two year cycle. They are not all full. If we were to fill these courses, program enrollment would be in the range of 65-70 students.

4. In the assessment section, a portfolio requirement is mentioned. How is the portfolio assigned and structured?

The portfolio requirement is part of the Capstone course (PLSC 481) and is evaluated and graded after much consultation with the Capstone course professor. The grading is based upon the quality of the papers, the fulfillment of the categories (ethics, public policy, research, case study), and the executive summary. PAP students report that the process is helpful in securing employment, which is one of the major objectives of the portfolio requirement.

IV. Facilities and Equipment

1. What is the source of the extra funds for the library resources needed for the program?

No additional funds are necessary. In this instance, PAP faculty simply need to utilize already existing funds to build the public administration collection.

V. Conclusions

1. Discuss in more detail the need for a new tenure-track faculty member.

Once again, the PAP faculty are at the apex of productivity among faculty (and academic programs) University-wide. The PAP is one of the least expensive degrees granting programs University-wide. The PAP faculty provide a wide variety of general education requirements for students state-wide and on a continuing basis. Yet, the number one criticism (is this the proper terminology ???) is that the program does not grow. How can it grow without additional resources, especially in the area of faculty resources???

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FERRIS STATE UNIVERSITY

To: Academic Senate Program Review Council
From: Matthew A. Klein, Dean, College of Arts and Sciences
Date: August 31st, 2005
Re: Public Administration Program

This memorandum presents my review of the Public Administration Program (PA) and is based on that program's APRC report, meetings with its faculty, students, and consultation with Department Head John Thorp. The Public Administration Program, which is going through its second APRC review, remains a strong alternative for our students, and its curriculum is well suited to preparing future leaders for work in local and state government and in the private sector as well. Both the program faculty and department argue for an additional tenure-track line to support growth in the program. I support the addition of tenure-track faculty to the college, but it is not clear at this time whether the existing thirty-three majors are sufficient to justify the line. I would recommend that we continue to use the Vice President's model for validating new faculty positions. However, I recognize that it has been a challenge to maintain adjuncts in the program and that this has been stressful to our faculty, staff and administration.

I will use the APRC recommended categories for the remainder of my remarks:

Health of the Program

PA is a relatively small program, but much of its coursework is also subscribed to by other stakeholders. As such it is one of the least expensive four year programs at Ferris State University. The program's flexible curriculum helps it to meet the needs of its students and can be adapted to changes in the profession. It is possible that a change in the PA program toward a political science major could create a program with more options for its students and therefore more majors in its ranks. Nonetheless, the program in its current form is mature and well thought out.

Future Goals

The college needs to assist the faculty and department in developing more student interest in this major, something on which our college recruiter is focused. Our extension campuses appear to be a potentially rich source of additional students who are interested in this major. It may well be that the desire for an additional faculty line could be justified by accessing our off-campus populations through online delivered coursework, something the program does not currently offer.

Adequacy of Resource Allocation

At the present time the resources for this program are adequate. It is clear that the program is on a tipping point, however, as the strongly expressed desires for another permanent faculty member connote. Additional resources from the university would bolster the program's visibility and would be welcome.

Relationship of Program to FSU Mission

The program is a good fit with Ferris' mission with a solid and proven track record of preparing students to move directly into jobs. The Public Administration Program also syncs particularly well with the President's emphasis on civic responsibility and work that reinforces democratic values.

Program's Visibility, Distinctiveness & Value

The program has a good Grand Rapids following and is well respected. Its faculty help raise the program's visibility through their involvement with external projects and organizations. More could be done to market and advertise the degree, and it would be prudent to examine alternative niche markets the degree might serve.

Characteristics, Quality, and Employability of Students in the Program

Students who graduate from the PA program get good jobs and have an immediate impact in the communities in which they serve. Employers seem to be satisfied with our students' preparation and the overall effectiveness of the program.

Quality of Curriculum and Instruction & Composition and Quality of Faculty

The two tenure-track faculty are well qualified and continue to do a good job of assessing the effectiveness of their program and supporting its expansion. Both are active in their fields on both a local and national level.

Adequacy of Facilities and Equipment

The facilities that support the program are adequate. I have initiated a college process to explore the development of additional online course offerings, and PA appears to be particularly well suited to this alternative model of delivery.



PUBLIC ADMINISTRATION PROGRAM

PROGRAM REVIEW PANEL REPORT

SEPTEMBER, 2005

PROGRAM REVIEW PANEL MEMBERS

• Richard Griffin, APR Chair & Program
Coordinator

• John Thorp, Head, Department of
Sciences

• Donald Roy, Program

• Gregory Key, Chair, Applied
College of Technology

• Jon Lynch, Director of Planning City of
Burlington, NH

PUBLIC ADMINISTRATION PROGRAM ACADEMIC PROGRAM REVIEW

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SECTION 1

**OVERVIEW OF THE
PUBLIC ADMINISTRATION PROGRAM**

ACADEMIC PROGRAM REVIEW

SECTION 1:
AN OVERVIEW OF THE
PUBLIC ADMINISTRATION PROGRAM

According to its mission statement, *Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.* The Public Administration Program (PAP) is central to the University's mission. The Program provides opportunities for innovative teaching and learning both pedagogically and methodologically by locating learning in a multidisciplinary curriculum, which combines the traditional academic disciplines of political science, economics, sociology, psychology, and business administration. The Ferris State University PAP is also unique in that it has a 15 credit hours specialization requirement, which allows students to apply their public administration skills and learning to a particular occupational field such as social work or criminal justice. Finally, through the internship experience, the public administration student is prepared for the expectations of career-oriented employment within the professional environment of public administration.

The Public Administration Program (PAP) at Ferris State University originated during the 1997 Fall Semester. It is housed administratively in the Department of Social Sciences of the College of Arts and Sciences.

Primary to the rationale for creating the PAP was that the Program could both attract new students to Ferris State and retain students already enrolled in the University who were considering transferring to another college or university. Moreover, these goals could be achieved at minimal costs to Ferris State since designing a new capstone course and internship experience and merging these with already existing courses created the Program. Additionally, at that time, no new faculty members were required to initiate and implement the Program.

During its eight years of existence as a degree-granting program, the PAP has had significant impacts upon the University, the Big Rapids, Mecosta County, and mid-Michigan communities, and the state of Michigan. As this document will more fully indicate in later sections, the Program has had very good success in attracting students and in graduating them. These graduates have been accepted into outstanding professional and graduate schools and law schools, and several have completed their graduate education and are now engaged in careers that significantly impact the larger community.

Through the internship experience, Public Administration students performed very important tasks and fulfilled the mission and goals of numerous public and private agencies both locally and in more remote areas of the state. The City of Big Rapids, for example, has had at least one Public Administration Program intern on its staff on a continuous basis for almost the inception of the Program. Those interns have performed extremely important tasks for our community. Included in these have been the creation

and development of the City of Big Rapids web page, the creation and implementation of a survey concerning solid wastes which has greatly enhanced the quality of city services, the daily enforcement of the City Ordinance, and the general quality of services provide by the City's Neighborhood Services Department.

Since completing the Academic Program Review cycle in 1999, the PAP has continued to grow by offering students new and challenging courses specifically devoted to the intricacies of the field. Additional program specializations have also been added to the Program, which give students even greater educational flexibility and opportunities for career training. With the addition of more permanent faculty, the Program would continue to develop along these growth patterns.

A. PROGRAM GOALS

The goals of the Public Administration Program (PAP) are separated according to the categories of "skills," "knowledge," and "values" learned by students. These goals are as follows.

Skills:

In order to be prepared for a career in the field of public administration, or for admission to graduate school, graduates will be able to

1. Analyze the political, social, and economic environments of public bureaucracies and public agencies as measured their capstone course, internship, portfolios and graduate exit survey;
2. Participate in public policy-making processes as measured by their capstone, internship, portfolios, and graduate exit survey;
3. Participate in the managerial processes in public bureaucracies as measured by their capstone course, internship, portfolios and graduate exit survey;
4. Conduct research employing the analytical tools and methods commonly used in the field of public administration as measured by their capstone course, internship, portfolios, and graduate exit survey;
5. Lead teams and perform administrative tasks with minimal guidance as measured by their capstone course, internship, portfolios, and graduate exit survey.

Graduates will also

6. Exhibit life-long problem solving and critical thinking skills required by professionals in the field of public administration as measured by graduate follow-up and employers surveys and students' capstone course, internship, portfolios and graduate exit survey;
7. Exhibit life-long writing skills required by professionals in the field of public administration as measured by graduate follow-up and employers surveys and students' capstone, internship, portfolios and graduate exit survey;
8. Exhibit life-long oral/communication/people skills required by professionals in the field of public administration as measured by graduate follow-up and

employer surveys and students' capstone, internship portfolios and graduate exit survey; and

9. Exhibit life-long computer skills required by professionals in the field of public administration as measured by graduate follow-up and employers surveys and students' capstone, internship, portfolios and graduate exit survey.

Knowledge:

Graduates will

1. Understand the administrative, legal, and political approaches to the study of public bureaucratic institutions as measured by their capstone course, internship, portfolios, and graduate exit survey;
2. Understand/comprehend social scientific information as measured by their capstone course, internship, portfolios, and graduate exit survey; and
3. Display a working knowledge of available resources for professionals in the field of public administration as measured by their capstone course, internship, portfolios, and graduate exit survey.

Values:

Graduates will

1. Internalize the professional ethics and responsibilities characterizing and accepted within the profession of public administration as measured by graduate follow-up and employers surveys and students' capstone course, internship, portfolios, and graduate exit survey;
2. Value participating in professional organizations as measured by graduate follow-up and employers surveys and students' capstone course, portfolios, and graduate exit survey; and
3. Value mentoring students within the educational process as measured by graduate follow-up and employers surveys and students' capstone course, internship, portfolios, and graduate exit survey.

The original goals were established by borrowing heavily from the Social Work Program, which has enjoyed a high degree of success for decades at Ferris State. Through the life of the Public Administration Program (PAP), its faculty and administrators have revamped the original goals to better suit the field of public administration and the specific needs of the Program for preparing students for careers in the field and in meeting employer needs. Regular feedback from the PAP's Advisory Committee, from field internship directors, and from student portfolios have guided the PAP faculty in updating and revamping the Program's goals since the initial APR cycle in 1999. These changes, which are designed to give students better administrative and leadership skills, have resulted in better preparing graduates for success in the employment market and in their eventual careers in public administration. Additionally, these changes have strengthened the relationships between the PAP and the University's mission and the Department of Social Science and the College of Arts and Sciences' strategic plans by providing even greater opportunities for PAP students in career-oriented, technological and professional education.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The Ferris State Public Administration Program is especially unique in that it is one of the very few baccalaureate degree programs in the field of public administration in America. At the undergraduate level, other colleges and universities, in rare cases, will grant a graduate a baccalaureate degree in political science with an emphasis in the field of public administration. The great majority of these institutions, however, only offer the political science degree. Students will experience the opportunity to specialize in public administration only at the Masters or Ph.D. degree levels.

Program uniqueness can be seen especially in its multidisciplinary course core and program specializations. Graduates must complete a programmatic core consisting of coursework in Political Science, Economics, History, Psychology, Sociology, Accounting, Management, Humanities, Communication, and Computer Information Systems. Additionally, graduates must complete a 15 credit hour specialization in one of the following recommended areas: Communication, Criminal Justice, Economics and Business Administration, Legal Studies, Land Use Planning, Nonprofit Organization Administration and Grant Writing, Social Work, or Television Production.

Because the FSU Public Administration Program offers students such immediate and direct multidisciplinary, career-oriented education and is characterized by a tremendous degree of educational diversity, it has had good success in attracting students. While the bulk of students entering the Program have, in the past, come from students transferring internally within the University from other programs, more have entered the PAP as first-year freshmen during the last few years.

Because the PAP grants the baccalaureate (Bachelor of Science) degree, theoretically it should not experience any major competition from similar higher educational institutions in the region such as Central Michigan University, Saginaw State University, and Lake Superior State University. Ferris State University does, however, compete quite heavily with Grand Valley State University for students in all programs. Better advertisement and more resources for student recruitment from the University would greatly enhance the PAP's enrollment numbers, as it is most probable that the University loses potential PAP students to other programs at GVSU.

C. PROGRAM RELEVANCE

In a discussion led by Don Maruska, director for the Cal-ICMA Coaching Program, executive recruiters expressed strong warnings about the demographic crisis facing the local government management profession. As 80 million baby boomers (those born between 1946 and 1964) retire throughout the United States economy, there are only 50 million Generation Xers (1965-1977) available to fill the vacancies left by this coming wave of retirees.

This is especially a challenge for the public sector, which has a higher number of older baby-boomer employees than does the private sector. In the private sector, the largest replacement-talent gaps are in the managerial and administrative ranks. However, these gaps are even wider in the public sector. Most local government chief executives and senior managers in California, for example, are now eligible to retire.

In respect to local government, one recruiter lamented the "missing middle." Potential candidates exist who are in their 30s and 50s, but not in their 40s.¹ Additionally, the following information, which is provided from the U.S. Department of Labor Bureau of Labor Statistics, Career Guide to Industries, reinforces the realities of this situation.

State and local governments employ people in occupations found in nearly every industry in the economy, including chief executives, managers, engineers, computer occupations, secretaries, and health technicians. Certain occupations, however, are mainly or exclusively found in these governments, such as legislators; tax examiners, collectors, and revenue agents; urban and regional planners; judges, magistrates, and other judicial workers; police and sheriff's patrol officers; and correctional officers and jailers.

As Table 1-1 below clearly indicates, local government employs more than three times as many service workers than does State government. Most of these local governmental employees are firefighters and law enforcement workers.

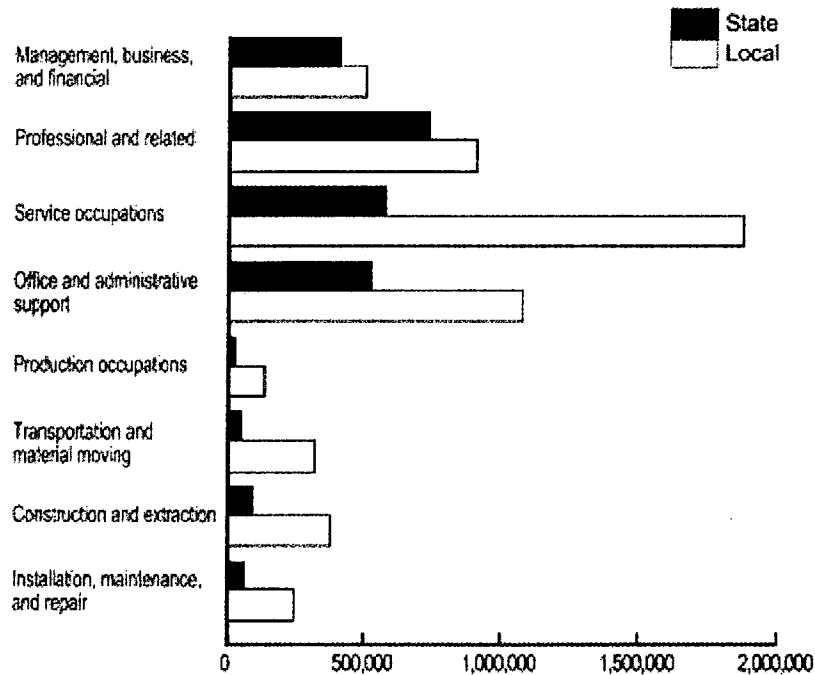
Chief executive, general and operations managers, and legislators establish governmental/public policy and develop laws, rules, and regulations. They are elected or appointed officials who either preside over units of government or make the laws. Chief executives include governors, lieutenant governors, mayors, and city managers, while general and operations managers include district managers and revenue directors. Legislators include state senators and state representatives, county commissioners, and city council members.

Governmental chief executives, like their counterparts in the private sector, have overall responsibility for the operation of their organizations. Working with legislators, chief executives in government set goals and arrange the programs required to attain these goals. These executives also appoint department heads that oversee the civil servants who carry out programs enacted by legislative bodies. As in the private sector, governmental chief executives oversee budgets and ensure that resources are used properly and that programs are carried out as planned.

¹ Frank Benest, "It's a Reality: The Shrinking Talent Pool for Local Government Managers," Public Management, March, 2005, Volume 87, Number 2, June 8, 2005.
<http://www.icma.org/upload/library/2005-03/{0D2E08DB-6EF2-4097-A6F2-B9CDEF96A977}.rtf>

Table 1-1

Local government employs more than three times as many service workers than does State government



Chief executive officers carry out a number of other important functions, such as meeting with legislators and constituents to determine the level of support for proposed programs. In addition, chief executive officers often nominate citizens to boards and commissions, encourage business investment, and promote economic development in their communities. To do all of these varied tasks effectively, chief executive officers of large governments rely on a staff of highly skilled aides to research issues that concern the public. Executives who control small governmental bodies, however, often do this work by themselves.

Virtually all town, city, and county managers have at least a bachelor's degree, and many hold a higher degree. A master's degree in public administration is recommended, including courses in public financial management and legal issues in public administration. Working in management support positions in government is a prime source of the experience and personal contacts required eventually to secure a manager position. For example, applicants often gain experience as management analysts or assistants in government departments, working for committees, councils, or chief executives. In this capacity, they learn about planning, budgeting, civil engineering, and other aspects of running a government. With sufficient experience, they may be hired to manage a small government.

Generally, a smaller community first hires a town, city, or county manager. Advancement often takes the form of securing positions with progressively larger towns, cities, or counties. A broad knowledge of local issues, combined with communication skills and the ability to compromise, are essential for advancement in this field.

Few new governments at any level are likely to be formed in the near future, and the number of chief executives and legislators in existing governments rarely changes. However, some increase will occur at the local level as counties, cities, and towns take on professional managers or move from volunteer to paid career executives to deal with population growth, federal regulations, and long-range planning.

Other Public Administration programs in Michigan and elsewhere target federal and state governments and research think tanks. The Ferris PAP targets local government positions and most of our internships occur in local government. Accordingly, our students are being prepared to enter local government positions while, at the same time, they can take Masters' Degree courses. The FSU Public Administration students are both job ready and graduate school ready.

The Public Administration Program (PAP) at Ferris is well suited to create and implement programmatic changes in response to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change. Specifically, these required programmatic changes are (and will continue to be in the future) identified and implemented through program assessment measures. These measures are as follows.

1. student performance in the internship (annual cycle);
2. student performance in the program capstone course (annual cycle);
3. student performance on their senior portfolio (annual cycle);
4. a graduate exit survey of the program (annual cycle);
5. a graduate follow-up survey of the program (three year cycle), and;
6. a survey of graduates' employers (three year cycle).

The future assessment cycle for the PAP will be as follows

2005-06

construction of an on-campus template to organize data from the internship, capstone course, and portfolio measures;

2006-07

on-campus data collection, analysis of data, and refinement of the assessment template;

2007-08

construction of an off-campus template to organize data from the graduate exit, graduate follow-up, and employer surveys;

2008-09

curriculum review, on-campus data collection, and analysis of cats

2009-10

implementation of curriculum revision if needed, review of on-campus and off-campus assessment templates, on-campus data collection, and the analysis

of data; and
2100-11

on-campus and off-campus data collection, analysis of data.

Program assessment data are also collected from on-going interactions between faculty and Advisory Committee members and between faculty and current students. The information gathered from these interactions and from past surveys of students, graduates, faculty, and Advisory Committee members have already led to significant changes in the PAP designed to meet emerging issues dealing with the discipline, the labor force, employer needs and student needs. These changes have been in three areas. First is the creation of three new program courses. These are

1. PLSC 411 – Urban and Regional Planning;
2. PLSC 421 – Public Sector Labor Management; and
3. PLSC 465 – Local Government Budgeting Analysis.

Second is the creation of new 15-credit specializations. These are

1. Legal Studies;
2. Nonprofit Organization Administration and Grant Writing;
3. Television Production; and
4. Land-use Planning.

Third is revision of PLSC 481 – Public Administration Capstone. The capstone course experience has been revised to include the creation of a portfolio required of all graduating seniors. Also, the capstone course now pulls together our students' knowledge and skills from previous courses in order to do case study problem solving and leadership exercises.

As previously mentioned, student recruitment to the PAP is enhanced due its multidisciplinary, career-oriented focus, as well as its flexibility in allowing a relatively large number of program specialization options and elective course choices. The results of the graduate exit survey and the student program evaluation are summarized in Table 2-1 (Tables with complete results are contained in Section 2 of the document). These surveys measure both the degree to which the PAP meets student expectations and student sentiment toward the program.

As the data in Table 1-2 indicate both graduating and current students give the PAP high evaluative scores (“strongly agree” and “agree”) on virtually every measure. In fact, weighted averages in excess of 4.00 were calculated on eleven of the fourteen evaluative statements and well in excess of 3.40 on the remaining three statements.² Specifically, as a result of their educational experiences in the PAP, both graduates and current students

² A weighted average measures the evaluative strength of a statement. A score of “5” is assigned to each “strongly agree” response, of “4” to each “agree” response, of “3” to each “neutral” response, of “2” to each “disagree” response, and of “1” to each “strongly disagree” response. The sums are then totaled and divided by the number responding. The result is the weighted average. Weighted averages reflect the relative level of agreement or disagreement with the statement among respondents.

Table 1-2
Weighted Averages from PAP Graduate Exit Survey
and Student Program Evaluation

<i>Evaluative Item</i>	<i>Graduate Wt. Ave.</i>	<i>Student Wt. Ave.</i>
<i>Understand professional ethics & responsibilities</i>	4.64	4.63
<i>Ability to develop writing skills</i>	4.45	4.38
<i>Working knowledge of available resources</i>	4.45	4.38
<i>Ability to understand/comprehend PA principles</i>	4.45	4.29
<i>Adequate faculty advisement</i>	4.45	4.04
<i>Proper resources for my use</i>	4.27	4.29
<i>Preparation for a career in Public Administration</i>	4.27	4.21
<i>Ability for problem solving/critical thinking skills</i>	4.27	4.00
<i>Ability to communicate effectively</i>	4.18	4.38
<i>Faculty supportive of my educational experience</i>	4.18	4.17
<i>Ability to develop people skills</i>	4.09	4.25
<i>Ability to utilize/enhance my knowledge of computers</i>	3.73	3.63
<i>Preparation for Law School</i>	3.64	3.42
<i>Ability to understand/comprehend scientific information</i>	3.55	3.67

give the PAP extremely high evaluations (weighted averages in excess of 4.00) with regard the graduate/student's

1. understanding of professional ethics and responsibilities;
2. ability to develop writing skills;
3. working knowledge of available resources;
4. ability to understand/comprehend Public Administration principles;
5. receiving adequate faculty advisement;

6. having proper resources for my use
7. preparation for a career in Public Administration;
8. ability for problem solving/critical thinking skills;
9. ability to communicate effectively;
10. having faculty supportive of my educational experience; and
11. ability to develop people skills.

The PAP was also given high evaluations (weighted averages in excess of 3.40) by graduating and current students for having enhanced their

1. ability to utilize/enhance my knowledge of computers;
2. preparation for Law School; and
3. ability to understand/comprehend scientific information.

D. PROGRAM VALUE

The Ferris State University Public Administration Program (PAP) and its personnel (faculty) offer great benefits to the University, students, and employers. As the only baccalaureate (Bachelor of Science) program in the Great Lakes region, the program provides specially trained graduates who are qualified to fulfill a variety of entry-level positions especially in local and state governmental entities (See Table 1-1) and in non-profit and public service agencies. Thus, the program has positive consequences for fulfilling the “career-oriented, technological and professional education” aspect of the University’s mission. It also provides for an employment “linkage” between its students and their employers upon graduation.

The data gathered from the faculty survey, likewise, indicate the positive values that faculty perceive that the PAP has for the University and its students.³ While the complete data gathered by the faculty survey are contained in Section 2, Table 1-3 illustrates weighted averages for measures relevant to faculty perceptions. As these measures indicate, the faculty believe very strongly that the program is consistent with the University’s mission statement and with the goals and objectives of the Social Science Department. Additionally, Department of Social Science faculty members fully support the PAP and respond that Public Administration students learn the importance (value) of participating in professional organizations and the need for (value) and ability to engage in lifelong learning.

The sole negative perception from the faculty survey involves the perceived lack of administrative support for the PAP. Those faculty who interact with the two permanent PAP faculty and with PAP students on a regular, daily basis perceive that the primary deficiency in the program concerns the understaffing of the program. These perceptions are perhaps best illustrated by the selected quotes from the open-ended question #13 of

³ While there are currently only two permanent, tenured faculty members in the Public Administration Program, eleven faculty members were surveyed. Those surveyed were the two PAP faculty members and an additional nine faculty who teach courses in disciplines that have regular interaction with the PAP students. These are Sociology, Geography, History, and Social Work.

Table 1-3
Weighted Averages of Faculty Perceptions
of the Value of the PAP

<i>Evaluative Item</i>	<i>Weighted Ave.</i>
<i>The FSU Social Sciences faculty supports the PAP</i>	5.00
<i>The PAP is consistent with the FSU mission statement</i>	4.91
<i>The PAP is consistent with goals & object. of the Soc. Sci. Dept</i>	4.91
<i>PA students learn import. of participating in professional organ.</i>	4.64
<i>PA students learn need for & develop ability for lifelong learning</i>	4.45
<i>The FSU Administration supports the PAP</i>	1.91

the Faculty Perceptions Survey. The question asks the respondent to “(b)riefly state what you think are the strengths and weaknesses of the Public Administration Program.” Among the responses from the faculty from non-Public Administration disciplines were the following:

“The strengths of the PA program are reflected in the skills, experience, and work ethic of the two principal faculty members. The program has the capacity and capability to reach many more students and grow as an academic unit. However, the administration must be supportive of the PA faculty. Apparently, the administration has adopted a benign approach to the growth potential of PA by subjecting it to a decrease in competent faculty. If administration was overtly supportive of PA, it would provide the resources necessary for growth. This weakness may, in the long run, stifle faculty enthusiasm and student academic performance.”

“The PA Program is one of the best and well designed programs in the College for giving students hands-on professional training. It is profoundly disappointing that the University is not supporting this program with needed staff and positions.”

“Students in PA (majors) and students taking PA classes (minors or just taking one elective) have their world view expanded. They understand how politics, institutions and critical issues interrelate.”

“It was a (expletive deleted) shame that the VPAA pulled the tenure track position. We (FSU) lost an opportunity to hire a very good candidate who helped give our students an international perspective on topics.”

“They (PAP) have an excellent faculty, but they need a third tenure track position. They had a good one but lost him due to an inexplicable administrative decision.”

“Public Administration is an important field to offer Ferris students, given its ability to prepare students for leadership positions in government, health, education, and community. Ferris’ PA Program does well (fulfilling) the above expectations, yet still needs more teaching resources.”

The educational backgrounds, institutional service commitments, and public sector involvement of the two PAP permanent faculty are, additionally, of tremendous benefit to the University and its students. The program’s faculty have earned Ph.D.’s in political science from outstanding universities (Notre Dame and Florida State University) and have extensive practical public administrative experience with a variety of agencies including three separate sites of the National Aeronautics and Space Administration (Johnson Spacecraft Center, Marshall Spaceflight Center, and Langley Research Base) to the Dallas, Texas Chamber of Commerce.

At the national level, a PAP faculty member is one of only seven higher educational representatives to the 180 member Resolutions Committee⁴ of the National Educational Association., while at the state level both faculty have been heavily involved as consultants to the Michigan State Department of Education for a number of years. Their services have included educational program review, educational program certification/desertification, and the development and validation of measures for teacher and institutional assessment

Within the community, both PAP faculty are heavily involved both on an issue-by-issue and an institutional basis. One, for example, was a member of the City of Big Rapids Plan Board for eight consecutive years and served on a three-member panel for making budgetary recommendations to the Big Rapids City Council.

Another of the PAP faculty is a board member of a local, grass roots, non-profit citizenship group engaged in educational and legislative environmentalism. In addition, two Citizen Planner courses offered by the MSU Extension have been taken for certification in land-use planning.

Finally, the PAP faculty have served the University as members of the Academic Senate and its Executive Committee, the Social Awareness Committee, the College of Arts & Sciences Promotion and Merit Committee, and numerous Department of Social Science

⁴ The Resolutions Committee proposes the “formal expressions of opinion, intent, belief, or position of the Association,” which is the largest K-Higher Ed teachers’ association in America. “Preliminary Report of the 2004-2005 NEA Resolutions Committee, National Education Association of the United States of America, Winter Meeting, February 24-26, 2005, Washington, D.C., forward.

committees and individual faculty member tenure committees. They also teach several courses which fulfill General Education requirements of the University and are, thus, vital to the educational experiences of non-Public Administration majors.

It is within the classroom environment and student advisement experience that the faculty share their wide varieties of practical experience and community/institutional services with students. This faculty/student sharing helps to "round-out" students and gives graduates more practical insights to the realities of the field of public administration. Currently, however, the PAP, along with students, is greatly hindered due to the shortage of qualified, tenure-track faculty within the program. A third tenure-track faculty is very badly needed for program growth, continued effective implementation, and future success.

SECTION 2

COLLECTION OF PERCEPTIONS

OF THE

PUBLIC ADMINISTRATION PROGRAM

ACADEMIC PROGRAM REVIEW

SECTION 2
COLLECTION OF PERCEPTIONS
THE PUBLIC ADMINISTRATION PROGRAM

Since the Public Administration Program (PAP) had undergone Academic Program Review in 1999, it was determined that for long-term, comparative purposes, survey instruments utilized during the 1999 review process, but revised to meet current (2005) program goals and objectives, would be most useful. Thus, copies of the 1999 survey instruments were forwarded to the FSU Institutional and Testing Center for review and consultation. In a word, the Center approved each of the 1999 surveys with only minor revisions for review in 2005. The revisions dealt with the potential evaluative categorical responses for each of the surveys. The 1999 surveys allowed the respondent to reply to each evaluative survey questions with the following responses: "Excellent"; "Good"; "Average"; "Below Average"; or "Poor." The current surveys were altered to allow the respondent the following responses: "Strongly Agree"; "Agree"; "Neutral;" "Disagree"; and "Strongly Disagree." With these minor revisions, APR surveys for the Public Administration Program (PAP) were conducted during the Spring and Summer Semesters of the 2004-05 academic year.

A. GRADUATE FOLLOW-UP SURVEY

Before the end of the 2004-2005 academic year, the PAP had graduated forty-two (42) students. The Alumni Relations Office of University Advertising and Marketing provided the names and address of the graduates. During the 2005 Spring Semester, "Graduate Follow-Up Surveys" were mailed to each of the 42 graduates. The mailing included a brief letter illustrated in Figure 2-1, which is placed at the end of this subsection, and a copy of the "Public Administration Program Graduate Follow-Up Survey" contained in Figure 2-2, which follows the letter. The letter explained the rationale for the survey and requested the graduate to return the completed survey to the PAP in an enclosed stamped envelope.

A total of eighteen graduates returned completed surveys for a response rate of 42.9 per cent. The employment status of the respondents is as follows:

1. 61.1% (11 graduates) are currently employed;
2. 16.7% (3 graduates) are currently in graduate or law school;
3. 11.1% (2 graduates) are have chosen to remain in the home at this time; and
4. 11.1% (2 graduates) are currently unemployed.

Of those graduates who are currently employed, almost three-fourths (72.2%) responded that their "job applies specific/general knowledge to their course of study." In other words, their current employment position is directly linked to their Ferris State University PAP education. Additionally, the majority (72.2%) had located their job through "friends" and/or "other" professional contacts, four of them within five nine months of

graduation, three within one to four months, and three before graduation. One did not respond to this question.

With reference to their current salary, the eleven employed graduates supplied the following information.

1. Three (27.3%) are making in excess of \$50,001 annually.
2. One (9.1%) is making \$40,001 to \$50,000 annually.
3. Three (27.3%) are making \$30,001 to \$40,000 annually.
4. Three (27.3%) are making \$20,001 to \$30,000 annually.
5. One (9.1%) is making \$10,001 to 20,000 annually.⁵

An analysis of graduate responses to the Likert type evaluative questions is contained in Table 2-1. As the data clearly indicate, Public Administration graduates exhibit an extremely high degree of satisfaction with respect to the skills, knowledge, and values they developed as a result of having graduated from the program. Moreover, graduates indicate they received an excellent education from the FSU Public Administration Program and are generally satisfied with the levels of preparedness the PAP gave them for entry into the employment market and/or graduate and professional school.

Specifically, all of the graduates give “Strongly Agree” and “Agree” evaluations to the following statements: that they

1. developed good and professional ethics from the PAP (100.0%);and
2. would recommend this program to a friend (100.0%);

and in excess of 90% of them agreed that the PAP helped them

1. develop problem solving/critical thinking skills (94.4%);
2. develop good oral skills (94.4%);
3. develop good people skills (94.4%);
4. receive a well-rounded education at FSU (94.4%);and
5. receive a well-rounded education from the PAP (94.4%);

Over 80% of the PAP graduate respondents believe that

1. the classes in their specialization were beneficial (88.9%);
2. they developed a good understanding/comprehension of administrative skills (88.9%);
3. they were satisfied with the advising of the program (88.9%); and
4. there were proper resources available for their utilization (83.3%).

Approximately three-fourths of the Public Administration Program graduates responded that they

1. developed good written communication skills from the PAP (78.3%); and
2. were satisfied with the academic preparation the PAP provided for their job (72.2%).

⁵ This graduate is currently both employed by a non-profit, faith based organization and is attending a post-graduate professional school sponsored by that organization.

Table 2-1
Likert Type Evaluative Responses to the
PAP Graduate Follow-Up Survey

<i>Evaluative Item</i>	<i>Str Agr</i>	<i>Agr</i>	<i>Neut</i>	<i>Dis- Agr</i>	<i>Str Disg</i>	<i>Wt Ave</i>
<i>Professional Ethics & Responsibility</i>	13 72.2%	5 27.8%	-0-	-0-	-0-	4.72
<i>Problem Solving/Critical Thinking</i>	13 72.2%	4 22.2%	1 5.6%	-0-	-0-	4.67
<i>Classes in Specialization Beneficial</i>	13 72.2%	3 16.7%	2 11.1%	-0-	-0-	4.61
<i>Recommend PAP to a Friend</i>	11 61.1%	7 38.9%	-0-	-0-	-0-	4.61
<i>Develop Good Oral Skills</i>	11 61.1%	6 33.3%	1 5.6%	-0-	-0-	4.56
<i>Develop Good People Skills</i>	11 61.1%	6 33.3%	1 5.6%	-0-	-0-	4.56
<i>Academic Advisors Helpful</i>	12 66.7%	4 22.2%	1 5.6%	1 5.6%	-0-	4.50
<i>Well-Rounded Education at FSU</i>	10 55.6%	7 38.9%	1 5.6%	-0-	-0-	4.50
<i>Well-Rounded Education from PAP</i>	10 55.6%	7 38.9%	1 5.6%	-0-	-0-	4.50
<i>Good Written Communication Skills</i>	11 56.1%	4 22.2%	2 11.1%	1 5.6%	-0-	4.39
<i>Good Understanding of Admin Skills</i>	9 50.0%	7 38.9%	2 11.1%	-0-	-0-	4.39
<i>Satisfied with Advising of Program</i>	9 50.0%	7 38.9%	-0-	1 5.6%	1 5.6%	4.22
<i>Proper Resources to Utilize</i>	9 50.0%	6 33.3%	2 11.1%	-0-	1 5.6%	4.22
<i>Satisfied with Academic Prep for Job</i>	9 50.0%	4 22.2%	4 22.2%	-0-	1 5.6%	4.11
<i>Core Courses Important to my Field</i>	8 44.4%	4 22.2%	5 27.7%	1 5.6%	-0-	4.06
<i>Good Understanding of Scien. Info.</i>	5 27.8%	7 38.9%	5 27.8%	1 5.6%	-0-	3.89
<i>FSU Prepared for Graduate School</i>	4 22.2%	6 33.3%	6 33.3%	1 5.6%	1 5.6%	3.61

Two-thirds of the responding graduates felt

1. the core courses of the PAP are important to their field of employment (66.7%); and
2. they developed a good understanding/comprehension of scientific information from the program (66.7%).

Finally, over one-half of the graduates believe that FSU properly prepared them for graduate school (55.5%).

With specific reference to extent to which the PAP graduates perceived that program goals were fulfilled,

1. an **extremely high level of attainment** was achieved with the goals of
 - a. the development of professional ethics and responsibilities **values** (100% agreement and 4.72 weighted average);
 - b. the development of problem solving and critical thinking **skills** (94.4% agreement and a 4.67 weighted average); and
 - c. the development of oral/communication/people **skills** (94.4% agreement and 4.56 weighted average);
 - d. the ability to understand/comprehend (**knowledge**) public administrative principles (88.9% agreement and 4.39 weighted average);
 - e. the ability to learn the **value** of faculty advisement and mentoring (88.9% agreement and 4.22 weighted average);
 - f. the ability to learn how to properly utilize (**knowledge**) educational resources (83.3% agreement and 4.22 weighted average);
2. a **high level of attainment** was achieved with the goals of
 - a. the development of writing **skills** (78.3% agreement and 4.39 weighted average);
 - b. the gaining of **knowledge** that prepares graduates for a career in the field of public administration (72.2% agreement and 4.11 weighted average);
 - c. the ability to understand/comprehend (**knowledge**) scientific information (66.7% agreement and 3.89 weighted average); and
3. a **satisfactory level of attainment** was reached with the goal of
 - a. the development of the **skill** necessary for preparation for graduate and/or law school (55.5% agreement and 3.61 weighted average).

The final question of the "Graduate Follow-Up Survey" asks the graduate to "(b)riefly state what you think are the strengths and weakness of the Public Administration Program." The following are the PAP graduates' unedited responses to this question.

"Strengths

1. Well-rounded curriculum with focus in PA field (i.e. case studies);
2. Flexibility of program (i.e. multiple specializations to choose from);
3. Knowledgeable, experienced, and dedicated professors.

Weaknesses

1. PA (BA) specializations should be a type of certification on documents for acknowledgment or tangibility (i.e. accredited);
2. more assistance & specialty in career planning;
3. integrated field work or exercises by visiting and working with current Public Administrators while the student in the Junior or Senior year.”

“Strengths of the field of PA are – builds knowledge of local, national & international government; helps you to become more outspoken in reference to any issues whether they are foreign or domestic.

Weakness – Not enough specialization areas to choose from.”

“It was an excellent match with my legal assistant studies. The combination was extremely helpful in my current position. Not only do I work for the courts, but I serve on many community boards and collaboratives. This degree helped me have a better understanding of the ‘big picture’ to feel comfortable venturing in new endeavors (policy making, grant writing, politics & legislative issues). I found my major weakness was seeking employment at a poor time in the economy (as many others did). More awareness and assistance in the area of employment seeking would have been helpful to me at the time.”

“I think our program is very well rounded. I just think that our internships should be a bit longer. I feel that I got a wonderful education other than that.”

I have nothing but the best to say about the PA Program. I feel I was very well educated at FSU and hope the program continues to thrive! My utmost respect goes to Dr. Griffin; he made me want to learn! He was always there to help! Just an FYI to the “higher-ups’ there at FSU. Dr. Griffin is a wonderful asset to your college. Do what ever it may take to keep him on staff!!”

“The two biggest strengths are the internship experience and the P.A.A. (Public Administration Student Association). An area that could be strengthened are your guest speakers but that takes \$, which is hard to get.

The more time given for hands on learning the better. Encourage work with non-profits because personnel need to be used for more tasks. The experience is broader.”

“Strengths – flexibility of degree; potential for program, interest, faculty, courses for most part.

Weaknesses – more hands on experience needed, more exposing possibilities out there for grads.”

“When I first enrolled in ’97, it was a newer program but seeing it grow is awesome. I feel the school needs to help students look for jobs pre & post-graduation. I went the way of sales, and I am now a media sales rep. Opposite end of the spectrum. If there was a little more help in locating jobs I wouldn’t be

in sales.

Thanks for everything!”

“The program provides flexibility for students in terms of specializations. There could be more information/course work related to PA founders, theorists to expose students to the historical underpinnings of the profession – it will make grad school a bit easier for those choosing to go on and earn an MA.”

“Strengths are well rounded education.
Weakness was job placement.”

“Strengths: Experience/Motivation/ Enthusiasm/Credentials of the Public Administration faculty.

-- Internship placement support/opportunities

Weaknesses: “Marketing”/Awareness of program statewide (and at the secondary education level).”

“PA needs to set up a career day where prior grads, future grads & employers come together so that it will be more clear what kind of jobs one can obtain with their field without having the 3-5 years out of school experience that most employers are looking for. I feel that the PA networking skills were not there for me to utilize and those who do have luck finding jobs are being selfish with the knowledge they have because they don’t want others to find a job better than theirs. PA really hasn’t prepared me for the outside world. I had to do it all alone.”

“I felt I was prepared to enter the work force for which I was schooled.”

Strengths

- Many specializations
- Professors have worked in Public Administration field for some years
- More core substance classes are being offered.”

Weaknesses

- Not promoted by university enough
- 2nd year internship

This open-ended information taken with the prior analysis of the Likert type responses lead to the following general conclusions.

1. The great majority (88.9%) of PAP graduates are currently employed, attending graduate, law, or professional school, or have made the choice to remain at home.
2. Almost two-thirds (63.7%) of PAP graduates who are employed earn in excess of \$30,000 annually, and more than one-fourth (27.2%) make over \$50,000 annually..

3. The PAP fulfills its stated skill, knowledge, and value goals. In fact, graduates give the program very high evaluations across the several evaluative measures.
4. Graduates perceive the following as strengths of the program.
 - a. Knowledge, skill, and value driven;
 - b. Well-rounded educational experience;
 - c. Flexible program;
 - d. Competent faculty;
 - e. Worthwhile internship experience; and
 - f. Variety of specializations.
5. Graduates perceive the following needs as weaknesses of the program.
 - a. A second internship;
 - b. More specializations;
 - c. More hands-on experiences;
 - d. More employment advisement and networking; and
 - e. More institutional advertisement and marketing of the program.

FIGURE 2-1
GRADUATE FOLLOW-UP SURVEY LETTER

March 30, 2005

Dear FSU Public Administration Graduate:

The Public Administration Program at Ferris State University is currently undergoing regular program review by the FSU Academic Senate and Administration. A crucial part of the review process is to conduct a survey of graduates of the program and report the results of this survey in the final program review document. Enclosed you will find a copy of the survey for you to complete and a self addressed stamped return envelop. At your very earliest convenience, please complete the survey and return it to us.

Both Dr. Roy and I hope that all is going well in your career. We are both available to you at any time to discuss your future and continuing career experiences, goals, and objectives with you and to offer any input that you request.

Again, your early response to this survey is most important to the program. Also, please feel free to stop by and visit with either or both of us upon your next visit to the FSU campus.

Sincerely,

Dr. Richard W. Griffin
Coordinator, Public Administration Program

Dr. Donald H. Roy
Associate Professor, Political Science

FIGURE 2-2
GRADUATE FOLLOW-UP SURVEY OF
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY

Please complete and return in the enclosed envelope.

Name: _____ Phone: _____

Address: _____ Degree: _____

_____ Specialization: _____

- | | | |
|---|---|----|
| 1. Are you currently enrolled at another college or university? If yes, where and in what program?
_____ | YES | NO |
| 2. Are you currently employed in the Public Administration profession? If yes, who is your employer?
Name: _____
Address: _____

Position Title: _____
Work Phone: _____ | YES | NO |
| 3. Not including internships, did you work for your current employer prior to graduating from FSU? | YES | NO |
| 4. Does the job apply specific/general knowledge to your course of study? | YES | NO |
| 5. How many years of career-related experience have you accumulated, not including internships? | 1 | 2 |
| | 3 | 4 |
| | 5 | 6+ |
| 6. How long did it take you to find a job? | Before Graduation
1 – 4 Months
5 – 9 Months
10 – 12 Months
More than 1 year | |

7. How did you locate your job?

Career Services
 Newspaper Advertisement
 Internships
 Professors
 Friends
 Other _____

What is your current salary?

\$ 0 - 10,000	30,001 - 40,000
10,001 - 20,000	40,001 - 50,000
20,001 - 30,000	50,001+

Please circle the appropriate response, with a score of "5" being "Strongly Agree" and a score of "1" being "Strongly Disagree."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. Were you satisfied with academic preparation for your job?	5	4	3	2	1
9. Were you satisfied with the advising of the program?	5	4	3	2	1
10. Would you recommend this program to a friend?	5	4	3	2	1
11. Were the core courses important to your field?	5	4	3	2	1
12. Were the classes in your specialization beneficial?	5	4	3	2	1
13. Do you feel you received a well-rounded education at FSU?	5	4	3	2	1
14. Do you feel you received a well-rounded education from the PA Program?	5	4	3	2	1
15. Did you develop good written communication skills?	5	4	3	2	1
16. Did you develop good oral communication skills?	5	4	3	2	1
17. Did you develop good people skills?	5	4	3	2	1
18. Did you develop good problem solving/critical thinking skills?	5	4	3	2	1
19. Did you develop good professional ethics and responsibility?	5	4	3	2	1

- | | | | | | |
|---|---|---|---|---|---|
| 20. Did you develop a good understanding/
comprehension of scientific information? | 5 | 4 | 3 | 2 | 1 |
| 21. Did you develop a good understanding/
comprehension of administration skills? | 5 | 4 | 3 | 2 | 1 |
| 22. Were there proper resources for you to utilize? | 5 | 4 | 3 | 2 | 1 |
| 23. Did FSU properly prepare you for graduate school? | 5 | 4 | 3 | 2 | 1 |
| 24. Were the academic advisors helpful to you? | 5 | 4 | 3 | 2 | 1 |

25. Briefly state what you think are the strengths and weaknesses of the Public Administration Program:

B. EMPLOYER FOLLOW-UP SURVEY

The "Graduate Follow-Up Survey" also requested the name and address of the PAP graduate's current employer. From this information, an "Employer Follow-Up Survey" was mailed to each identified employer. A copy of this survey is illustrated below in Figure 2-3.

A total of five of the eleven employers identified by the "Graduate Follow-Up Survey" responded to the "Employer Follow-Up Survey" for a response rate of 45.5%. The results gathered from the Likert type questions of the employer survey are contained in Table 2-2.

As the data clearly indicate, 100% of the employers either "Strongly Agree" or "Agree" that the PAP graduate which they employ

1. identifies, formulates, and solves administrative problems;
2. engages in lifelong learning;
3. understands professional and ethical responsibilities; and
4. applies knowledge of public administration problems.

Additionally, at least of three-fourths (75%) of the employers responded with agreement that the graduates are able to

1. function well in multidisciplinary teams (80%);
2. conduct research (80%); and
3. analyze and interpret data (75%).

Finally, almost two-thirds (60%) of the employers agreed that the PAP graduate they employ is able to

1. communicate well, in oral and written format, to supervisors, coworkers, clients, and other professionals;
2. participate in professional organizations; and
3. understand contemporary administrative problems,

while one-half (50%) of the employers indicate that the graduate can already "lead teams and perform administrative tasks with minimal guidance." In fact, only a single negative response from among the numerous employer responses to the Likert items was given as one employer indicated that he/she "Disagreed" that the PAP graduate was "able to communicate well in oral and written format."

The employers also generally agreed that the PAP fulfills its programmatic goals with respect to the working environment. They agreed that

1. an **extremely high level of attainment** is achieved among PAP graduates with the goals of
 - a. the development of problem solving and critical thinking **skills** (100% agreement and a 4.60 weighted average);
 - b. learning to recognize the **value** of and need for lifelong learning (100% agreement and a 4.60 weighted average);

Table 2-2
Likert Type Evaluative Responses to the Employer
Follow-Up Survey of the Public Administration Program

<i>Evaluative Item</i>	<i>Str Agr</i>	<i>Agr</i>	<i>Neut</i>	<i>Dis- agr</i>	<i>Str Disg</i>	<i>Wt Ave</i>
<i>Ident., form., & solve admin. pro</i>	3 60%	2 40%	-0-	-0-	-0-	4.60
<i>Engage in lifelong learning</i>	3 60%	2 40%	-0-	-0-	-0-	4.60
<i>Function well in multidisc. teams</i>	4 80%	-0-	1 20%	-0-	-0-	4.60
<i>Professional & ethical respon.</i>	2 40%	3 60%	-0-	-0-	-0-	4.40
<i>Conduct research</i>	3 60%	1 20%	1 20%	-0-	-0-	4.40
<i>Knowledge of PA principles*</i>	1 25%	3 75%	-0-	-0-	-0-	4.25
<i>Analyze & interpret data*</i>	2 50%	1 25%	1 25%	-0-	-0-	4.25
<i>Comm. well in oral & wrt. format</i>	2 40%	1 20%	1 20%	1 20%	-0-	3.80
<i>Prt. in professional organizations</i>	1 20%	2 40%	2 40%	-0-	-0-	3.80
<i>Und. cont. admin. problems</i>	1 20%	2 40%	2 40%	-0-	-0-	3.80
<i>Lead teams & perf. admin. tasks*</i>	1 25%	1 25%	2 50%	-0-	-0-	3.75

**One respondent chose "N/A" for this question. The percentages & the weighted average for this item do not include this one response.*

- c. the development and understanding of and value for professional ethics and responsibilities (100% agreement and a 4.40 weighted average); and

- e. the development of the ability to understand/comprehend (**knowledge**) public administration principles needed by professionals in the field of public administration (100% agreement and a 4.25 weighted average);
2. a **high level of attainment** is achieved among graduates with the goals of
 - a. conducting research (80% agreement and a 4.40 weighted average); and
 - b. the development of the ability to understand/comprehend (**knowledge**) scientific information (75% agreement and a 4.25 weighted average).
3. a **satisfactory level of attainment** is reached with the goals of
 - a. the development of writing **skills** (60% agreement and a 3.80 weighted average);
 - b. the development of oral/communication/people **skills** (60% agreement and a 3.80 weighted average);
 - c. gaining **knowledge** that prepares the graduate for a career in the field of public administration (60% agreement and a 3.80 weighted average); and
 - d. learning the **value** of participating in professional organizations (60% agreement and a 3.80 weighted average); and
4. **attainment** was accomplished with respect to the goals of
 - a. learning how to lead teams and perform administrative tasks with minimal guidance (50% agreement and a 3.75 weighted average).

The "Employer Follow-Up Survey" asked the employer to respond to two open-ended questions. The first asked the employer to briefly state any areas of concern his/her organization may have concerning the education that FSU PAP students receive. The responses are as follows.

"There is no concern with the education, but I do have a concern that the graduates do not keep in touch with each other nor help fellow classmates out. (The competition is obvious). Also, I wonder how much help are the advisors with helping grads find employment. I had contact with three FSU students and neither of them found jobs in their field or the work experience while in school is not there."

"Writing skills are a major problem."

The second question asked employers to discuss the strengths and weaknesses of the PAP. The following responses were offered.

"Strengths: College course work will prepared for entry into the workforce. Students are eager to seek employment. Interns enjoy their work, and give credit to professors for a job well done."

"Weakness: No job list or contacts. The networking skills appear to be poor. Interview skills could be strengthened. Professors are not making contact with proper guidance counselors or bosses. It seems that professors need to establish

personal relationships with students to make sure they are ready for post-college life.”

“Many aspects are very good. Written communication needs improvement.”

In conclusion, this analysis of the “Employer Follow-Up Survey” leads to the following general conclusions.

1. Employers of PAP graduates overwhelmingly agree that our graduates are well prepared to enter the field of Public Administration, especially with reference to
 - a. dealing with and understanding administrative problems;
 - b. professional and ethical responsibility;
 - c. functioning in multidisciplinary teams; and
 - d. dealing with scientifically gathered data and conducting administrative based research.
2. According to the employers, one-half (five of ten) of the program goals measured by the survey are fulfilled at an extremely high or high level of attainment.
3. Four of the remaining program goals are fulfilled at a satisfactory level of attainment, according to PAP graduates employers, while the final goal is attained.
4. While the majority of employers did not respond to the open-ended inquiries, those that did indicate that the curriculum is designed to prepare the graduate to enter the workplace. One employer, however, did express concern with the “writing skills” of his/her employee while another believes that graduates can benefit from more extensive networking among the graduates.

Figure 2-3
EMPLOYER SURVEY
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY

This survey is being conducted to assist the Public Administration Program at Ferris State University in its routine review of its curriculum. Please circle the appropriate response, with a score of "5" being "Strongly Agree" and "1" being "Strongly Disagree."

Students graduating from the Public Administration Program are able to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Apply knowledge of public administration principles	5	4	3	2	1
2. Conduct research	5	4	3	2	1
3. Analyze and interpret data	5	4	3	2	1
4. Identify, formulate, and solve administrative problems	5	4	3	2	1
5. Function well in multidisciplinary Teams	5	4	3	2	1
6. Understand professional and ethical responsibilities	5	4	3	2	1
7. Communicate well, in oral and written format to supervisors, coworkers, clients, and other professionals	5	4	3	2	1
8. Recognize the need for, and have the ability to engage in, lifelong learning	5	4	3	2	1
9. Participate in professional organizations	5	4	3	2	1
10. Lead teams and perform administrative tasks with minimal guidance	5	4	3	2	1
11. Understand contemporary administrative problems	5	4	3	2	1

12. Briefly state what, if any, areas of concern your organization may have related to the education students receive from the Public Administration Program:

13. Briefly state what you think are the strengths and weaknesses of the Public Administration Program:

C. GRADUATE EXIT SURVEY

During the 2004 Fall Semester and the 2005 Spring Semester, twelve potential graduates from the Public Administration Program (PAP) met with the Program Coordinator to complete required graduation forms. During these meetings, the Program Coordinator administered a "Graduate Exit Survey" to these graduating students. Because of an unexpected difficulty in administering one of the surveys,⁶ only eleven of the twelve students were surveyed for a return rate of 91.7%. A copy of the survey instrument is contained in Figure 2-4 at the end of this subsection.

The results of the "Graduate Exit Survey" are contained in Table 2-3. As the data indicate, on eight of the fourteen evaluative items, graduating seniors offered 100% agreement (sum of "Strongly Agree" and "Agree") with the item. These eight evaluative items are

1. an understanding of professional ethics and responsibilities;
2. the ability to understand/comprehend public administration principles;
3. a working knowledge of available resources;
4. the ability for problem solving/critical thinking skills;
5. the ability to develop people skills;
6. preparation for a career in public administration;
7. the proper resources for my use; and
8. the ability to communicate effectively.

On two of the remaining six evaluative items,

1. the ability to develop writing skills; and
2. adequate faculty advisement;

graduating seniors similarly agreed with these evaluative items in excess of 90% of their responses, and on one item, "faculty adequately supportive of my educational experience," graduating students agreed with the item in over 80% of their survey responses. Finally, almost two-thirds (63.5%) of the graduating seniors felt they developed "the ability to utilize/enhance my knowledge of computers," over one-half (54.5%) responded that they had developed "the ability to understand/comprehend scientific information," and 45.5% believed they had received adequate "preparation for law school."

In terms of fulfilling specific program goals, the results of the graduate exit survey indicated that the program is highly successful in achieving these goals. More specifically, an **extremely high level of attainment** characterized the following PAP goals

1. the development and understanding of and **value** for professional ethics and responsibilities (100% agreement and 4.65 weighted average);
2. learning the **value** of faculty advisement and mentoring (100% agreement and 4.45 weighted average);

⁶ One student was out of state completing her degree requirements at an out of state university and was, thus, unavailable to be surveyed.

Table 2-3
Likert Type Evaluative Responses to the
PAP Graduate Exit Survey

<i>Evaluative Item</i>	<i>Str Agr</i>	<i>Agr</i>	<i>Neut</i>	<i>Dis- Agr</i>	<i>Str Disg</i>	<i>Wt Ave</i>
<i>Professional Ethics & Responsibility</i>	7 63.6%	4 37.4%	-0-	-0-	-0-	4.64
<i>Writing Skills</i>	6 54.5%	4 36.4%	1 9.1%	-0-	-0-	4.45
<i>Adequate Faculty Advisement</i>	6 54.5%	4 36.4%	1 9.1%	-0-	-0-	4.45
<i>Comprehend PA Principles</i>	5 45.5%	6 54.5%	-0-	-0-	-0-	4.45
<i>Knowledge of Available Resources</i>	5 45.5%	6 54.5%	-0-	-0-	-0-	4.45
<i>Problem Solving/Critical Thinking</i>	3 27.3%	8 72.7%	-0-	-0-	-0-	4.27
<i>Develop People Skills</i>	3 27.3%	8 72.7%	-0-	-0-	-0-	4.27
<i>Preparation for Career in PA</i>	3 27.3%	8 72.7%	-0-	-0-	-0-	4.27
<i>Proper Resources for Use</i>	3 27.3%	8 72.7%	-0-	-0-	-0-	4.27
<i>Supportive Faculty</i>	5 45.5%	4 36.4%	1 9.1%	1 9.1%	-0-	4.18
<i>Communicate Effectively</i>	2 18.2%	9 81.2%	-0-	-0-	-0-	4.18
<i>Knowledge of Computers</i>	1 9.1%	6 54.5%	4 45.5%	-0-	-0-	3.73
<i>Preparation for Law School</i>	2 18.2%	3 27.3%	6 54.5%	-0-	-0-	3.64
<i>Comprehend Scientific Info.</i>	-0-	6 54.5%	5 45.5%	-0-	-0-	3.55

3. the development of the ability to understand/comprehend (**knowledge**) public administration principles (100% agreement and 4.45 weighted average);
4. learning (**knowledge**) how to perform public administrative tasks (100% agreement and 4.45 weighted average);

5. attain a working **knowledge** of available resources (100% agreement and 4.45 weighted average);
6. develop problem solving and critical thinking **skills** 100% agreement and 4.27 weighted average);
7. develop oral/communication/people **skills** (100% agreement and 4.27 weighted average);
8. learn (**knowledge**) how to properly utilize educational resources (100% and 4.27 weighted average);and
9. develop writing **skills** (98.9% agreement and 4.45 weighted average).

A **high level of attainment** was achieved by the following PAP goals –

1. develop the ability to utilize (**skills**) computers (63.6% agreement and 3.73 weighted average); and
2. attain a **knowledge** of computers (63.6% agreement and 3.73 weighted average),

while **acceptable attainment** was almost reached with the goal of attaining “the **skill** necessary for preparation for ... law school” (45.5% agreement and 3.64 weighted average). Since all PAP students were not preparing for law school, this lower number is not particularly troublesome. In fact, the analysis of data below indicates that only three of the eleven graduates plan to enter law school.

The survey then asked graduating seniors a series of questions concerning (1.) whether they entered the program as a freshman, (2.) if they were an internal transfer⁷ student from which program did they transfer, (3) their Area of Specialization within the PAP, and their future plans. The data indicate that all eleven students were internal transfers. Moreover while two respondents did not identify a specific program from which they transferred, the following nine programs were each identified by only one internal transfer student each – Social Work, Legal Studies, Criminal Justice, Elementary Education, Advertising, Pre-Law, Information and Computer Systems, Science, and Undecided. It is thus apparent that the PAP offers an alternative course of study to a wide variety of FSU student who might transfer out of the University if the program was not available.

The Areas of Specialization for these eleven graduating seniors were as follows

1. Legal Studies – four students;
2. Non-Profit Organizations and Grant Writing – three students;
3. Communication – two students
4. Social Work – one student; and
5. Criminal Justice – one student.

Finally, the future plans for the graduating seniors were varied. According to their responses

1. four (36.4%) plan to attend graduate school in Public Administration or a

⁷We will refer to a student who transfers into the PAP from another FSU program as an “internal transfer” student, and one who transfers into the FSU PAP from another institution of higher learning as an “external transfer” student.

- related field;
2. four (36.4%) plan to enter the job market; and
 3. three (27.3%) plan to attend Law School upon graduation in PAP from Ferris State University.

As with other surveys, the final questions asked the graduating seniors to “(b)riefly state three strengths and three weaknesses of the PAP.” The unedited responses to the strengths of the program are identified as follows.

“Professors care about students.
Broad range of areas.
Diversity of student opinions & areas of specializations.”

“Great faculty.”
Faculty-Student Coordination.”

“The 2 strong teachers that we have.
The internship.
The Political Science class.”

“Close knit group.
Excellent professors/who help.
Multiple career possibilities.”

“The Political Science overview of how it affects public policy.
Understand how government programs function.
Specialization in different areas.”

“Broad range of classes w/flexibility.
Specialization customizes the program for students.
Required internship for ‘real world’ experience.”

“Concerned Faculty.”

“Faculty.”

“Labor Relations in the Public Sector course.
The professors’ willingness to help individuals.
Capstone Course/Case Study.”

“Smaller classroom sizes allow more interaction with Instructors.
Good caring Professors.
Well-rounded curriculum.”

“Good Professors.
Relevant courses. The 15 credit Specialization with the different options is great.”

The graduating PAP students listed the following as weaknesses of the program.

“Not enough full time faculty.
FSU is not willing to help non-traditional students to finish school.”

“More faculty.”

“We need more teachers.
No good advising on minors.
A lot of people don't know what PA is.”

“Not a strong core of students / few PA majors.
Lack of University backing.
Not enough career focus.”

“Need more actual professors teaching core courses.
Need more attention to Specialization areas.”

“Only 2 professors give a narrow point of view.
Small, fairly new program w/few active alumni.
Poor sense of fellowship or community between students.”

“Sometimes people were unavailable.
There are only 2 main teachers.
It is small.”

“Program size.
Alumni support.”

“Not enough in-depth PA courses.
Classes not always available.
Needs to become more involved on-campus recruitment.”

“Not enough professors.
Not enough students.
Not enough support for the program.”

“Lack of promotion by university, because it is a good program for undecided majors.
Other programs have togetherness. Examples – Criminal Justice, Welding.
Need to have 3rd staff member with continuity. Example – Professor Reed two years ago did not come back. He was a good, interesting instructor.”

Public Administration

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Section 2 of 4

The data gathered from the "Graduate Exit Survey" lead to the following conclusions about the PAP.

1. The overwhelming majority of graduating seniors in the PAP agree that the program has provided them with an extremely wide range of the necessary skills, knowledge, and values they will need to have a successful career in the field of Public Administration.
2. Nine of twelve program goals were fulfilled with an extremely high level of attainment.
3. Two additional program goals were fulfilled with a high level of attainment.
4. One more goal was attained, while the final goal was almost attained.
5. Graduating seniors perceive the following as strengths of the program.
 - a. Competent, caring faculty.
 - b. Positive Faculty/Student relationships and interactions.
 - c. Variety in Areas of Specialization.
 - d. Internship experience.
 - e. Capstone course experience.
 - f. Wide range of career possibilities.
 - g. Well-rounded curriculum.
6. Graduating seniors perceive the following as weaknesses of the program.
 - a. Not enough faculty.
 - b. Lack of university support for program
 - c. Lack of university support for students.
 - d. Need more institutional advertisement and marketing.
 - e. Need more institutional recruitment of students.
 - f. More career focus.
 - g. More attention to Areas of Specialization and minors.
 - h. Small size.
 - i. More alumni support.

FIGURE 2-4
GRADUATE EXIT SURVEY
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY

This survey is being conducted to assist the Public Administration Program at Ferris State University in its routine review of its curriculum. Please circle the appropriate response, with a score of "5" being "Strongly Agree" and "1" being "Strongly Disagree."

The Public Administration Program provided me:

	Strongly		Neutral	Strongly	
	Agree	Agree		Disagree	Disagree
1. The ability for problem solving/critical thinking skills	5	4	3	2	1
2. The ability to develop writing skills	5	4	3	2	1
3. The ability to develop people skills	5	4	3	2	1
4. The ability to communicate effectively	5	4	3	2	1
5. The ability to understand/comprehend public administration principles	5	4	3	2	1
6. The ability to understand/comprehend scientific information	5	4	3	2	1
7. The ability to utilize/enhance my knowledge of computers	5	4	3	2	1
8. An understanding of professional ethics and responsibilities	5	4	3	2	1
9. A working knowledge of available resources	5	4	3	2	1
10. The proper resources for my use	5	4	3	2	1
11. Preparation for a career in Public Administration	5	4	3	2	1
12. Preparation for Law School	5	4	3	2	1
13. Faculty adequately supportive of my educational experience	5	4	3	2	1
14. Adequate faculty advisement	5	4	3	2	1

15. Did you enter Public Administration at FSU as: (circle one)

A. A freshman? If so, why Public Administration:

B. From another program at Ferris? If so, which one?

C. A transfer student

16. What is your Area of Specialization in the Public Administration Program?

17. Future Plans: (circle one)

A. I plan to attend graduate school in Public Administration or a related field

B. I plan to attend law school

C. I plan to enter the job market upon graduation from FSU

19. Briefly state three strengths of the Public Administration Program:

A. _____

B. _____

C. _____

20. Briefly state three weaknesses of the Public Administration Program:

A. _____

B. _____

C. _____

D. STUDENT PROGRAM EVALUATION

During the 2005 Winter Semester, a "Student Program Evaluation" survey was administered to PAP students. Students were contacted through the classes of the Public Administration faculty member and through PAP advisement sessions. Not all of the PAP students were available through either of these methods. Thus, some were not surveyed.

A total of twenty-four (24) of the thirty-five (35) students who were enrolled in the PAP during that Semester did complete the survey. This accounts for a 68.6% survey response rate. A copy of the survey instrument is displayed in Figure 2-5. As the data indicate in Table 2-4, while PAP students responded with 100% agreement (sum of "Strongly Agree" and "Agree") on only one of the fourteen evaluative items, "an understanding of professional ethics and responsibilities," on six additional items they demonstrate in excess of 90% agreement. These items are

1. the ability to communicate effectively (95.8%);
2. a working knowledge of available resources (95.8%);
3. preparation for a career in Public Administration (95.8%);
4. the proper resources for my use (91.7%);
5. the ability to develop people skills (91.7%); and
6. the ability for problem solving/critical thinking skills (91.7%).

On three of the remaining seven items,

1. the ability to develop writing skills (87.5%);
2. the ability to understand/comprehend Public Administration principles (87.5%); and
3. faculty adequately supportive of my educational experience

PAP students agreed with the items in excess of 85%, and at the three-fourths range (75%) on one item, "adequate faculty advisement." Finally, three-fourths (66.7%) of the students agreed that they had developed "the ability to understand/comprehend scientific information," over one-half (54.2%) "the ability to utilize/enhance my knowledge of computers," and over one-third (37.5%) felt they were "prepared for law school."

With respect to fulfilling specific Public Administration Program goals, the results of the student evaluation survey reveal that the following achieved an **extremely high level of attainment**.

1. the development and understanding of and **value** for the professional ethics and responsibilities (100% agreement and 4.63 weighted average);
2. the development of oral/communication/people **skills** (95.8% agreement and a 4.38 weighted average);
3. the attainment of a working **knowledge** of available resources (95.8% agreement and a 4.38 weighted average);
4. the development of a **knowledge** of how to properly use available resources (95.8% agreement and a 4.29 weighted average);
5. the attainment of **knowledge** necessary to perform public administrative task (95.8% agreement and 4.21 weighted average);

Table 2-4
Likert Type Evaluative Responses to the
PAP Student Program Evaluation Survey

<i>Evaluative Item</i>	<i>Str Agr</i>	<i>Agr</i>	<i>Neut</i>	<i>Dis- agr</i>	<i>Str Disg</i>	<i>Wt Ave</i>
<i>Professional Ethics & Responsibility</i>	15 62.5%	9 37.5%	-0-	-0-	-0-	4.63
<i>Writing Skills</i>	12 50.0%	9 37.5%	3 12.5%	-0-	-0-	4.38
<i>Communicate Effectively</i>	10 41.7%	13 54.2%	1 4.2%	-0-	-0-	4.38
<i>Knowledge of Available Resources</i>	10 41.7%	13 54.2%	1 4.2%	-0-	-0-	4.38
<i>Comprehend PA Principles</i>	11 45.8%	10 41.7%	2 8.3%	1 4.2%	-0-	4.29
<i>Proper Resources for Use</i>	9 37.5%	13 54.2%	2 8.3%	-0-	-0-	4.29
<i>Develop People Skills</i>	8 33.3%	14 58.3%	2 8.2%	-0-	-0-	4.25
<i>Preparation for Career in PA</i>	6 25.0%	17 70.8%	1 4.2%	-0-	-0-	4.21
<i>Supportive Faculty</i>	10 41.7%	11 45.8%	1 4.2%	1 4.2%	1 4.2%	4.21
<i>Adequate Faculty Advisement</i>	11 45.8%	7 29.2%	4 16.7%	-0-	2 8.3%	4.04
<i>Problem Solving/Critical Thinking</i>	5 20.8%	17 70.8%	2 8.3%	-0-	-0-	4.00
<i>Comprehend Scientific Info.</i>	1 4.2%	15 62.5%	7 29.2%	1 4.2%	-0-	3.67
<i>Knowledge of Computers</i>	4 16.7%	9 37.5%	10 41.7%	-0-	1 4.2%	3.63
<i>Preparation for Law School</i>	4 16.7%	5 20.8%	13 54.2%	1 4.2%	1 4.2%	3.42

6. the development of problem solving/critical thinking skills (91.7% agreement and a 4.00 weighted average);
7. the development of writing skills (87.5% agreement and a 4.38 weighted average); and

8. the development of the ability to understand/comprehend (**knowledge**) public administration principles (87.5% agreement and a 4.29 weighted average).

According to the results of the “Student Program Evaluation” survey, a **high level of attainment** was achieved in fulfilling the two following Public Administration Program goals –

1. learning the **value** of faculty advisement and mentoring (75.0% agreement and a 4.00 weighted average); and
2. developing the ability to understand/comprehend (**knowledge**) scientific information (66.7% agreement and a 3.67 weighted average).

Finally, the goal of “attaining a working **knowledge** of computers was **satisfactorily attained** (54.2% agreement and a 3.63 weighted average), but the goal of “attaining the **skills** necessary for preparation for ... law school (37.5% agreement and a 3.42 weighted average fell short of attainment. However, it is significant that the bulk of the responses (54.2%) fell in the “Neutral” category, while only 8.3% of the PAP students “Disagreed” or “Strongly Disagreed” with the fulfillment of the goal.

With respect to the biographical data concerning the students’ former educational background before entering the PAP, their current Area of Specialization within the Program, and their future plans upon graduation, the following data were collected. First, twenty-one (87.5%) of the students responding to the survey indicated that they entered the PAP as an internal transfer from another FSU program, two (8.3%) came into the PAP as an external transfer from another college or university, and only one (4.2%) entered the PAP as a freshman. A wide variety of FSU programs were identified by the internal transfer students as programs from which they transferred. These were

1. Pre-Law (4 students for 10.0% of the internal transfers);
2. Criminal Justice (3 students for 14.3% of the internal transfers);
3. Elementary Education, CIS, and Undecided (2 students each for 9.5% each of the internal transfers); and
4. Social Work, Legal Studies, Advertising, Secondary Education Science, and Resource Management (1 student each for 4.8% of the internal transfers).

Additionally, two of the twenty-one internal transfer students (9.5%) did not offer a response as to the program they transferred from into the PAP.

The following Areas of Specialization were identified by the twenty-four PAP students as their current areas.

1. Legal Studies (eight students for 33.3%);
2. Non-Profit Organizations and Grant Writing (5 students for 20.8%);
3. Criminal Justice (5 students for 20.8%);
4. Communication (2 students for 8.3%);
5. Social Work (1 student for 4.2%); and
6. Economics and Business Administration (1 student for 4.2%).

Again, two of the twenty-four students (8.3%) did not offer a response

PAP students also display a wide variety of diversity with respect to their future plans upon graduating from Ferris State. According to their responses

1. eleven (45.8%) plan to enter the job market;
2. seven (29.2%) plan to attend law school; and
3. six (25.0%) plan to attend graduate school in Public Administration or a related field.

The final two questions of the "Student Program Evaluation" survey asked PAP student to "(b)riefly state three strengths of the Public Administration Program" and to "(b)riefly state three weaknesses of the Public Administration Program." The following are the unedited student responses as to the question regarding the program's strengths.

"Good organization.
Good professors.
Great job placement."

"Great advisor.
Greatly guided map in my chosen career field.
Good Field Trip for learning."

"The broadness of the program allows you to have a broad field experience and option.
It is so closely related to Sociology that you can also pick up a minor.
Its versatility!"

"All the information gained from Dr. Roy.
Learning to be resourceful in finding sources.
Opening my mind to other points of view and being true to my own views."

"Technical Classes."

"Giving people the opportunity to interact with others interested in the field.
A chance to explore a new field.
A chance to prevail in something great."

"Lots of different classes available.
Discussion on different and many Public Administration topics.
Teachers are very knowledgeable on Public Administration topics and the world."

"Helps writing skills.
Guest speaker in the Public Administration field.
Information about government (very vital)."

"Social – 'allowing students to interact with others.'
Political – 'pushes students into political environment.'
Knowledge – 'sufficiently educated to go into field.'"

“Good faculty interaction.
Use of adjunct faculty provides good practical information from the workplace.
Internship and pre-internship gives good experience.”

“Strong feeling of ethics and morals.
Feeling of being in tight knit group.
Diversity in required classes.”

“The caring professors.
Writing and critical thinking skills.
Focus on local government.”

“Great diversity in courses.
Easy to connect a minor with the program.
Great undergrad that leads into a number of jobs and graduate programs.”

According to the PAP students, the following are the program’s weaknesses.

“None.”

“Not many people in program.
Loss of a great professor.
Seems like the administration doesn’t like our program.”

“The advisement is very poor. There is NO information or advisement for my specialization
The Nonprofit Organization area has only 2 classes. I would like to see more classes.
The preparation for the job market is very poor! -- again advisement.”

“Hands-on computer skills.
Learning how to fill out government application forms.
Getting into job marker (which I hear is a problem for all programs at Ferris, not just Public Administration.”

“Clarity of purpose.
Not really the best major for my future interest.”

“The time of meeting is unorganized.”

None.”

“Not enough faculty.
Need more employment resources/information.
Advising.”

“Involvement of individuals in Program.

Too much recognition of legal programs instead of Public Administration Program.

Not enough on-hands learning or ideas of what PA is really and what students will be doing first hand.”

“More contact between students and industry contacts.

More public speaking within PA classes (Presentations).

More student-to-student interaction and support (We should know everyone in the program).”

“Slightly unorganized.

Everything else is a wonderful experience.”

“The law program (There should be a specialization).

Lack of a logic required class.

The required law class (B-law).”

“Not enough Political Science professors available.

Not enough Political Science courses offered.”

The information gathered from the “Student Program Evaluation” survey lead to the following conclusions.

1. PAP students agree that the program is providing them with a wide range of the skills, knowledge, and values necessary for a successful career in the field of Public Administration.
2. Student evaluations indicate that the students perceive that program goals are fulfilled at an extremely high level of attainment on eight program goals, at a high level of attainment on two program goals, and attained on one additional goal. One goal was not attained, as the majority of the students were unsure as to its fulfillment.
3. Public Administration students perceive the strengths of the program as the following.
 - a. Professors
 - b. Organization
 - c. Advising
 - d. Career oriented
 - e. Job placement
 - f. Internship
 - g. Development of ethics and morals
 - h. Diversity of areas of study
 - i. Versatility
 - j. Novelty of program offerings
 - k. Development of writing skills

- l. Development of critical thinking skills
- m. In-depth knowledge of government
4. Public Administration students perceive the weaknesses of the program as the following.
 - a. Small program
 - b. Loss of a great professor
 - c. Lack of administrative support
 - d. Poor advisement
 - e. Weak preparation for the job market
 - f. Lack of hands-on computer skills
 - g. Clarity of purpose
 - h. Too much focus upon legal program rather than PAP
 - i. Not enough Political Science Professors
 - j. Not enough Political Science courses

It is readily apparent that while one individual student is unhappy with his/her experience with the program, the great majority of current student agree with PAP alumni and graduates that while the program is fulfilling almost all of its program goals and offering students an extremely diverse and practical educational experience, the program is suffering from a lack of necessary resources, especially with reference to having enough faculty, based heavily upon inadequate support from the Ferris administration.

FIGURE 2-5
STUDENT EVALUATION OF
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY

This survey is being conducted to assist the Public Administration Program at Ferris State University in its routine review of its curriculum. Please circle the appropriate response, with a score of "5" being "Strongly Agree" and "1" being "Strongly Disagree."

The Public Administration Program provided me:

	Strongly				Strongly
	Agree	Agree	Neutral	Disagree	Disagree
1. The ability for problem solving/critical thinking skills	5	4	3	2	1
2. The ability to develop writing skills	5	4	3	2	1
3. The ability to develop people skills	5	4	3	2	1
4. The ability to communicate effectively	5	4	3	2	1
5. The ability to understand/comprehend public administration principles	5	4	3	2	1
6. The ability to understand/comprehend scientific information	5	4	3	2	1
7. The ability to utilize/enhance my knowledge of computers	5	4	3	2	1
8. An understanding of professional ethics and responsibilities	5	4	3	2	1
9. A working knowledge of available resources	5	4	3	2	1
10. The proper resources for my use	5	4	3	2	1
11. Preparation for a career in Public Administration	5	4	3	2	1
12. Preparation for Law School	5	4	3	2	1
13. Faculty adequately supportive of my educational experience	5	4	3	2	1
14. Adequate faculty advisement	5	4	3	2	1

15. Did you enter Public Administration at FSU as: (circle one)

A. A freshman? If so, why Public Administration:

B. From another program at Ferris? If so, which one?

C. A transfer student

16. What is your Area of Specialization in the Public Administration Program?

17. Future Plans: (circle one)

A. I plan to attend graduate school in Public Administration or a related field

B. I plan to attend law school

C. I plan to enter the job market upon graduation from FSU

19. Briefly state three strengths of the Public Administration Program:

A. _____

B. _____

C. _____

20. Briefly state three weaknesses of the Public Administration Program:

A. _____

B. _____

C. _____

E. FACULTY PERCEPTIONS

As with the other program evaluation instruments, a “Faculty Perceptions of Public Administration Program” survey was administered during the 2005 Winter Semester. A copy of the survey is contained at the end of this section in Figure 2-6.

As was previously discussed in Section 1.D of this document, while there are only two, permanent, tenured faculty members in the Public Administration Program (PAP), eleven faculty members were surveyed. Those surveyed included the two PAP faculty members and an additional nine permanent faculty who teach courses in disciplines that help make up the core of the PAP curriculum. These nine additional faculty members, thus, have regular interaction with PAP students and teach in the disciplines of Sociology, Geography, History, and Social Work. The results of their responses to the survey are contained in Table 2-5.

According to the data, FSU faculty offered 100% agreement on eight of the twelve evaluative items. These items are

1. the FSU Social Science faculty support the PAP;
2. the PAP is consistent with the FSU Mission Statement;
3. the PAP is consistent with the objectives & goals of the FSU Social Science Department;
4. PAP allows students to develop good oral & written communication skills;
5. PAP allows students to develop good people skills;
6. PAP students learn the importance of participating in professional organizations;
7. the BS in PA is a quality degree comparable to other PA degrees at similar institutions; and
8. PA students learn to recognize the need for & develop the ability to engage in lifelong learning.

The surveyed faculty exhibited over 90% agreement with two additional evaluative items on the survey. These are

1. the specializations in PAP should be increased whenever possible; and
2. PAP trains students to lead teams and perform administrative tasks with minimal guidance.

The faculty continued in their agreement with the evaluative items on their perceptions of “the costs of the FSU PAP is inexpensive compared to other FSU baccalaureate programs.” Almost two-thirds (63.6%) of the surveyed faculty agreed with this item, while the remaining 36.4% answered with the “Neutral” response.

It is on the Likert type evaluative item concerning FSU Administrative support for the PAP where the faculty exhibited its only degree of negativity with respect to program evaluation. **On the item, “(t)he FSU Administration supports the Public Administration Program,” almost two-thirds (63.6%) of the faculty responded**

Table 2-5
Likert Type Evaluative Responses to the Faculty
Perceptions of the Public Administration Program

<i>Evaluative Item</i>	<i>Str Agr</i>	<i>Agr</i>	<i>Neut</i>	<i>Dis-agr</i>	<i>Str Disg</i>	<i>Wt Ave</i>
<i>FSU Soc Sci Faculty support PAP</i>	11 100%	-0-	-0-	-0-	-0-	5.00
<i>PAP consistent with FSU Mission</i>	10 90.9%	1 9.1%	-0-	-0-	-0-	4.91
<i>PAP with Obj. & Goals of S S Dept.</i>	10 90.9%	1 9.1%	-0-	-0-	-0-	4.91
<i>Oral & Written Communic. Skills</i>	9 81.8%	2 18.2%	-0-	-0-	-0-	4.82
<i>Good People Skills</i>	8 72.7%	3 27.3%	-0-	-0-	-0-	4.73
<i>Impt. of Part. in Prof. Organ.</i>	7 63.6%	4 36.4%	-0-	-0-	-0-	4.64
<i>Quality Degree Comp. To Others</i>	7 63.6%	4 36.4%	-0-	-0-	-0-	4.64
<i>Spec. Should Be Increased</i>	7 63.6%	3 27.3%	1 9.1%	-0-	-0-	4.55
<i>Teams & Perform Admin. Tasks</i>	7 63.6%	3 27.3%	1 9.1%	-0-	-0-	4.55
<i>Engage in Lifelong Learning</i>	5 45.5%	6 54.5%	-0-	-0-	-0-	4.45
<i>Inexpensive Cost of PAP</i>	6 54.5%	1 9.1%	4 36.4%	-0-	-0-	4.18
<i>FSU Admin. Supportsthe PAP</i>	-0-	-0-	4 36.4%	2 18.2%	5 45.5%	1.91

negatively (sum of “Disagree” and “Strongly Disagree” categories) with almost one-half (45.4%) strongly disagreeing with the statement. Additionally, not a single faculty agreed with the evaluative item, as the remaining 36.4% gave “Neutral” responses. This highlights a recurring evaluation concerning negative administrative support for the PAP among all surveyed populations in this review endeavor.

Among the five program goals and student learning objectives that are measured by the “Faculty Perceptions” survey, the responses indicate that the faculty believes that the

PAP is characterized by an **extremely high level of attainment** in all five cases. Specifically, these are

1. develop the writing **skills** required by professionals in the field (100% agreement and a 4.82 weighted average);
2. develop oral/communication/people **skills** required by professionals in the field (100% agreement and 4.82 weighted average);
3. develop the ability to understand/comprehend (**knowledge**) public administration principles needed by professionals (100% agreement and a 4.64 weighted average);
4. learn to recognize the **value** of and need for lifelong learning and develop the ability to engage in lifelong learning (100% agreement and a 4.55 weighted average); and
5. learn how to (**knowledge**) lead teams and perform administrative **tasks** with minimal guidance (90.9% agreement and a 4.55 weighted average).

The bulk of the open-ended faculty responses concerning the “strengths and weaknesses” of the program were introduced in Section 1: “An Overview of the Public Administration Program.” In sum, those responses indicate that the faculty believe the PAP has the following strengths.

1. Skills, experience, and work ethic of the two principle faculty members;
2. One of the best designed programs in the College of Arts & Sciences for giving students hands-on professional training;
3. An excellent faculty; and
4. Prepares student for leadership positions in government, health, education, and community.

In addition to the above, the faculty offered the following open-ended responses concerning PAP “strengths.”

“Strengths – Provides students with multiple educational/professional tracts and experience.”

“The Public Administration (Student) Association – The Student Organization has provided exemplarily leadership as an extension of the Program. This reflects leadership of their faculty.”

A similar review of the “Overview” also indicates that the surveyed faculty offered the following as program “weaknesses.”

1. The program has the capacity for growth. However, the administration must be supportive of PA faculty.
2. It is profoundly disappointing that the University is **not** supporting this program with needed staff and positions.
3. The PAP needs a third tenure-track position.
4. The program needs more teaching resources.

Additional faculty responses with regard to the program's "weaknesses" not included in the "Overview" are the following.

"Weakness – Lack of upper level administrative support."

"Lack of tenured professors to enhance the future of the program. The circulation of professors should be looked into if the administration wants to continue with this program."

"Clearly, the CEO does not appreciate the Public Administration Program's role at a CAREER focused university. A general Political Science or a Pre-Law degree would greatly reduce the attraction of students to FSU who need to have a career future."

The data gathered by the "Faculty Perceptions" survey highlight a number of extremely important conclusions about the PAP. These are as follows.

1. The faculty exhibit the highest level of support (100% agreement) for the PAP.
2. The faculty perceive the PAP to be totally consistent (100% agreement) with the Mission Statement of the University.
3. The faculty perceive the PAP to be totally consistent (100% agreement) with the objectives and goals of the Social Science Department.
4. On all measures of PAP goals, the faculty rate the program with an extremely high level of attainment. These include writing skills, oral/communication/people skills, comprehension of Public Administration principles, recognition of the value and need for lifelong learning, and knowledge in the performance of administrative tasks.
5. The faculty recognized the following as program strengths.
 - a. Competent faculty
 - b. Well designed program
 - c. Preparation of students for leadership positions in society
 - d. Multiple educational/professional tracts and experience
 - e. Public Administration Student Association.
6. The following were recognized as PAP weaknesses.
 - a. Lack of administrative support
 - b. Not enough teaching resources
 - c. Not enough tenure-track faculty

FIGURE 2-6
FACULTY PERCEPTIONS OF
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY

This survey is being conducted to assist the Public Administration Program in its routine review of its academic program. Please circle the appropriate response, with a score of "5" being "Strongly Agree" and "1" being "Strongly Disagree."

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The Public Administration Program is consistent with the FSU Mission Statement	5	4	3	2	1
2. The PA Program is consistent with the objectives of the Social Science Dept	5	4	3	2	1
3. The FSU Social Science Faculty support the Public Administration Program	5	4	3	2	1
4. The FSU Administration supports the Public Administration Program	5	4	3	2	1
5. The cost of the FSU PA Program is inexpensive compared to other FSU baccalaureate programs	5	4	3	2	1
6. The specialization in the PA Program should be increased whenever possible	5	4	3	2	1
7. The PA Program allows the student to Develop good people skills	5	4	3	2	1
8. The PA Program allows the student to develop good oral and written communication skills	5	4	3	2	1
9. PA students learn to recognize the need for and develop the ability to engage in lifelong learning	5	4	3	2	1
10. PA students learn the importance of participating in Prof. Organizations	5	4	3	2	1

11. The PA Program trains students to lead teams and perform administrative tasks with minimal guidance 5 4 3 2 1

12. The B.S. in Public Administration at FSU is a quality degree comparable to other baccalaureate degrees in PA at similar institutions 5 4 3 2 1

13. Briefly state what you think are the strengths and weaknesses of the Public Administration Program.

F. ADVISORY COMMITTEE PERCEPTIONS

The 2005 annual meeting of the Public Administration Program's Advisory Committee was conducted on campus on May 6, 2005. Before leaving the annual meeting, each member of the Advisory Committee completed and returned a copy of the "Advisory Committee Perceptions Survey." A total of seven Advisory Committee members attended the 2005 meeting and responded to the survey. A copy of the survey is illustrated below in Figure 2-7.

The compilation of Committee member responses is contained in Table 2-6. As the data indicate, the PAP Advisory Committee showed 100% agreement on nine of the seventeen evaluative items. Specifically, these items were the following.

1. The PAP serves a valuable function at FSU.
2. I would/have refer(red) students into the PAP.
3. In general, the PA courses and faculty have a reputable academic foundation.
4. The PA faculty are involved in professional development and continuing education.
5. The PA faculty have adequate academic credentials and experience
6. The PAP is administered effectively.
7. The PA Baccalaureate is a quality degree comparable to other baccalaureate degrees in PA at similar institutions.
8. There is a high demand for students from the PAP.
9. The PAP provides the knowledge and expertise needed by the profession.

On additional four evaluative items, the PAP Advisory Committee members are in excess of 85% agreement. These items are the following.

1. The facilities and equipment in the PAP are sufficient to support quality education.
2. The PAP costs are in line with other baccalaureate programs at FSU.
3. The graduates of the PAP are properly prepared to enter the profession.
4. The PAP curriculum meets the needs of the profession.

With reference to how "well advertised and promoted" the PAP is both within the University and outside of FSU, the survey results are telling. Only two Committee members (28.6%) believe the program is "well advertised and promoted throughout FSU," and only one member 14.3%) believes it is "well advertised and promoted outside of FSU."

Finally, the Advisory Committee identified two major weaknesses in the Program, as **none** of them agreed with either of the following two evaluative items.

1. The PAP receives adequate financial support for the university (57.1% disagreement).
2. The PAP has an adequate number of faculty (85.7% disagreement).

Table 2-6
Likert Type Evaluative Responses to the Advisory
Committee Perceptions of the Public Administration Program

<i>Evaluative Item</i>	<i>Str</i>		<i>Neut</i>	<i>Dis-</i>		<i>Wt</i>
	<i>Agr</i>	<i>Agr</i>		<i>agr</i>	<i>Disg</i>	
<i>PAP serves valuable function at FSU</i>	6 85.7%	1 14.3%	-0-	-0-	-0-	4.86
<i>I would/have refer(red) students into the PAP</i>	6 85.7%	1 14.3%	-0-	-0-	-0-	4.86
<i>PA courses and faculty have a reputable academic foundation</i>	6 85.7%	1 14.3%	-0-	-0-	-0-	4.86
<i>PA faculty are involved in prof. develop. & continuing educ.</i>	5 71.4%	2 28.6%	-0-	-0-	-0-	4.71
<i>PA faculty have adequate academic credentials & experience</i>	5 71.4%	2 28.6%	-0-	-0-	-0-	4.71
<i>PAP is administered effectively</i>	3 42.9%	4 57.1%	-0-	-0-	-0-	4.71
<i>PA Bac. is quality degree compare. to other bac. degrees in PA</i>	3 42.9%	4 57.1%	-0-	-0-	-0-	4.71
<i>Facilities & equip. in PAP are sufficient</i>	3 42.9%	3 42.9%	1 14.3%	-0-	-0-	4.29
<i>PAP costs are in line with other bac. programs at FSU</i>	3 42.9%	3 42.9%	1 14.3%	-0-	-0-	4.29
<i>Is a high demand for students from PAP</i>	2 28.6%	5 71.4%	-0-	-0-	-0-	4.29
<i>PAP provides knowled. & expertise need. by the profession</i>	1 14.3%	6 85.7%	-0-	-0-	-0-	4.14
<i>Graduates of PAP are properly prepared to enter the profession</i>	1 14.3%	5 71.4%	1 14.3%	-0-	-0-	4.00
<i>PAP curriculum meets needs of the profession</i>	-0-	6 85.7%	1 14.3%	-0-	-0-	3.86

<i>PAP is well advertised & promoted throughout FSU</i>	1 14.3%	1 14.3%	3 42.9%	1 14.3%	1 14.3%	3.00
<i>PAP is well advertised & promoted outside of FSU</i>	1 14.3%	-0-	4 57.1%	1 14.3%	1 14.3%	2.86
<i>PAP receives adequate financial support from the university</i>	-0-	-0-	3 42.9%	2 28.6%	2 28.6%	2.14
<i>PAP has an adequate number of faculty</i>	-0-	-0-	1 14.3%	2 28.6%	4 57.1%	1.57

With regard to the fulfillment of specific PAP program goals, the “Advisory Committee Perceptions Survey” measured only one of the goals precisely – that “students will develop the ability to understand/comprehend public administration principles needed by professionals in the field of public administration.” The data indicate that the PAP Advisory Committee perceives that the program exhibits an **extremely high level of attainment** with respect to fulfilling this **knowledge** goal (100% agreement and a weighted average of 4.14). We can indirectly infer from the data, however, that the Advisory Committee also believes that the PAP fulfills its **writing skills, oral /communication/people skills, and professional ethics and responsibilities value** goals at a **high level of attainment** with its responses to the following two questions,

1. Graduates of the PAP are properly prepared to enter the profession (85.7% agreement and a 4.00 weighted average); and
2. The PAP curriculum meets the needs of the profession (85.7% agreement and a 3.86 weighted average).

The responses of the Advisory Committee to the open-ended question concerning the strengths and weaknesses of the PAP were short and to the point. They were as follows.

“The strengths of the program would include producing graduates in a field of expanding job demand and offering a degree that is marketable in several fields.”

“I think the weakness of the program is its reliance on pre-law students.”

“Program Strengths – commitment of the professors to assisting students in meeting personal/professional goals; flexibility of the program offerings (to match student interests).”

“Program Weakness – lack of support from decision makers (and some colleagues) outside the Social Sciences Dept.; need more faculty to teach courses.”

Thus, the information gathered from the PAP “Advisory Committee Perceptions Survey” lead to the following conclusions.

1. The PAP serves a valuable function at Ferris State University.
2. The PAP is administered effectively and is a quality degree comparable to other undergraduate PA degrees at similar institutions.
3. Its curriculum, which meets the needs of the PA profession, has a reputable academic foundation, which prepares its graduates well to enter the employment market and the field of Public Administration.
4. PAP graduates are in demand and are properly prepared to enter the profession, as they learn knowledge of disciplinary principles, writing and verbal communication skills, and ethical values required by professionals in the field of PA.
5. The PAP faculty have the academic credentials, experience, and commitment required to effectively administer and implement the PAP.
6. The PAP is weakened by
 - a. the lack of financial support from the University;
 - b. the lack of upper-level administrative support;
 - c. an inadequate number of permanent (tenured and tenure-track) faculty, and;
 - d. its reliance for students from the Pre-Law program to internally transfer into the PAP.

Figure 2-7
ADVISORY COMMITTEE PERCEPTIONS OF
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY

This survey is being conducted to assist the FSU Public Administration Program in its academic program review study. Please circle the appropriate response, with a score of "5" being "Strongly Agree" and "1" being "Strongly Disagree."

	Strongly		Neutral	Strongly	
	Agree	Agree		Disagree	Disagree
1. The Public Administration Program serves a valuable function at FSU	5	4	3	2	1
2. I would/have refer(red) students into the Public Administration Program	5	4	3	2	1
3. In general, the Public Administration courses and faculty have a reputable academic foundation	5	4	3	2	1
4. The facilities and equipment in the Public Administration Program are sufficient to support quality education	5	4	3	2	1
5. The Public Administration Program is administrated effectively	5	4	3	2	1
6. The Public Administration Program is well advertised and promoted throughout FSU	5	4	3	2	1
7. The Public Administration Program is well advertised and promoted outside of FSU	5	4	3	2	1
8. The Public Administration Program costs are in line with other baccalaureate programs at FSU	5	4	3	2	1
9. The Public Administration Baccalaureate is a quality degree comparable to other baccalaureate degrees in Public Administration at similar institutions	5	4	3	2	1
10. The Public Administration Program provides the knowledge and expertise needed by the profession	5	4	3	2	1

- | | | | | | |
|---|---|---|---|---|---|
| 11. There is a high demand for students from the Public Administration Program | 5 | 4 | 3 | 2 | 1 |
| 12. The graduates of the Public Administration Program are properly prepared to enter the profession | 5 | 4 | 3 | 2 | 1 |
| 13. The Public Administration faculty are involved in professional development and continuing education | 5 | 4 | 3 | 2 | 1 |
| 14. The Public Administration faculty have adequate academic credentials and experience | 5 | 4 | 3 | 2 | 1 |
| 15. The Public Administration Program has an adequate number of faculty | 5 | 4 | 3 | 2 | 1 |
| 16. The Public Administration Program receives adequate financial support from the university | 5 | 4 | 3 | 2 | 1 |
| 17. The Public Administration Program curriculum meets the needs of the profession | 5 | 4 | 3 | 2 | 1 |

18. Briefly state what you think are the strengths and weaknesses of the Public Administration Program:

SECTION 3

PROGRAM PROFILE

OF THE

PUBLIC ADMINISTRATION PROGRAM

ACADEMIC PROGRAM REVIEW

SECTION 3
PROGRAM PROFILE

A. PROFILE OF STUDENTS

Data concerning the "Profile of Students" for the Public Administration Program was acquired from the Institutional Research and Testing Center of the University. The Center provided information for both Pre-Public Administration and Public Administration Program students. While there were no Pre-program students during the Fall Semesters of 2001, 2002, and 2003, there was one Pre-program student in the Fall of 2000 and four during the Fall of 2004. The four 2004 students were placed in the Pre-program not because of academic deficiencies but due to the financial aid requirements of TIP (Tuition Incentive Program). In a word, TIP provides financial aid only for students during the first two years of college and only for those students enrolled in a two-year program. Thus, the four Pre-Public Administration Program students in 2004 will enter the four-year PAP as soon as they complete their first two years at Ferris. For these reasons, they should be considered along with the regular program students and will be added to the PAP data base for APR purposes.

The initial data concerning the profile of students enrolled in both the pre and regular Public Administration Programs is contained below in Table 3-1. As the data indicate,

Table 3-1
PAP Student Demographic Profile
Gender Race/Ethnicity, Age

TERM	NUMB. ENRLD.	SEX		ETHNICITY				AVE. AGE
		MALE	FEM.	WHITE	BLACK	HISPN.	BLANK	
2000F	46	20 (43%)	26 (57%)	38 (83%)	8 (17%)	-0-	-0-	22.7
2001F	42	21 (50%)	21 (50%)	29 (69%)	11 (26%)	2 (5%)	-0-	23.6
2002F	44	20 (45%)	24 (55%)	26 (59%)	16 (36%)	2 (5%)	-0-	23.6
2003F	38	17 (45%)	21 (55%)	23 (61%)	13 (34%)	1 (3%)	1 (3%)	24.2
2004F	39	22 (56%)	17 (44%)	25 (64%)	12 (31%)	1 (3%)	1 (3%)	22.7

Source: Institutional Research and Testing, Ferris State University, 2/9/05.

The number of students enrolled in the PAP during the last APR cycle has remained relatively stable., as the numbers vary from 38 to 46 program students. Additionally, during the past Academic Program Review cycle PAP students have remained relatively equally divided by gender. Finally, while the majority of the students categorize themselves as “white,” a greater proportion of the program’s students identify themselves as an ethnic minority than does the general student population of the University. In fact, since the 2001 Fall Semester, approximately one-third or greater of the PAP students have categorized themselves as an “ethnic minority,” with the bulk identifying with the “black” ethnic category. Finally, the average age of PAP students has remained extremely consistent ranging from 22.7 to 24.2 years throughout the review cycle.

Additional “Student Profile” data contained in Table 3-2 illustrate that almost all of the PAP students claim residency in Michigan. Also, the overwhelming majority (85 to 95%) of the students have been enrolled in the program as full-time students.

Table 3-2
PAP Student Demographic Profile
Residency and Enrollment Status

TERM	NUMB. ENRLD.	RESIDENCY		ENROLLMENT	
		IN-STATE	OUT-STATE	FULL-TIME	PART-TIME
2000F	46	45 (98%)	1 (2%)	39 (85%)	7 (15%)
2001F	42	41 (98%)	1 (2%)	37 (88%)	5 (12%)
2002F	44	44 (100%)	-0-	42 (95%)	2 (5%)
2003F	38	38 (100%)	-0-	34 (89%)	4 (11%)
2004F	39	38 (98%)	1 (2%)	37 (95%)	2 (5%)

Source: Institutional Research and Testing, Ferris State University, 2/9/05.

Since all of the core courses for the PAP are offered on-campus, the program’s students are primarily characterized as traditional college students. Additionally, with the exception of a few 400-level classes that are sometimes, though not always, taught by adjuncts that have highly specialized credentials,⁸ PAP courses are taught during the regular day-time hours on non-weekend days of the week in the traditional face-to-face format. These circumstances have not negatively impacted the curriculum, scheduling, or delivery of the PAP to Ferris students.

⁸ These courses are comprised of PLSC 411: Urban and Regional Planning, PLSC 421: Public Sector Labor Management, and PLSC 465: Local Government Budget Analysis.

Academic performance data is presented in Table 3-3. This information indicates that PAP students perform well academically, as the average grade point average (GPA)

Table 3-3
PAP Student Demographic Profile
GPA and ACT Scores

TERM	NUMB. ENRLD.	FSU GPA			ACT		
		AVE. GPA	MIN. GPA	MAX. GPA	AVE. ACT	MIN. ACT	MAX ACT
2000F	46	2.768	1.842	3.960	19.6	12	29
2001F	42	2.891	2.085	3.942	19.4	12	29
2002F	44	2.716	1.790	3.953	18.0	11	28
2003F	38	2.776	1.572	4.000	19.3	11	28
2004F	39	2.821	1.840	4.000	19.9	11	28

Source: Institutional Research and Testing, Ferris State University, 2/9/05.

for the students during the APR cycle remained solidly constant between 2.716 and 2.891. Additionally, PAP students have more than acceptable ACT scores as, with the exception of the 2002 Fall Semester when the average score fell slightly, average ACT scores remained constant in the mid 19's with a slight upward turn to 19.9 during the 2004 Fall Semester. These data taken together indicate that PAP students are academically sound students who contribute positively to the University's learning environment.

Similar academic performance data for Public Administration Program graduates is contained in Table 3-4 which follows. As with the previous data, this new information indicates that PAP graduates have performed very well during their tenure at Ferris State

Table 3-4
PAP Graduates Demographic Profile
GPA and ACT Scores

ACADEMIC YEAR	FSU GPA			ACT		
	AVE. GPA	MIN. GPA	MAX. GPA	AVE. ACT	MIN. ACT	MAX ACT
2000-2001	3.310	2.474	3.938	20.4	17	25
2001-2002	3.075	2.095	3.925	19.4	13	27
2002-2003	3.180	2.196	3.841	18.4	12	28
2003-2004	2.846	2.001	3.638	16.3	11	21

Source: Institutional Research and Testing, Ferris State University, 2/9/05

University. Specifically, **during three of the four academic years of the APR cycle, PAP graduates have graduated with an average GPA in excess of 3.000.** And even during the 2003-2004 academic year, the average GPA was 2.846.

Upon graduation, PAP students who have chosen to enter graduate, professional, and law, school have also faired well. Our graduates, for example, have had continuing academic success in post-graduate institutions such as Michigan State University, Western Michigan University, Ferris State University,⁹ The Detroit College of Law and Cooley Law School.

With reference to those PAP students who chose to enter the employment market upon graduation, our earlier analysis in Section 2.A "Graduate Follow-Up Survey" demonstrated that almost 90% of PAP graduates are currently either (1) employed, (2) attending graduate or professional school, or (3) have chosen to remain at home (see Table 3-5 below). Among those who are employed and responded to our survey question concerning the length of time that it took them to gain employment following graduation, 100 % indicated that they were employed within nine months of graduation. Additionally, among those who are employed (61.1% of the graduates) almost three-fourths (72.2%) indicate that their "job applies specific/general knowledge to their course of study (Public Administration)." This most probably accounts for the fact that more than one-fourth (27.3%) of PAP graduates earn over \$50,001 annually, more than one-third (36.7%) earn over \$40,0001 annually, and almost two-thirds (63.7%) earn over

**Table 3-5
Current Career Status of PAP Graduates**

Current Status	Total Number	Percentage
Employed	11	61.1%
Grad/Law School	3	16.7%
Home	2	11.1%
Unemployed	2	11.1%

Source: APR Graduate Follow-Up Survey, Public Administration Program.

\$30,001 annually.¹⁰ These salary figures are impressive since, for all practical purposes, all of the graduates are relatively recent graduates who have chosen an area of public service for their career. Finally, all of the employed graduates continue to reside throughout the state of Michigan.

⁹ Some PAP graduates have continued their post-graduate education in the FSU Masters of Criminal Justice Program.

¹⁰ See Section 2.A "Graduate Follow-Up Survey" of this report.

B. ENROLLMENT

This review has previously demonstrated that enrollment in the PAP has remained relatively consistent from the mid-40s (46 upper limit) to the high-30s (38 lower limit) during the past APR cycle. Table 3-6 contains this enrollment data according to class status for all program students, including both Pre-Public Administration and Public Administration Programs.

Table 3-6
PAP Student Enrollment
According to Academic Year & Class Status

Class Status	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Freshman	8	3	4	2	4
Sophomore	12	10	9	9	4
Junior	14	9	10	8	13
Senior	12	20	21	19	18
TOTAL	46	42	44	38	39

Source: Institutional Research and Testing, Ferris State University, 2/9/05.

This information also illustrates how the program recruits very well from within the University, as enrollment figures increase dramatically according to progressive class status through time.¹¹ Table 3-7 vividly illustrates this phenomenon with the table cells containing exact numbers based on this calculation procedure. These figures indicate that

Table 3-7
Comparative PAP Enrollment Figures By
Progressive Class Status and Academic Year

Prog. Class Status	Fall 2000 to Fall 2001	Fall 2001 to Fall 2002	Fall 2003 to Fall 2003	Fall 2003 to Fall 2004
Fresh. To Soph.	+2	+6	+5	+2
Soph. To Junior	-3	0	-1	+4
Junior to Senior	+6	+12	+9	+10

Source: Raw data supplied by Institutional Research and Testing, Ferris State University, 2/9/05.

¹¹ By "progressive class status through time" we are referring to comparing enrollment figures from "freshman" to "sophomore," "sophomore" to "junior," and "junior" to "senior" in consecutive academic years.

the PAP both retains students within the University and internally transfers them into the program especially from their “Freshman” year to their “Sophomore” year and most heavily from their “Junior” year to their “Senior” year. Thus, from these calculations, it is quite obvious that **the PAP plays a very important role in retaining Ferris State students who are already enrolled at the University but who wish to enter an academic/career field different from the one in which they originally enrolled (“internal transfer”).**

Initial estimates and data gathered during the summer of 2005 also indicate that enrollment for the 2005 Fall Semester should fall within this range of 38 to 46 students.¹² In fact, it is quite possible that Fall 2005 Semester enrollment may demonstrate a slight increase over the 2004 enrollment figure of 39 students.

Additional enrollment data is contained in Table 3-8, which illustrates the student credit hour production (SCH) of the program according to class status of the students, both Pre-Public Administration and Public Administration, and academic year since the last APR cycle. The data indicates that PAP student credit hours have also been relatively

Table 3-8
PAP Student Credit Hour (SCH) Production
According to Academic Year & Class Status

Class Status	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Freshman	101	30	60	29	48
Sophomore	170	146	128	130	59
Junior	203	135	154	121	182
Senior	146	283	285	244	258
TOTAL	620	594	627	524	547

Source: Institutional Research and Testing, Ferris State University, 2/9/05.

consistent throughout the previous program review cycle as they vary only slightly from a high of 620 SCH during the Fall of 2000 to a low of 524 SCH during the Fall of 2003. The data also indicate that, with only a few minor exceptions, student credit hours (SCH) for the program increase dramatically according to the students’ class status with “Freshman” having the lowest SCH and “Senior” having the highest. This information, as with the previous data, likewise graphically demonstrates that **the PAP draws very**

¹² Summer, 2005 data obtained from the Dean’s Office, College of Arts and Sciences, for example, indicate that already six (6) new Freshmen have officially registered in the PAP for the 2005 Fall Semester. This is an almost 100% increase over the average number (3.25) of entering Freshmen since the Fall of 2001. Moreover, preliminary numbers for the internal transfers recruited during the 2005 Winter and Summer Semesters who will become official program students in the 2005 Fall Semester are in line with past internal transfers.

heavily from internal transfers within the University and plays a very important role in the retention of Ferris State students.

One of the primary reasons why students from other programs are interested in the PAP is because the program has an exceptional record of graduating its students within the prescribed four years and for reorienting students from other programs who feel they have been “spinning their wheels on the Ferris treadmill” of heavily prescribed check sheets which are heavily loaded with core courses and offer little student options for electives and alternative areas of study. This will become evident in later parts of this Section which deal with “curriculum” and “instruction.”

C. PROGRAM CAPACITY

Previous sections of this document have strongly and convincingly demonstrated that **the program capacity of the PAP is severely limited by weak upper-level administrative support for the program which has severely negatively impacted both instructional and faculty capacity.** To reiterate, relevant conclusions of the numerous surveys conducted for this review include the following

1. Graduate Exit Survey – “graduating seniors perceive the following as weaknesses of the program.
 - a. Not enough faculty.
 - b. Lack of university support for program.”
2. Student Program Evaluation Survey – “Public Administration students perceive the weakness of the program as the following.
 - a. Loss of a great professor.
 - b. Lack of administrative support.
 - c. Not enough Political Science professors.”
3. Faculty Perceptions Survey – “The following were recognized as PAP weaknesses.
 - a. Lack of administrative support.
 - b. Not enough teaching resources.
 - c. Not enough tenure-track faculty.”
4. Advisory Committee Perceptions Survey – “The PAP is weakened by
 - a. the lack of financial support from the University;
 - b. the lack of upper-level administrative support; and
 - c. an inadequate number of permanent (tenured and tenure-track) faculty.”

D. RETENTION AND GRADUATION

Table 3-9 demonstrates that the PAP has graduated fifty-one (51) students since the last cycle of APR. These numbers show that approximately ten students per academic year have graduated from the program since the 2001-2002 academic year. Again, the “curriculum” portion of this section will address more in-depth a discussion of how

effective the program has been in graduating its students within the traditional four year time span for the completion of a baccalaureate degree.

Table 3-9
PAP Graduation Rates
By Semester and Academic Year

Semester	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005
Fall	2	3	5	0	2	4
Winter	1	1	3	5	6	7
Summer	1	3	4	4	0	N/A
TOTAL	4	7	12	9	8	11

Source: Dean's Office, College of Arts and Sciences, July, 2005.

E. ACCESS

PAP faculty make every effort to make themselves and their knowledge of and expertise with the program available to as wide a variety and number of Ferris students as possible. Included among these efforts are encouraging on-campus students to attend events involving public interests and citizen participation, inviting on-campus students to attend regular meetings of the Public Administration Student Association, arranging for professor-student conferences for those who show any interest in the program, very active participation in the American Democracy Project, very active participation in the Community Studies Institute of the Department of Social Sciences, and heavy off-campus classroom instruction and discussion of Public Administration related issues during all three semesters of the academic year, but especially during the Summer Semester.¹³

In these discussions with prospective students, PAP faculty especially stress the multiple entry points which exist throughout the program, the multidisciplinary nature of the core curriculum, wide range student options in the selection of an Area of Specialization, and the tremendous flexibility in student choices for electives. Again, when dealing with internal transfers into the program, PAP faculty make every reasonable effort to utilize coursework that the student has already completed in fulfilling the requirements for graduation and to insure through a thorough heavy emphasis upon continuing student advisement that the student completes future coursework which leads directly to graduation from the program. Finally, as the up-coming discussion on "curriculum" will demonstrate, PAP faculty and administrators schedule core program courses in a rational, sequential arrangement that will best facilitate the student's graduation in the shortest time period possible.

¹³ During the Summer Semester, PAP faculty normally teach off-campus courses at Ferris instructional sites in Traverse City, Flint, Muskegon, Grand Rapids, Dowagiac, and Niles.

F. CURRICULUM

Appropriate PAP check sheets and example core course syllabi are contained in the appendices of this document. The PAP check sheet specifies that the student must complete **124 credit hours of coursework to receive a Bachelor of Science degree in Public Administration**. The check sheet also indicates the multidisciplinary nature of the program, as the **18 courses for 54 credit hours required in the core** of the PAP include coursework in a wide variety of disciplines housed in the College of Arts and Sciences (11 courses for 33 credit hours) and the College of Business (7 courses for 21 credit hours). Specifically these are¹⁴

1. 1 course (3 credit hours) in Accountancy –
ACCT 201: Principles of Accounting 1;
2. 1 course (3 credit hours) in Management –
MGMT 305: Supervision & Leadership;
3. 1 course (3 credit hours) in Social Sciences –
SSCI 310: Applied Social Research Methods;
4. 1 course (3 credit hours) in Sociology –
SOCY 340: Minority Groups in America;
5. 2 courses (6 credit hours) in Computer Information Systems –
ISYS 105: Introduction to Micro Systems & Software,
ISYS 200: Database Design & Implementation,
or
ISYS 202: Principles of Information System;
6. 3 courses (9 credit hours) in Economics –
ECON 221: Principles of Macroeconomics,
ECON 222: Principles of Microeconomics,
ECON 431: Economics of Public Finance;
7. 9 courses (27 hours) in Political Science –
PLSC 121: American Government 1: People & Politics,
PLSC 121: American Government 2: Policy Making,
PLSC 251: Public Administration,
PLSC 311: American State & Local Government,
PLSC 411: Urban and Regional Planning,
PLSC 421: Public Sector Labor Management,
PLSC 465: Local Government Budget Analysis,
PLSC 481: Public Administration Capstone,
and
PLSC 491: Public Administration Internship.

Coursework in the PAP also includes **7 courses for 21 credit hours of directed electives, which also fulfill a significant portion of required General Education (GE) requirements**. These courses are

1. 1 course (3 credit hours) in Communication (Communication Competence GE Requirement) –

¹⁴ All of the following information concern coursework requirements for core, directed electives, general education, area of specialization, and free electives can be found on the Ferris State University web site.

- COMM 121: Fundamentals of Public Speaking;
2. 1 course (3 credit hours) in Humanities (Cultural Enrichment GE Requirement) –
HUMN 216: Introduction to Ethics;
 3. 2 courses (6 credit hours) in History (Cultural Enrichment GE Requirement) from among the following –
HIST 121: United States History to 1877,
HIST 122: United State History – 1877 to the Present,
or
HIST 277: American Business History.
 4. 1 course (3 credit hours) (Social Awareness GE Requirement) from among the following –
SOCY 121: Introductory Sociology,
SOCY 122: Social Problems,
or
ANTH 122: Introduction to Cultural Anthropology;
 5. 2 courses (6 credit hours) in Psychology (Social Awareness GE Requirement) –
PSYC 150: Introduction to Psychology;
and
PSYC 325: Social Psychology,
or
PSYC 326: Industrial and Organizational Psychology.

According to University requirements, **the final General Education requirements that must be fulfilled by PAP students include 5 to 6 additional courses for 16 to 20 credit hours.** These are as follows.

1. 3 courses (9 credit hours) in English (Communication Competence GE Requirement) –
ENGL 150: English 1,
ENGL 250: English 2,
or
ENGL 211: Industrial And Career Writing;
and
ENGL 311: Advanced Technical Writing,
ENGL 321: Advanced Composition,
or
ENGL 323: Proposal Writing;
2. 2 courses (7-8 credit hours) in Scientific Understanding GE, one of which must have a lab;
3. 1 course (3 credit hours) in MATH 115 (Quantitative Skills GE) or higher
or
either pass a course proficiency exam for MATH or higher
or
submit an ACT math subtest score of 24 or higher, plus 1 year of high school algebra with a grade of C- or better.

Additional General Education requirements concerning “Global Consciousness” and “Race/Ethnicity/Gender” are fulfilled by PAP core and free elective courses.

PAP students must also chose a **15 credit hour Area of Specialization** for among the following

1. Communication,
2. Criminal Justice
3. Economic and Business Administration,
4. Legal Studies,
5. Nonprofit Organization Administration and Grant Writing,
6. Social Work, or
7. Television Production.

In selecting appropriate courses for the Area of Specialization, PAP students work very closely with their advisor and the Program Coordinator. Whenever possible, students are strongly encouraged to fulfill this 15 credit hours Specialization with at least 9 credit hours from 300 or higher level courses.¹⁵

Finally, to fulfill the 124 credit hours requirement for graduation, students select between **14 to 18 credit hours of free electives**.¹⁶ The variation in free electives is created by the students’ choices in fulfilling the Scientific Understanding and Quantitative Skills General Education requirements.

The above particular arrangement of core, directed General Education, directed elective, and Area of Specialization courses is directly responsible for the fulfillment of PAP skills, knowledge, and value learning outcomes, which have been identified and analyzed by the previous Section. This review has demonstrated that these outcomes are much more than adequately fulfilled by the program.

Since the last APR cycle, the PAP has altered its core course offerings in a manner which both strengthens the program and widens the graduate’s expertise in very important areas within the field of Public Administration. Explicitly, the following changes have been made.

1. ACCT 201: Principles of Accounting 1 has replaced ACCT 465: Public Sector Accounting. ACCT 465 was never offered by the College of Business during the past APR cycle.
2. ISYS 105: Introduction to Micro Systems & software, and either ISYS 200: Database Design & Implementation or ISYS 202: Principles of Information System have replaced ISYS 303: Systems Analysis Methods and ISYS 311: Information Systems. Survey information acquired from PAP students, graduates, and employers indicates that these courses are more relevant to the field of Public Administration.
3. MGMT 305: Supervision & Leadership has replaced MGMT 301: Applied

¹⁵ In some areas such as Criminal Justice and Social Work, this is not possible because of upper level course prerequisites.

¹⁶ It should be noted that the PAP contains no “hidden prerequisite” courses.

Management. Again, survey information from students, graduates, and Employers indicates that this course better fulfills PA field needs.

4. PLSC 411: Urban and Regional Planning is a new course that has been added to the core. Survey information gathered from the Advisory Committee and employers led to this innovation, as knowledge of planning techniques and principles is critical to the public administrator.
5. PLSC 421: Public Sector Labor Management is a new course that has been added to the core. Survey information gathered from the Advisory Committee and employers also led to this innovation, as knowledge of public sector labor management principles and techniques is critical to the public administrator.
6. PLSC 465: Local Government Budgeting Analysis is a new course that has been added to the core. Survey information gathered from the Advisory Committee and employers also led to this innovation, as knowledge of the principles and techniques of local government budget analysis is critical to the public administrator.
7. "Legal Studies" has been added to the PAP as an Area of Specialization. This Area accommodates the educational needs of a significant portion of PAP students.
8. "Nonprofit Organization Administration and Grant Writing" has been added to the PAP as an Area of Specialization. This Area was added at the suggestion of the Advisory Committee and also accommodates the educational needs of a significant portion of PAP students.

There are no specific curricular or program changes currently in the review process or anticipated during the next three to five years. However, **in order to maintain and expand the program's curricular flexibility**, every effort will be made to up-date the program based upon the reasonable suggestions of the Advisory Committee, employers, graduates, and students during the next review period.

G. QUALITY OF INSTRUCTION

Section 2 of this report is replete with data and analyses concerning the quality of instruction provided by the PAP. As few summary data and statements acquired from each of the surveys should suffice at this point of the report.

PAP students responded that because the program offers such an "extremely diverse and practical educational experience," it provides them with a "wide range of skills, knowledge, and values" required for career success in the field of Public Administration. Graduating seniors agreed with this assessment and added that the program is strengthened by a "competent, caring faculty" and a "well-rounded curriculum." PAP alumni also expressed these beliefs and attributed a "quality education" and competent (knowledgeable, experienced, and dedicated") for preparing them for a career in Public Administration.

The PAP Advisory Committee responded that the program serves a valuable function at FSU, is administered effectively, is a quality degree compared to similar degrees at other institutions, has a reputable academic foundation which meets the needs of the profession, and prepares its graduates to enter the field. Committee members also stated that PAP graduates are in demand in the employment market and PAP faculty have the academic credentials, experience, and commitment necessary to effectively administer and implement the program.

Employers, similarly, responded that our graduates are well prepared to enter the field of PA. This is especially true with respect to dealing with and understanding administrative problems, exhibiting professional and ethical responsibilities, y teams, and dealing with scientifically gathered data and conducting administrative research.

Finally, all (100%) of the faculty agree that the program provides a “quality degree comparable to other baccalaureate degrees in PA at similar institutions.” The faculty also rate the program with an extremely high level of attainment on the five student learning outcomes (goals) measured by the “Faculty Perceptions Survey.” Finally, they perceive a “competent faculty” and a “well-designed program” to be among the strengths of the PAP.

PAP faculty participates in professional development activities on an on-going basis. This participation helps improve and enhance the learning environment within the program. For examples, Dr. Richard W. Griffin, the PAP Program Coordinator, has participated in numerous teaching and learning oriented seminars offered by the Center for Teaching, Learning, and Faculty Development during the past several years. Included in these are

1. “In-depth Explorations of Core Teaching Methods,” 2001 Winter Semester, and
2. “Facilitating Student Learning learning, the Learner and Teaching Methodology,” 2000 Fall Semester.

Most recently, through the Center, Dr. Griffin completed another Learning Community seminar focusing upon “Learning-Centered Teaching” during the 2005 Winter Semester and will participate in a “Service Learning” seminar in the 2005 Fall Semester. Dr. Donald Roy, the other PAP faculty member, completed a WEB CT seminar during 2003. As a direct result of these efforts, he will be offering SSCI 425: Public Policy Issues during future summer semesters. This course, which has been designed specifically for students in the College of Education, who are competing the Secondary Education Program, will be WEB CT formatted. Dr. Roy has also completed courses on “Citizen Planner” and “Advanced Citizen Planner” delivered by the Michigan State University Extension in 2004 and 2005.

Faculty and students interact on a regular, daily basis in the classroom and in student advising environments. In addition to this,

1. Both PAP faculty are actively involved as Co-Faculty Advisors to the Public Administrating Student Association and participate in as many of the

Association's activities as possible.

2. PAP students and faculty actively participate together in the selection and presentation of the Annual Public Administration speaker.
3. PAP faculty and students actively participate together in numerous cooperative activities with other student associations, especially the Social Work Student Association.
4. PAP faculty and students participate together in a field experience each semester which takes them for an extended week-end to Chicago to investigate the city's ethnic neighborhoods and relevant public agency activities through the auspices of Chicago's Urban Life Center.
5. Dr. Roy, who is also the Faculty Advisor of the Pre-Law Student Association, takes Pre-Law students to visit area law schools on an annual basis.
6. Dr. Griffin, through the Office of Student Leadership and Activities and the Michigan Campus Compact, leads students to Lansing for a "Day at the State Capitol."
7. Dr. Griffin is a member of the Steer Committee for the American Democracy Project, whose major objective is to infuse democratic values and principles as well as knowledge about democracy into the curriculum throughout the University.
8. Both PAP faculty are heavily involve in the Community Studies Institute of the Department of Social Sciences. A primary goal of the CSI is to directly involve students in community based research.

The Community Studies Institute, in fact, is partially based upon the goal of infusing teaching and student learning in all programs housed within the Department of Social Sciences, especially Public Administration, Social Work, and Sociology. To aid in accomplishing this goal, SSCI 310: Applied Research 1 is a core course required for all PAP graduates. The results of initial efforts to infuse student learning in the research processes of the social sciences and to positively impact the quality of teaching and learning throughout the program can be demonstrated with current employer responses to three items contained on the "Employer Follow-Up Survey." Calculated results from this survey indicate that

1. 100% (4.60 weighted average) of employers agree that "(s) tudents graduating from the Public Administration Program are able to "Identify, formulate, and solve administrative problems;
2. 80% (4.25 weighted average) of those employers agree PAP graduates can "conduct research"; and
3. 75% (4.25 weighted average) of those employers also agree that PAP graduates can "analyze and interpret data."

H. COMPOSITION AND QUALITY OF FACULTY

The permanent faculty of the PAP, both of whom are tenured, are

1. Dr. Richard W. Griffin, Ph.D., Florida State University, Program Coordinator and Professor of Political Science; and

2. Dr. Donald Roy, Ph.D., University of Notre Dame, Associate Professor of Political Science.

Since the last cycle of APR, Dr. Griffin has received a merit award. However, both faculty members are extremely active professionally. Dr. Roy, for example, is a regular attendee, panel organizer, panelist, and paper presenter at the annual Michigan Political Science Association Conference. He annually attends the Pre-Law Conference held in Chicago and sponsored by the Law School Admissions Council. Finally, Dr. Roy has also

1. led students to the Annual Legislative Day in Lansing, 2003,
2. submitted public comments to the Michigan Lt. Governor's Higher Education Committee in Grand Rapids, 2004.
3. submitted public comments to Michigan State Senator Birkholz's Natural Resources Committee, 2005,
4. submitted public comments to the Annex 2001 Revision of Water Legislation, 2005, and
5. held the First Annual Thomas Crapper Lecture Series on water issues in Michigan, 2005.

Dr. Griffin is a member of the National Association for Developmental Education, the Association for General and Liberal Studies, the National Education Association, the Council for Higher Education, the American Planning Association, the Association of American Colleges and Universities, the Michigan Education Association, the Michigan Association for Higher Education, and the Partnership for Responsible Drug Information. Since the last APR cycle, his publications and professional conference presentations have included the following.

1. "*Freshmen Interested in Studying Government: Impossible? Try Using Thespians*," 27th Annual Conference of the National Association for Developmental Education, Austin, TX., February, 2003.
2. "*The Farm Workers Movement of South Texas: An Historical Analysis of Powerlessness*," in Gerald E. Matthews (ed.), Journey Toward Nationalism: The Implications of Race and Racism, Cincinnati: Thompson Learning, 2001.
3. "*The Ferris State University Structured Learning Assistance Program*," 40th Annual Conference of the Association for General and Liberal Studies, Chicago, IL., February, 2000.

Additionally, included among Dr. Griffin's professional activities since the last APR cycle are the following.

1. State-wide Reviewer and Program Evaluator, State of Michigan, Department of Education, Review and Evaluate Baccalaureate Teacher Education Programs in Political Science, 1999 to present.
2. Political Science Content Advisory Committee, National Evaluation Systems, Inc., Amherst MA., Development of State of Michigan Test for Teacher Certification in Political Science, December, 2002.
3. Delegate for Ferris Faculty Association, National Education Association

Representative Assembly

- a. Los Angeles, July, 2005.
 - b. Washington, D.C., July, 2004.
 - c. New Orleans, LA., July, 2003.
 - d. Dallas, TX., July, 2002.
4. Resolutions Committee, National Education Association, Washington, D.C., 2002 to present.
 5. Delegate for Ferris Faculty Association, Michigan Education Association Representative Assembly, Lansing, MI., 2001 to present.
 6. Caucus Chair for Higher Education, Michigan Association for Higher Education, MEA., Lansing, MI., 2004 to present.
 7. Participant, "The 2002 Assessment Institute in Indianapolis," Indiana University-Purdue University Indianapolis (IUPUI), Indianapolis, IN, November, 2002.
 8. Participant in numerous conferences on "Equity in the Classroom," which have been held at several sites throughout Michigan.
 9. Member and past Vice-Chair, Big Rapids Plan Board, City of Big Rapids, 1997 to 2005.

In addition to carrying out these and other professional activities, the PAP faculty teach a full workload (12 credit hours less release time¹⁷) for all three (Fall, Winter, and Summer) semester of each academic year. Both faculty also generally teach overload classes during the Fall and Winter Semesters. The normal annualized teaching load is 24 credit hours for PAP faculty.

The PAP faculty, along with Departmental and College administrators, did have success in recruiting highly qualified new faculty for the program during the 2004-05 and 2002-03 academic years. Both new faculty (Dr. Kwame Antwi-Boasiaco and Dr. Brian Reed), who were selected from a national search among qualified applicants, had earned a Ph.D. in Public Administration/Political Science from highly reputable universities, Mississippi State University and the University of Alabama, respectively), and were active in the discipline. Both Dr. Antwi-Boasiaco and Dr. Reed gladly and actively participated in numerous new faculty orientation and training programs conducted by the University, including workshops and seminars through the Center for Teaching, Learning, and Faculty Development. **However, neither was granted a tenure-track position and chose to leave Ferris State for a tenure-track position at other institution. This situation best exemplifies the lack of upper-level administrative support for the program, which severely hinders program growth, perceived among survey contributors to this review.**

The above discussion of faculty professional development activities indicates that PAP faculty very actively participate in the standard reward structures offered throughout the

¹⁷ Dr. Griffin receives 3 credit hours of release time during the Fall and Winter Semesters for performing the duties and responsibilities of Program Coordinator. He also received an additional 6 credit hours of release time during the Fall and Winter Semesters of 2003-04 and 2004-05 academic years for performing the duties of President of the Ferris Faculty Association.

University, e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money. Additional funds for research, speakers, travel, and professional development activities are also available from TIMME and the Faculty Development Committee of the Department of Social Sciences. These additional sources are regularly utilized by PAP faculty to provide additional support for their professional activities.

During the past academic year, the PAP hired one full-time non-tenure-track faculty member and one adjunct faculty. The full-time faculty was Dr. Kwame Antwi-Boasiako, while the adjunct was Mr. Jon Lynch, who taught one section of PLSC 421: Public Sector Labor Management. As previously mentioned, Dr. Antwi-Boasiako was at Ferris for only one year and left to accept a tenure-track position in Public Administration at another university. Mr. Lynch, is a true Public Administration professional who periodically teaches PLSC 421 and PLSC 411: Urban and Regional Planning. A member of the PAP Advisory Committee, Mr. Lynch is currently Director of Planning for the City of Midland, MI. He is also past-President of the Michigan Planning Society and past Assistant City Manager and Director of Neighborhood Services for the City of Big Rapids.

The PAP has found it literally impossible to retain qualified non-tenure-track faculty. Such professionals are in high demand within the discipline of PA. **Until the third position in the PAP is converted to tenure-track, this position, and thus the entire program, will continue to experience an extremely high rate of turn-over and will have difficulty in growing.**

Approximately one-third of PAP courses are taught by non-tenure-track and adjunct faculty. The courses taught by these faculty members are determined by the faculty member's individual qualifications, as in the case of Mr. Lynch discussed above.

PAP faculty are required to have a Master's Degree, at minimum, with a Ph.D. preferred. This is in accordance with University policy. Thus, all full-time non-tenure-track and adjunct faculty has met this requirement. Again, while all non-tenure-track faculty who have taught in the program have been highly qualified and very appropriate to teach the courses which each has taught, in order for the PAP to grow, its third full-time position must become tenure-track.

I SERVICE TO NON-MAJORS

Public Administration Program faculty teach a relatively large number of General Education courses, which serve other departments and programs at FSU. These courses and the General Education requirement(s)¹⁸ fulfilled by each course are as follows:¹⁹

1. PLSC 121: American Government 1 – SA and REG;
2. PLSC 122: American Government 2 – SA and REG;

¹⁸ Symbols for the General Education requirements are as follows: "SA" – Social Awareness; "REG" – Race, Ethnicity and/or Gender; GC – Global Consciousness.

¹⁹ This information is from the Ferris State University web pages.

3. PLSC 221: American Political Parties – SA and REG;
4. PLSC 225: Government Process and Procedures – SA and REG;
5. PLSC 251: Public Administration – SA and REG;
6. PLSC 301: Perspectives on the Third World – SA;
7. PLSC 311: American State and Local Government – SA and REG;
8. PLSC 323: International Organization – SA, REG, and GC;
9. PLSC 331: Comparative World Governments – SA, REG, and GC;
10. PLSC 341: International Politics – SA, REG, and GC;
11. PLSC 410: Politics and Media – SA and REG;
12. PLSC 411: Urban and Regional Planning – SA;
13. PLSC 481: Public Administration Capstone – SA; and
14. SSCI 425: Issues in Public Policy – SA.

This extensive list of Political Science courses which fulfill a large variety of General Education make it readily apparent of the tremendous importance that the PAP provide for other departments and degree programs at Ferris. In fact, three of these courses, PLSC 323, PLSC 331, and PLSC 341, are among only nine courses offered University-wide which fulfill all three General Educational requirements of Social Awareness, Race, Ethnicity and/or Gender, and Global Consciousness. Additionally, several degree programs either specifically require or strongly advise their students to take several of these PAP faculty course offerings. Included among these are

1. PLSC 251 which serves students in the Criminal Justice program in the College of Education and Human Services;
2. PLSC 311 which serves students both in the Construction Management program in the College of Technology and in several programs in the College of Business;
3. PLSC 323 which serves students in numerous programs in the College of Business; and
4. SSCI 425 which serves students in the Secondary Teacher Education Program in the College of Education and Human Services.

While the program does plan upon keeping its level of service courses constant and will increase them if in the interests of the University, it again must have additional faculty members of tenure-track rank to fulfill these needs.

J. DEGREE PROGRAM COSTS AND PRODUCTIVITY DATA

Degree program costs and productivity data, upon which the following analyses in this sub-Section are based, were supplied by Institutional Research and Testing, Ferris State University. Table 3-10 contains 2002-2003 data which compares degree program costs for the University, the College of Arts and Sciences, the Department of Social Sciences, and the Public Administration and Pre-Public Administration Programs. The differences in the program costs are impressive. **The costs for the Public Administration Program, and its corresponding Pre-Public Administration**

Table 3-10
Comparative Total Costs for Degree Programs
2002-2003 Data

Program Level	Ave. Instruct Cost/SCH	Ave. Dept. Costs/SCH	Ave. Dean's Cost/SCH	Total Ave. Cost/SCH
University	\$153.93	\$34.70	\$17.08	\$205.71
Arts & Sciences	\$123.12	\$24.05	\$10.91	\$158.08
Social Sciences	\$104.13	\$24.48	\$12.51	\$141.12
Public Admin.	\$103.21	\$29.30	\$14.72	\$147.24
Pre-Pub. Admin.	\$93.28	\$26.17	\$18.65	\$138.10

Source: "Degree Program Costs, 2002-2003," Institutional Research & Testing, Ferris State University.

Program are extremely inexpensive when compared to the costs for all degree programs University-wide, and are even less than the average costs for all degree program within the College of Arts and Sciences. PAP and Pre-PAP costs are, additionally, in-line with the costs for programs within the Department of Social Sciences.

Even more telling are the relative ranks of both programs when comparing total program costs from highest to lowest. Again according to the most recent data supplied by Institutional Research and test, among the 233 program rankings, the PAP ranks 213th and pre-PAP ranks 227th, making **both among the very least expensive of all programs at the University.**²⁰ Interpreted alternative, among 233 programs University-wide, only six (6) programs are less expensive than pre-Public Administration and only twenty (20) are less expensive than the PAP. Also, almost all of these 20 less expensive programs are two-year Associate programs.

An additional highly significant element of this data concerns the "Average Instructor Cost per Student Credit Hour (SCH)." Again, both Pre-Public Administration and Public Administration exhibit extremely low costs for the University, with the costs for Public Administration being \$103.21 per SCH and for Pre-PA being \$93.28. These figures are especially impressive when compared to the similar costs for the University (\$153.93), the College of Arts and Sciences (\$123.12), and the Department of Social Sciences.

Finally, program costs determined according to the sum of the costs for each individual course within both the Pre-PAP and the PAP are contained in the Appendices of this report. They provide additional documentation of the inexpensive character of both programs.

²⁰ "Table II – Degree Program Costing: Total Program Cost Ranked High to Low, 2002-03," Institutional Research & Testing, Ferris State University.

The University determines the “Productivity” of a program by dividing the total number of Student Credit Hours (SCH) by the Full-Time Equated Faculty (FTEF) for each semester and each academic year²¹. Productivity measures comparing the University, the College of Arts and Sciences, the Department of Social Sciences, and Political Science, which reflects the productivity of the PAP faculty, are contained in Table 3-11. These figures unmistakably report that the Political Science faculty, who are also the PAP faculty, have been highly productive during the entire APR cycle. In fact, PAP faculty

Table 3-11
Comparative Productivity Measures (SCH/FTE)
1999-2004

Level	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
University-wide	454.53	451.32	446.69	429.43	454.22
Arts & Sciences.	586.15	589.29	610.19	592.21	605.40
Social Sciences	645.40	655.18	676.80	697.06	670.82
Political Sci. (PAP)	937.20	893.20	810.42	832.27	629.89 Adjusted Measure = 732.14²²

Source: ‘Productivity Report: Fall 1999 – Winter 2004, Institution Research & Training, Ferris State University.

are among the most productive faculty University-wide, within the College of Arts and Sciences, and within the Department of Social Sciences. In fact, with the exception of the 2003-2004 Academic Year, productivity measures for the PAP faculty have basically doubled those of the University, have been over or nearing 50% greater than those of the College of Arts and Sciences, and have been the highest within the Department of Social Sciences.

²¹ A more detailed explanation of this process is contained in “Productivity Report: Fall 1999-Winter 2004,” Institutional Research & Testing, Ferris State University, pp. i-iv.

²² This measure is deflated because Dr. Richard W. Griffin, the PAP Program Coordinator, was granted 50% release-time for being President of the Ferris Faculty Association. According to Mitsy Day of the Office of Institutional Research & Testing, productivity measures are not adjusted to reflect release-time so that they can be comparable to similar measures gathered by the State of Michigan. Ms. Day informed the APR panel that in order for PAP (Political Science) productivity measure to be comparable over time and with other University programs, they should be adjusted to reflect non-programmatic release-time such as this.

According to the Office of Institutional Research and Testing and explained in footnote #22, for the 2003-2004 PAP productivity measures to be comparable to other measures over time and with other University programs, they must be adjusted to reflect non-programmatic release-time for the Program Coordinator. Table 3-11, also, contains this adjusted measure. An additional adjustment which is also relevant for this measure is based upon the program hiring one additional adjunct faculty, who has specific field expertise, to teach the upper-level course on Public Sector Budgeting during the Winter 2003 Semester.²³ Adjusting for this condition raises the productivity measure for 2003-2004 even more to 763.11. Whatever measures are accepted for the 2003-2004 Academic Year, however, it is very apparent that PAP faculty are among the very most productive of all faculty in all fields and disciplines at Ferris State University and have maintained this high level of productivity throughout the past years of the APR cycle.

This analysis taken with previous data allow for **the conclusion that the PAP is an extremely inexpensive program to implement and maintain and its faculty are at the apex of productivity throughout the entire University. Moreover, the program fulfills its student learning outcomes (goals) at a very high level of attainment, and the program plays an important role in career education and in the retention of Ferris students. However, the growth, and ultimately the health, of the Public Administration Program are severely stymied by the absence of a third tenure-track faculty member.**

K. ASSESSMENT AND EVALUATION

The "Student Learning Outcomes" of the program have been previously discussed in earlier Sections of this document.²⁴ These are the primary assessment variables that are, and will continue to be, tracked. Without belaboring over an exhaustive list of these outcomes once again, at this point in the analysis it adequate to provide the briefer list below.

1. Skills
 - a. Analyze environments of public bureaucracies/agencies.
 - b. Participate in public policy-making processes.
 - c. Participate in managerial processes
 - d. Conduct research in field of Public Administration.
 - e. Lead teams.
 - f. Exhibit life-long problem solving and critical thinking skills.
 - g. Exhibit life-long writing skills.
 - h. Exhibit life-long oral/communication/people skills.
 - i. Exhibit life-long computer skills.
2. Knowledge
 - a. Understand administrative, legal, and political approaches to P. A.

²³ This adjunct faculty was Mr. Dan Elliott who is the Project Consultant for the City of Evart, MI Local Development Finance Authority and the Downtown Development Authority.

²⁴ A more detailed discussion is contained in the Appendix under "Public Administration, Administrative Program Review, 2005."

- b. Understand/comprehend social science scientific information.
 - c. Knowledge of available resources for professionals.
3. Values
- a. Professional ethics and responsibilities
 - b. Participating in professional organizations.
 - c. Mentoring students within the educational process.

To assess these variables, the following measures have been, and will continue to be, utilized:

1. student performance in the program internship (annually);
2. student performance in the program capstone course (annually);
3. student performance on their senior internship (annually);
4. a graduate exit survey of the program (annually);
5. a survey of Advisory Committee perceptions (annually);
6. a graduate follow-up survey of the program three year cycle);
7. a survey of graduates' employers (three year cycle);
8. a student program evaluation (five year cycle); and
9. a survey of faculty perceptions (five year cycle).

Additionally, the assessment cycle for the PAP is as follows.

1. 2005-06
 - a. construction of on-campus assessment template to organize data from internship, capstone, portfolio, and graduate exit survey.
 - b. annual collection of data and analysis of data from internships, capstone, portfolio, graduate exit survey, and Advisory Committee survey.
2. 2005-07
 - a. annual on-campus data collection and analysis.
 - b. refinement of assessment template.
3. 2007-08
 - a. construction of off-campus template to organize data from graduate follow-up survey and employer survey.
 - b. annual on-campus and off-campus data collection and analysis.
4. 2008-09
 - a. curriculum review
 - b. annual on-campus and off-campus data collection and analysis
5. 2009-10
 - a. implementation of curriculum revision, if needed.
 - b. review of on-campus and off-campus assessment templates.
 - c. annual on-campus and off-campus data collection and analysis.
6. 2010-11
 - a. data collection and analysis of data from student program evaluation survey and survey of faculty perceptions.
 - b. annual on-campus and off-campus data collection and analysis.

As with all degree program at Ferris, the PAP is evaluated within the guidelines of the six-year cycle of Academic Program Review as conducted by the Academic Program

Review Committee of the Academic Senate. The PAP will implement the APRC's curricular and programmatic suggestions for improvement generated by this Report following the 2005 Fall Semester. APRC recommendations have, also, been implemented by the PAP in past academic years. As a result of review by the APRC in 1999 and of the program's faculty continuing to access and review the PAP on an annual basis since 1999, for instance, the number and breath of specialization offerings have been increased and the capstone course (PLSC 481) has been revised to include a portfolio submission required of all graduating seniors.

Finally, the bulk of the previous Section of this Report, has more than adequately addressed questions regarding the assessment of degree requirements and curriculum. Additionally, the Section 2 contained an in-depth examination of whether program goals are being met.

L. ADMINISTRATIVE EFFECTIVENESS

According to the perceptions of the PAP Advisory Committee, the program is "administered effectively" by its faculty (100% agreement and a 4.71 weighted average). Additionally, while the program could use additional clerical support, administrative support for the PAP at the departmental and college level is effective and adequate.

As this report has verified on numerous occasions, however, **inadequate support for the PAP occurs at the upper-administrative level within the University.** The program has also suffered from the lack of promised support for its expansion to the FSU-Grand Rapids (GR) satellite site. Three years ago, program faculty met on several occasions with the Vice Chancellor of the Grand Rapids site who committed to work with the PAP faculty to begin the expansion of the program to the GR site. To-date, no additional actions have emanated from the Vice-Chancellor's office to implement this commitment.²⁵ **Again, if the Public Administration Program is to grow and prosper, support from upper level administration both on-campus and at the satellite site must be forthcoming.**

Prior analyses and discussions have also verified that the program and the Department of Social Sciences are run both effectively (Productivity measures) and efficiently (Costs data). Moreover, every effort is taken to insure that the class schedules for the program and the teaching schedules of the PAP faculty are effectively and efficiently prepared. Dr. John Thorp, the Head of the Department of Social Sciences, maintains close and on-going communication with PAP faculty when developing class and teaching schedules. Also, the faculty conduct individualized and program-wide counseling sessions with student to insure that they properly enroll in those courses which are required for graduation.

²⁵ For example, the most recent publications of the FSU-GR site fail to list Public Administration among the list of "Bachelor's Degrees" offered at the site.

Finally, through the efficient scheduling of classes and faculty schedules and individualized and program-wide advising, students are able to take the courses they need in a timely manner. In fact, this is a major concern of both the Department Head and the PAP faculty, which is handled, again, through close and cooperative communication.

SECTION 4

FACILITIES AND EQUIPMENT

OF THE

PUBLIC ADMINISTRATION PROGRAM

ACADEMIC PROGRAM REVIEW

SECTION 4: FACILITIES AND EQUIPMENT

Renovations and improvements to the Ferris State University Arts and Sciences Complex, which includes the Arts and Sciences Commons building and the Starr Educational Center, were completed during the summer of 1997. The purposes of these renovations were to (1) improve heating, ventilation, and air conditioning throughout the Complex; (2) add telecommunications wiring to support increased computer-based lab instruction; (3) meet safety standards for fire alarms and sprinkling systems; and (4) replace exterior walls with a more energy-efficient design.

The Department of Social Sciences shares the second floor of the Commons building with the Biological Sciences Department and the Mathematics Department. PAP faculty offices, the main office of the Social Sciences Department, and faculty offices for contact with and communications among students and the Public Administration Student Association are all located on the second floor.

The Starr Educational Center contains both classrooms in which PAP courses are taught and student study rooms equipped with computer jacks. With the major exceptions discussed below, these classroom and study rooms create a positive and attractive learning environment for the PAP.

A. INSTRUCTIONAL ENVIRONMENT

Additional computer-based hardware and audio-visual hardware were installed in classrooms in the Starr Educational Center during the last Academic Program Review cycle. While this instructional hardware is available in numerous classrooms (instructional environment) in the Starr Educational Center, it has not been installed in STARR #236 where the bulk of PAP classes are held. Hence, PAP faculty are limited in their abilities to introduce computer-based data and information and to show videos in DVD format, which most often contain the most current disciplinary methods and information, in this classroom. **This should be of highest priority in the facilities improvement plans of the College of Arts and Sciences and the Department of Social Sciences.**

B. COMPUTER ACCESS AND AVAILABILITY

Additional computer facilities are housed on the first floor of the Arts and Sciences Commons building. While these facilities are frequently used by PAP faculty for teaching purposes, especially in courses dealing with methodological research techniques and pedagogy, they alone do not fulfill the computer access and availability needs of the program. **Again, more immediate and permanent computer-based access and**

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availability must be installed in the PAP classroom (STARR #236) to enhance the full program delivery package.

Initial online course offerings have begun at off-campus sites. To date, the facilities required for conducting these activities have been nominally sufficient, but also suffer from the on-campus computer-based and DVD hardware limitations noted above. PAP professors also maintain regular online communications with students both on campus and at off-campus instructional sites.

C. OTHER INSTRUCTIONAL TECHNOLOGY

Classrooms are also equipped with VHS format audio-visual equipment, which is regularly used as an important part of the PAP curriculum. While these technological facilities allow for the presentation of VHS formatted visual material into the course, they are not sufficient for full program delivery, as, again, no equipment is available for DVD formatted visual material. As discussed above, **the instillation of both computer-based and DVD hardware should among the highest of priorities in the facilities improvement plans of the College of Arts and Sciences and the Department of Social Sciences.**

D. LIBRARY RESOURCES

Support for the PAP is also provided by the faculty and staff of FLITE. Throughout the current Academic Program Review cycle, the PAP has enjoyed helpful, positive, and supportive relations with FLITE. Faculty and staff of FLITE are readily available to aid in the identification and access of print, electronic, and other resources available through FLITE. While the service and instruction availability provided by the Library with respect to PAP needs and the budget allocation of FLITE have been adequate during the past Academic Program Review cycle, **PAP faculty have earmarked additional funding beginning in the 2005 Fall Semester, which will be utilize to purchase academic classics in the field of Public Administration and to increase and improve the library holdings of Public Administration publications in FLITE.**

SECTION 5

CONCLUSIONS

PUBLIC ADMINISTRATION PROGRAM

ACADEMIC PROGRAM REVIEW

SECTION 5 **CONCLUSIONS**

The following conclusions of this Report are base exclusively upon the data and analysis of that data contained in the previous Sections. Nothing has been embellished beyond what the actual data indicate.

A. RELATIONSHIP TO FSU MISSION

1. Revisions and up-dates of the Public Administration Program's (PAP) goals based upon the recommended suggestions of the 1999 APRC have strengthened the relationships the PAP and the University's mission and with the Department of Social Science and College of Arts and Sciences' strategic plans (Section 1.A).
2. The faculty believe very strongly that the PAP is totally consistent with the University's mission and with the goals and objectives of the Social Science Department (Section 2.E).
3. The Advisory Committee of the PAP perceives the program to serve an important function in fulfilling and maintaining the University's mission (Section 2.F)..
4. The program plays a very important role in retaining numerous Ferris State students who are already enrolled at the University but who wish to enter an academic/ career field different from the one in which they originally enrolled. This Report has referred to these students as "internal transfers" (Section 3.B).

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

1. The Ferris State PAP is especially unique in that it is one of the very few baccalaureate degree programs in the field of Public Administration in America (Section 1.B).
- 2 Program uniqueness is especially due to the PAP's multidisciplinary course core and its Areas of Specialization (Section 1.B).
3. Better advertisement, both internally and externally, and more resources for student recruitment from the University would greatly enhance the PAP's enrollment numbers (Section 1.B).

C. PROGRAM VALUE

1. The PAP derives its value from a number of sources. Included among these are the following:
 - a. specially trained graduates qualified to fulfill a variety of entry-level

- b. specially trained graduates qualified for positions in non-profit and public sector agencies,
 - c. fulfilling the “career-oriented, technological and professional education” aspect of the University’s mission, and
 - d. providing for an employment linkage between graduates and employers (Section 2.D).
2. The PAP is among the least expensive of all programs University-wide, within the College of Arts and Sciences, and within the Department of Social Sciences (Section 3.J).
 3. The PAP is an extremely inexpensive program to implement and maintain and its faculty are at the apex of productivity throughout the entire University (Section 3.J).
 4. According to the numerous surveys conducted, the PAP is fulfilling its “student learning outcomes” (goals) at high levels of attainment (Sections 1, 2.A., 2.B., 2.C., 2.D., 2.E., and 2.F).
 5. Employers of the program’s graduates overwhelmingly agree that its graduates are well prepared to enter the field of Public Administration (Section 2.B).
 6. Program graduates, as well as its current students, perceive the PAP to be of great value in a number of measured areas (Section 2.C and 2.D).

D. ENROLLMENT

1. The student enrollment in the Public Administration Program has remained relatively consistent from the mid-40’s (46 upper limit) to the high 30’s (38 lower limit) during the past APR cycle (Section 3. B).
2. Student enrollment in the program draws heavily from internal transfers within the University and, again, plays a very important role in the retention of Ferris State students (Section 3.B).

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

1. While the majority of the program’s students categorize themselves as “white,” a greater proportion identify themselves as an ethnic minority than does the general student population of the University (Section 3.A).
2. The program’s students are primarily characterized as “traditional” college students, according to measures of age, enrollment, and residency (Section 3.A).
4. According to measures of academic performance, PAP students are academically sound students who contribute positively to the University’s learning environment (Section 3.A).
5. Revisions and up-dates to the PAP based upon the recommended suggestions of the 1999 APRC have resulted in better prepared program graduates for

- success in the employment market and in their eventual careers in Public Administration (Section 1.A).
6. PAP students are both job ready and graduate school ready (Section 1.C).
 7. The PAP is well suited to create and implement programmatic changes in response to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change (Section 1.C).
 8. The overwhelming majority (88.9%) of PAP graduates are currently employed, attending graduate, law, or professional school, or have chosen to remain at home (Section 2.A).
 9. While PAP graduates are recent Ferris students who have been in the employed for only a short time, almost two-thirds earn in excess of \$30,000 annually and more than one-fourth make over \$50,000 annually (Section 2.A).
 10. According to the Advisory Committee, PAP graduates are in demand as they have secured the knowledge, skills, and values necessary for success in the field from their Ferris educational experience (Section 2.F)
 11. All of the graduates who are currently employed secured their position within nine months of graduation (Section 3.A).

F. QUALITY OF CURRICULUM AND INSTRUCTION

1. The faculty, who are characterized by a depth and breadth of practical and community/institutional service experience, openly share these experiences with students in the classroom environment (Section 1.D).
2. Employers respond that the PAP's curriculum does prepare the graduate to enter the Public Administration workplace (Section 2.B).
3. Graduates respond that in fulfilling its goals at a very high level of attainment, the program gave them a well-rounded educational experience that prepared them for a career in the field (Section 2.A).
4. PAP students evaluate the program as providing them with the skills, values, and knowledge necessary for success in the field (Section 2.D).
5. The faculty perceives the PAP as a well-designed program that fulfills its entire student learning outcomes with an extremely high level of attainment and prepares its graduates for leadership positions in society (Section 2.E).
6. According to the Advisory Committee of the PAP, the program is characterized by a reputable academic foundation, which meets the needs of the PA profession by preparing its students well to enter the employment market and field of Public Administration (Section 2.F).
7. The program capacity, and thus its quality of instruction, is severely limited by weak-upper level administrative support for the program which has severely negatively impacted both instructional and faculty capacity and growth (Sections 3.C and 3.H).

G. COMPOSITION AND QUALITY OF FACULTY

1. The educational backgrounds, institutional service commitments, and public sector involvement of the two PAP permanent faculty are of tremendous benefit to the University, to the program, and to students (Section 1.D).
2. Graduates, employers, students, other faculty, and the Advisory Committee agree that the PAP is characterized by a “competent faculty” (Sections 2.A, 2.B, 2.D, 2.E, and 2.F).
3. According to the Advisory Committee, the PAP faculty have the academic credentials, experience, and commitment required to effectively administer and implement the program (Section 2.F)
4. The program’s faculty participate in professional development activities on an on-going basis, which helps improve and enhance the learning environment within the PAP (Section 3.G).
5. The PAP has lost highly qualified and motivated faculty due to the lack of upper-level administrative support for the program (Section 3.H).
6. Until the third position in the PAP is converted to tenure-track, this position, will continue to experience an extremely high rate of turn-over and, thus, the program will have difficulty in growing (Section 3.H).
7. PAP faculty teach a relatively large number of General Education courses, which serve other departments and programs at FSU (Section 3.I).
8. Public Administration Program faculty are among the very most productive of all faculty in all fields and disciplines at Ferris State and have maintained this high level of productivity throughout all of the years of the past APR cycle (Section 3.J).

FINAL CONCLUSION

The Public Administration Program is one of Ferris State University’s very least expensive programs to implement and maintain, and its faculty are at the apex of productivity throughout the entire University. Moreover, the program fulfills its student learning outcomes (goals) at a very high level of attainment, and the program plays very important roles in the career education and life-long learning mission of the University and in the retention of Ferris State students. However, the growth, and ultimately the health, of the Public Administration Program are severely stymied by the absence of a third tenure-track faculty member.



FERRIS STATE UNIVERSITY

To: Academic Sentate Program Review Council
From: Matthew A. Klein, Dean, College of Arts and Sciences
Date: August 31st, 2005
Re: Public Administration Program

This memorandum presents my review of the Public Administration Program (PA) and is based on that program's APRC report, meetings with its faculty, students, and consultation with Department Head John Thorp. The Public Administration Program, which is going through its second APRC review, remains a strong alternative for our students, and it's curriculum is well suited to preparing future leaders for work in local and state government and in the private sector as well. Both the program faculty and department argue for an additional tenure-track line to support growth in the program. I support the addition of tenure-track faculty to the college, but it is not clear at this time whether the existing thirty-three majors are sufficient to justify the line. I would recommend that we continue to use the Vice President's model for validating new faculty positions. However, I recognize that it has been a challenge to maintain adjuncts in the program and that this has been stressful to our faculty, staff and administration.

I will use the APRC recommended categories for the remainder of my remarks:

Health of the Program

PA is a relatively small program, but much of its coursework is also subscribed to by other stakeholders. As such it is one of the least expensive four year programs at Ferris State University. The program's flexible curriculum helps it to meet the needs of its students and can be adapted to changes in the profession. It is possible that a change in the PA program toward a political science major could create a program with more options for its students and therefore more majors in its ranks. Nonetheless, the program in its current form is mature and well thought out.

Future Goals

The college needs to assist the faculty and department in developing more student interest in this major, something on which our college recruiter is focused. Our extension campuses appear to be a potentially rich source of additional students who are interested in this major. It may well be that the desire for an additional faculty line could be justified by accessing our off-campus populations through online delivered coursework, something the program does not currently offer.

Adequacy of Resource Allocation

At the present time the resources for this program are adequate. It is clear that the program is on a tipping point, however, as the strongly expressed desires for another permanent faculty member connote. Additional resources from the university would bolster the program's visibility and would be welcome.

Relationship of Program to FSU Mission

The program is a good fit with Ferris' mission with a solid and proven track record of preparing students to move directly into jobs. The Public Administration Program also syncs particularly well with the President's emphasis on civic responsibility and work that reinforces democratic values.

Program's Visibility, Distinctiveness & Value

The program has a good Grand Rapids following and is well respected. Its faculty help raise the program's visibility through their involvement with external projects and organizations. More could be done to market and advertise the degree, and it would be prudent to examine alternative niche markets the degree might serve.

Characteristics, Quality, and Employability of Students in the Program

Students who graduate from the PA program get good jobs and have an immediate impact in the communities in which they serve. Employers seem to be satisfied with our students' preparation and the overall effectiveness of the program.

Quality of Curriculum and Instruction & Composition and Quality of Faculty

The two tenure-track faculty are well qualified and continue to do a good job of assessing the effectiveness of their program and supporting its expansion. Both are active in their fields on both a local and national level.

Adequacy of Facilities and Equipment

The facilities that support the program are adequate. I have initiated a college process to explore the development of additional online course offerings, and PA appears to be particularly well suited to this alternative model of delivery.

**DEPARTMENT OF SOCIAL SCIENCES
COLLEGE OF ARTS & SCIENCES
FERRIS STATE UNIVERSITY**

September 6, 2005

TO: Academic Program Review Council

FROM: John Thorp, Department Head

RE: Public Administration Program Review

As a member of the review panel and as supervisor of the program, I am in complete agreement with the program goals, visibility, relevance, and value as set out in the self-study document. Although small, the program provides a quality education to its majors and produces excellent entry level public administrators.

Areas strength include:

- Flexible curriculum which is helpful in internal recruitment and retention of students
- Numerous public and private sector internship possibilities in the Big Rapids and surrounding area
- Strong positive forecasts for local, state, national, and international jobs according to the International City/County Management Association (ICMA)
- The program operates below the average cost for degree programs at Ferris

However, there are areas of concern which have hindered the growth of this program. Two regular political scientists and a 9-month temporary at an institution the size of Ferris State University cannot possibly provide the general education programming, specialty programming in elementary and secondary education, and run a public administration program of any significant size. This is especially true when we can not retain the 9-month faculty member for more than one year. We have had three people fill this position in the four years it has existed. One year we went without anyone because the person hired quit the Saturday before class started. Until we can stabilize the faculty at three people, this program will remain small.

The program has also experienced a steadily diminishing pool of pre-law students who previously provided a steady stream of internal transfer students for public administration. Faculty time has to be dedicated to developing a recruitment strategy that includes programming in middle and high schools and visits to campus by prospective students. The employment opportunities that a public administration major provides need to be brought to the attention of middle and high schools students. Regular overload teaching responsibilities eliminate possibility of recruitment activities.

In the planning stage is the development of a more generalized political science major that can recruit large numbers of students thinking about law school. This is the situation at other universities. Some of these students will transfer into public administration when they become aware of the realities of what practicing law means, the level of competition to get into law school, and the employment opportunities that the public administration degree provide them immediately upon graduation.

APPENDICES

**PUBLIC ADMINISTRATION PROGRAM
ADMINISTRATIVE PROGRAM REVIEW**

APPENDIX A

**PROGRAM ASSESSMENT/
ASSESSMENT OF STUDENT LEARNING**

ACADEMIC PROGRAM REVIEW

PUBLIC ADMINISTRATION PROGRAM
2004 - 2005

I. Program Assessment/Assessment of Student Learning

a). What are the program's learning outcomes?

The learning outcomes for the Public Administration Program are as follows.

Skills:

Students will

- 1. Be able to analyze the political, social, and economic environments of public bureaucracies and public agencies as measured their capstone course, internship, and portfolio performances;*
- 2. Understand the administrative, legal, and political approaches to the study of public bureaucratic institutions as measured by their capstone, internship, and portfolio performances;*
- 3. Participate in public policy-making processes as measured by their capstone course and portfolio performances;*
- 4. Participate in the managerial processes in public bureaucracies as measured by their internship and portfolio performances;*
- 5. Conduct research employing the analytical tools and methods commonly used in the field of public administration as measured by their capstone course, internship, and portfolio performances.*
- 6. Develop problem solving and critical thinking skills as measured by graduate, follow-up, graduate exit, and student surveys and students' capstone course, internship, and portfolio performances;*
- 7. Develop writing skills required by professionals in the field of public administration as measured by faculty, advisory committee, graduate follow-up, graduate exit, and student surveys and students' capstone, internship portfolio and portfolio performances;*
- 8. Develop oral/communication/people skills required by professionals in the field of public administration as measured by faculty, advisory committee, graduate follow-up, graduate exit, and student surveys and students' capstone, internship, and portfolio performances;*
- 9. Develop the ability to utilize computers as measured by graduate exit and student surveys and students' capstone, internship, and portfolio performances; and*
- 10. Attain the skill necessary for preparation for graduate school and/or law school as measured by graduate follow-up, graduate exit, and student surveys and students' capstone, internship, and portfolio performances.*

Knowledge:*Students will*

1. *Develop the ability to understand/comprehend public administration principles needed by professionals in the field of public administration as measured by faculty, advisory committee, graduate follow-up, graduate exit, and student surveys of perceptions and students' capstone course, internship, and portfolio performances;*
2. *Develop the ability to understand/comprehend scientific information as measured by graduate follow-up, graduate exit, and student surveys and students' capstone course, internship, and portfolio performances;*
3. *Learn how to lead teams and perform administrative tasks with minimal guidance as measured by graduate exit and student surveys and students' capstone course, internship, and portfolio performances;*
4. *Attain knowledge of computers as measured by graduate exit and student surveys and students' capstone course and portfolio performances;*
5. *Attain a working knowledge of available resources as measured by graduate follow-up, graduate exit, and student surveys and students' capstone course and portfolio performances;*
6. *Gain knowledge that prepares them for a career in the field of public administration as measured by graduate follow-up, graduate exit, and student surveys and students' capstone course, internship, and portfolio performances;*
7. *Gain knowledge that prepares them for graduate school and/or law school as measured by graduate follow-up, graduate exit, and student surveys and students' capstone course, internship, and portfolio performances; and*
8. *Learn how to properly utilize the educational resources at their disposal as measured by graduate follow-up, graduate exit, and student surveys and students' capstone, internship, and portfolio performances.*

Values:*Students will*

1. *Develop and understanding of and value for the professional ethics and responsibilities characterizing and accepted within the profession of public administration as measured by faculty, advisory committee, graduate follow-up, graduate exit, and student surveys and students' capstone course, internship, and portfolio performances;*
2. *Learn to recognize the value of and need for lifelong learning and develop the ability to engage in lifelong learning as measured by faculty surveys and students' capstone course and portfolio performances;*
3. *Learn the value of participating in professional organizations as measured by graduate exit and student surveys and students' capstone course and portfolio performances*
4. *Learn the value of faculty advisement and mentoring within the educational process and field of public administration as measured by graduate follow-up, graduate exit, and student surveys and students' capstone course, internship, and portfolio performances.*

- b). What assessment measures are used, both direct and indirect?

As indicated from the list of the Public Administration Program learning outcomes above, the following measures are used:

1. *a survey of faculty perceptions of the program;*
2. *a graduate follow-up survey of the program;*
3. *a graduate exit survey of the program;*
4. *a survey of student evaluations of the program;*
5. *a survey of advisory committee perceptions of the program*
6. *student performance in the program capstone course;*
7. *student performance in the program internship; and*
8. *student performance on their senior portfolio.*

- c). What is the assessment cycle for the program?

As with all degree programs at Ferris State University, the Public Administration Program is evaluated within the guidelines of the six-year cycle of Academic Program Review as conducted by the Academic Senate. It is currently engaged in the sixth year of review cycle and is preparing a written report for the Academic Program Review Committee (APRC). Thus, data was collected from Faculty Perceptions, Graduate Follow-up Evaluation, Graduate Exit Evaluation, Student Evaluation, and Advisory Committee Perceptions Surveys during the 2005 Winter Semester. That data is currently being analyzed, and results will be reported in the written document. The final report will be utilized by the APRC to make curricular and programmatic suggestions for improvements during the 2005 Fall Semester.

Additionally, Public Administration Program learning outcomes are measured annually through assessments of student performance on three program requirements, which all students must fulfill in order to graduate. These are (1) a two semester credit hour capstone course, (2) a 160 clock-hour internship, and (3) a senior portfolio presentation.

- d). What assessment data were collected in the past year?

During the past year, assessment data were collected from all eight of the assessment measures (instruments) listed above. Again, this data will be utilized to complete the APR document and to determine areas in the program which should be strengthened and improved.

- e). How have assessment data been used for programmatic or curricular change?

Public Administration is in the final (sixth) year of the APR cycle. This is the program's second time to complete the cycle, having been review by the APRC in

1999. As a result of having completed APR in the past and of the program's faculty continuing to assess and review the program on an annual basis, the number and breadth of specialization offerings have been increased, the capstone course (PLSC 481) has been revised to include a portfolio presentation required of all graduating students.

OFFICIAL AUDIT FORM – PUBLIC ADMINISTRATION
FERRIS STATE UNIVERSITY – COLLEGE OF ARTS AND SCIENCES – BACHELOR OF SCIENCE DEGREE

STUDENT NAME: _____ STUDENT NUMBER: _____

ADVISOR: _____

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 12 Sem Credits			
Course	Grade	Credits	
ENGL 150		3	
ENGL 250 or 211		3	
ENGL 311 or 321 or 323		3	
COMM 121		3	
TOTAL			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Two courses from the following (one must be a lab): ASTR, BIOL (except BIOL 207 and BIOL 307), CHEM (except CHEM 307), GEOG 111 or GEOG 121, GEOL, PHSC, PHYS			
Course	Grade	Credit	
TOTAL			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
TOTAL			
D. CULTURAL ENRICHMENT 9 Sem Credits			
Select from the following: ARCH 244, ARTH, ARTS, COMM 231, ENGL 222, FREN, GERM, HIST, HUMN (except HUMN 217), LITR, MUSI, PHOT101, SPAN, THTR. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply			
Course	Grade	Credits	
200+ level HUMN 216		3	
Choose two: HIST 121		3	
HIST 122		3	
HIST 277		3	
TOTAL			
E. SOCIAL AWARENESS 9 Sem Credits			
Select from the following: ANTH, ECON, GEOG (except GEOG 111 or GEOG 121), PLSC, PSYC, SOCY, SSCI. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one 300+ level course			
Course	Grade	Credits	
Foundation: PSYC 150		3	
300+ level PSYC 325		3	
Choose one: SOCY 121		3	
SOCY 122		3	
ANTH 122		3	
TOTAL			
F. GLOBAL CONSCIOUSNESS: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.			
Course: _____			

G. RACE/ETHNICITY/GENDER: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.
Course: _____

II. PUBLIC ADMINISTRATION COURSES		
54 Sem Credits		
Course	Grade	Credits
ACCT 201		3
ECON 221		3
ECON 222		3
ECON 431		3
ISYS 105		3
ISYS200 or ISYS 202		3
MGMT 305		3
PLSC 121		3
PLSC 122		3
PLSC 251		3
PLSC 311		3
PLSC 411		3
PLSC 421		3
PLSC 465		3
PLSC 481		2
PLSC 491		4
SOCY 340		3
SSCI 310		3
TOTAL		

III. PUBLIC ADMINISTRATION INTERDISCIPLINARY SPECIALIZATION		
15 Sem Credits		
Course	Grade	Credits
TOTAL		

IV. ELECTIVES		
To total of 124 Sem Credits		
Course	Grade	Credits
TOTAL		

Number of 300+ Credits: _____

Ferris State University
Degree Program Costing 2002- 2003 (Summer, Fall, and Winter)

College : Arts and Sciences
 Department : Social Sciences

Program Name: Public Administration BS

Program Credits Required (Total credits to graduate) 124

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$103.21
 **Department Cost per Student Credit Hour \$29.30
 ***Dean's Cost per Student Credit Hour \$14.72

Total Cost per Student Credit Hour (Average for program) \$147.24

Total Program Instructor Cost (Assumes a student will complete program in one year) \$12,798.62
 Total Program Department Cost \$3,633.31
 Total Program Dean's Cost \$1,825.51

Total Program Cost (Assumes a student will complete program in one year) \$18,257.44

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
ACCT201	L	\$267,184	\$58,637	\$50,228	2292	\$117	\$26	\$22	3	\$350	\$77	\$66
COMM121	L	\$253,135	\$53,560	\$21,192	3279	\$77	\$16	\$6	3	\$232	\$49	\$19
ECON221	L	\$215,750	\$62,321	\$53,384	2436	\$89	\$26	\$22	3	\$266	\$77	\$66
ECON222	L	\$101,677	\$31,774	\$27,218	1242	\$82	\$26	\$22	3	\$246	\$77	\$66
ECON431	N	\$15,024,716	\$4,678,186	\$2,265,380	96636	\$155	\$48	\$23	3	\$466	\$145	\$70
ENGL150	L	\$583,812	\$97,248	\$39,767	6153	\$95	\$16	\$6	3	\$285	\$47	\$19
ENGL250	L	\$525,942	\$81,364	\$33,272	5148	\$102	\$16	\$6	3	\$306	\$47	\$19
ENGL321	U	\$261,432	\$32,337	\$13,223	2046	\$128	\$16	\$6	3	\$383	\$47	\$19
FREEELE	E	\$30,393,067	\$9,612,455	\$5,994,481	245302	\$124	\$39	\$24	33	\$4,089	\$1,293	\$806
HIST121	L	\$68,078	\$16,269	\$6,437	996	\$68	\$16	\$6	3	\$205	\$49	\$19
HIST122	L	\$74,754	\$18,621	\$7,368	1140	\$66	\$16	\$6	3	\$197	\$49	\$19
HUMN216	L	\$41,225	\$7,791	\$3,083	477	\$86	\$16	\$6	3	\$259	\$49	\$19
ISYS105	L	\$251,661	\$156,368	\$56,605	2583	\$97	\$61	\$22	3	\$292	\$182	\$66
ISYS200	L	\$130,156	\$57,390	\$20,775	948	\$137	\$61	\$22	3	\$412	\$182	\$66
MGMT305	U	\$60,289	\$12,556	\$10,519	480	\$126	\$26	\$22	3	\$377	\$78	\$66
PLSC121	L	\$65,355	\$19,847	\$6,573	1017	\$64	\$20	\$6	3	\$193	\$59	\$19
PLSC122	L	\$42,634	\$12,236	\$4,052	627	\$68	\$20	\$6	3	\$204	\$59	\$19
PLSC251	L	\$8,956	\$1,639	\$543	84	\$107	\$20	\$6	3	\$320	\$59	\$19
PLSC311	U	\$17,038	\$4,859	\$1,609	249	\$68	\$20	\$6	3	\$205	\$59	\$19
PLSC411	N	\$15,024,716	\$4,678,186	\$2,265,380	96636	\$155	\$48	\$23	3	\$466	\$145	\$70
PLSC421	U	\$5,843	\$1,639	\$543	84	\$70	\$20	\$6	3	\$209	\$59	\$19
PLSC465	N	\$15,024,716	\$4,678,186	\$2,265,380	96636	\$155	\$48	\$23	3	\$466	\$145	\$70
PLSC481	U	\$3,175	\$546	\$181	28	\$113	\$20	\$6	2	\$227	\$39	\$13
PLSC491	U	\$7,366	\$1,171	\$388	60	\$123	\$20	\$6	4	\$491	\$78	\$26
PSYC150	L	\$254,396	\$82,840	\$27,436	4245	\$60	\$20	\$6	3	\$180	\$59	\$19
PSYC325	U	\$32,728	\$9,133	\$3,025	468	\$70	\$20	\$6	3	\$210	\$59	\$19
SCIUELE	E	\$2,695,577	\$786,972	\$185,691	28731	\$94	\$27	\$6	7	\$657	\$192	\$45
SOCY121	L	\$218,034	\$60,593	\$20,068	3105	\$70	\$20	\$6	3	\$211	\$59	\$19
SOCY340	U	\$45,211	\$16,510	\$5,468	846	\$53	\$20	\$6	3	\$160	\$59	\$19
SSCI310	U	\$9,902	\$2,459	\$814	126	\$79	\$20	\$6	3	\$236	\$59	\$19

* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
 ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
 *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Ferris State University
Degree Program Costing 2002- 2003 (Summer, Fall, and Winter)

College : Arts and Sciences
 Department : Social Sciences

Program Name: Pre-Public Administration AA

Program Credits Required (Total credits to graduate) **60**

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$93.28
 **Department Cost per Student Credit Hour \$26.17
 ***Dean's Cost per Student Credit Hour \$18.65

Total Cost per Student Credit Hour (Average for program) \$138.10

Total Program Instructor Cost (Assumes a student will complete program in one year) \$5,596.61
 Total Program Department Cost \$1,570.11
 Total Program Dean's Cost \$1,119.19

Total Program Cost (Assumes a student will complete program in one year) \$8,285.92

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
COMM121	L	\$253,135	\$53,560	\$21,192	3279	\$77	\$16	\$6	3	\$232	\$49	\$19
ENGL150	L	\$583,812	\$97,248	\$39,767	6153	\$95	\$16	\$6	3	\$285	\$47	\$19
ENGL250	L	\$525,942	\$81,364	\$33,272	5148	\$102	\$16	\$6	3	\$306	\$47	\$19
FREEELE	E	\$30,393,067	\$9,612,455	\$5,994,481	245302	\$124	\$39	\$24	19	\$2,354	\$745	\$464
FSUS100	L	\$159,161	\$134,151	\$690,864	1743	\$91	\$77	\$396	1	\$91	\$77	\$396
HIST121	L	\$68,078	\$16,269	\$6,437	996	\$68	\$16	\$6	3	\$205	\$49	\$19
HIST122	L	\$74,754	\$18,621	\$7,368	1140	\$66	\$16	\$6	3	\$197	\$49	\$19
HUMN216	L	\$41,225	\$7,791	\$3,083	477	\$86	\$16	\$6	3	\$259	\$49	\$19
MATH115	L	\$257,156	\$36,660	\$22,317	3453	\$74	\$11	\$6	3	\$223	\$32	\$19
PLSC121	L	\$65,355	\$19,847	\$6,573	1017	\$64	\$20	\$6	3	\$193	\$59	\$19
PLSC122	L	\$42,634	\$12,236	\$4,052	627	\$68	\$20	\$6	3	\$204	\$59	\$19
PSYC150	L	\$254,396	\$82,840	\$27,436	4245	\$60	\$20	\$6	3	\$180	\$59	\$19
SCIUELE	E	\$2,695,577	\$786,972	\$185,691	28731	\$94	\$27	\$6	7	\$657	\$192	\$45
SOCY121	L	\$218,034	\$60,593	\$20,068	3105	\$70	\$20	\$6	3	\$211	\$59	\$19

* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
 ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
 *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

APPENDIX B

SAMPLE FORMS

- 1. PROGRAM EVALUATION PLAN**
- 2. ADMINISTRATIVE PROGRAM
REVIEW, 2000-2004**
- 3. PROGRAM REVIEW BUDGET**

ACADEMIC PROGRAM REVIEW

EVALUATION PLAN
PROGRAM EVALUATION PLAN
PUBLIC ADMINISTRATION PROGRAM

Degree Awarded: B. S. in Public Administration

Program Review Panel:

Chair and Program Coordinator: Richard W. Griffin
Program Faculty and Assistant Coordinator: Donald Roy
Department of Social Sciences Faculty: Kwame Antwi-Boasiako
Individual with Special Interest in the Program: Jon Lynch
Faculty Member Outside the College of Arts & Sciences: Gregory Key
Social Sciences Department Head: John Thorp

Purpose: To conduct an academic review of the Public Administration Program to evaluate its need and effectiveness so Ferris State University can make informed decisions about resource allocation.

Data Collection Techniques:

1. Data collected from Institutional Research at Ferris State University in 2005.
2. Graduate surveys completed in 2005.
3. Employer surveys completed in 2005.
4. Faculty perceptions of the program from surveys to both Public Administration faculty and Department of Social Sciences faculty.
5. Student evaluation by surveys of the program and courses.
6. Advisory Committee perceptions of the program from questionnaire to those members.
7. Labor Market analysis information from current market indicators.
8. Evaluation of facilities and equipment by doing a review of the adequacy of classroom, computer, and other relevant facilities.
9. Continuing program review will be conducted through the analysis of the data collected from the above data collection techniques.

Schedule of Events:

<u>Activity</u>	<u>Leader</u>	<u>Target Dates</u>
Institutional Research Data	Antwi-Boasiako	March 1, 2005
Graduate Survey	Griffin	April 15, 2005
Employer Survey	Griffin	April 15, 2005
Faculty Perceptions Survey	Griffin	April 15, 2005
Student Evaluation	Antwi-Boasiako	May 1, 2005

Advisory Committee Perception	Griffin	May 1, 2005
Labor Market Analysis	Lynch	May 1, 2005
Evaluation of Facilities	Roy	May 1, 2005
Curriculum Evaluation	Griffin	May 1, 2005

Signature of Program Review Panel Chair: _____
Richard W. Griffin

ADMINISTRATIVE PROGRAM REVIEW: 2000

Program/Department: PUBLIC ADMINISTRATION

Date Submitted: November 27, 2000

Dean: Sue Hammersmith

Please provide the following information:

Enrollment

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Tenure Track FTE		2	2	2	2
Overload/Supplemental FTEF		0	0	0	0
Adjunct/Clinical FTEF (unpaid)		0	0	0	0
Enrollment on-campus total*		15	36	58	73
Freshman		3	17	19	8
Sophomore		5	9	20	17
Junior		2	4	9	27
Senior		5	6	10	21
Masters		0	0	0	0
Doctoral		0	0	0	0
Pre-Professional Students		0	0	0	0
Enrollment off-campus*		0	0	0	0
Traverse City		0	0	0	0
Grand Rapids		0	0	0	0
Southwest		0	0	0	0
Southeast		0	0	0	0

*student files on hand

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E. 75 students. What factors limit program capacity? Number of faculty.

Financial

Expenditures*	FY 96	FY 97	FY 98	FY 99	FY 00
Supply & Expense		NA	NA	NA	NA
Equipment		NA	NA	NA	NA
Voc. Ed. Funds		NA	NA	NA	NA
General Fund		NA	NA	NA	NA
In-Kind		NA	NA	NA	NA
Non-General Fund		NA	NA	NA	NA
Revenues		NA	NA	NA	NA
Net Clinic Revenue		NA	NA	NA	NA
Scholarship Donations		NA	NA	NA	NA
Gifts, Grants & Cash Donations		NA	NA	NA	NA
Endowment Earnings		NA	NA	NA	NA
Institute Programs/Services		NA	NA	NA	NA

*Use end of fiscal year expenditures.

Other

	AY 95/96	AY 96/97	AY 97/98	AY 98/99	AY 99/00
Number of Graduates* - Total		NA	2	4	3
- On campus		NA	2	4	3
- Off campus		NA	NA	NA	NA
Placement of Graduates		NA	100%	100%	100%
Average Starting Salary		NA	\$35,000	\$27,300	NA
Productivity - Academic Year Average		NA	NA	NA	NA
- Summer		NA	NA	NA	NA
Summer Enrollment		NA	NA	NA	NA

* Use total for full year (S, F, W)

ADMINISTRATIVE PROGRAM REVIEW: 2000

1. a) Areas of Strength:

- Highly qualified, multidisciplinary faculty
- Flexible curriculum which is helpful in recruitment and retention of students
- Numerous public and private sector internship possibilities in the Big Rapids and surrounding area
- Positive forecasts for local, state, national, and international jobs
- Active, committed core group of students, involved in recruitment and program advertising
- Highly qualified and committed Advisory Board
- With costs between \$101.8 and \$154.17, the program operates below the average for degree programs at Ferris
- Potential for service to state and nation is strong. Proposed Center for Local Government has potential to assist small government agencies and be an outstanding teaching laboratory.

b) Areas of Concern and Proposed Action to Address Them:

- *Because of growing student enrollment, recruit third tenure-track faculty member during 2001-02 academic year. See College of Arts and Sciences 3-year plan and UAP's*

2. Future goals (please give time frame)

- Develop curriculum revision proposal to include more specific public administration programming per advisory committee recommendation in areas of budgeting, planning, and labor management. (Winter 2001)
- Increase size and geographical representation of Advisory Board. (Winter 2001)
- Implement program to assess student learning in the major. (Fall 2001)
- Develop a plan to establish Center for Local Government (Fall 2001)
- Identify information resources required for conducting research and grant-writing components of the curriculum. (Fall 2001)
- Continue to develop articulation agreements with community colleges, in particular, Grand Rapids. (Fall 2001)
- Recruit approximately 40 new students per academic year through an active advertising campaign. Mail materials are being used. Phone campaign needs development. Outreach directly into the high schools needs implementation. (On-going)
- Develop comprehensive retention program for enrolled students through innovative programming. (On-going)

3. Other recommendations:

4. Does the program have an advisory committee?

- a) If yes, when did it last meet? April 7, 2000
- b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?
- c) When were new members last appointed? Fall, 1999
- d) Are there non-alumni/ae on the committee? YES How many? FOUR

5. Does the program have an internship or other cooperative or experiential learning course?

- a) If yes, is the internship required or recommended? Required
- b) If no, what is the reason for not requiring such an experience?

6. Does the program offer courses through the web? No

- a) Please list the web-based (fully delivered through the internet) courses the program offered last year?

ADMINISTRATIVE PROGRAM REVIEW: 2000

b) Please list the web-assisted (e.g., WebCT) courses the program offered last year.

7. Is this a program with national recognition?

a) If so, for what and by whom?

b) If not, what are some strategies that could lead to national recognition?

Establishment of the Center for Local Government will give this program the distinctive edge it needs to make a national name for itself.

Form Completed by John P. Thorp, Social Sciences Department Head
Name and Title

Reviewed by Dean _____
Date

ADMINISTRATIVE PROGRAM REVIEW 2002

Program/Department: Pre-Public Administration & Public Administration/Social Sciences

Purposes of Administrative Program Review:

1. to make deans and department heads/chairs aware of important quantitative and qualitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

Enrollment

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Tenure Track FTE	.50 ¹	.50 ²	.83 ³	.50 ⁴	.50 ⁵
Overload/Supplemental FTEF	0	0	0	0	0
Adjunct/Clinical FTEF (unpaid)	0	0	1	0	0
Enrollment on-campus total*	21	32	46	42	44
Freshman	6	11	8	3	4
Sophomore	5	10	12	10	9
Junior	7	6	14	9	10
Senior	3	5	12	20	21
Masters	0	0	0	0	0
Doctoral	0	0	0	0	0
Pre-Professional Students	0	0	0	0	0
Enrollment off-campus*	0	0	0	0	0
Traverse City	0	0	0	0	0
Grand Rapids	0	0	0	0	0
Southwest	0	0	0	0	0
Southeast	0	0	0	0	0

*Use official count (7-day)

If there has been a change in enrollment, explain why: **Continuing recruitment activities**

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

75 students

What factors limit program capacity? **Number of faculty**

¹ FTE for PLSC 251-001, SSCI 310-001.

² *Ibid.*

³ FTE for PLSC 251-001, SSCI 310-001, PLSC 490, PLSC 491.

⁴ FTE for PLSC 251-001, SSCI 310-001.

⁵ *Ibid.*

Financial

Expenditures*	FY 98	FY 99	FY 00	FY 01	FY 02
Supply & Expense	NA	NA	NA	584 ⁶	511 ⁷
Faculty Prof. Development	NA	NA	NA		
General Fund	NA	NA	NA		
Non-General Fund	NA	NA	NA		
UCEL Incentives	NA	NA	NA	212 ⁸	533 ⁹
FSU-GR Incentives	NA	NA	NA		
Equipment					
Voc. Ed. Funds	NA	NA	NA		
General Fund	NA	NA	NA		
Non-General Fund	NA	NA	NA		
UCEL Incentives	NA	NA	NA		
FSU-GR Incentives	NA	NA	NA	183 ¹⁰	179 ¹¹

*Use end of fiscal year expenditures.

Revenues	FY 98	FY 99	FY 00	FY 01	FY 02
Net Clinic Revenue	NA	NA	NA	NA	NA
Scholarship Donations	0	0	0	0	0
Gifts, Grants, & Cash Donations	0	0	0	0	0
Endowment Earnings	NA	NA	NA	NA	NA
Institute Programs/Services	NA	NA	NA	NA	NA
In-Kind	NA	NA	NA	NA	NA

Other

	AY 97-98	AY 98-99	AY 99-00	AY 00-01	AY 01-02
Number of Graduates* - Total	2	4	4	5	11
- On campus	2	4	4	5	11
- Off campus	0	0	0	0	0
Placement of Graduates	100%	100%	100%	100%	No Data
Average Starting Salary	\$35,000	27,300	NA	28,397	No Data
Productivity - Academic Year Average	NA	276 ¹²	278 ¹³	361 ¹⁴	340 ¹⁵
- Summer	NA	100 ¹⁶	96 ¹⁷	144 ¹⁸	168 ¹⁹
Summer Enrollment	NA	2		12	

* Use total for full year (S, F, W)

⁶ Pro-rated S&E expense on basis that during F,W,S semesters 1.33 FTE was dedicated directly to the PUAD major out of 47.47 FTE. This FTE represents 2.8% of the SOCS total FTE (minus SCWK FTE).

⁷ Pro-rated S&E expense on basis that during F,W,S semesters 1.25 FTE was dedicated directly to the PUAD major out of 49.73 FTE. This FTE represents 2.5% of the SOCS total FTE (minus SCWK FTE).

⁸ See note 6.

⁹ See note 7.

¹⁰ See note 6.

¹¹ See note 7.

¹² Based on 98F enrollment in PLSC 251-001, SSCI 310-001, and 99W enrollment in PLSC 491-401.

¹³ Based on 99F enrollment in PLSC 251-001, SSCI 310-001, and 00W enrollment in PLSC 491-401

¹⁴ Based on 00F enrollment in PLSC 251-001, SSCI 310-001, PLSC 490-001.

¹⁵ Based on 01F enrollment in PLSC 251-001, SSCI 310-001, and 02W enrollment in PLSC 490-001.

¹⁶ Based on 99S enrollment in PLSC 491-401.

¹⁷ Based on 00S enrollment in PLSC 481-001, PLSC 491-401.

¹⁸ Based on 01S enrollment in PLSC 481-001, PLSC 481-401, PLSC 491-401.

¹⁹ Based on 02S enrollment in PLSC 481-001, PLSC 491-401.

1. a) Areas of Strength:

- *Highly qualified, multidisciplinary faculty*
- *Flexible curriculum which is helpful in recruitment and retention of students*
- *Numerous public and private sector internship possibilities in the Big Rapids and surrounding area*
- *Positive forecasts for local, state, national, and international jobs*
- *Active, committed core group of students, involved in recruitment and program advertising*
- *Highly qualified and committed Advisory Board*
- *The program operates below the average cost for degree programs at Ferris*
- *Potential for service to state and nation is strong. Proposed Center for Local Government has potential to assist small government agencies and be an outstanding teaching laboratory.*

b) Areas of Concern and Proposed Actions to Address Them:

- *Because of growing student enrollment, we will need to recruit a third tenure-track faculty member. See College of Arts and Sciences 3-year plan and UAP's*
- *Because the two faculty who teach in the public administration program also provide core courses for the elementary education planned program and the majors and minors in social studies for both elementary and secondary students, the addition of a third faculty member is imperative. See College of Arts and Sciences 3-year plan and UAP's*

2. Future goals (please give time frame):

- *Improve program to assess student learning in the major. (2002-2003)*
- *Continue to develop articulation agreements with community colleges, in particular, Grand Rapids. (200-20032)*

The addition of a third tenure-track faculty member in this program is necessary for the following goals to be accomplished:

- *Develop and implement grant-funded computer consortium development project for local government offices as the initial project of the Center for Local Government. (18 months after new hire)*
- *Identify information resources required for conducting research and grant-writing components of the curriculum. (one semester after new hire)*
- *Recruit approximately 40 new students per academic year through an active outreach directly into the high schools. (immediately after new hire)*

3. Other Recommendations:

4. Does the program have an advisory committee? *Yes*

a) If yes, when did it last meet? *April, 2002*

b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?

c) When were new members last appointed? *April, 2002*

d) What is the composition of the committee (how many alumni, workplace representatives, academic representatives)?

Alumni = 5

Workplace = 4

Academic = 2

e) Please attach the advisory committee charge, if there is one.

- *To assist the students, faculty, and staff of the Public Administration Program in recruiting, retaining, and graduating public administration majors.*

5. Does the program have an internship or other cooperative or experiential learning course? *Yes*

a) If yes, is the internship required or recommended? *Required*

b) If no, what is the reason for not requiring such an experience?

c) How many internships take place per year? What percentage of majors has internships? *100%*

2000-2001 = 15

2001-2003 = 14

6. Does the program offer courses through the web? *No*

a) Please list the web-based courses (those delivered primarily through the internet) the program offered last year?

b) Please list the web-assisted courses the program offered last year.

7. What is unique about this program?

a) For what distinctive characteristics is it known, or should it be known, in the state or nation?

- *This program is not yet well-known.*

b) What are some strategies that could lead to (greater) recognition?

- *Establishment of the Center for Local Government will give this program the distinctive edge it needs to make a national name for itself. However, this will require the addition of a third tenure-track faculty member in this unit.*

8. Is the program accredited? By whom? If not, why? When is the next review?

- *no accrediting agency exists for undergraduate programs in Public Administration.*

9. What have been some major achievements by students and/or graduates of the program? By faculty in the program?

- *Among the many accomplishments of the students/graduates of the program are the following. Two students (Campbell and O'Brien) have been recipients of the VanderLaan Award. Several have been in "Who's Who."*
- *One graduate is now a member of the US Border Patrol. Another is working in the Speaker of the Michigan House of Representatives office. Numerous others are in graduate or law school.*
- *Among the faculty, Dr. Griffin was elected to represent Higher Education on the Resolutions Committee of the National Education Association (NEA). He also continues to be the reviewer of Teacher Education Programs in Political Science for the Michigan Department of Education, and recently Chaired the Statewide Committee of Political Scientists assembled by National Evaluations Systems, Inc. to revise the Teacher Education Assessment Test in Political Science for the State of Michigan.*

10. Questions about Program Outcomes Assessment/Assessment of Student Learning at the Program Level (Attach additional sheets, if necessary.)

a) What are the program's learning outcomes?

Students will be able to:

- *Analyze the political, social, and economic environments of public bureaucracies and public agencies,;*
- *Understand the administrative, legal, and political approaches to the study of public bureaucratic institutions;*
- *Participate in public policy-making processes;*
- *Participate in the managerial processes in public bureaucracies;*
- *Conduct research employing the analytical tools and methods commonly used in the field of public administration.*

b) What assessment measures are used, both direct and indirect?

- *Multiple choice assessment instrument*
- *In-depth portfolio review as part of internship experience*

c) What are the standards for assessment results?

- *Benchmarks are yet to be established*

d) What were the assessment results for 2001-02?

- *Assessment cycle begun in Summer 2002 not yet complete.*

e) How will / how have the results been used for pedagogical or curricular change?

- *As part of the Academic Program Review self-study process.*

11. Questions about Course Outcomes Assessment:

a) Do all multi-sectioned courses have common outcomes? *Yes*

b) If not, how do you plan to address discrepancies?

c) Do you keep all course syllabi on file in a central location? *Department and Dean's Offices*

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by John Thorp, Dept. Head & Richard Griffin, Prog. Coord. 2/7/03
Name and Title / Date

Reviewed by Dean _____
Name / Date

Comments by Dean:

ADMINISTRATIVE PROGRAM REVIEW 2003

Program/Department: Pre-Public Administration and Public Administration

Purposes of Administrative Program Review:

1. to make deans and department heads/chairs aware of important quantitative and qualitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

Enrollment

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Tenure Track FTE	.50 ¹	.83 ²	.50 ³	.50 ⁴	.50 ⁵
Overload/Supplemental FTEF	0	0	0	0	1
Adjunct/Clinical FTEF (unpaid)	0	1	0	0	0
Enrollment on-campus total*	32	46	42	44	38
Freshman	11	8	3	4	2
Sophomore	10	12	10	9	9
Junior	6	14	9	10	8
Senior	5	12	20	21	19
Masters	0	0	0	0	0
Doctoral	0	0	0	0	0
Pre-Professional Students	0	0	0	0	0
Enrollment off-campus*	0	0	0	0	0
Traverse City	0	0	0	0	0
Grand Rapids	0	0	0	0	0
Southwest	0	0	0	0	0
Southeast	0	0	0	0	0

*Use official count (7-day)

If there has been a change in enrollment, explain why

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

75 students

What factors limit program capacity?

¹ FTE for PLSC 251-001, SSCI 310-001.

² FTE for PLSC 251-001, SSCI 310-001, PLSC 490, PLSC 491.

³ FTE for PLSC 251-001, SSCI 310-001

⁴ *Ibid.*

⁵ *Ibid.*

Financial

Expenditures*	FY 99	FY 00	FY 01	FY 02	FY 03
Supply & Expense	NA	NA	584 ⁶	511 ⁷	537 ⁸
Faculty Prof. Development	NA	NA			
General Fund	NA	NA			
Non-General Fund	NA	NA			
UCEL Incentives	NA	NA	212 ⁹	533 ¹⁰	77 ¹¹
FSU-GR Incentives	NA	NA			
Equipment					
Voc. Ed. Funds	NA	NA			
General Fund	NA	NA			
Non-General Fund	NA	NA			
UCEL Incentives	NA	NA			
FSU-GR Incentives	NA	NA	183 ¹²	179 ¹³	157 ¹⁴

*Use end of fiscal year expenditures.

Revenues	FY 99	FY 00	FY 01	FY 02	FY 03
Net Clinic Revenue	NA	NA	NA	NA	NA
Scholarship Donations	0	0	0	0	0
Gifts, Grants, & Cash Donations	0	0	0	0	0
Endowment Earnings	NA	NA	NA	NA	NA
Institute Programs/Services	NA	NA	NA	NA	NA
In-Kind	NA	NA	NA	NA	NA

Other

	AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03
Number of Graduates* - Total	4	4	5	11	9
- On campus	4	4	5	11	9
- Off campus	0	0	0	0	0
Placement of Graduates	100%	100%	100%	No Data	No Data
Average Starting Salary	27,300	NA	28,397	No Data	No Data
Productivity - Academic Year Average	276 ¹⁵	278 ¹⁶	361 ¹⁷	340 ¹⁸	319 ¹⁹
- Summer	100 ²⁰	96 ²¹	144 ²²	168 ²³	108 ²⁴
Summer Enrollment	2		12		9

* Use total for full year (S, F, W)

⁶ Pro-rated S&E expense on basis that during F,W,S semesters 1.33 FTE was dedicated directly to the PUAD major out of 47.47 FTE. This FTE represents 2.8% of the SOCS total FTE (minus SCWK FTE).

⁷ Pro-rated S&E expense on basis that during F,W,S semesters 1.25 FTE was dedicated directly to the PUAD major out of 49.73 FTE. This FTE represents 2.5% of the SOCS total FTE (minus SCWK FTE).

⁸ Pro-rated S&E expense on basis that during F,W,S semesters 1.33 FTE was dedicated directly to the PUAD major out of 53.45 FTE. This FTE represents 2.5% of the SOCS total FTE (minus SCWK FTE).

⁹ See note 6.

¹⁰ See note 7.

¹¹ See note 8.

¹² See note 6.

¹³ See note 7.

¹⁴ See note 8.

¹⁵ Based on 98F enrollment in PLSC 251-001, SSCI 310-001, and 99W enrollment in PLSC 491-401.

¹⁶ Based on 99F enrollment in PLSC 251-001, SSCI 310-001, and 00W enrollment in PLSC 491-401

¹⁷ Based on 00F enrollment in PLSC 251-001, SSCI 310-001, PLSC 490-001.

¹⁸ Based on 01F enrollment in PLSC 251-001, SSCI 310-001, and 02W enrollment in PLSC 490-001.

¹⁹ Based on 02F enrollment in PLSC 251-001, SSCI 310-001, and 02W enrollment in PLSC 421-001

²⁰ Based on 99S enrollment in PLSC 491-401.

²¹ Based on 00S enrollment in PLSC 481-001, PLSC 491-401.

²² Based on 01S enrollment in PLSC 481-001, PLSC 481-401, PLSC 491-401.

²³ Based on 02S enrollment in PLSC 481-001, PLSC 491-401.

²⁴ Based on 03S enrollment in PLSC 481-001, PLSC 481-211, PLSC 491-001, PLSC 491-401

1. a) Areas of Strength:

- *Highly qualified, multidisciplinary faculty*
- *Flexible curriculum which is helpful in recruitment and retention of students*
- *Numerous public and private sector internship possibilities in the Big Rapids and surrounding area*
- *Positive forecasts for local, state, national, and international jobs*
- *Active, committed core group of students, involved in recruitment and program advertising*
- *Highly qualified and committed Advisory Board*
- *The program operates below the average cost for degree programs at Ferris*
- *Potential for service to state and nation is strong. Proposed Center for Local Government has potential to assist small government agencies and be an outstanding teaching laboratory.*

b) Areas of Concern and Proposed Actions to Address Them:

- *Because of growing student enrollment, we will need to recruit a third tenure-track faculty member. See College of Arts and Sciences 3-year plan and UAP's*
- *Because the two faculty who teach in the public administration program also provide core courses for the elementary education planned program and the majors and minors in political science for both elementary and secondary students, the addition of a third faculty member is imperative. See College of Arts and Sciences 3-year plan and UAP's*

2. Future goals (please give time frame):

- *Develop and implement political science major and minor for both elementary and secondary education students.*
- *Improve program to assess student learning in the major.*
- *Continue to develop articulation agreements with community colleges.*
- *Continue to expand enrollment in Public Administration Program major in Grand Rapids.*
- *Fully participate in the development and implementation of the Community Studies Institute.*

The addition of a third tenure-track faculty member in this program is necessary for the following goals to be accomplished:

- *Develop and implement grant-funded computer consortium development project for local government offices as the initial project of the Center for Local Government. (18 months after new hire)*
- *Identify information resources required for conducting research and grant-writing components of the curriculum. (one semester after new hire)*
- *Recruit approximately 40 new students per academic year through an active outreach directly into the high schools. (immediately after new hire)*
- *Full participation in the development and implementation of the Community Studies Institute.*

3. Other Recommendations:

4. Does the program have an advisory committee? *Yes*

a) If yes, when did it last meet? *April 16, 2003*

b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?

c) When were new members last appointed? *April, 16, 2003*

d) What is the composition of the committee (how many alumni, workplace representatives, academic representatives)?

Alumni = 5

Workplace = 4

Academic = 2

e) Please attach the advisory committee charge, if there is one.

- *To assist the students, faculty, and staff of the Public Administration Program in recruiting, retaining, and graduating public administration majors.*

5. Does the program have an internship or other cooperative or experiential learning course? *Yes*

a) If yes, is the internship required or recommended? *Required*

b) If no, what is the reason for not requiring such an experience?

c) How many internships take place per year? What percentage of majors has internships? *100%*

2000-2001 = 15

2001-2002 = 14

2002-2003 = 9

6. Does the program offer courses through the web? *No*

a) Please list the web-based courses (those delivered primarily through the internet) the program offered last year?

b) Please list the web-assisted courses the program offered last year.

7. What is unique about this program?

a) For what distinctive characteristics is it known, or should it be known, in the state or nation?

- *This program is not yet well-known.*

b) What are some strategies that could lead to (greater) recognition?

- *Establishment of the Center for Local Government will give this program the distinctive edge it needs to make a national name for itself. However, this will require the addition of a third tenure-track faculty member in this unit.*

8. Is the program accredited? By whom? If not, why? When is the next review?

- ***no accrediting agency exists for undergraduate programs in Public Administration.***

9. What have been some major achievements by students and/or graduates of the program? By faculty in the program?

- ***Among the many accomplishments of the students/graduates of the program are the following. Two students (Campbell and O'Brien) have been recipients of the VanderLaan Award. Several have been in "Who's Who."***
- ***One graduate is now a member of the US Border Patrol. Another is working in the Speaker of the Michigan House of Representatives office. Numerous others are in graduate or law school.***
- ***Among the faculty, Dr. Griffin was elected to represent Higher Education on the Resolutions Committee of the National Education Association (NEA). He also continues to be the reviewer of Teacher Education Programs in Political Science for the Michigan Department of Education, and recently Chaired the Statewide Committee of Political Scientists assembled by National Evaluations Systems, Inc. to revise the Teacher Education Assessment Test in Political Science for the State of Michigan.***

10. Questions about Program Outcomes Assessment/Assessment of Student Learning at the Program Level (Attach additional sheets, if necessary.)

- a) What are the program's learning outcomes?

Students will be able to:

- ***Analyze the political, social, and economic environments of public bureaucracies and public agencies,;***
- ***Understand the administrative, legal, and political approaches to the study of public bureaucratic institutions;***
- ***Participate in public policy-making processes;***
- ***Participate in the managerial processes in public bureaucracies;***
- ***Conduct research employing the analytical tools and methods commonly used in the field of public administration.***

- b) What assessment measures are used, both direct and indirect?

- ***Multiple choice assessment instrument***
- ***In-depth portfolio review as part of internship experience***

- c) What are the standards for assessment results?

- ***Benchmarks are yet to be established***

- d) What were the assessment results for 2002-2003?

- ***Assessment cycle begun in Summer 2002 not yet complete.***

- e) How will / how have the results been used for pedagogical or curricular change?

- ***As part of the Academic Program Review self-study process.***

11. Questions about Course Outcomes Assessment:

- a) Do all multi-sectioned courses have common outcomes? ***Yes***

b) If not, how do you plan to address discrepancies?

c) Do you keep all course syllabi on file in a central location? *Department and Dean's Offices*

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by John Thorp, Dept. Head & Richard Griffin, Prog. Coord. 3/4/04
Name and Title / Date

Reviewed by Dean _____
Name / Date

Comments by Dean:

Purpose of Administrative Program Review

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

I. Program Assessment/Assessment of Student Learning

Administrative Program Review Program Public Administration

I. Program Assessment/Assessment of Student Learning

- a). What are the program's learning outcomes?

Skills:

In order to be prepared for a career in the field of public administration, or for admission to graduate school, graduates will be able to

1. *Analyze the political, social, and economic environments of public bureaucracies and public agencies as measured by their capstone course, internship, portfolios and graduate exit survey;*
2. *Participate in public policy-making processes as measured by their capstone course, internship, portfolios and graduate exit survey;*
3. *Participate in the managerial processes in public bureaucracies as measured by their capstone course, internship, portfolios and graduate exit survey;*
4. *Conduct research employing the analytical tools and methods commonly used in the field of public administration as measured by their capstone course, internship, portfolios and graduate exit survey;*
5. *Lead teams and perform administrative tasks with minimal guidance as measured by their capstone course, internship, portfolios and graduate exit survey;*

Graduates will also

6. *Exhibit life-long problem solving and critical thinking skills required by professionals in the field of public administration as measured by graduate follow-up, and employers surveys and students' capstone course, internship, portfolios and graduate exit survey;*
7. *Exhibit life-long writing skills required by professionals in the field of public administration as measured by graduate follow-up, and employers surveys and students' capstone course, internship, portfolios and graduate exit survey;*

8. *Exhibit life-long oral/communication/people skills required by professionals in the field of public as measured by graduate follow-up, and employers surveys and students' capstone course, internship, portfolios and graduate exit survey;*
9. *Exhibit life-long computer skills required by professionals in the field of public administration as measured by graduate follow-up, and employers surveys and students' capstone course, internship, portfolios and graduate exit survey;*

Knowledge:

Graduates will

1. *Understand the administrative, legal, and political approaches to the study of public bureaucratic institutions as measured by their capstone course, internship, portfolios and graduate exit survey;*
2. *Understand/comprehend social scientific information as measured by their capstone course, internship, portfolios and graduate exit survey;*
3. *Display a working knowledge of available resources for professionals in the field of public administration as measured by their capstone course, internship, portfolios and graduate exit survey;*

Values:

Graduates will

1. *Internalize the professional ethics and responsibilities characterizing and accepted within the profession of public administration as measured by graduate follow-up, and employers surveys and students' capstone course, internship, portfolios and graduate exit survey;*
2. *Value participating in professional organizations as measured by graduate follow-up, and employers surveys and students' capstone course, internship, portfolios and graduate exit survey;*
3. *Value mentoring students within the educational process as measured by graduate follow-up, and employers surveys and students' capstone course, internship, portfolios and graduate exit survey;*

b). What assessment measures are used, both direct and indirect?

As indicated from the list of the Public Administration Program learning outcomes above, the following measures are used:

1. *student performance in the program internship;*
2. *student performance in the program capstone course;*
3. *student performance on their senior portfolio;*
4. *a graduate exit survey of the program;*
5. *a graduate follow-up survey of the program (three year cycle);*
6. *a survey of graduates' employers (three year cycle) ;*

c). What is the assessment cycle for the program?

2005-06

construction of on-campus assessment template to organize data from internship, capstone, portfolio, and graduate exit survey;; annual data collection from internships, capstone, portfolio, exit and its analysis.

2006-07

on-campus data collection, analysis of data; refinement of assessment template.

*2007-08

construction of off-campus template to organize data from graduate follow-up, and employer surveys; on-campus and off-campus data collection and analysis of data.

2008-09

curriculum review; on-campus data collection, and analysis of data;

2009-10

implementation of curriculum revision if needed; review of on-campus and off-campus assessment templates; on-campus data collection, and analysis of data

*2010-11

on-campus and off-campus data collection, analysis of data et al.

d). What assessment data were collected in the past year?

As with all degree programs at Ferris State University, the Public Administration Program is evaluated within the guidelines of the six-year cycle of Academic Program Review as conducted by the Academic Senate. It is currently engaged in the sixth year of review cycle and is preparing a written report for the Academic Program Review Committee (APRC). Thus, data was collected from Faculty Perceptions, Graduate Follow-up Evaluation, Graduate Exit Evaluation, Student Evaluation, and Advisory Committee Perceptions Surveys during the 2005 Winter Semester. That data is currently being analyzed, and results will be reported in the written document. The final report will be utilized by the APRC to make curricular and programmatic suggestions for improvements during the 2005 Fall Semester.

Additionally, Public Administration Program learning outcomes are measured annually through assessments of student performance on three program requirements, which all students must fulfill in order to graduate. These are (1) a two semester credit hour capstone course, (2) a 160 clock-hour internship, and (3) a senior portfolio.

e). How have assessment data been used for programmatic or curricular change?

This is the program's second time to complete the cycle, having been review by the APRC in 1999. As a result of having completed APR in the past and of the program's faculty continuing to assess and review the program on an annual basis, the number and breadth of specialization offerings have been increased and the capstone course (PLSC 481) has been revised to include a portfolio submission required of all graduating students.

II. Course Outcomes Assessment

- a) Do all multi-sectioned courses have common outcomes?

All courses have departmentally approved outcomes.

- b) If not, how do you plan to address discrepancies?
c) How do individual course outcomes meet programmatic goals?

Current individual course outcomes have not been analyzed to see how they address programmatic goals.

III. Program Features

1. Advisory Board

- a) Does the program have a board/committee? When did it last meet? When were new members last appointed? What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.)

The advisory board last met March 26, 2004. New members were last appointed April 16, 2003. Alumni = 5, Workplace = 4, Academic = 2

- b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.
c) Has feedback from the Advisory Board affected programmatic or curricular change?

Most recently advisory board advice was taken into consideration in revising the capstone Senior Seminar for public administration, PLSC 481. Additionally, major revisions have been made in PLSC 251: "Public Administration" which have resulted in the course becoming more "career-oriented."

2. Internships/Cooperative or Experiential Learning

- a) Is an internship required or recommended?

Required

- b) If the internship is only recommended, what percentage of majors elect the internship option?
- c) What challenges does the program face in regard to internships? What is being done to address these concerns?

Liability issues and insurance coverage are not clearly formulated. Plans are in process to have a meeting with Risk Management, Legal Affairs, and public administration faculty to clarify and codify the university's position.

- d) Do you seek feedback from internship supervisors ?
If so, does that feedback affect pedagogical or curricular change?

Yes. Internship supervisors are interviewed and are asked to complete an "Internship Evaluation" form.

3. On-Line Courses

- a) Please list the web-based courses, both partial internet and fully online, offered last year.
- b) What challenges and/or opportunities has web-based instruction created?
- c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?
- d) How has student feed-back been used to enhance course delivery?
- e) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.)

4. Accreditation

- a) Is the program accredited or certified?

Accreditation not available

- b) By whom?
- c) When is the next review?
- d) When is the self-study due?
- e) How has the most recent accreditation review affected the program?

5. Student/Faculty Recognition

- a) Have students within the program received any special recognition or achievement?

Internship Supervisors continually inform the Public Administration faculty that they are extremely pleased with PA student interns.

- b) Have faculty within the program received any special recognition or achievement?

Dr. Roy will have a manuscript published (State Governments: Institutions and Issues) by University Press of America in the very near future.

6. Student Engagement

- a) Is volunteerism and student engagement a structured part of the program?

Yes, through the PA Internship Program.

- b) Does the program utilize service learning in the curriculum?

PLSC 251: "Public Administration" is being revamped and revised during the 2005 Fall Semester to utilize service learning in its curriculum. Dr. Griffin is working with Terry Doyle and the Center of Teaching, Learning and Faculty Development to accomplish this goal.

- c) Does the program participate in the American Democracy Project?

Yes, Dr. Griffin is a member of the Steering Committee for the American Democracy Project and very frequently infuses ADP values and content into his classes.

Areas of Strength:

- *Flexible curriculum which is helpful in internal recruitment and retention of students*
- *Numerous public and private sector internship possibilities in the Big Rapids and surrounding area*
- *Strong positive forecasts for local, state, national, and international jobs according to the International City/County Management Association (ICMA)*
- *The program operates below the average cost for degree programs at Ferris*

Areas of Concern (and proposed actions to address them)

- *Program is not adequately staffed.*

- *Significantly diminished pool of pre-law students who previously provided a steady stream of internal transfer students for public administration. Faculty time has to be dedicated to developing a recruitment strategy that includes programming in middle and high schools and visits to campus by prospective students. The employment opportunities that a public administration major provides need to be brought to the attention of middle and high schools students.*
- *Overload teaching responsibilities eliminate possibility of recruitment activities.*

Future Goals:

- *Specify how courses certified as social awareness, global consciousness, and Race/Ethnicity/Gender courses fulfill these general education outcomes.*
- *Specify how individual course outcomes meet programmatic goals.*
- *Develop a more generalized political science major that can recruit students thinking about law school.*

The addition of a third tenure-track faculty member in this program is necessary for the following goals to be accomplished:

- *Recruit approximately 20 new students per academic year through an active outreach directly into middle and high schools.*
- *Fully participate in the development and implementation of the Community Studies Institute.*

Other Recommendations:

**PUBLIC ADMINISTRATION
PROGRAM REVIEW BUDGET**

TO: Jack Buss, Academic Program Review Chair

FROM: Richard W. Griffin, Chair, Public Administration Program Review Panel
And Coordinator, Public Administration Program

SUBJECT: Proposed Budget for Public Administration Program Review Panel

DATE: February 8, 2005

Below is a proposed budget for the Public Administration Program Review Panel.
Please inform me if you have any questions and if any alterations are made in this budget.

<i>Graduate Surveys (42)</i>	
Copying and Postage Expenses @ \$1.00 ea.	\$ 42.00
<i>Employer Surveys (50)</i>	
Copying and Postage Expenses @ \$1.00 ea.	50.00
<i>Advisory Board Surveys (15)</i>	
Copying and Postage Expenses @ \$1.00 ea.	15.00
<i>Student Surveys</i>	
Copying	15.00
<i>Faculty Surveys</i>	
Copying	10.00
<i>Secretarial Support</i>	
30 Hours @ \$15.00 per.	450.00
<i>Phone Expenses</i>	50.00
<i>Final Document Copying</i>	90.00
TOTAL	\$722.00

APPENDIX C

**PUBLIC ADMINISTRATION PROGRAM
COURSE SYLLABI**

ACADEMIC PROGRAM REVIEW

PLSC 121-001 American National Government: 1*
(People and Politics)
Social Sciences Department
Ferris State University
Big Rapids, Michigan 49307
Fall Semester, 2004
3 Credit Hours

INSTRUCTOR: Dr. Kwame Badu Antwi-Boasiako

OFFICE: ASC #2081

OFFICE PHONE: (231)-591-2757

CLASSROOM: STR 236

OFFICE HOURS: MTWR: 2-4pm or by appointment

EMAIL: antwik@ferris.edu

Class Time: 9:00- 9:50 am

Required Text

Breman, Larry and Bruce Allen Murphy (2003) Approaching Democracy 4th Edition, Upper Saddle River, New Jersey, Prentice Hall.

Optional Text. Swopes, Regina with John Sisson Study Guide: Approaching Democracy
Breman, Larry and Bruce Allen Murphy (2003) 4th Edition, Upper Saddle River, New Jersey, Prentice Hall.

General Description: This course is designed to explore the basic political concepts, which distinguish democracy from other forms of government such as dictatorship and theocracy. It traces formative ideas including forces that shape the U.S. Constitution and federalism. The expansion of civil liberties and civil rights is also examined with reference to the various political movements including Native Americans, Hispanics, African-Americans and Women. The course discusses public opinion, the media, interest groups, political parties, and elections. What changes have taken place in our nation since independence?

Objectives: (includes but not limited to)

- 1) To trace the origins of the U.S. Constitutional government, which is dedicated to liberty and rights for ALL?
- 2) To explain the multiple meanings linked to the word DEMOCRACY
- 3) To explore some of the contributions of diverse groups (we are a nation of multicultural people).
- 4) To clarify the meaning of a good citizenship and governance (how does government get its power?).
- 5) To provide the student with a sense of how the federal government in the

Public Administration

APRC 2005-2006

Section 4 of 4

United States operates.

- 6) To provide the student with elementary tools to analyze the political news of the day.

Class Format: This is basically a lecture-oriented class; however, students are STRONGLY encourage to participate through questions, contributions and other personal observations or experiences relevant to the topic of the day.

Grading: Students will have an opportunity to earn 500 points during the semester. There are no planned extra credit points (Please **DON'T** rely on **CURVES**). Points will be assigned as follows:

Exam 1 (Multiple Choice)	10
Exam 2 (Multiple Choice)	20
Exam 3 (Multiple Choice)	20
Paper 1 (Media and Politics) ¹	20
Paper 2 (Argumentative)	20
Attendance	<u>10</u>
Total	100

A = 94-100	C- = 70-72
A- = 90-93	D+ = 67-69
B+ = 87-89	D = 63-66
B = 83-86	D- = 60-62
B- = 80-82	F = 59 or less
C+ = 77-79	
C = 73-76	

Class Preparation and Attendance

I recommend reading the material before attending class. It will greatly assist in your classroom experience. It is also an excellent way to study for the tests! The study guide for this book may be helpful in preparing for the multiple-choice tests. I would recommend taking the practice multiple-choice tests that are in the study guide (optional). To study for the tests I recommend you attend class, take notes, **read the book, and review your notes before a test.** Please see me if you have questions regarding the tests, syllabus, and class policies.

Attendance will be a formal part of your grade therefore attendance will be taken at every class meeting. Excellent attendance will be an advantage to you. Any time you miss a class **I WILL deduct ONE pt** from your attendance points. Remember university sponsored events excuse would not be counted against any one including cases involving death, jury duty or subpoenaed, inclement weather in which local police agencies suggest

¹ Essay topics to be provided in class

it is dangerous to drive, and other issues not listed but fit the criteria beyond the individual's control. However, I will need a written statement from your team instructor (football, volleyball, choir etc.) indicating that the team is traveling that particular day.

Tests and Grades

Three multiple-choice tests, including the final, will be given. There will be forty or fifty questions on each test. The tests, including the final, will not be comprehensive in nature. However, if you do not understand the fundamentals discussed in the first part of class, the following tests may be difficult.

You are strongly encouraged **not** to miss a scheduled exam. If you do happen to miss an exam, a make-up exam will be given during the final exam period. *The make-up exams will be relatively difficult than a scheduled one.* It is your responsibility to discuss this with me, preferably *before* the test. ***Anyone who arrives for a test after the first person taking the test leaves the room must take a make-up exam. Please just don't be late for any of the tests.***

I do not scale grades. After each exam I study each test question and if there is a question that I believe created unwarranted confusion, I will discard that test question and give credit to all. All tests will be on computer (webct) therefore those who are not familiar with the software **MUST** either see me or contact William Knapp (Bill) (knappw@ferris.edu or 591 5439).

PAPERS

There are two writing assignments in this class. Each paper assignment must be at least three and not more than five pages long. It should be typed, double-spaced, and 12-point font. Note: cover and reference pages are not part of the required pages. Remember a good paper should include introduction, discuss both sides of the argument before you take a stand in your conclusion. You will need at least four references including your class text book (optional) for each paper. The purpose of these papers is for you to be able to deal with opposing views. In addition to content, grammar and proper sentence construction will be considered in your papers. Anyone with writing problems must contact the WRITING CENTER (call 591 2534).

PLAGIARISM

In the academic world it is wrong to claim someone's idea to be yours. You are therefore required to identify all sources of your work. Students are encouraged to work together by discussing ideas but should **NOT** copy each other's work. Make sure all quotes and sources are cited to avoid **F**

ACADEMIC INTEGRITY

Anyone caught cheating will automatically receive an **F** on that particular test and will be recommended to the university for immediate disciplinary action. There are no group assignments in this class, which include sharing information on tests. If you have any question, please review or be familiar with the university's policies on ethical academic

behavior. This information is available on the university's web site or in the university catalog.

CLASSROOM CONDUCT

College students are expected to conduct themselves as adults in the classroom. We will be discussing topics of a political and social nature that might introduce you to some "foreign" ideas. You are *encouraged* to enrich the class discussion with your ideas, judgments, and questions. You are *expected* to show tolerance and respect for the ideas of others in class.

I apologize in advance if some of you find this next section insulting to your maturity or character, but I have found it necessary to address the following subjects. **Please DO TURN OFF YOUR CELL PHONES when coming to this class.** If you cannot miss a call, get an answering service. If you brought newspapers, beverages, or snacks to class, do not leave them or their containers near your desk. Place them in a trashcan on your way out of the classroom. ***Do not talk during class unless you are called to do so. It is distracting to others, myself included.***

Reading Assignments, papers, and tests dates

<u>Date</u>	<u>Month</u>	<u>Topic</u>	<u>Readings</u>
30 th	August	Introduction	Get the required book(s)
1 st	September	Visit to the Library	Start your readings
3 rd	September	Writing a paper/Webct	Cont your readings
6 th	September	Labor Day (No Classes)	Happy Holiday
8 th	September	Approaching Democracy	BM Chpt 1, pp.1-25
10 th	September	Road to Democracy	BM Chpt 2, pp 26-52
13 th	September	Form of Government	BM Chpt 2, pp 53-73
15 th	September	The U.S Constitution	BM Chpt 2, pp 77-
17 th	September	Federalism	BM Chpt 3, pp 78-93
20 th	September	Federalism cont.	BM Chpt 3, pp. 94-111
22 nd	September	Review for Test 1	Catch-Up readings
24 th	September	TEST ONE	Chpts 1-3
27 th	September	Discuss Term Papers: Give topics /Test 1	
29 th	September	Civil Liberties	BM Chpt 13, pp 446-462
1 st	October	Civil Liberties	BM Chpt 13, pp. 463-478
4 th	October	Civil Liberties, Free Speech	BM Chpt 14, pp. 479-486
6 th	October	Civil Rights and Equality	BM Chpt 14, pp. 488-500
8 th	October	Civil Rights and Courts (SC)	BM Chpt 14, pp. 501-515
11 th	October	Civil Rights and Minorities	BM Chpt 14, pp. 516-524
13 th	October	The Media and Democracy	BM Chpt 12, pp. 416-426
15 th	October	Functions of the Media	BM Chpt 12, pp. 427-435
18 th	October	Media Control and Ownership	BM Chpt 12, pp. 436-445

20 th	October	Review for Test 2	Catch-Up with readings
22 nd	October	TEST TWO	BM Chpts 12, 13, and 14
25 th	October	Political Parties	BM Chpt 9, pp. 310-324
27 th	October	Parties and Elections	BM Chpt 9, pp. 324-334
29 th	October	Why two-party system	BM Chpt 9, pp. 335- 344
1 st	November	Voting and Elections	BM Chpt 10, pp. 346- 360
3 rd	November	Voting Choice: Why?	BM Chpt 10, pp. 360- 367
5 th	November	The Electoral College	BM Chpt 10, pp. 367-379
8 th	November	Discuss Presidential Election	
10 th	November	Completing Term Papers: Importance of Sources.	
12 th	November	Democracy and Terrorism	Article from Instructor
15 th	November	Interest Groups	BM Chpt 11, pp. 382-392
17 th	November	Types of Interest Groups	BM Chpt 11, pp. 392-401
19 th	November	Strategies (Paper One Due)	BM Chpt 11, pp. 402-413
22 nd	November	Public Opinion: Democracy	BM Chpt 8, pp. 278-288
24 th	November	Opinion Formation (P2 Due)	BM Chpt 8, pp. 289-299
26 th	November	Thanksgiving-NO Class	
29 th	November	State of Public Opinion	BM Chpt 8, pp. 299-308
1 st	December	Understanding the Constitution	Article ² from Instructor
3 rd	December	Affirmative Action	Article from Instructor
6 th	December	Visit to Jim Crow Museum	
8 th	December	Review for (Test 3) Finals	BM Chpts 8, 9, 10, and 11.
10 th	December	Catch-up on your Readings	BM Chpts 8, 9, 10, and 11.
13 th	December	Final Test 8-10am	Good Luck.

*** I RESERVE THE RIGHT TO MAKE NEEDED AND APPROPRIATE ADJUSTMENTS IN THIS SYLLABUS.**

² Articles will be online. Check Library Course Reserve Page.

POLITICAL SCIENCE 122
AMERICAN GOVERNMENT 2: POLICY MAKING
Winter Semester, 2005
SECTION 001
3 Credit Hours

Dr. Richard W. Griffin
Office: ASC #2094
Email: griffinr@ferris.edu

Office Hours: T, R – 9:00-9:30 am,
and 1:30-3:00 pm
Office Phone: 591-2761

REQUIRED TEXT:

Dye, Thomas R. and Harmon Zeigler The Irony of Democracy: An Uncommon Introduction to American Politics. 12th Edition. Wadsworth Publishing Company. Belmont, California. 2003.

SUPPLEMENTAL TEXT:

Zinn, Howard. A People's History of the United States: 1492 - Present. New York. Harper Collins Publishers, Inc. 2003.

PURPOSE: This course is designed as an introduction to politics and government in the United States with special emphasis upon the making of public policy. It provides the student with a general understanding of the many actors, groups, institutions, processes, and patterns of values and choices, which shape and determine politics and public policy in America. Since most of these are in a continual state of change and are biased to the advantage of the "elite" and to the disadvantage of the "powerless," I am most concerned that you as a student become familiar with the **concepts** and **processes**, rather than the facts, of American politics, government, and society. By taking a conceptual, change oriented approach, you as a citizen will be better prepared to understand and deal with American politics, government, and society in the future. In this class, focus upon ongoing ideas, processes, concepts, and systems.

Also, while we will analyze the dominant role of the elite in American political decision-making, we will also examine the extent to which the many powerless groups have been excluded from the decision-making process. Historically, these excluded groups have been composed of **racial** and **ethnic minorities**, women, and **working class** citizens. The course will also review the many significant contributions, which these powerless groups have made to our political, governmental, and social systems.

GENERAL EDUCATION REQUIREMENTS AND OUTCOMES: PLSC 122 meets Ferris State University's General Education Requirements and Outcomes in two areas –

Race/Ethnicity and/or Gender and Social Awareness. Specifically, these General Education requirements are met in this course by fulfilling the following student outcomes.

Race/Ethnicity and/or Gender and Social Awareness – PLSC 122 will enhance the student's knowledge and understanding of issues surrounding race, ethnicity and gender. Students completing this course will increase their ability and/or capacity to:

- Articulate ways in which race, ethnicity and gender impact the political system and the political process in the United States.
- Comment accurately about past and current event issues in the United States and the world as they directly relate to race, ethnicity and gender categories of people.
- Describe distinct political, social, psychological, economic, and cultural attributes of race, ethnicity and gender.
- Identify the meaning and influence that the categories of people known as race, ethnicity and gender have had upon the production of socio-political knowledge and individual responses to that socio-political knowledge.
- Develop a more positive perspective and consciousness of the significance of race, ethnicity and gender both in terms of how they have shaped the student's own world view and the student's understanding of social relations.

Social Awareness – PLSC 122 will increase the student's ability to understand and address issues involving social institutions, interpersonal and group dynamics, social traditions and change, cultural diversity, and human development behavior. Students completing this course will:

- Have increased knowledge in these areas of human development and behavior, group dynamics, social (especially political) institutions, social change, and cultural diversity.
- Be able to employ this increased knowledge to better understand public issues and act effectively as a citizen.
- Be able to employ this increased knowledge to enhance their ability to function competently in the professional world.
- Be able to employ this increased knowledge to enhance their interpersonal interactions.

AMERI-CAN SIMULATION: AMERI-CAN is a role-playing simulation for American Government classes, which engages the class in numerous student driven, learning situations. It allows students to engage in the policy-making process and to deal with many controversial public policy issues facing modern America from the perspectives of

the numerous **racial, ethnic, gender, and class orientations**, which have always characterized America. A supplemental reading, which fully describes and explains AMERI-CAN, will be provided to all students.

Since AMERI-CAN is a proactive, student role-playing simulation, its success is totally dependent upon your involvement, interest, and participation. By taking an active and enthusiastic attitude toward the simulation, you can have fun in this class and learn how government and politics in America really works while improving your Final Grade for the course.

GRADING: Since we are taking active, participatory, conceptual, and systematic approaches, your Final Grade will be based upon your class attendance, your participation in the simulation, and your scores on **three essay exams**, which includes the Final Exam. **Each exam will count for 15%, or for a total of 45%, of your Final Grade.** The exams will test information from the textbook readings, information introduced in the class through lectures, class discussions, and videos, and what you have learned from the simulation. In a word, all information and ideas, which you learn in this class, are relevant to the essay exams.

The exact dates for the exams are listed on the Reading & Exam Schedule. **Students are expected to take each exam on the designated date.** If, for any reason, you have a conflict with the exam schedule, notify me at once. **Make-up exams will not be given unless prearranged with me in advance of the scheduled exam. An unexcused absence on an exam will result in a zero for that exam. No exceptions will be allowed.**

An additional 45% of your Final Grade will be based upon your performance and participation in the simulation. You can only get back as much as you put into this simulation. In this class, the more you participate, the more fun you will have, and the higher your grade will be.

The final 10% of your Final Grade will be determined by class attendance. Each student will begin the class with 100 points for attendance. For each unexcused absence, 10 points will be deducted from the 100 points. Also, for each tardy to class, 5 points will be deducted. **I will lock the door to the classroom when I announce that class has started** (usually, at the beginning of the taking of roll). Anyone not in the classroom at that time will be counted as absent. **The classroom will be unlocked approximately ten to fifteen minutes after the beginning of class, and all students who enter at that time will be counted as tardy.** Promptness to class and regular attendance are necessary for your success in this class and for the success of the simulation.

GRADING SYSTEM: Grade ranges are as follows.

A = 100-93	B- = 82-80	D+ = 69-68
A- = 92-90	C+ = 79-78	D = 67-63
B+ = 89-88	C = 77-73	D- = 62-60
B = 87-83	C- = 72-70	F = 59 or less

Your **Final Grade** for the course will be determined as follows.

Exam 1	15%
Exam 2	15
Final Exam	15
Participation	45
Attendance	<u>10</u>
FINAL GRADE	100%

CLASS ENVIRONMENT: Disruptive behavior will not be allowed. This is especially important since the simulation requires interactive behavior among students. **Behavior that disrupts the class and is not related to or within the rules of the simulation will not be tolerated or allowed. Also, harassment, in any form, will not be tolerated.**

Any student who participates in disruptive or harassing behavior will be asked to leave the class and will not be allowed to return to class without my approval.

This will be an exciting and rewarding class if you take a genuine interest and enthusiastically participate in the simulation. I am here to help you learn about and understand exciting and important things that influence your life daily whether you realize them or not. By learning about them and better understanding how they influence your life, you will be better able to turn them into positive influences in your life in the future.

I am always available to help you, but you must ask for help if you feel that you need it. I can't read your mind. Please, feel free to visit me in my office and talk to me during Office Hours. **THE CHOICE IS YOURS!!!**

PLSC 122

READING & EXAM SCHEDULE

DATES: January 11 – February 3, 2005

Readings – Dye, Chapters 1-2

Zinn, Chapters 1-4

Exam 1 – Tuesday, February 8, 2005

DATES: February 10 – March 24, 2005

Readings – Dye, Chapters 10-14

Zinn, Chapters 5-8

Exam 2 – Tuesday, March 29, 2005

DATES: March 31 – April 28, 2005

Readings – Dye, Chapters 15-16

Zinn, Chapters 9, 10, 13

Final Exam – Exact time & date to be determined

**POLITICAL SCIENCE 251
PUBLIC ADMINISTRATION**

Ferris State University

Fall Semester 2004

3 Credit Hours

INSTRUCTOR: Dr. Richard W. Griffin, Coordinator, Public Administration Program

OFFICE: ASC #2094

OFFICE PHONE: (231) 591-2761

OFFICE HOURS: Monday 9 – 11 am; Wednesday & Friday 10 – 11 am

EMAIL: griffinr@ferris.edu

TEXTS:

Goodsell, Charles T. The Case for Bureaucracy: A Public Administration Polemic. Fourth Edition. Washington, D.C. CQ Press. 2004.

Kettl, Donald F. System Under Stress: Homeland Security and American Politics. Washington, D.C. CQ Press. 2004.

PURPOSE: POLITICAL SCIENCE 251: PUBLIC ADMINISTRATION addresses the principles and problems of national, state, and local administrative organizations. The course examines the “hows” and “whys” of both organizational and bureaucratic decision making. Specifically, PLSC 251 focuses upon the co-ordination, management, and responsibilities of public servants and public institutions.

EXAMS : Since PLSC 251 takes both a conceptual and systematic approach, all exams will be essay (see CLASS SCHEDULE). Essay exams allow the student to best express his/her complete knowledge and understanding of the course material. The exams will test information from the textbook, from lectures, from class discussions, from speakers, and from all other class material including videos and handouts.

There will be three exams including the Final Exam. **Each exam will count for 20% of your final grade for the course.** The exact dates for the exams are listed on the Class Schedule. **Students are expected to take each exam on the designated date.** If, for any reason, you have a conflict with the exam schedule, notify me at once. **Make-up exams will not be given unless prearranged with me.**

TAG-ALONG PROJECT AND PAPER: An additional 20% of your grade will be based upon a “Tag-Along” Project and a Paper, which describes the Project. The student is expected to select an administrator/bureaucrat to “tag-along” after in his/her decision-making environment. The student will then submit a paper, which describes the experience. The paper must be a minimum of five double-spaced, typed pages (see Class Schedule). The student should have his/her project approved by me before beginning the project.

PARTICIPATION: This will be an interactive, group-oriented class in which each student is expected to openly discuss course material. **Since student participation is critical to the success of your class, an additional 10% of your final grade will be based upon your class participation.**

ATTENDANCE: Class attendance is directly related to student performance. Thus, it is imperative that you attend class on a regular basis. **Class attendance will be taken daily and will count for 10% of your final grade.** Each student will begin the class with 100 points for attendance. For each unexcused absence, 10 points will be deducted from the 100 points. Also, for each tardy to class, 5 points will be deducted. **I will lock the door to the classroom when I announce that class has started** (usually, at the beginning of the taking of roll). Anyone not in the classroom at that time will be counted as absent. **The classroom will be unlocked approximately ten to fifteen minutes after the beginning of class, and all students who enter at that time will be counted as tardy.** Promptness to class and regular attendance is necessary for your success in this course.

GRADING SYSTEM:

Exam 1	20%
Exam 2	20
Final Exam	20
Tag-Along Paper	20
Participation	10
Attendance	<u>10</u>
FINAL GRADE	100%

CLASS ENVIRONMENT: disruptive behavior will not be allowed. Behavior that disrupts the class will not be tolerated or allowed. Also, harassment, in any form, will not be tolerated. **Any student who participates in disruptive or harassing behavior will be asked to leave class and will not be allowed to return to class without my approval.**

CLASS SCHEDULE

<u>WEEK #</u>	<u>DATES</u>	<u>REQUIRED READINGS - TOPICS</u>
1	8/30-9/3	Introduction to Course & Goodsell, Chapter 1
2	9/8-9/10	Goodsell, Chapter 2
3	9/13-9/17	Goodsell, Chapter 3.
4	9/20-9/25	Goodsell, Chapter 4
5	9/27-10/1	Goodsell, Chapter 5

**EXAM 1: MONDAY, OCTOBER 4, 2004–
GOODSELL, CHAPTERS 1-5**

6	10/6-10/8	Goodsell, Chapter 6
7	10/11-10/15	Goodsell, Chapter 7
8	10/18-10/22	Ketttl, Chapter 1
9	10/25-10/29	Ketttl, Chapter 2

**EXAM 2: MONDAY, NOVEMBER 1, 2004 –
GOODSELL, CHAPTERS 6 & 7
and KETTL, CHAPTERS 1 & 2**

10	11/3 – 11/5	Ketttl, Chapter 3
11	11/8-11/12	Ketttl, Chapter 4
12	11/15-11/19	Ketttl, Chapter 5
13	11/22-11/24	Ketttl, Chapter 6
14	11/29-12/3	Ketttl, Chapter 7
15	12/6-12/10	No Readings – TAG-ALONG PAPER DUE <u>(NO LATER THAN 12/10/04)</u>

FINAL EXAM: THURSDAY, DECEMBER 16, 2004 – 10-11:40 am

**SSCI 310 Research Methods
Ferris State University
Social Sciences Department
Big Rapids, Michigan 47307
Fall Semester, 2004
3 Credit Hours**

INSTRUCTOR: Dr. Kwame Badu Antwi-Boasiako **OFFICE:** ASC #2081
OFFICE PHONE: (231)-591-2757 **CLASSROOM:** ASC 1008
OFFICE HOURS: MTWR -2-4pm or by Appointment
EMAIL: antwik@ferris.edu **Class Time:** 12:00- 12:50 am

TEXT: Monette, Duane R. et al (2005). Applied Social Research: A Tool for the Human Services. Wadsworth. 6th Edition. Belmont CA: Brooks/Cole-Thomson.

PURPOSE: APPLIED SOCIAL RESEARCH METHODS (SSCI 310) is a course designed to teach the student about social research design and applied research in public/human service settings, especially those settings dealing with the professions of Public Administration and Social Work. Both qualitative and quantitative approaches will be introduced.

The course will place special emphasis on program administration, program evaluation, public/human service surveys, single subject designs, public management case studies, and the ethical issues of research. It introduces the student to the design and methods of more general social science research and to some statistical techniques (SPSS) dealing with univariate, bivariate, and multivariate levels of analysis. Students are prepared for the critical use of research, the evaluation of their own programs and practice, and making contributions to the professional knowledge base.

COURSE OBJECTIVES:

Knowledge Objectives:

1. General understanding of the following aspects of social research:
 - a. the logic of social research;
 - b. problem formulation;
 - c. measurement;
 - d. data analysis;
 - e. ethical issues.

2. General understanding of the following basic research designs:
 - a. experiments; Control and uncontrol
 - b. quasi-experimental;

- c. survey types: mail, telephone, etc.
- 3. In-depth understanding of the use of surveys in public/human service needs assessment.
- 4. In-depth understanding of the use of public management case studies in the Public Administration profession.
- 5. In-depth understanding of the use of single-subject designs in the evaluation of Social Work practice.
- 6. In-depth understanding of the use of various designs in the evaluation of public/human service programs, as well as the administrative and political dimensions of program evaluation utilization.
- 7. Overview understanding of the library sources of research reporting.

Skill Objectives:

- 1. To identify, summarize, and evaluate (in writing) the methods of a research project as reported in the social science literature. This objective involves the preparation of a research critique by the student.
- 2. To prepare a written list of Public Administration and Social Work related journals which the student intends to use regularly as a professional. The student will also write a research design.
- 3. Should be able to enter data into and use SPSS

Value Objectives:

- 1. To develop a through understanding of the inescapability and complexity of the ethical issues involved with social research.
- 2. To gain a greater sensitivity and commitment to the underlying ethical principles dealing with social research for value-free critical analytical conclusions both in qualitative and quantitative research.

INSTRUCTIONAL METHODS: A large variety of instructional methods will be used in SSCI 310. These include lectures, class discussions, textbook readings, visual aids, reviews of research literature and studies, the preparation of a research critique, and guest speakers.

GRADING: The Final Grade for this course will be determined by the student's performance on four (4) Exams, (finals included) a Journal List & Rationale, a Research Proposal, and Class Attendance.

The Four Exams will be objective (multiple choice, 40-50 questions) tests. The first three exams will count for 10% each of the student's grade for a total of **30% and a final of 20%**. **Students are expected to take each exam on the designated date**, which is listed on the Class Schedule. If, for any reason, you have a conflict with the exam schedule, notify me at once. **Make-up exams will not be given unless prearranged with me in advance of the scheduled exam. An unexcused absence on an exam will result in a ZERO for that exam! No exceptions to this rule.**

The Journal List & Rationale is a written list of academic (Public Administration and Social Work, e.g.-Annotated Bibliography) journals, which the student intends to use regularly as a professional upon graduation and entering the professional field. Each student is expected to identify at least five journals in his or her field. The Journal List is **due no later than Friday 1 October, 2004** and will account for **10%** of the Final Grade.

The Research Critique is **due no later than Friday 22 October, 2004** and will account for **10%** of the Final Grade. The Research Critique involves identifying, summarizing, and evaluating the methods of a research project as reported in the social science literature and found in the professional journals.

The Final Exam, which accounts for **20%** of the student's grade, will not be comprehensive. The Final Exam will be given on the date and time determined by the University's Final Examination Schedule. **This is tentatively on Wednesday, December 15, 2004 from noon until 2pm.** All students **MUST** take the Final Exam at that time.

The final **10%** of your grade will be determined by class attendance. Each student begins this class with 10 points for attendance. For each unexcused absence, 1 point will be deducted from the 10 points. Also, every two tardies (entering class **after** I have announced that the class has started) to class, 1 point will be deducted. Promptness to class and regular attendance is necessary for your success in this course. In the real world habitual lateness means "you are FIRED"

Thus the student's Final Grade for SSCI 310 will be determined as follows:

3 Exams @ 10% each	30
Journal & List	10
Research Critique	10
Final Exam	20
Class Attendance	10
Research Design	<u>20</u>
FINAL GRADE	100%

GRADING SYSTEM: Grade ranges are as follows:

A = 100-93	B- = 82-80	D+ = 69-68
A- = 92-90	C+ = 79-78	D = 67-63
B+ = 89-88	C = 77-73	D- = 62-60
B = 87-83	C- = 72-70	F = 59 or less

CLASS ENVIRONMENT: Disruptive behavior will not be allowed. Any behavior, which disrupts the class, will not be tolerated or allowed. Also, harassment, in any form, will not be tolerated. **Any student who participates in disruptive or harassing behavior will be asked to leave the class and will not be allowed to return to class without my approval.**

I apologize in advance if some of you find this next section insulting to your maturity or character, but I have found it necessary to address the following subjects. **Please DO TURN OFF YOUR CELL PHONES when coming to this class.** If you cannot miss a call, get an answering service. If you brought newspapers, beverages, or snacks to class, do not leave them or their containers near your desk. Place them in a trashcan on your way out of the classroom. ***Do not talk during class unless you are called to do so. It is distracting to others, myself included.***

This will be an exciting and rewarding class if you take a genuine interest and enthusiastically participate in the classroom experience. I am always available to help you, but you must ask for help if you feel that you need it. I can't read your mind. **GOOD LUCK!!**, and remember that **THE CHOICE IS YOURS!!!**

READING ASSIGNMENTS

<u>WEEK</u>	<u>DATE</u>	<u>TOPIC</u>	<u>ACTIVITY-READINGS</u>
1	8/30-9/3	Introduction/Visit to the Library/Webct	
*	9/6	Labor Day Holiday- No Class	
2	9/8-9/10	Research in the Human Services	Chpt 1 pp: 1-15
3	9/13-9/17	The Logic of Social Research	Chpt 2 pp: 18-44
4	9/20-9/22	Ethical Issues in Social Research	Chpt 3 pp: 48-72
*	9/24	Exam One	Chpts 1-3
5	9/27-10/1	Issues in Problem Formulation	Chpt 4 pp: 75-97
*	10/1	Journal List Due	
6	10/4- 10/8	The Process of Measurement	Chpt 5 pp: 101-125
7	10/11-10/15	Sampling	Chpt 6 pp: 129-153
*	10/15	Exam Two	Chpt 4,5, and 6
8	10/18-10/22	Survey Research	Chpt 7 pp: 157-190
*	10/22	Critique paper Due	
9	10/25-10/29	Analysis of Available Data	Chpt 8 pp: 193-214
10	11/1-11/5	Qualitative Methods	Chpt 9 pp: 218-251

*	11/5	Exam Three	Chpts 7,8, and 9.
11	11/8-11/12	Experimental Research	Chpt 10 pp: 225-284
12	11/15-11/19	Single-System Designs	Chpt 11 pp: 288-314
13	11/22/11/26	Evaluation Research	Chpt 12 pp: 316-340
*	11/24	Research Design Paper Due	
14	11/29-12/3	Scaling	Chpt 13 pp: 343-365
15	12/6-12/10	Data Analyses	Chpts 14, 15, and 16
16	12/15	Exam Four (Final) 12-2pm	

NOTE. I RESERVE THE RIGHT TO MAKE NEEDED AND APPROPRIATE ADJUSTMENTS IN THIS SYLLABUS

OFFICIAL COURSE DESCRIPTION:

State and local government is examined with emphasis upon the legislative, executive, and judicial processes, administrative functions, fiscal problems, national/state, interstate, and state/local relationships, and various public policy issues.

REQUIRED TEXTS:

Please try purchasing these three texts at Great Lakes Bookstore.

Ann O'M. Bowman and Richard Kearney. *State and Local Government Essentials*. Houghton-Mifflin, 2003, second edition

Andres Duany, et al. *Suburban Nation*. North Point Press, 2001.

IMPORTANT:

The Course Packet (course outline notes, green cover) can only be purchased at the FSU bookstore, since it is printed on campus to keep the cost low.

COURSE OUTLINE:

- I. State Political Cultures
- II. Federalism: Intergovernmental Relations
- III. Constitutions
- IV. Political Parties and Interest Groups; Elections/Voters
- V. State Legislatures
- VI. State Governors and Bureaucracies
- VII. State Judiciaries
- VIII. Local Governments
- IX. State and Local Fiscal Policy, Taxing and Spending
- X. Local Issues and Policy Making
e.g., Urban Sprawl; Lotteries; Charter Schools, Taxes, etc.

COURSE OBJECTIVES:

1. To move back and forth between GENERALIZATIONS about state and local governments in the United States (as found in the Bowman/Kearney book) and PARTICULARITIES of Michigan politics and government.
2. To determine Michigan's place and status among the states in terms of the topics in the course outline above.
3. To analyze how state and local governments deal with environmental issues such as urban sprawl.
4. To understand how the institutions of state and local governments deal with important public policy issues (e.g., lotteries, gun control, electricity deregulation, school choice, etc.) that affect our lives.

IMPLEMENTATION:

A combination lecture/discussion type of classroom environment will work best to improve our knowledge of state and local government. Since voter turnout and political participation is usually lower at the state and local government (even though we are greatly impacted by state and local government decisions), we need to get as clear an understanding as possible about issues, problems, and policies at this lower level. The more discussion generated in class, the better the results will be for all of us.

CONTACT:

My office is located in the ASC 2092 and my office phone is 591-2764. My e-mail address is: royd@ferris.edu My office hours are: Monday through Friday 2 to 3pm or by appointment.

GRADING:

There are three tests: 50%
two papers: 50%

There will be SIX short assignments based on chapters in your Bowman/Kearney. The average of these graded assignments will replace any lower grade on test one or test two (but not test three).

TESTS:

The tests include about 20 to 25 multiple choice questions per test and four or five essay questions from which you answer two essays per test.

ATTENDANCE POLICY:

If there are five or more UNEXCUSED absences, there is the loss of one letter grade. If there are more than seven unexcused absences, then you receive an F.

FIRST PAPER: Choose one of the following public policy issues in Michigan today:

- (1) judicial elections: is this the best way to constitute our state courts? (in the packet)
- (2) charter school and school choice reform: does it work? (in the packet)
- (3) legislatures: professionalism versus amateurism, which works best? (get copy from instructor)
- (4) the living wage: should local governments pass laws to raise the minimum wage? (in the packet)

Read the dialogue I will handout for this topic as the central basis, the raw material, for your paper. You may consider surfing the Internet, but this is not required and beware of garbage. (Let me see, along with you paper, any Internet material you use.) Write a five-page paper covering the best arguments on both sides of this policy dilemma. Reveal which side has the better, more persuasive arguments according to the principles that inform your judgment.

DUE DATE: February 21, 2005

SECOND PAPER: The Duany book, *Suburban Nation*, which covers the serious problem of "urban sprawl", will be the basis for your first five-page paper. We will cover this book in class so as to get our bearings from the point of view of the "New Urbanism" perspective very much against sprawl but not anti-growth.

There is a dialogue on urban sprawl (at the end of your packet) that covers the other side's positions, a free market, nongovernmental approach to urban sprawl.

Lastly, there will be some sort of "urban sprawl event or events" to be determined later. There will be extra credit for attendance and participation.

DUE DATE: April 8, 2005

PLAGIARISM: When submitting papers you must acknowledge all sources and always put some other author's words in quotes. Borrowing material from the Internet or whatever is also plagiarism. The penalty can be "F" for the course and a report of this placed in your student file.

AMBIENCE: Classroom noise usually does not bother me, however, pockets of conversation, among cliques of students irrelevant to the course, cannot be tolerated. Also there can be no head-on-the-desk behavior. If you are sick or too tired, you should leave or not show up.

ASSIGNMENTS (M-W-F schedule)

- JAN 10 Introduction to the course
12 Bowman/Kearney (hereafter B/K) Ch. 1, Background, Capacity, and Political Culture
14 A Brief History of Michigan's Early Governments, packet pages 3-9

17 MLK holiday
19 B/K, Ch. 2 Federalism
21 Michigan in the Federal System, packet pages 10-14

24 read Michigan Constitution, selected parts, packet pages 15-17
26 B/K Ch. 3, Constitutions
28

31 B/K, Ch. 5, Political Parties and Interest Groups
FEB 2 Michigan's Political Parties and Interest Groups, packet pages 18-25
4

7 FIRST TEST
9 B/K, Ch. 4, Elections and Public Opinion, packet pages 26-33
11 Elections and Voting in Michigan

14 B/K, Ch. 7 Governors
16 Michigan Governor and Bureaucracy, packet pages 34-40
18 B/K, Ch. 8 Bureaucracy

21 FIRST PAPER DUE
23 B/K, Ch. 6, Legislatures
25 Michigan's Legislature, packet pages 41-47

28
MAR 2 B/K, Ch. 9, Courts
4 Michigan Judiciary, packet pages 48-49

7-11 SPRING BREAK

14 read Duany, *Suburban Nation*, Chs. 1 and 2
16 read Duany, Chs. 3 -5
18 SECOND TEST

21 read Duany, Chs. 6 - 8
23 read Duany, Chs. 9 and 10
25 Easter break

- 28 finish Duany, Ch. 11 and Appendices A and B
30 B/K, Ch. 10 State-Local Relations
APR 1

4 B/K, Ch. 11, Local Government
6 Michigan Townships and Villages, packet pages 50-52
8 Michigan Cities, packet pages 53-57 SECOND PAPER DUE

11 Michigan Counties, packet pages, 58-59
13 Michigan Schools, packet pages 60-62
15

18 Michigan Local Government Problems and Prospects, packet page 63
20 B/K, Ch. 12 Taxing and Spending
22 Michigan Local Government Finances, packet pages 64-73

25 Michigan Social Policy, packet pages 74-76
27
29 Michigan Public Safety Policy, packet pages 77-79

EXAM WEEK May 2-6

POLITICAL SCIENCE 323
INTERNATIONAL ORGANIZATION
Fall Semester, 2004
SECTION AGA
3 Credit Hours

Dr. Richard W. Griffin
Office Hours: Monday 9 – 11 am
Wed. & Fri. 10 – 11 am

Office: ASC #2094
Office Phone: 591-2761
Email: griffinr@ferris.edu

TEXTS: Allen, John L. and Elizabeth J. Leppman. Student Atlas of World Politics. McGraw Hill/Dushkin. Guilford, Ct. 2004.

Drachman, Edward and Alan Shank. You Decide! Controversial Global Issues. Rowman & Littlefield Publishers, Inc. Lanham, MD. 2003.

Snow, Donald M. September 11, 2001: The New Face of War? Longman. New York. 2002.

PURPOSE: INTERNATIONAL ORGANIZATION (PLSC 323) is designed to explore the web of arrangements for handling the movements of people, trade, and ideas across national boundaries. The United Nations and its forerunners are examined, as well as agencies to handle trade, telecommunications, finance, law enforcement, and other specialized concerns. Multinational corporations and independent organizations such as Amnesty International, the Red Cross, Greenpeace, and international labor unions are examined.

PLSC 323 will also consider the interests and special concerns of non-Western and Developing nations. It will examine and compare the demands, wants, needs, and interests of both the powerful elites and the powerless masses within Developed and Developing nations. Thus, **the core of PLSC 323 will focus upon the special circumstances facing and needs of racial and ethnic categories of people and of women and children worldwide and upon the ability (or lack of ability) of international organizations in addressing these circumstances and fulfilling these needs.**

GENERAL EDUCATION REQUIREMENTS AND OUTCOMES: PLSC 321 is an upper-level Political Science course that fulfills a number of the University's General Education Requirements. These are **Global Consciousness, Social Awareness, and Race, Ethnicity, and Gender Issues**. Specifically, these requirements are met in PLSC 323 by fulfilling the following student outcomes.

Global Consciousness – PLSC 323 will increase the student's working knowledge of the world, its diverse cultures, and the geographic, political, economic, cultural and historic relationships among nations and peoples. Students completing the course will increase their ability to:

- Identify various regions, features or countries other than North America;
- Describe distinctive geographic, political, economic, cultural, and historical features of regions, cultures, and societies other than North America;
- Articulate geographic, political, economic, cultural, and historical relationships among diverse nations and peoples;
- Comment accurately about current events in countries and regions other than North America;
- Describe methods for developing an understanding of geographic, political, economic, cultural and historical contexts of countries and regions anywhere in the world; and
- Develop a more positive perspective and understanding of the importance of global consciousness.

Social Awareness – PLSC 323 will increase the student's ability to understand and address issues involving social institutions, interpersonal and group dynamics, social traditions and change, cultural diversity, and human development behavior. Students completing the course will:

- Have increased knowledge in a multitude of aspects of human development and behavior, group dynamics, social (especially political) institutions, social change, and cultural diversity;
- Know several methodologies employed to understand the above;
- Be able to employ the above knowledge and methodologies to better understand public issues and to act effectively as a citizen;
- Be able to employ such knowledge and methodologies to enhance their ability to function competently in their chosen profession; and
- Be able to employ such knowledge and methodologies to enhance their interpersonal interactions.

Race, Ethnicity, and Gender Issues – PLSC 323 will enhance the student's knowledge and understanding of issues surrounding race, ethnicity, and gender. Students completing this course will increase their ability and capacity to:

- Articulate the ways in which existing (and past) issues surround race, ethnicity, and gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege within the United States and throughout the world;
- Comment accurately about current (and past) events and issues in the United States and throughout the world as they directly relate to race, ethnicity, and gender;

- Describe distinct geographic, political, scientific, economic, cultural, and historical attributes of race, ethnicity, and gender;
- Understand how the above attributes have impacted the social construction of race, ethnicity, and gender and vice-versa;
- Identify the meaning and influence the categories of race, ethnicity, and gender have had upon the production of social knowledge and individual, as well as political, responses to that social knowledge; and
- Develop a more positive perspective and consciousness of the significance of race, ethnicity, and gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of political and social relations.

COURSE ISSUES: The core content of PLSC 323 is an analysis of the use of international organizations in addressing the following human issues, which create severely negative living consequences especially for ethnic and racial categories of people and for women and children throughout the world.

- I. Criteria for Measuring Development
 - a. Per Capita Income
 - b. Infant Mortality
 - c. Nutrition (especially children and mothers)
 - d. Health Services (especially pre and post natal)
 - e. Education (Public Education, Universities, etc.)
 - f. Literacy
 - g. Crime
 - h. Urbanization
 - i. Industrialization
 - j. Energy Use and Availability
 - k. Decline of Agriculture
 - l. Alterations of Traditional Family Structure
 - m. Life Expectancy
 - n. Equity of Income Distribution – Gini Index
 - o. Average GNP

- II. Differences Between Developed and Underdeveloped Countries
 - a. Land Ownership
 - b. Land Use
 - c. Fate of Indigenous Populations
 - d. Economic Market – Internal vs. Export
 - e. Relationship Between Workers and Owners
 - f. Political/Governmental Policies Toward Middle Class
 - g. Political/Governmental Policies Toward Serfs
 - h. Political/Governmental Policies Toward Racial and Ethnic Minorities
 - i. Political/Governmental Policies Toward Women
 - j. Political/Governmental Policies Toward Children
 - k. Economic Consequences – Recession, Profit Squeeze, Under Consumption, Over Production, Upward Spiral

- III. Third World Economy
 - a. Agricultural Economy
 - 1. Food for people
 - 2. Best land
 - 3. Flow of Currency
 - 4. Traditional family structure
 - b. Industrial Economy
 - 1. Labor Intensive
 - 2. Imports – industrial components
 - 3. Exports – assembled products
 - 4. Altered family structures
 - 5. Economic Exploitation of Women and Children
 - 6. Economic Exploitation of Racial and Ethnic Minorities
 - c. Dominance of Owner's Interests
 - d. No Governmental Programs or Policies for Workers
 - e. No Governmental Programs or Policies for Women and Children
 - f. No Governmental Programs or Policies for Racial and Ethnic Minorities
 - g. Low Production Costs

- h. Economic Competition Among Third World and Developing Countries and Populations
- i. Indigenous Farmers and Their Families Squeezed Off Land
- j. Rural Based Political Uprisings
- k. Migration to Urban Areas
- l. Vastly Altered Roles for Women and Children
- m. Theories of Racial and Ethnic Blame and Hatred Toward Ethnic and Racial Minorities Developed and Strengthened
- n. Development of Underdevelopment

IV. Structured Adjustments

- a. Tax Cuts for Wealthy and Corporations
- b. Free Trade – End of Protectionism
- c. Governmental Budget Cutting
- d. Traditional Reciprocal Relationship Between Owners and Workers Altered
- e. New Dysfunctional Roles for Women and Children
- f. Strengthening of Ethnic and Racial Hatreds and Blame

V. Results of Global Economic Development

- a. Dominance of Multinationals Over Domestically Owned Businesses
- b. Global Consuming Class
- c. Global Poverty Class
- d. Declining Middle Class
- e. Increasing Economic Gaps Between Owners and Workers (Rich and Poor)
- f. Increasing Hunger – due not to population growth or lack of food, but to inability of people, especially women, children, and ethnic and racial minorities, to afford food
- g. Women and Children – Pay much of the “price” for Global Development
- h. Ethnic and Racial Minorities – Are blamed for most of the negative consequences created by Global Development
- i. Population Growth – Directly related to equitable/inequitable distribution of wealth

EXAMS: Since PLSC 323 takes both a conceptual and systematic approach to understanding International Organizations, both exams, the Mid-Term and the Final, will be essay (see CLASS SCHEDULE). Essay exams allow the student to best express his/her complete knowledge and understanding of course materials. The exams will test information from the textbook, from lectures, from class discussions, from speakers, and from all other class material including videos and handouts.

There will be two exams, a Mid-Term and a Final. Each exam will count for 25% of your final grade for the course. The exact dates for the exams are listed on the Class Schedule. **Students must take each exam at the designated time and on the designated date.** If, for any reason, you have a conflict with the exam schedule, notify me at once. **Make-up exams will not be given unless prearranged with me.**

TERM PAPER: An additional 25 % of your final grade for the course will be based upon a Term Paper. The Term Paper should analyze an aspect (event, issue, agency, etc.) of international organization. The student must have his/her topic approved by me before beginning. The Paper should be between seven and ten double-spaced, typed pages (see Class Schedule).

PARTICIPATION: This will be an interactive class in which each student is expected to openly discuss course material. Since student participation is critical to the success of the class, an additional 10% of your final grade will be based upon your individual class participation. Remember, in this class there is no such thing as a dumb question! Also, you must attend class in order to participate.

ATTENDANCE: Class attendance is directly related to student performance. Thus, it is imperative that you attend class on a regular basis. Class attendance will be taken daily and will count for 15% of your final grade. Each student will begin the course with 100 points for attendance. For each **unexcused absence**, 10 points will be deducted from the 100 points. Also, for **each tardy to class**, 5 points will be deducted. Promptness to class and regular attendance are necessary for your success in this course.

<u>GRADING SYSTEM:</u>	Mid-Term Exam	25%
	Final Exam	25
	Term Paper	25
	Participation	10
	Attendance	<u>15</u>
	FINAL GRADE	100%

Grade ranges for the course are as follows:

A = 100-93	B- = 82-80	D+ = 69-68
A- = 92-90	C+ = 79-78	D = 67-63
B+ = 89-88	C = 77-73	D- = 62-60
B = 87-83	C- = 72-70	F = 59 or less

CLASS ENVIRONMENT: Disruptive behavior and harassment will not be tolerated or allowed. **Any student who participates in such behavior will be asked to leave class.**

This will be an extremely exciting and rewarding class if you take a genuine interest in the course content and enthusiastically participate in course activities. I am here to help you learn about and understand things that affect your life daily. I am always available to help you, but you must ask for help if you feel that you need it. I can't read your mind.

Please, feel free to ask for help and to come to my office at any time. THE CHOICE IS YOURS!!!

PLSC 323

CLASS SCHEDULE

<u>WEEK</u>	<u>DATE</u>	<u>REQUIRED READINGS – TOPICS</u>
1	Sept. 1	Introduction to the Course
2	Sept. 8	<u>September 11, 2001: The New Face of War?</u>
3	Sept. 15	<u>September 11, 2001</u> (continued)
4	Sept. 22	<u>Student Atlas of World Politics</u>
5	Sept. 29	Core Issues in Syllabus (pp. 3-5)
6	Oct. 6	Core Issues (continued)
7	Oct. 13	EXAM 1
8	Oct. 20	Video – <i>"Beyond Borders"</i>
9	Oct. 27	<u>You Decide!</u> : Cases 1 & 2
10	Nov. 3	<u>You Decide!</u> : Cases 3 & 4
11	Nov. 10	<u>You Decide!</u> : Cases 5 & 6
12	Nov. 17	<u>You Decide!</u> : Cases 7 & 8
13	Nov. 24	TERM PAPER DUE
14	Dec. 1	<u>You Decide!</u> : Cases 9 & 10
15	Dec. 8	<u>You Decide!</u> : Cases 11 & 12
	Dec 15	FINAL EXAM

DESCRIPTION: The purpose of this course is to examine the condition of democracy in Western Europe (the United Kingdom and France) and then consider the prospects for democracy in Japan, Russia, China, India, Nigeria, Mexico, and Iran. Different types of democratic government and the preconditions for democratic government will be analyzed. Of special importance will be economic systems, political cultures, constitutions, status of women and minorities, and political parties and election systems. Certain domestic issues in some of these countries (welfare programs, ethnic conflict, market capitalism, etc.) parallel issues in U.S. domestic politics. Possibilities for regional organization and cooperation following the model of the European Union will be investigated.

- OUTLINE:
- I. A Framework for the Analysis of Comparative Politics: IDENTITY
 - II. Preconditions for Democracy to Flower and the Problem of Legitimacy
 - III. Western Europe: Presidential Government (France) versus Parliamentary Government (U.K.) Which type of government better represents women, minorities and ethnic groups?
 - IV. Political and Economic Integration: The European Union. Do the human rights standards set by the EU better protect and advance women, minorities and ethnic groups?
 - V. Asia: The Model of Japan Combining Tradition and Modernization. What does the women's movement in Japan reveal about reconciling tradition and modernity?
 - VI. Whither Russia? Federalism and Civil Society. How is this post-communist regime dealing with ethnic minority rights and the lowly status of women?
 - VII. Whither China? What Path for Economic and Political Development? Are the conditions for women improving in this still communist regime?
 - VIII. Problems in Developing Countries: Mexico, India, and Nigeria Does incipient democracy in these countries advance the rights of women, minorities and ethnic groups?
 - IX. Are Islam and Democracy Compatible? Iran
 - X. Are Market Democracy, Federalism, and Regional Alliances the Answer for Political, Social, and Economic Development?

REQUIRED READING: Michael Curtis, et al. *Introduction to Comparative Government*. Longman, 5th edition.
COURSE PACKET, only in FSU Bookstore

OBJECTIVES:

- (1) to explore what are the particular identity factor (politically, culturally, economically, demographically) that define each of these countries
- (2) to determine what is healthy and what is not so healthy in the politics, society and economics of liberal democracies in Western Europe; (e.g., UK and France)
- (3) to establish concretely what the manifold preconditions are for the fullest development of **democracy** and political **legitimacy** in the Russian Federation, China, India, Mexico, Nigeria, Iran, and Japan;
- (4) to visit and study constitutions, federalism and confederation, types of democratic government, political parties, election systems, political cultures and the state of civil society (including ethnic groups and women) in these nine countries;
- (5) to ponder whether the increasing economic interdependence occurring in the world can have favorable domestic political results (peace, integration, world government);
- (6) to gauge the overall status of women and minorities and the problem of political unity and social justice where there is ethnic strife;

GRADING: Three Tests: 75% of your grade

Paper: 25% of your grade

(There are 4 one-page question/worksheets for some chapters in the Curtis book and 2 question sheets regarding 2 films we will see that will replace a lower grade on your first or second test.)

All tests have 20 to 30 multiple choice (one-third of your grade on all tests) questions to make sure that you have learned basic concepts and facts about the government and politics of these countries. There will also be two essay questions (two-thirds of your grade) that you will have to answer which deal with major essay topics that we cover in our readings and in the classroom.

FIVE-PAGE PAPER: Choose one of the following two topics and then write a five-page paper (typed and double spaced) covering the issues on both sides.

A. Islam and Democracy: Friends or Foes?

B. Globalization: Boon or Doggle?

You will be given a dialogue and questions that I have written (which includes some articles attached at the end of the dialogue) to read and use as your primary and basic sources for your paper. You may use other sources (e.g., the Internet), but all such sources must be cited in your paper. On the basis of the dialogue and any other sources, present the best arguments made on BOTH sides. What are the prospects for democracy given globalization and Islam (remembering that democracy means addressing and correcting for issues of racial, ethnic, and gender disadvantage). Then, after weighing the positions on both sides, explain (in at least a one-page conclusion) which side has the better arguments and/or whether there is some "middle ground", mixed position that is credible to you.

GRADING CRITERIA:

- (1) ample coverage of the issue
- (2) your conclusion (your judgment)
- (3) writing quality: grammar, spelling, PROOFREAD

DUE DATE: November 2, 2004

OFFICE HOURS: Mondays through Fridays 11 to 12
ASC 2092 Ext. 2764 or 231/591-2764 e-mail: royd@ferris.edu
1-800-4FERRIS

ATTENDANCE POLICY: No more than four unexcused absences or a failing grade.

CLASSROOM DECORUM: Little groups of people talking and disturbing this class will be asked to leave the room. The second time they will be asked to withdraw from the course.

PLAGIARISM: Do your own work. Do NOT copy homework assignments. The penalty is a failing grade for the assignment and then a failure for the course. When writing a paper, all sources must be identified and the words of other writers put inside quotes. The penalty for plagiarism is an F for the course and you will be reported to Judicial Services.

GENERAL EDUCATION: This course meets general education requirements (more specifically, social awareness and global awareness requirements established by our accreditation agency) that are necessary for you to have a broad education and a university degree. FSU's deeply entrenched, vocational institute traditions are over officially, once university status was achieved. The high-end, new world economy of the US requires the facility in the workplace to move laterally in order to move vertically. Therefore, the broader your background the greater the likelihood that you will have more than a 9 to 5 job and possibly attain some real leadership in (if not just some better understanding of) the increasingly complex world we inhabit. More people will truly be "happy" functioning with the experience of a real university degree.

REQUIRED READING ASSIGNMENTS

- AUG 30 Introduction to the course: A Model for Analyzing World Governments
SEPT 2 Read Curtis, Ch. 1 Introduction, Defining Democracy see packet pgs 1-7
- 7 Read Curtis, Ch. 2 Great Britain, look over packet pages on UK
9
- 14 Read Curtis, Ch. 3 France, look over packet pages on France
16 FILM
- 21 Read Curtis, Ch. 6 European Union
23
- 28 First Test
30 Read packet materials on Japan and read Curtis, Ch. 5 Japan
- Oct 5
7 Read Curtis, Ch. 7 Russian Federation, look over packet pages on Russia
- 12 Read Curtis, Ch. 8, China: read packet materials on China
14 FILM
- 19
21 Second Test
- 26 LDCs, see packet page
28 Read Curtis, Ch. 10 India, look over packet pages on India
- Nov 2 FILM, "The Terrorist" FIVE-PAGE PAPER DUE
4 Read Curtis, Ch. 12 Nigeria, look over packet pages on Nigeria
- Nov. 9
11 Read Curtis, Ch. 11 Mexico, look over packet pages on Mexico
- 16
18 FILM
- 23 Islam; read Curtis, Ch. 9 Middle East
25 Thanksgiving
- 30 read packet materials on Islam
Dec 2
- 7
9
- FINAL EXAM WEEK Dec. 13-17

Political Science 341
INTERNATIONAL POLITICS

Instructor: Dr. Glenda Quarnstrom
Phone: 331-8512 (o)
682-2403 (h)
Email: quarnstg@gvsu.edu
Office Hours: By appointment

International Relations is a course which examines major theories in the study of international relations, with particular attention to conflict resolution in the context of post-cold war economic integration. Discussion will focus on how the events of September 11th challenge both realist and liberalist approaches to the study of international relations.

COURSE GOALS

Upon successful completion of this course, the student will be able to

1. Demonstrate an appreciation and interest in international relations.
2. Identify the actors, institutions, and forces that have a global impact.
3. Develop and appreciation of the increasing global interdependence of nations.
4. Develop a framework to aid in understanding global events and the impact they have on individuals and respective nation-states. Apply theories of international relations to understanding contemporary issues.
5. Develop an understanding of the forces that act to both integrate and disintegrate the present global system.
6. Demonstrate an appreciation of the different perspectives that have developed from the different social, historical and economic experiences.
7. Analyze the causes of war and its impact on society.

By the end of the semester, students ought to be able to identify contemporary political actors in the world such as the Secretary General of the United Nations, the US Secretary of State, and the Chairman of Senate Foreign Relations Committee. You should be able to identify places such as Iraq, Afghanistan, and be aware of such issues as the World Trade Organization, the European Union, nuclear regulation and international finance. Students ought to be able to think critically about these events and issues.

STUDENT EVALUATIONS

Grades for this course will be based on 3 exams, each worth 50 points and a 10-page research paper (50 points). The exams will be scheduled/in class tests consisting of objective and short answer/essay sections. Exams will be based on the assigned readings to include class handouts as well as on the material covered in the lectures. **REGULAR CLASS ATTENDANCE IS IMPERATIVE.** The instructor reserves the right to give unannounced quizzes based on the assigned reading material.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

All exams **MUST** be made up within one week of the day it was originally given. Failure to do so will result in an "F" grade for the test. Students missing an exam due to illness may be required to submit a doctor's certificate before a make-up exam will be administered. There will be no make for quizzes.

EXTRA CREDIT

Up to 15 points extra credit may be earned by writing a 3-5 page research paper. If you wish to write an extra credit paper, please discuss this with me in advance. Extra credit work must be submitted before the last class.

ATTENDANCE

Students will be excused from class for reasons of personal illness **ONLY**. Students who fail to return to class after the break will be considered absent.

REQUIRED TEXT

Goldstein, Joshua. International Relations, 5th ed. 2003.

Kegley and Wittkopf. The Global Agenda, 6th ed. 2001.

CURRENT EVENTS

You are expected to keep informed of international events as reported in newspapers and magazines such as Time, Newsweek, and U.S. News and World Report. Watching national news programming including CNN and listening to "Morning Edition" and "All Things Considered" and BBC broadcast on National Public Radio (104.1 F or 88.5 F) will also be beneficial. These articles and broadcasts can be accessed through the internet, using a search engine such as yahoo.com or google.

Syllabus for International Relations
Winter 2004

Jan. 13	Introduction Understanding International Relations	Goldstein, ch. 1
Jan. 20	Realism ISSUE: US role	Goldstein, ch. 2 Kegley, #1, #13 Ikenberry, "America's Imperial Ambition" <u>Foreign Affairs</u> September/Oct. 2002 E-reserve Nye, "US Foreign Policy and Strategy after Iraq" <u>Foreign Affairs</u> July/Aug 2003 e-reserve Simes, Dimitri, "America's Imperial Dilemma" <u>Foreign Affairs</u> Nov/Dec 2003 e-reserve
Jan. 27	Liberalism ISSUES Feminism, Peace Studies	Goldstein, ch. 3 Kegley, #11, 19 Goldstein, ch. 3 Kegley, #5
Fri. Jan. 23	ISSUE: power and interdependence	Kegley, #10, 17, 20
Mon. Jan. 26	Foreign Policy: rational decision making Foreign Policy: substate actors	Goldstein, ch. 4 Goldstein, ch. 4
Feb. 3	EXAM 1 (Goldstein, ch. 1-4 Kegley, #1, 5, 10,11,13, 17, 19, 20; Ikenberry, Nye, Simes)	
Feb. 10	Conflict Conflict ISSUE: Third World Terrorism	Goldstein, ch. 5 Goldstein, ch. 5 Kegley, #15, #16, #4 Goldstein, pp. 52-69 Kegley #8-9 Stern, "The Protean Enemy" <u>Foreign Affairs</u> July/Aug. 2003 e-reserve
Feb. 17	Military ISSUE: Nuclear Power, WMD	Goldstein, ch, 6 Kegley, #3, 6, 7
Feb. 24	International Organization/Law ISSUE: Interdependence	Goldstein, ch. 7 Kegley #18 Kegley, #12, 21

Mar. 4	Trade ISSUE: WTO ISSUE: Models	Goldstein, ch. 8 Kegley, #26, 29 Kegley, #22, 24
Mar. 16 22, 24- 26,29, Stern)	EXAM 2 (Goldstein, ch. 5-8, Kegley, #3, 4, 6-9, 12, 15-16, 18, 21- Finance	Goldstein, ch. 9
Mar. 23	Finance ISSUE: The dollar	Goldstein, Ch. 9 Kegley, #23, 27, 28
Mar. 30	Integration PAPER OUTLINE DUE ISSUE: EU ISSUE: Internet	Goldstein, ch. 10 Kegley, #14 Kegley, #30, 32, 2
April 6	Tragedy of the Commons Environment ISSUE: Ecology, population	Kegley, #41 Goldstein, ch. 11 Kegley, #33, 37-40
April 13	North-south Gap ISSUE: Food ISSUE: Workers	Goldstein, ch. 12 Kegley, #34,35,36 Kegley, #25, 31
April 20 April 27	Development Conclusion PAPERS DUE	Goldstein, ch. 13 Goldstein, 14
May 4 40)	EXAM 3 (Goldstein, ch. 9-14, Kegley #2, 14, 23, 25, 27, 28, 30- 40)	

Paper

PLSC 341

Write a 10 page double spaced research paper on an international issue of interest to you. Use 12 font with 1-inch margins. You must use at least five scholarly sources outside of the textbooks used in the class. Encyclopedias and online material may be used for background information only NOT as one of the five sources. Books and scholarly journal articles (Foreign Affairs, Current History for example) are acceptable sources. Follow standard form for citing material. Points will be deducted for grammar and spelling errors.

You could explore any of the issues raised by Kegley and Wittkopf in the Global Agenda book. You may want to focus on a particular region (Kashmir, Iraq, North Korea) or an issue such as the impact of globalization on labor. How does a realist/liberalist /structuralist perspective shape your understanding of the issue? What are the limitations of these viewpoints? Has the events of September 11th changed the way we view the issue? How? For example, prior to September 11th, the U.S. was critical of Russia's violation of human rights in Chechnya. Since then, we have been more sympathetic to the Russian claim that Chechnya's rebels are "terrorists". A realist would argue that this is necessary to enlist the support of Russia in the global fight against Bin Laden, while a liberalist would be more concerned that interests of security not over ride protection of personal liberty and self-determination.

If you are interested in an issue such as hunger or development, discuss the differences between liberalist and structuralist points of view. For example, a liberalist would argue that hunger is a result of over population, technology or lack of capital accumulation, while a structuralist would argue that it is a matter of distribution.

To obtain the full 40 points for the paper, you must not only describe the issue (3 pages), but also apply the theories discussed in class.

Outline (including a list of sources) due on

	30	March	10 points
Paper due on	30	April (by the end of class)	40 points

NO LATE PAPERS, NO emailed PAPERS, NO EXCEPTIONS

Fall Semester 2004

PLSC 421 Course Syllabus

Course Title	Public Sector Labor Management
Course Objectives	Upon completing this course students will understand and be able to explain the fundamental principles of human resource management in the public sector. Students will also be able to discuss the underlying conflicts between collective & individual employee objectives and organizational objectives as well as how those conflicts are addressed.
Instructor	Jon Lynch, AICP Assistant City Manager City of Midland, Michigan Office Hours - By Appointment Telephone - (989) 839-1094 E-mail - jonlynchmob@hotmail.com
Text	<i>Human Resource Management in Local Government: An Essential Guide</i> Dr. Siegrun Fox Freyss
Tentative Schedule	Room: STR 236 Time: 7:00 - 9:50 Dates: September 2 nd to December 16 th Mid-Term Examination - October 21 st Final Examination - December 16 th
Grading	Course grades will be calculated in accord with following scale: <u>Points Distribution</u> Class Participation - 15 points Mid-Term Exam - 30 points Research Paper - 25 points Final Exam - 30 points

Grading Scale

Grade	Points	Grade points
A	93+	4.0
A-	90.00-92.99	3.7
B+	87.00-89.99	3.3
B	83.00-86.99	3.0
B-	80.00-82.99	2.7
C+	77.00-79.99	2.3
C	73.00-76.99	2.0
C-	70.00-72.99	1.7
D+	67.00-69.99	1.3
D	63.00-66.99	1.0
D-	60.00-62.99	0.7
F	less than 60	0.0

Research Paper

A significant portion of the final grade will include a research paper exploring one contemporary issue in human resource management. Students will work individually, selecting a topic from several options provided by the instructor. The research paper will summarize key points surrounding the issue, identify participating and non-participating stakeholders, assess the political and practical implications of outcomes, and project the anticipated effect of decisions made by policy makers.

Research papers will be between 15 and 20 pages in length. Topics will be adequately researched by relying predominantly on published material.

Course Examinations

Tests will be in an essay format. Some questions will involve definitions, others will require short answers, while still others will require a full essay. The final exam will be cumulative.

Course Notes

Instructor reserves the right to make needed and appropriate adjustments in this syllabus. Students requiring special arrangements will be accommodated in accord with University policy.

Official Description: A seminar and laboratory devoted to capping the student's entire academic training in the public administration program. Summarizes and integrates public administrative values, knowledge, and skills developed as a result of the student's classroom experiences.

Objectives: The purpose of a capstone course is to bring together into an **integrated** whole the courses you have taken (especially in your major) in order to make some **greater sense** of your achievements and the **direction** you will take in the immediate future. Students in a seminar need to take an active role in giving an **overarching** definition to the **discipline and practice** of their **profession**, public administration. Out into the world we go, merrily, yet as professionals.

Required Reading: There is no textbook. There will be hand outs, namely, case studies, and computer Internet research and a portfolio project.

Contact: My office hours are Mondays through Fridays from 1 to 3 pm, or by appointment.

My office is in ASC 2092 and my office phone number is 231/591-2764.

My e-mail address is: royd@ferris.edu

Grading:

- Portfolio project: 25%
- Case Studies: 25%
- Classroom participation/presentations: 25%
- Leadership Definition project: 25%

Attendance: No more than 2 unexcused absences or F for the course and no more than 2 excused classes or F for the course.

Assignments

- Jan. 12 Structure of the PA program; Curriculum; Definition of the Profession
- 19 Portfolio project: compile and present first draft
Write out table of contents and your executive summary
- 26 Portfolio completed: submit copy
The Job Hunt; submit your resume
- Feb 2 Resume and Interviewing skills: SPEAKER
- 9 Professional Associations in Public Administration
- 16 Graduate Study and Law School
- 23 Federal/State/Local governments
- Mr 2 Non Profit Associations
- 9 SPRING BREAK
- 16 Social Awareness Assessment Test; Memo Writing
- 23 Case Study I
- 30 Case Study II
- Ap 6 Leadership Speaker I
- 13 Leadership Speaker II
- 20 Leadership Speaker III
- 27 Leadership Speaker IV

Finals Week: NO FINAL EXAM

Portfolio Project

(You need to have a minimum of 3 of the following papers and a maximum of 4 of the following papers.)

1. An ethics paper
2. A research paper
3. A public policy issue paper (problem solving)
4. A case study
5. other (e.g., a paper in your specialization)

Ferris State University

PUBLIC ADMINISTRATION PROGRAM

CAPSTONE & INTERNSHIP MANUAL

Student's Name _____

Placement Agency _____

Semester Placed _____

Faculty Liaison _____

(This manual is required for use in PLSC 481 and 491)

**FERRIS STATE UNIVERSITY
PUBLIC ADMINISTRATION PROGRAM
CAPSTONE & INTERNSHIP MANUAL**

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I. Philosophy, Goals, and Eligibility Requirements

A. Philosophy of the Public Administration Capstone & Internship

The Public Administration Capstone course (PLSC 481) and Internship (PLSC 491) experiences must be taken in unison during the student's final semester. The general scope of these is to capstone the student's educational experience in the Public Administration Program by bringing together theoretical and conceptual knowledge in the classroom and practical work experience from the field. The *Capstone and Internship Manual* is intended to guide the student through the difficulties, challenges, and successes of this final undergraduate experience. It is a reminder of the "learning partnership" among the student, the field instructor(s), and the Public Administration faculty.

Public Administration Capstone (PLSC481) is a seminar and laboratory devoted to capping the student's entire academic training in the Public Administration Program. It summarizes and integrates public administrative values, knowledge, and skills, which have been developed throughout the student's classroom experiences.

Public Administration Internship (PLSC 491) consists of actual fieldwork and experience in a public agency. **The student will spend 160 clock hours during the semester in the placement agency.** This time in the Internship will be devoted to assisting practicing public administrators in conducting their daily routine administrative responsibilities and activities.

B. Goals of the PA Capstone & Internship

The fundamental goal of the PA Capstone & Internship experience is the development of the student's ability to integrate the curriculum's liberal arts, social sciences, and professional foundations in the performance of public administrative decision-making and employment responsibilities. This integration occurs primarily through the application of public administrative knowledge, skills, and values to decision-making and problem solving in the field.

During the student's tenure in PLSC 481 and 491, he/she should accomplish the following goal-oriented tasks:

1. Review the history, structure, and functions of the placement agency;
2. Analyze research conducted by the placement agency;
3. Analyze the management style and techniques of the placement agency;

4. Analyze the placement agency's ability and role in achieving democratic values within the democratic state;
5. Analyze the role of the placement agency in bringing about planned change;
6. Analyze the political environment(s) in which the placement agency operates

The accomplishment of these tasks is crucial to the Public Administration Program's curriculum design and to the Program's outcome evaluation process. They also form the core of the evaluation of the student's performance in the Internship.

An additional goal of the Capstone and the Internship is that Public Administration students may demonstrate competence in working with special populations, such as racial and ethnic minorities, women and children, and the economically disadvantaged. Sensitivity toward the special challenges facing these categories of citizens is a highly desired outcome of the Ferris State University Public Administration Program.

C. Eligibility Requirements

In order to enroll in the Public Administration Capstone (PLSC 281) and the Public Administration Internship (PLSC 491), a student must satisfy the following requirements:

1. Successful completion of all prerequisite courses as stated in the University catalogue;
2. Based on preliminary meetings between the student and the Public Administration Program Coordinator, selection by the PA Coordinator of an internship site;
3. Approval of the faculty advisor and the field coordinator.

II. Roles and Responsibilities

A. Student

The student's primary responsibility is the applying of knowledge, skills and values of previous curriculum content to an internship at an approved public administration agency placement site.

Also, the student is expected to:

1. Learn about and function responsibly toward the agency, its clients, its staff, and the agency's network of community agencies and organizations.

2. Interact in a competent and professional manner with the above employing an increasing level of knowledge and skill.
3. Develop increased self-awareness and an objective view of personal strengths and areas needing attention, as related to the six goal-oriented tasks.
4. Identify with and apply professional values and ethical principles as discussed throughout the curriculum.
5. Utilize supervision and other learning opportunities in an effective manner.
6. Support the concept of a three-way partnership among the student, field instructor and field liaison to provide an in-depth, effective and comprehensive professional learning experience.
7. Be responsible for completion of the learning contract in cooperation with the field instructor and for submitting the document to the seminar instructor before the conclusion of the Capstone and the Internship.
8. Complete all assigned written exercises.
9. Maintain a daily log of field instruction experiences, observations, and emotional reactions.

B. Field Instructor

1. Responsibility to the Student:
 - a. Provide the student with a thorough orientation to the agency.
 - b. With the student and with consultation from the Public Administration faculty if desired, define learning contract objectives which are consistent with the six goal-oriented tasks as well as with the mission and service goals of the agency.
 - c. Supervise the student's assignments and, when necessary, help the student understand the relationship of assignments to the learning contract objectives.
 - d. Provide a work area, furnishings, and supplies adequate for the student's role and responsibilities as a beginning public administration professional.

- e. Meet with the student for a minimum of one hour per week in private supervisory conference.
 - f. Evaluate the student at the completion of the internship and forward the evaluation to the field liaison.
2. Responsibility to the Ferris Public Administration Program:
- a. Confer with the program's field coordinator during the planning stage of a potential student placement.
 - b. Cooperate with the field liaison in arranging agency visits, or other needed contacts, during the course of the student's placement.
 - c. Attend field instructor workshops sponsored by the program.

C. Field Coordinator

The field coordinator serves in an outreach capacity to recruit, screen and monitor field instruction sites for students enrolled in PLSC 481 and PLSC 491.

1. Responsibilities to the Program Faculty
- a. For each potential placement site, maintain a file, which contains a general description of the agency, filed instructor credentials and experience, and an outline of agency expectations and learning assignments.
 - b. Consult with the program coordinator as new agency sites are developed.
 - c. Through attendance at regularly scheduled Public Administration faculty meetings, report to faculty on development of placement sites.
 - d. Make certain that agency sites meet all criteria for agency and field instructor selection.
 - e. In order to create diversity of placement opportunities, provide a continuing effort to expand potential internship placement sites.

2. Responsibilities to Placement Agencies and Field Instructors

- a. Through regular communication with approved agency sites, inform agency personnel of pending placements and ensure that placements are well coordinated.
- b. Be available throughout the agency selection and placement process for consultation and planning purposes.
- c. To newly approved agency sites, provide orientation concerning all aspects of the internship through regularly scheduled campus workshops or through special conferences with involved agency staff.
- d. Plan, coordinate, and lead annual field instruction workshops to provide orientation to new field instructors and ongoing training to experienced field instructors.

3. Responsibilities to the Student

- a. Provide students with information concerning specific placement sites.
- b. Conduct individual student conferences for the purpose of selection and approval of an agency placement.
- c. Be available to students for ongoing consultation and advice concerning placement selection.
- d. Assess student strengths, needs and interests in the process of matching each student with the most appropriate placement.

D. Field Liaison

As the program's representative *during* the internship placement, the field liaison consults with the field instructor and the student concerning the needs and expectations of all parties involved in the placement.

1. Responsibilities to the Student

- a. Monitor implementation of the internship objectives.
- b. If the field liaison is also the field seminar instructor, provide seminar activities which enable the student to apply professional foundation curriculum content to the experience.

- c. In order to determine the student's overall progress in internship performance, visit each assigned placement meeting with both the student and the field instructor at least once during the internship.
- d. Review a selection of student case recordings and/or other agency assigned written materials.
- e. Based on a review of the student's written evaluation by the field instructor, assign the student's internship grade.

2. Responsibilities to the Field Instructor

- a. Cooperate with the field instructor in assuring that the objectives of the internship are consistent with the agency's mission.
- b. Become familiar with the general policies and programs of the internship agency.
- c. If requested, assist the field instructor in evaluating the student's progress.
- d. Initiate assignments for agency visits sufficiently in advance of the end of the semester to allow for the use of the visit in providing useful feedback on student performance.
- e. Adjust the frequency of liaison visits to the needs of the field instructor for consultation, especially with regard to the establishment of a clear Public Administration role and identity for the student. In addition, special telephone conferences may be required.

3. Responsibilities to the Coordinator of the Public Administration Program

The field liaison is responsible to the program coordinator for communicating the concerns of internship students, field instructors, and placement agencies which cannot be resolved through the usual three-way communication process between the student, the field instructor, and the field liaison. This also includes recommendations for general improvement of the curriculum or other aspects of the program.

As concerns specific to the placement arise, the following steps should be followed:

- a. The student and the field instructor share concern with those directly involved and arrive at a solution.

- b. If a solution cannot be reached, the liaison becomes involved and a three-way discussion is conducted to arrive at a solution. At this point, a written plan of solution is suggested.
- c. If a question concerning the student remaining in the internship placement is involved, the program coordinator is advised.
- d. Any and all decisions to discontinue an internship placement are made only after full discussion of the problem is conducted among all parties involved.

III. Policies and Procedures

A. Agency Selection Criteria

1. The agency operates in the general area of Public Administration and/or conducts daily, routine activities which can be identified as within the general realm of Public Administration.
2. The agency is able to provide student learning which involves Public Administration structures and processes.
3. The agency is willing to commit the resources necessary for the student learning experience. Included among these resources are supervisory time and adequate physical space and supplies to accommodate the student.
4. The assigned field instructor is willing to engage in a three-way learning experience among him/herself, the student, and the field liaison.

B. Field Instructor Selection Criteria

1. The field instructor should possess an appropriate degree and experience in the general area in which the agency operates.
2. The field instructor should have sufficient time, commitment, and agency support for quality student instruction. This should include a minimum of one hour per week of private supervisory conference with the student.
3. The field instructor should possess a thorough knowledge of the agency's mission, programs, policies and procedures. This should include the network of public administrative services in which the agency is a part.

4. The field instructor should have a thorough understanding of his/her role in evaluating the student's competency in the internship roles and responsibilities.
5. The field instructor should possess necessary skills for sharing in the formulation of the learning contract, for ongoing supervision, and for three-way consultation reflecting the concerns of the agency, of the faculty, and of the student.

C. Placement Procedure

The placement assignment is made by the field coordinator. However, the field coordinator should make every effort to reach a decision which is agreeable to all parties.

The student must:

1. Enroll in both PLSC 481 (Public Administration Capstone) and PLSC 491 (Public Administration Internship).
2. Meet with the field coordinator at least one full semester before the planned start of the placement to begin the process of agency selection.
3. Interview at agencies approved by the field coordinator for possible placement.
4. Consult with the field coordinator and potential field instructor concerning specific learning objectives and activities which will be involved in the internship.
5. Negotiate a learning contract no later than two weeks after the placement's start. Parties to the learning contract are the student, the field coordinator, the field instructor, and the field liaison.

D. Learning Contract

The learning contract (pp. 11-12) is an effective tool for helping the student translate Public Administration theory into specific learning objectives and the six goal-oriented tasks. It should be recognized, however, that the learning contract is designed to be used in a wide variety of agencies, and the extent to which it is helpful depends upon the level of communication between the field instructor and the student. The field liaison is also available during the internship for consultation concerning the learning contract.

E. Evaluation and Grading

At the end of the internship (PLSC 491), students who achieve ratings of "Satisfactory" or higher on all of the six goal-oriented tasks and whatever other general competencies that may be identified are given a grade of "Credit" for the internship. Students who do not achieve ratings of "Satisfactory" or higher for these are given a grade of "Incomplete" or "No Credit."

Students who receive a grade of "No Credit" for the internship must, whenever acceptable to the placement agency, repeat the internship in that same agency in order to continue in the Public Administration Program. An exception to this rule is that the Public Administration faculty and the Dean of the College of Arts and Sciences may act to deny enrollment in a subsequent semester of placement. Also, should a student fail to receive credit for a second attempt to complete the internship, he/she will not be allowed to enroll in PLSC 491 for a third time unless conditions stated by the Public Administration faculty have been met and such enrollment is approved.

If it is not acceptable to the placement agency for the student to repeat the internship in that agency, the student must repeat the internship in a different agency in order to continue in the Public Administration Program, with the same exceptions noted above. Students who seek approval for repeating the internship in a different agency must agree, as a condition of that approval, that the Public Administration faculty may inform the second agency about the reasons for the "No Credit" grade in the first agency.

Grades of "Incomplete" for the internship will be changed to "Credit" according to the satisfaction of conditions of performance and the time agreed upon by both the field liaison and the field instructor. If these conditions are not met, the "Incomplete" will be changed to "No Credit."

It is the responsibility of each student's field liaison to assign the internship grade for that student. A student may appeal to change his/her internship grade through the following levels:

1. The Public Administration faculty acting as a group and including the student's field liaison;
2. Head, Department of Social Sciences;
3. Dean, College of Arts and Sciences; and
4. Vice President for Academic Affairs.

The first level of appeal may be pursued as soon as the student is notified of the grade in question, and a decision will be given to the student within one week of the appeal. Time

requirements for higher levels of appeal will follow the practices and policies governing student academic appeals at the respective levels.

F. Denial of Enrollment in Internship (PLSC 491)

According to university policy, to qualify for the internship the student must meet the following requirements:

1. Have the necessary ability, interest, and maturity to competently complete the tasks that will be required in the internship;
2. Have completed all prerequisites to the internship program as determined by the university, the college, and the department; and
3. Have a minimum cumulative grade point average of 2.00 based on work completed at Ferris State University.

Students may be denied enrollment in an internship if their record in previous internships or other academic areas would, in the judgment of the Program Coordinator and the Dean, prevent a successful internship experience.

G. Placement With Employer

In those internship placements in which the student is a former or continuing employee of the agency, it must be agreed upon that the internship will include knowledge and skill development made possible through new assignments or assignments which are in addition to those normally required.

**Ferris State University
Public Administration Program**

Internship Learning Contract

The purpose of this learning contract is to reach general agreements and understandings concerning the placement of a student from the Public Administration program, Ferris State University. It is also the purpose of this learning contract to reach agreement and understanding regarding agency-specific learning objectives related to the six goal-oriented tasks which the student is expected to complete during his/her internship.

At the outset of the learning contract, two points must be emphasized.

1. There are three primary participants in the planning of the internship: the student; the agency representative; and the Ferris field coordinator. Also, there are three primary participants once the internship has begun: the student; the field instructor; and the Ferris field liaison. During the internship, communications must be open and clear among the three participants, and decisions must be made with regard for the career aspirations of the student, the mission and goals of the agency, and the standards and learning objectives of the Ferris State University Public Administration Program.
2. It is recognized that the learning contract will be applied to a wide variety of public administration settings and that a flexible approach must be taken in defining the internship's specific objectives.

The following outlines the general agreements and understandings of this learning contract.

1. It is agreed that the assigned field instructor, the student, and the field coordinator have all determined the agency to be an appropriate placement with respect to the goals and the objectives of the internship program.
2. It is agreed that the student will participate in an internship experience which provides an opportunity to apply knowledge, skills, and values acquired in baccalaureate level Public Administration education. Instruction will be provided through the guidance and supervision of a qualified public administrator on the staff of the placement agency.
3. It is agreed that the student will be placed and supervised by the agency for 160 clock hours during the internship. The student will earn four semester hours of credit for this experience, provided that he/she also satisfactorily

completes two hours of credit in the concurrent Public Administration Capstone (PLSC 481) course.

4. It is agreed that the student and the field instructor will be visited by the field liaison at least once during the internship for the purpose of determining progress toward pre-specified internship objectives, as well as objectives agreed upon in this contract.
5. It is agreed that the field instructor will make one written evaluation of the student's work during the internship. The evaluation will be used by the field liaison to determine whether or not the student will receive credit for the internship.
6. It is agreed that the student's field objectives and evaluation criteria will include the following **six goal-oriented tasks**:
 - a. **Review the history, structure, and functions of the placement agency;**
 - b. **Analyze research conducted by the placement agency;**
 - c. **Analyze the management style and techniques of the placement agency;**
 - d. **Analyze the placement agency's ability and role in achieving democratic values within the democratic state;**
 - e. **Analyze the role of the placement agency in bringing about planned change;**
 - f. **Analyze the political environment(s) in which the placement agency operates.**

The primary responsibility for completing these six goal-oriented tasks falls upon the student, with consultation and approval of the field instructor. The student is expected to begin completing these tasks upon placement, or, when appropriate, before placement. However, since on-site orientation to the agency is crucial to complete these tasks, this agreement may be completed before the end of the student's internship.

PUBLIC ADMINISTRATION PROGRAM

CAPSTONE & INTERNSHIP

Course Identification

PLSC 481 Public Administration Capstone	2 Credits (1 + 2)
PLSC 491 Public Administration Internship	4 Credits (0 + 10)

Course Description

PLSC 481 and PLSC 491 must be taken in unison during the student's final semester. The general scope of these two courses is to capstone the student's educational experience in the Public Administration program by bringing together theoretical and conceptual knowledge in the classroom and practical work experience from the field.

PLSC 481 Public Administration Capstone is a seminar and laboratory devoted to capping the student's entire academic training in the Public Administration program. It will summarize and integrate public administrative values, knowledge, and skills developed as a result of the student's classroom experiences.

PLSC 491 Public Administration Internship consists of actual field work and experience in a public agency. The student will spend 160-clock hours during the semester in the placement agency. This time will be devoted to assisting practicing public administrators in conducting their daily routine administrative activities.

Course Objectives

Knowledge Objectives

1. To specify what public administrators do and how public administrators relate to other actors and institutions within the political system and to deepen understanding of both the uniqueness of public administration in relation to private administration and the similarities between public and private administration.
2. To broaden knowledge of public administrative management styles and techniques as they relate to a public agency's budget, personnel, legal constraints, and policy implementation and regulation activities.

3. To broaden knowledge dealing with accepted public administrative organizational structure and organizational social psychology.
4. To deepen understanding of public agencies and bureaucratic organizations as agents for planned change.
5. To broaden understanding of the full political environment in which public administration operates.

Skill Objectives

As a result of completing PLSC 481 and PLSC 491 in unison, students will be able to:

1. Demonstrate the analytical and conceptual skills necessary for conducting scientifically-oriented research within the public decision-making sector.
2. Demonstrate the public management skills and techniques necessary for administering a public agency.
3. Demonstrate the skills required for the fulfillment of multicultural pluralism within public agencies and bureaucratic organizations.
4. Demonstrate the administrative skills necessary to bring about planned change within the political system and the full society.
5. Demonstrate the ability to communicate comprehensive understanding of the discipline of Public Administration including its unique terminology, concepts, conceptual frameworks, history, functions, and roles within society.

Value Objectives

1. To develop an awareness and appreciation for the human values involved in the political and societal issues with which public administrators must deal.
2. To develop an awareness and appreciation for the ethical choices public administrators must face.
3. To develop an awareness and appreciation for the value issues and ethical choices involved in public decision-making as it specifically relates to policy formulation, implementation, regulation, and evaluation.

4. To deepen an appreciation for the value of scientifically-oriented research within the public decision-making sector.
5. To develop an appreciation for accepted public management styles and techniques.
6. To develop a full appreciation for the role of public agencies and bureaucratic organizations in the fulfillment of democratic values throughout society.
7. To develop a full appreciation for the role of public agencies and bureaucratic organizations in the fulfillment of the values of multiculturalism within society.
8. To develop a deeper appreciation for public administration as an agent for planned change within both the political system and the full society.

Justification for Course

PLSC 481 Public Administration Capstone and PLSC 491 Public Administration Internship are essential capstone experiences for Public Administration program majors. The placement of the two courses during the student's final semester will integrate the theoretical concepts and knowledge of the discipline, the practical accepted professional skills, and the values necessary for public administrators.

The combination of classroom, laboratory, and fieldwork activities strongly supports the integration process and the student's application of the knowledge, skills, and values developed in all other academic courses of the Public Administration major program. These capstone courses will help produce a Public Administration graduate who is well prepared for a career in the public administrative service sector.

Course Outline – PLSC 481

- I. Course Introduction
 - A. Roles and Meanings of Capstone Seminar and Internship
 - B. Objectives of Course
 - C. Integration of PLSC 481 and PLSC 491
- II. Overview of the Discipline of Public Administration
 - A. Terminology and Definition of Terms
 - B. Review of Concepts
 - C. History of the Discipline
 - D. Intergovernmental Relations
 - E. Roles of Public Administrators

- F. Administrative Ethics
- G. Differences and Similarities Between Public and Private Administrative Agencies

Lab Assignment: Review the history structure, and functions of the placement agency

III. Research in Public Administration

- A. Importance of Conducting Research
- B. Review of Research Methods

Lab Assignment: Analyze research conducted by the placement agency

IV. Public Administration and Management

- A. Agency's Budget
- B. Agency's Personnel
- C. Administrative Law Relating to Agency
- D. Policy Implementation and Regulation

Lab Assignment: Analyze management style and techniques of the placement agency

V. Public Administration and Organization Theory

- A. Agency's Organizational Structure
- B. Agency's Social Psychology
- C. Bureaucracy versus Democracy
- D. Representative Bureaucracy

Lab Assignment: Analyze the placement agency's ability and role in achieving democratic values within the bureaucratic state

VI. Public Administration and Planned Change

- A. Public Agencies as Planned Change Agencies
- B. Strategic Management and Planned Change
- C. Organizational Development and Planned Change

Lab Assignment: Analyze the role of the placement agency in bringing about planned change

VII. Public Administration and Politics

- A. The Executive Agency
- B. The Legislature and the Agency
- C. The Courts and the Agency
- D. Inter-agency Politics

Lab Assignment: Analyze the political environment(s) in which the placement agency operates

Course Outline - PLSC 491

- I. Types of Placement Agencies
 - A. Federal Government
 - 1. Executive - i.e. regulatory commissions
 - 2. Legislative - i.e. congressional aid
 - 3. Judicial - i.e. aid to the court
 - B. State Government
 - 1. Executive - i.e. regulatory commissions
 - 2. Legislative - i.e. legislative aid
 - 3. Judicial - i.e. aid to the court
 - C. Local Government
 - 1. County Commission
 - 2. City Manager
 - 3. City Commission
 - 4. Township
 - 5. Local Courts
 - D. Social Service Agencies
 - 1. Central Assessment and Referral
 - 2. Public Health
 - 3. Rural Poverty
 - 4. Substance Abuse

- II. Internship Responsibilities
 - A. 160 Clock Hours During Semester
 - B. Utilize Knowledge of Placement Agency as a Case Study for PLSC 481

- III. Internship Activities
 - A. Assist Public Administrators
 - B. Personnel Duties
 - C. Grant and Proposal Writing
 - D. Conduct Research for Agency