

POLITICAL SCIENCE PROGRAM (PSP)

PROGRAM REVIEW PANEL REPORT

AUGUST, 2012

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**POLITICAL SCIENCE PROGRAM
ACADEMIC PROGRAM REVIEW**

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SECTION 1

OVERVIEW OF THE POLITICAL SCIENCE PROGRAM

ACADEMIC PROGRAM REVIEW

SECTION 1: **AN OVERVIEW OF THE** **POLITICAL SCIENCE PROGRAM**

During the past two cycles of Academic Program Review, the Political Science Program was named “Public Administration.” However, it encountered a name change to “Political Science” during the 2008 Fall Semester. The rationale for the name change was largely cosmetic, as Political Science is far better recognized and perceived as a “legitimate” academic discipline by undergraduate students and their parents, while “Public Administration” is better understood to be a field of “applied Political Science” at the Master’s and Ph.D. levels. The content of the curriculum for the Political Science Program remains exactly the same as it was for Public Administration. Also, the Program continues to be housed administratively in the Department of Social Sciences of the College of Arts and Sciences.

According to its mission statement, *Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.* The Political Science Program (PSP) is central to this mission, as the Program provides an array of opportunities for innovative teaching and learning both pedagogically and methodologically by immersing student learning in a multidisciplinary curriculum which combines the traditional academic disciplines of political science, economics, sociology, psychology, and business administration. The Ferris State University Political Science Program is, likewise, unique in that the student must satisfy a 15 credit hour specialization requirement which allows her/him to apply their Political Science skills and learning to a particular occupational field such as social work, criminal justice, television production, or human resource management, to name just a few. Finally, through the internship experience, the Political Science student is much better prepared for the expectations of career-oriented employment within the professional environment of Political Science.

The Political Science Program accepts the mission statement of the Department of Social Sciences as its mission statement. It is *the Social Sciences Department, through excellence in instruction, which readies students to effectively navigate the increasingly complex, diverse, and globally connected world by providing them with knowledge of themselves, others, and the dynamic social environment. By means of hands-on exposure to scientific theory, research, and practice, the Department of Social Sciences strives to develop socially responsible students who are engaged and prepared for both work and continuing education in the social/behavioral sciences and related fields.*

During its fifteen years of existence as a degree-granting program, the PSP has had significant positive impacts upon the University, the Big Rapids, Mecosta County, and mid-Michigan communities and the state of Michigan. As this APR report will more fully document, the Program has had very good success in recruiting students and in graduating them. These graduates have been accepted into outstanding professional, graduate, and law schools. Most

have now completed their post-baccalaureate education and are employed in careers that positively and significantly impact the larger community.

Through the internship experience, Political Science students have performed very important tasks and have fulfilled the missions 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, normally has had at least one Political Science Program intern on its staff on a continuous basis since almost the inception of the Program. Included in their services for the City have been the creation and development of the City of Big Rapids web page, the creation and implementation of Public Works surveys, the daily enforcement of the City Ordinance, and maintaining the general quality of services provided by the City's Department of Neighborhood Services.

The Political Science Program has also continued to offer new and challenging courses specifically devoted to intricacies of the field. An example is the Special Topics course in the "Great Decisions in US Foreign Policy" that is taught in conjunction with the University's membership in the World Affairs Council of West Michigan. Additionally, a wide variety of Program Specializations continue to offer students even greater educational flexibility and opportunities for career training.

A. PROGRAM GOALS

The original goals of the Political Science Program (PSP) are separated according to the categories of "skills," "knowledge," and "values" that students are expected to acquire and, at least, begin to internalize. They are as follows' . . .

Skills

In order to be prepared for a career in the field of Political Science or for admission to graduate school or law school, graduates will be able to:

1. Analyze the political, social, and economic environments of public/private bureaucracies and public/private agencies as measured by their performance in their capstone course, internship, portfolios, and Graduate Exit Survey;
2. Participate in public/private policy-making processes as measured by their performance in their capstone course, internship, portfolios, and Graduate Exit Survey;
3. Participate in the managerial processes in public/private bureaucracies as measured by their performance in their capstone course, internship, portfolios, and Graduate Exit Survey;
4. Conduct research employing the analytical tools and methods commonly used in the field of Political Science as measured their performance in their capstone course, internship, portfolios, and Graduate Exit Survey; and
5. Lead teams and perform administrative and leadership tasks with minimal guidance as measured by their performance in 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 Political Science as measured by Graduate Follow-Up and Employers Surveys and student performance in their capstone course, internship, portfolios and Graduate Exit Survey;
7. Exhibit life-long writing skills required by professionals in the field of Political Science as measured by Graduate Follow-Up and Employers Surveys and student performance in their capstone course, internship, portfolios and Graduate Exit Survey;
8. Exhibit life-long oral/communication/people skills as required by professionals in the field of Political Science as measured by Graduate Follow-Up and Employer Surveys and student performance in their capstone course, internship, portfolios, and Graduate Exit Surveys; and
9. Exhibit life-long computer skills required by professionals in the field of Political Science as measured by Graduate Follow-Up and Employers Surveys and student performance in their capstone course, internship, portfolios, and Graduate Exit Survey.

Knowledge

Graduates will . . .

1. Understand/comprehend the political, administrative, and legal approaches to the study of public/private bureaucratic institutions and public/private agencies as measured by student performance in their capstone course, internship, portfolios, and Graduate Exit Survey;
2. Understand/comprehend social science information as measured by student performance in their capstone course, internship, portfolios, and Graduate Exit Survey; and
3. Display a working knowledge of available resources for professionals in the field of Political Science as measured by student performance in their capstone course, internship, portfolios, and Graduate Exit Survey.

Values:

Graduates will:

1. Learn and internalize the professional ethics and responsibilities characterized and accepted within the profession of Political Science as measured by Graduate Follow-Up and Employers Surveys and student performance in their capstone course, internship, portfolios, and Graduate Exit Survey;
2. Value participating in professional organizations as measured by Graduate Follow-Up and Employers Surveys and student performance in their capstone course, internship, portfolios, and Graduate Exit Survey; and
3. Value mentoring students within the educational process as measured by Graduate Follow-Up and Employers Surveys and student performance in their capstone course, internship, portfolios, and Graduate Exit Survey.

These original goals were established by the Political Science faculty in 1999, during the initial cycle of Program Review of the Public Administration program and have been only slightly revised for the Political Science Program, since Public Administration is the “applied”

subdivision of Political Science. Moreover, all revisions and updates have been established by the Political Science faculty in close consultation with Social Science administrators, the Political Science Advisory committee, field internship directors, student portfolios, and employers.

Additionally, since the last cycle of Academic Program Review for the Program, the Program Coordinator, working as a member of the Department of Social Science's Planning Committee and with full input by the Political Science Program faculty, has developed more streamlined **Political Science Program Outcomes** which are directly based up the preceding original Program Goals. They are as follows:

Political Science Program students will:

1. Analyze and participate in the political, social, and economic policy-making processes as measured by
 - a. Internship activities
 - b. Qualitative oral exit interview
2. Demonstrate problem solving and critical analysis skills through effective writing and oral communication as measured by:
 - a. Capstone course
 - b. Portfolio
3. Display a working knowledge of social science terminology, processes, and approaches to policy-making as measured by:
 - a. Internship activities
 - b. Capstone course
 - c. Graduate exit survey
 - d. Qualitative oral exit interview
4. Develop professional ethics and a code of conduct of conduct necessary for effective public service through:
 - a. Internship activities
 - b. Capstone course
 - c. Portfolio
 - d. Graduate exit survey
 - e. Qualitative oral exit interview

Finally, again in conjunction with the activities of the Planning Committee of the Department of Social Science and with full input of the PSP faculty, the following curriculum mapping chart was developed for the Program. The significance of this map is that it analyzes each of the four primary Program Outcomes according to which required Program courses address and fulfill which Program Outcomes.

**Table 1-1
Political Science Program Curriculum Mapping**

Outcome	ACCT 201	ANTH 122 SOCY 121/2	COMM 121	ECON 221	ECON 222	HISTORY SELECTIONS	PHIL 216	GEOG 311	MGMT 305	PLSC 121/2	PLSC 251
1. Analyze and participate in the political, social and economic policy making processes.	I A			I A	I A	I A		I A	R A	I A	R A
2. Demonstrate problem solving and critical analysis skills through effective writing and oral communication.		I A	I A			R A	R A		R A	I A	R A
3. Display a working knowledge of social science terminology processes and approaches to policy making.		I A				I A		R A		I A	R A
4. Develop professional ethics and a code of conduct necessary for effective public service.		I A					R A		R A	I A	R A

Key:

I= Introduced

R=Reinforced

M=Mastered

A=Assessed in this course

Outcome	PLSC 311	PLSC 411	PLSC 421	PLSC 465	PLSC 481	PLSC 491	PSYC 150	PSYC 325/6	SOCY 340	SSCI 310	SPECIALIZATION COURSES
1. Analyze and participate in the political, social and economic policy making processes.	R A	R A	R A	R A	M A	M A			R A	R A	R A
2. Demonstrate problem solving and critical analysis skills through effective writing and oral communication.	R A	R A	R A	R A	M A	M A	I A	R A	R A		R A
3. Display a working knowledge of social science terminology processes and approaches to policy making.	R A	R A	R A	R A	M A	M A	I A	R A	R A	R A	R A
4. Develop professional ethics and a code of conduct necessary for effective public service.	R A	R A	R A	R A	M A	M A		R A	R A	R A	R A

Key:

I= Introduced

R=Reinforced

M=Mastered

A=Assessed in this course

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

While the Political Science Program did experience a “name change” since the last cycle of academic program review, it continues to be distinct among standard Political Science Programs in that its core curriculum is so “public administration” and interdisciplinary oriented. With reference to the public administrative content of the Program, for example, besides taking customary Political Science courses such American Government 1 – People and Politics, American Government 2 – Policy Making, State & Local Government, and Political Science Capstone, as all majors are also required to complete courses in the following -- Urban-Regional Planning, Public Sector Labor Management, Public Administration, Local Government Budget Analysis, and Political Science/Public Administration Internship. Program majors can also complete courses in International Politics, International Organizations, Comparative World Governments, American Political Parties, Politics and Media, Great Issues in US Foreign Policy, and Special Studies in Political Science.

Program uniqueness is, likewise, illustrated by its multidisciplinary course core and program specializations. Graduates must complete a programmatic core consisting of course work in Political Science, Economics, History, Psychology, Sociology, Accounting, Management, Geographic Information Systems, Humanities, and Communication. Additionally, all graduates must complete a 15 credit hour specialization in one of the following suggested areas: Communication; Criminal Justice; Economics and Business Administration; Legal Studies; Land Use Planning; Human Resource Development; Nonprofit Organization Administration; Grant Writing; Social Work; or Television Production.

Third, all Program graduates must complete a Political Science Capstone Course and a 160 hour Internship. These requirements are extremely unique among “main stream” Political Science Programs across the nation.

Because the FSU Political Science Program offers students such immediate and direct multi-disciplinary, career-oriented education and is characterized by a remarkable degree of educational diversity, it has enjoyed good success in attracting both students transferring internally within the University from other programs and incoming freshmen.

Since the PSP grants the baccalaureate (Bachelor of Science) degree. It has not experienced major competition from similar higher educational institutions in the region such as Central Michigan University, Saginaw Valley 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 from the University for student recruitment would greatly enhance the Political Science Program’s enrollment.

C. PROGRAM RELEVANCE

Executive recruiters have expressed convincing 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 fulfill the professional employment vacancies left by

this coming wave of retirees. This is particularly a challenge for the public sector, which has a higher number of baby-boomers than does the private sector. In the private sector the largest replacement-talent gaps have been in the managerial and administrative ranks. However, these gaps have been even wider in the public sector.

With respect to state and local government, for example, one recruiter lamented about the “missing middle” – those who are educationally and professionally able to fulfill these replacement-talent gaps.¹ While it is the case that in the last few years local and state governments have not experienced as dramatic an increase in employment opportunities as in the past, these numbers have not been negative as some have “politically” contended. According to the United States Census Bureau statistics contained in Table 1-2 below, for instance, during the fifteen year period of 1997 to 2012, the total number of individuals employed in state and local government in the United States increased over 2 million people, or in excess of 17%. During the same period in Michigan, although the state did experience a slight dip from 2002 to 2012, state and local government employment increased by almost 4,000 positions for an increase of slightly over 1%.

**Table 1-2
State and Local Government Employment in the United States
and in Michigan, 1997-2012²**

	March 2012	March 2007	March 2002	March 1997
United States	14,769,859	14,681,997	13,918,573	12,622,627
Michigan	395,115	411,659	428,728	391,148

Additionally, it should be noted, as illustrated by Table 1-3, that the great bulk of this employment in both the United States and in Michigan occurs at the local level. In Michigan, almost 70% of these employees work at the local levels of government, while in the Nation as a whole the figures include almost three out of every four employees (74.3%).

**Table 1-3
Comparison of State and Local Government Employment
in the United States and in Michigan, January, 2012³**

	United States	US %	Michigan	MI %
State	3,803,877	25.7%	119,258	30.2%
Local	10,965,982	74.3%	275,857	69.8%

State and local governments employ people in occupations found in nearly every industry in the economy, including chief executives, managers, engineers, computer occupations, secretaries,

¹ Frank Benest, “It’s a Reality: The Shrinking Talent Pool for Local Government Managers,” Public Management, March, 2005. Volume 87, Number 2, June, 2005.

² United State Census Bureau, “Government Employment & Payroll: 2010 Annual Survey of Public Employment and Payroll, Revised January 2012,” www.census.gov/govs/apes/.

³ Ibid.

and health and safety technicians. Certain occupations, however, are mainly or exclusively found in these governments, such as legislators, tax examiners, tax collectors, revenue agents, urban and regional planners, judges, magistrates, other judicial officers, law enforcement personnel, correctional officers, and jailers.

These personnel can be generally categorized as follows. *Chief executives, 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 also 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 operations of their organization and its agencies. Working closely 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 also oversee budgets and ensure that resources are used properly and efficiently and that programs are implemented as planned.

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 upon a staff of highly trained and skilled aides to research issues that concern the public. Executives who lead small governmental bodies, however, often do this work themselves.

Virtually, all town, city, and county managers have a minimum of a bachelor's degree, and many hold a higher degree. A master's degree in political science/public administration is recommended, including courses in public financial management and legal issues in political science/public administration. The Political Science Program at Ferris is extremely unique in that it contains core courses in these areas of expertise that all graduates must complete.

Working in management support positions in government is a prime source of the experience and personal contacts required eventually to secure a management position. For example, applicants often gain experience as management analysts or assistants in government departments, working for communities, 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. Again, graduates of the Ferris State Political Science Program leave the University with classroom knowledge, and often practical experience through their internship, of public budgeting and urban and regional planning.

Generally, a smaller community first hires a town, city, or county manager. Advancement often takes the form of securing positions with progressively larger town, 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. As before, graduates of the Ferris Political Science Program are trained to handle these matters through course work in American National Government, State and Local Government, Public Administration, and Communication.

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, as already documented, even in an era of “governmental cutbacks,” some increases will continue to occur at the state and local levels as counties, cities, and towns take on professional managers to deal with the pressing issues of population growth, federal regulations, and long-range planning.

Other Political Science programs in Michigan and elsewhere target federal and state governments and research think tanks. The Ferris PSP targets local government positions and most of its student internships occur in local government. Accordingly, Ferris Political Science students are better prepared to enter local government positions while, at the same time, they can also take Masters’ Degree courses and have succeeded quite well in these programs. Thus, the FSU Political Science graduates are both job ready and graduate school ready.

Not all Political Science graduates enter local government, however. According to the American Political Science Association, a multiplicity of nationwide employment opportunities is available for Political Science graduates. Among them are the following employment positions listed in Table 1-4. These positions indicate that a Ferris State Political Science graduate will enjoy a wide variety of employment opportunities as he/she enters the national employment market.

Table 1-4
List of Employment Positions Available to
Political Science Graduates⁴

Activist, Advocate/Organizer
Administration, Corporate, Government, Non-Profit, etc.
Archivist, Online Political Data
Budget Examiner or Analyst
Attorney
Banking Analyst or Executive
Campaign Operative
Career Counselor
CIA Analyst or Agent
City Planner
City Housing Administrator
Congressional Office/Committee Staffer
Coordinator of Federal or State Aid
Communications Director

⁴ The American Political Science Association, “Careers in Political Science,” 2012, www.apsanet.org/content/6457 .

Corporate Analyst
Corporate Public Affairs Advisor
Corporate Economist
Corporate Manager
Corporate Information Analyst
Corporate Adviser for Gov't'l. Relations
Corporate Executive
Corporation Legislative Issues Manager
Customs Officer
Editor, Online Political Journal
Entrepreneur
Federal Government Analyst
Financial Consultant
Foreign Service Officer
Foundation President
Free-lance writer
High School Government Teacher
Immigration Officer
Information Manager
Intelligence Officer
International Agency Officer
International Research Specialist
Issues Analyst, Corporate Social Policy Div.
Journalist
Juvenile Justice Specialist
Labor Relations Specialist
Legislative Analyst / Coordinator
Lobbyist
Management Analyst
Mediator
Plans and Review Officer, USIA
Policy Analyst
Political Commentator
Pollster
Public Affairs Research Analyst
Public Opinion Analyst
Publisher
Research Analyst
State Legislator
Survey Analyst
Systems Analyst
Teacher
University Administrator
University Professor
Urban Policy Planner
Web Content Editor

While a few of these positions do require either an advanced degree or specialized training, most do not, and even with those few that do, the Ferris State Political Science graduate is well on track for tremendous future success in the workforce.

The salary opportunities for these individuals are also very bright. Based upon current data collected by “Pay Scale,” Table 1-5 lists the most “Popular Jobs for Political Science Majors” in the United States according to the position’s “National Median Pay.” Several of these positions are also listed on in Table 1-4. This information illustrates robust employment opportunities for Political Scientists at relatively high salary levels.

**Table 1-5
Popular Jobs for Political Science Majors⁵**

Position	U. S. Median Salary
Intelligence Analyst	\$82,200
Paralegal / Legal Assistant	\$51,900
Legal Assistant	\$42,900
Grant Writer	\$43,800
Legal Secretary	\$53,900
Contract Specialist	\$65,700
Contract Administrator	\$67,200
Insurance Claims Adjuster	\$56,900
Program Coordinator, Non-Profit Organization	\$38,600
Restaurant Manager	\$44,500
Executive Assistant	\$49,700
Personal Banker	\$40,000
Employment Recruiter	\$56,000
Administrative Assistant	\$33,500
Outside Sales Representative	\$63,100
Insurance Sales Agent	\$50,000
Operations Manager	\$71,900
Inside Sales Representative	\$48,000
Retail Store Manager	\$48,600
Office Manager	\$42,300

⁵ Pay Scale, “2011-2012 PayScale College Salary Report,” 2012, www.payscale.com/.

With reference to the monetary rewards garnered by Political Science graduates both with only the baccalaureate degree and those who have earned an advanced degree, the Center on Education and the Workforce at Georgetown University offers the comparative statistics illustrated on the next two pages of this report. This data is also very illustrative of the level of employment and salary successes that the Ferris State University Political Science graduate is likely to enjoy.

Table 1-6 contains comparative data for graduates with a degree in the Social Sciences and those with a degree in other general disciplines of study, while Table 1-7 offers comparative median salaries for disciplines within the Social Sciences. As the first table clearly indicates, the annual median income of Social Scientists lags behind only those with degrees in Engineering, Computers and Mathematics, Business, Health, and the Physical Sciences, and those with advanced degrees in the Social Sciences rise above both Business and the Health professions. Moreover, Social Scientists are remunerated 10% greater than those employed in Agriculture and Natural Resources, Communications and Journalism, Industrial Arts and Consumer Services, Law and Public Policy, and Biology and Life Science. Finally, Social Scientists earn 17% more than graduates in the Humanities and Liberal Arts, 25% more than graduates in the Arts, and 31% more than Education, Psychology, and Social Work graduates.

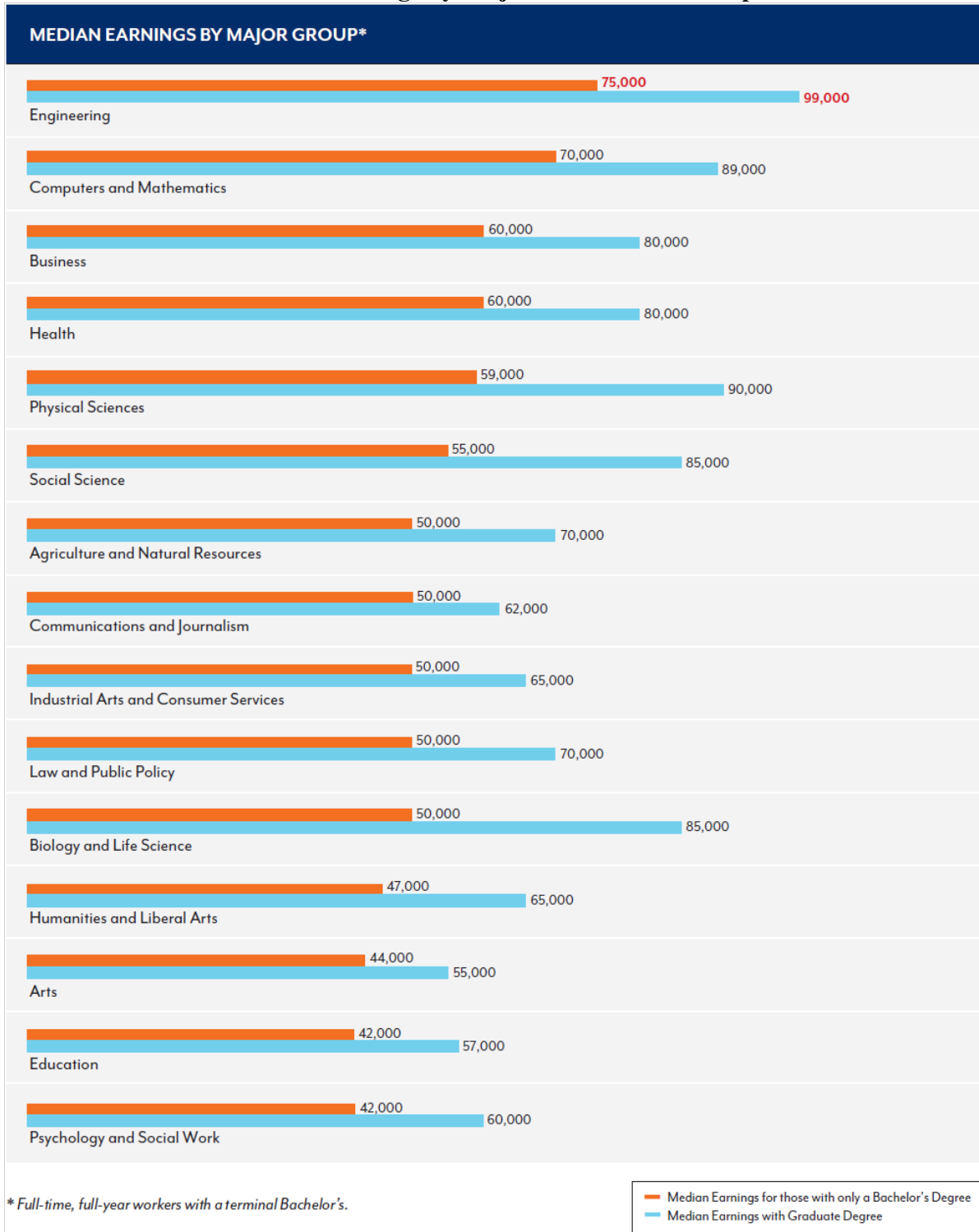
According to Table 1-7, Political Science baccalaureate graduates rank very near the top on the salary scale with an annual median income of \$59,000. They lag behind only those graduates with a degree in economics and statistics and decision science. Political Science graduates, however, fair far better along the employment salary scale than graduates in geography, miscellaneous social sciences, international relations, general social studies, criminology, interdisciplinary social sciences, and sociology.

The Political Science Program (PSP) at Ferris is very 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 and other forces of change. Specifically, these required programmatic changes are, and will continue into the future, identified and implemented through program assessment measures. Among these measures are:

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 (conducted for every graduate upon completion of graduate audit),
5. An alumni follow-up survey (five year cycle), and
6. A survey of graduates' employer (five year cycle).

Program assessment data are also collected on an on-going basis through faculty interactions and communications with alumni, the employers of alumni, other Ferris faculty and administrators, internship field directors, current students, and future students. These interactions have led to important positive modifications in Program curriculum since the last cycle of Academic Program Review. Examples of this include the "globalization" of PLSC 323 – International Organization and PLSC 331 – Comparative World Governments, two courses that have very heavy University-wide enrollment as they are taught both face-to-face and online and

**Table 1-6
Median Earnings by Major Educational Group⁶**



⁶ Georgetown University Center on Education and the Workforce, "What's It Worth: The Economic Value of College Majors," 2012, ww.exploregeorgetown.edu.

Table 1-7
Median Earnings of Social Science Major Groups⁷

Major	2012 Median Earnings
Social Science Major	55,000
Economics	70,000
Statistics & Decision Science	67,000
Political Science	59,000
Geography	54,000
Misc. Social Science	51,000
International Relations	50,000
General Social Studies	49,000
Criminology	48,000
Interdisciplinary Soc. Sci.	48,000
Sociology	45,000

fulfill General Education requirements in Social Awareness, Race/Ethnicity/Gender, and Global Consciousness and the creation of PLSC 290 – Great Decisions in U. S. Foreign Policy. The PLSC 290 course is especially illustrative of the ability of the Political Science Program to modify its curriculum in response to new University, disciplinary, and student needs. During the 2011 Spring Semester, Ferris State University joined other institutions of higher education throughout west Michigan as a member of the “World Affairs Council of West Michigan.” The activities of this organization at Ferris are administered by the Office of the Provost. One of the most important activities regarding the University’s membership is that the University will develop and teach an academic course which examines contemporary “great decisions in U.S. foreign policy,” as defined annually by the Council. This course will focus upon one important dilemma in U.S. foreign policy-making each week. Course topics are drawn from recent history and current events, and each class will have either a regional or thematic focus. During the 2012 Spring Semester, the course topics were the following

1. “The New Green is Blue: What the Oceans are Telling Us”
2. “The Cyber Frontier: Cyberspace Confronts Cybercrime”
3. “End Game: Afghanistan, Pakistan and Iraq”
4. “Promoting Democracy: In America’s Interest?”
5. “Mexico: Crime, Drugs and Governance”
6. “The Arab Upheaval: Middle East Realignment”
7. “Indonesia: Prospects for Prosperity?”
8. “Energy Geopolitics: An Issue of National Security”
9. “Exit Strategies in Iraq and Afghanistan”

PLSC 290 was developed and taught by Dr. Richard W. Griffin, Political Science Program Coordinator. To fulfill the curricular requirements of the World Affairs Council, PLSC 290 will be further developed as a permanent course in the Political Science Program and will be taught each academic year during the Spring Semester.

⁷ ibid.

Student recruitment to the PSP is enhanced due to its multidisciplinary, career-oriented focus, as well as its flexibility in allowing a relative large number of program specializations and elective course choices. The results of the Graduate Exit Survey and the Student Program Evaluation Survey of current students are summarized in Table 1-8 (Tables with complete results are contained in Section 2 of this document).⁸ These surveys measure both the degree to which the Political Science Program meets graduating and current student expectations and sentiment toward the Program.

Table 1-8
Comparative Weighted Averages from PSP Graduate Exit Survey
and Student Program Evaluation Survey

Evaluative Item	Graduate Wt. Ave.	Student Wt. Ave.
Understand Professional Ethics & Responsibilities	4.51	4.30
Understand/Comprehend Political Science Principles	4.50	4.31
Adequate Faculty Supportive of Educational Experience	4.48	4.44
Adequate Faculty Advisement	4.47	4.30
Ability to Develop People Skills	4.46	3.89
Ability to Communicate Effectively	4.44	4.08
Preparation for a Career	4.40	4.00
Proper Resources for My Use	4.29	4.00
Working Knowledge of Available Resources	4.28	3.93
Ability for Problem Solving/Critical Thinking Skills	4.28	3.89
Ability to Develop Writing Skills	4.24	4.07
Ability to Understand/Comprehend Scientific Information	3.68	3.74
Ability to Utilize/Enhance Knowledge of Computers	3.50	3.07
Preparation for Law School	3.44	3.74

As the weighted averages in Table 1-8 indicate both graduating and current students give the PSP high evaluative scores (“strongly agree” and “agree”) on virtually every measure. In fact, for the graduating students, the weighted averages in excess of 4.00 were calculated on eleven of fourteen evaluative statements and averages over 3.40 on the remaining statements. For the current Political Science students, weighted averages over 4.00 were computed for eight of the fourteen statements, and five of the remaining statements had averages nearing 4.00.

⁸ A weighted average measures the evaluative strength of a statement. A score of “5” is assigned to each “strongly agree” response, “4” to each “agree” response, “3” to each “neutral” response, “2” to each “disagree” response, and “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.

More specifically, as a result of their educational experiences in the Ferris PSP, both graduating and current students give the Program extremely high evaluations (weighted averages of 4.00 or greater) with regard to the graduate/student's

1. Understanding of professional ethics and responsibilities,
2. Understanding and comprehending political science principles,
3. Adequate faculty support of their educational experience,
4. Adequate faculty advisement,
5. Ability to communicate effectively,
6. Preparation for a career,
7. Proper resources for my use and
8. Ability to develop writing skills.

On three evaluative statements graduating students gave the Program weighted averages in excess of 4.00 and current students in the very high 3.00s. These are

1. Ability to develop people skills,
2. Working knowledge of available resources, and
3. Ability for problem solving/critical thinking skills.

Finally, on the last three evaluative statements, both graduating and current students assess the Program with weighted averages in the high 3.00s (with the exception of "ability to utilize/enhance knowledge of computers" for current students). These statements are

1. Ability to understand/comprehend scientific information,
2. Ability to utilize/enhance knowledge of computers, and
3. Preparation for law school.

These data clearly express a very high level of satisfaction among both graduating seniors and current students for the Political Science Program. It is also most encouraging that, on the whole, graduating seniors display the higher levels of satisfaction, since they have experienced the complete educational experience at Ferris.

Both the graduating and current students were asked if they entered the Political Science Program as a freshman, as an internal transfer from another program at Ferris, or as an external transfer from another college or university. Table 1-9 summarizes the results for those responding to this question.

**Table 1-9
Status of Graduating Seniors and Current Students upon
Entering the Political Science**

Entered the FSU Political Science Program as	Graduating Senior	Current Student
Freshman	10.2%	32.0%
Internal Transfer from Another FSU Program	61.0%	60.0%
External Transfer from Another College	28.8%	8.0%

The data clearly indicate that the bulk of Ferris Political Science students enter the Program either as a freshman or as an internal transfer from another Ferris program. It is especially encouraging that almost 1/3rd of the current students entered the Program as a freshman in comparison to barely 1/10th of the graduating seniors. This is reflective of the growing maturity of the PSP and that it is beginning to be recognized by high school seniors throughout Michigan as an established Ferris State University program.

D. PROGRAM VALUE

The Ferris State University Political Science Program (PSP) and its personnel (faculty) offer tremendous benefits to the University, its students, and employers. Because it is so heavily oriented toward the educational objectives and skills required by those in the field of Public Administration, it provides specially trained graduates who are qualified to fulfill a variety of entry-level positions particularly in local and state government entities, in non-profit and public service agencies, and in private sector organizations. Thus, the PSP has very positive consequences for “preparing students for successful careers, responsible citizenship, and lifelong learning,” the heart of the Ferris mission. It also provides its graduates “career-oriented, broad-based education” while focusing upon the “rapidly changing global economy and society.” The PSP fulfills the Ferris mission both with its graduates and through its General Education curriculum which is utilized heavily by non-PSP students.

The data gathered from the Faculty Survey, also, indicate the extremely positive values that faculty perceive the PSP offers to the University and its students.⁹ This information is contained in Table 1-10.

Table 1-10
Weighted Averages of Faculty Perceptions
of the Value of the PSP

Evaluative Item	Weighted Average
PSP Consistent with Objectives of Social Sciences Department	4.67
PSP Consistent with FSU Mission Statement	4.56
PSP Allows Student to Develop Good Oral Communication Skills	4.44
Social Science Department Faculty Support PSP	4.33
PSP Allows Student to Develop Good People Skills	4.33
PSP Allows Student to Develop Good Written Communication Skills	4.33
PSP Students Learn Need for & Develop Ability for Life-Long Learning	4.33
PSP Students Learn Importance of Professional Organizations	4.22
FSU PS Degree is Quality Comparable to Degrees at Similar Institutions	4.13
Cost of PSP Inexpensive Compared to Other FSU Baccalaureate Degrees	4.00

⁹ While there were only two permanent, tenured and one temporary, non-tenure tack faculty members in the Political Science Program during this cycle of Program Review, nine faculty were surveyed. Those surveyed were the three PSP faculty members and an additional six faculty who teach Sociology and Social Work, programs that have very regular interaction with PSP faculty and students.

PSP Train Students to Lead Teams/Perform Tasks w/Minimal Guidance	4.00
Number of Specializations in PSP Should Increase	3.89
FSU Administration Supports PSP	3.13

Faculty strongly agree that the Political Science Program:

1. Is consistent with the objectives of the Social Science Department and
2. Is consistent with the FSU Mission Statement.

They also agree heavily that the Political Science Program:

1. Allows it students to develop good oral communication skills,
2. Is supported by the Department of Social Science faculty,
3. Allows the student to develop good people skills,
4. Allows the student to develop good written communication skills,
5. Students learn the need for and develop the ability to engage in life-long learning,
6. Students learn the importance of participating in professional organizations,
7. Is a quality degree comparable to other baccalaureate degrees in Political Science at similar institutions,
8. Is inexpensive compared to other FSU baccalaureate programs, and
9. Trains students to lead teams and perform tasks with minimal guidance.

Finally, the surveyed faculty only slightly agree that the number of specializations in the Political Science Program should increase and are basically neutral in their opinion whether or not the FSU Administration supports the PSP. This final evaluative statement represents a major shift in the faculty's perception of administrative support for the Program since the last cycle of Academic Program Review, when the faculty expressed their belief that the Administration did not support the Program. At that time, the weighted average was only 1.91 representing the faculty's belief that the Administration did not support the program.

The extremely positive perceptions that faculty have toward the PSP are perhaps best illustrated by the following selected quotes garnered from the open-ended survey question which asked respondents to discuss the strength and weaknesses of the Program. Among the perceived strengths discussed are the following:

“It is graduating students who are very well prepared to enter the professional fields of Political Science and Public Administration. 2). The faculty are extremely well qualified and really care about their students. 3). Strong interdisciplinary curriculum produces quality, well-prepared graduates.”

”It develops the students' ability to understand our government, and how it works. It also shows the importance of fostering healthy and co-operative working relationships between our government, and the governments of other societies throughout the world.”

Weaknesses, or areas for improvement, focused primarily upon continued and future understaffing among the Political Science Program faculty. This is particularly significant since the Program has functioned with only two tenured and one full-time temporary faculty members

during the entire cycle since the last academic program review. Additionally, one of the tenured faculty members will retire in August, 2012, and no replacement has been planned, at this time, by the administration. The following statements reflect this concern among faculty.

“They need more tenure track professors to allow for better program stability and to allow for more course offerings.”

“With one faculty member retiring this year, the Program needs to add an additional tenure track position. This should be a major goal of the Program and the Department.”

Finally, the following additional comments offered by the faculty sum up their general view of the Program which is highly supportive.

“This is a quality degree.”

”I think the Political Science program is a highly valuable component of the Social Sciences Department, and should be continued without reservation.”

The educational backgrounds, institutional service commitments, and public sector involvement of the PSP faculty are also of tremendous benefit to the University and its students. The two tenured faculty earned Ph.D.’s in Political Science from outstanding universities (Florida State University and Notre Dame), while the full time temporary faculty member earned a Masters of Public Administration from Michigan State University and has extensive employment experience in Lansing with agencies of the Michigan State Government. The tenured faculty also have extensive practical public administration experience with a variety of agencies including three separate sites of the National Aeronautics and Space Administration (NASA) – Johnson Spacecraft Center, Marshall Spaceflight Center, and Langley Research Base) and the Dallas, Texas Chamber of commerce.

At the national level, one PSP faculty member completed six annual terms as one of only seven higher educational representatives to the 180 member Resolutions Committee¹⁰ of the National Education Association in Washington, D.C., while at the state level both tenured faculty have been heavily involved as consultants dealing with Political Science curricular and assessment issues for the Michigan State Department of Education for a number of years. Their services have dealt with educational program review, educational program certification/desertification, and the development and validation of measures for teacher and institutional assessment.

Within the Big Rapids community, both tenured PSP faculty are heavily involved both on an issue-by-issue and an institutional basis. One, for example, has been a member of the City of Big Rapids Planning Board for over a decade. He has also served on a three member panel for making budgetary recommendations to the City of Big Rapids City Council.

¹⁰ The Resolutions Committee proposes the “formal expressions of opinion, intent, belief, or position of the Association,” which is the largest K-Higher Education 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.

Moreover, one PSP faculty has served the University by fulfilling five annual terms as President of the Ferris State University Academic Senate and continues as an active member of the Senate Executive Committee. He is/has also been a member of :

1. The University-wide General Education Task Force,
2. The University-wide Higher Learning Commission Task Force,
3. The University-wide Planning Committee for the Latino/a Center for Academic Excellence,
4. The University-wide Social Awareness Committee,
5. The College of Arts & Sciences Promotion and Merit Committee,
6. Numerous Department of Social Science committees, and
7. Tenure committees for a host of individual faculty members.

All three PSP faculty members teach several courses which fulfill University General Education requirements. These courses are at the freshman, sophomore, junior, and senior levels and fulfill Social Awareness, Race/Gender/Ethnicity, and Global Consciousness requirements. They are vital to the educational experiences of both Political Science and non-Political Science majors.

The PSP Program Coordinator is also Campus-wide Co-coordinator for the American Democracy Project and the Political Engagement Project. According to the Ferris State University web page,

“The American Democracy Project (ADP) is a collaborative effort of the American Association of State Colleges and Universities (AASCU) and The New York Times to invigorate civic responsibility and engagement among American college and university students. Currently, there are over 200 American universities involved with ADP serving approximately 1.8 million students. The ADP strives to motivate young adults to actively participate in our democracy – a system of government, in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.”¹¹

In discussing Ferris State University’s commitment to the American Democracy Project, President David Eisler explains,

"Our commitment to an engaged campus recognizes that much of learning happens outside the classroom. We will work to find ways to connect these learning activities and in doing so create meaningful opportunities for [students, staff and faculty] to become engaged in our campus, community and region. At the center of these efforts will be an emphasis on citizenship and diversity."¹²

The web page continues that “(a)t Ferris State University, we are implementing programs to educate citizens for active participation in the democratic processes.”¹³ To achieve this goal, the American Democracy Project initiates and coordinates a number of educational activities including, but not limited to the following –

¹¹ Ferris State University web page, www.ferris.edu/.

¹² President David Eisler, *ibid.*

¹³ *ibid.*

1. Celebrating Constitution Day,
2. Celebrating President's Day,
3. Provides voter registration opportunities for students, staff and faculty,
4. Hosting forums for candidates for public office
4. Hosting discussions of ballot issues and other election concerns,
5. Re-designing course curriculum to help students apply knowledge for political engagement, and
6. Creating service learning opportunities throughout academic programs.

The Political Engagement Project is sponsored jointly by the American Association of State Colleges and Universities (AASCU), the Carnegie Foundation for the Advancement of Teaching, and *The New York Times*. Ferris was selected as one of only eight institutions nationally to participate in Phase II of the Project. The initiative of PEP targets “both pedagogy and research that is focused upon increasing political awareness and involvement among undergraduate students.” While the initial Phase of PEP “sought to enhance student political engagement through individual courses, Phase II seeks to achieve that goal on a campus-wide basis.”¹⁴

Specifically, the purpose of the Ferris State University Political Engagement Project is

“...to inculcate the ideas of a politically engaged populace throughout the curriculum, in a manner that creates in students a sense of "having a stake" in the political institutions of the society. This pedagogy will be included in many non-traditional arenas and beyond the expectations of general education course requirements.”¹⁵

The success of the Ferris State Political Engagement Project can be summarized by pointing out that during its seven year life span, the PEP has engaged tens of thousands of Ferris students in hundreds of courses offered in every College of the University.¹⁶

Finally, during the 2011 Spring Semester, the PSP Coordinator completed a Fulbright Teaching Award at the University of Debrecen in Debrecen, Hungary. The teaching, educational, and administrative resources that he acquired from his Fulbright experience are currently being utilized to further globalize the Political Science Program and will have future campus-wide educational impacts.

In summary, it is within the classroom environment and student advisement experience that the faculty share their wide varieties of educational training, practical experiences and community/ Institutional services with students. This faculty/student sharing aids tremendously in rounding out” students and gives graduates more practical insights into the realities of the field of Political Science. Beginning in the 2012 Fall Semester, the PSP, along with its students, will be tremendously hindered due to the severe shortage of faculty. A tenure-track position to replace the retiring faculty member is crucial for Program growth, continued effective Program implementation, and future Program successes.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid.

SECTION 2

**COLLECTION OF PERCEPTIONS
OF THE
POLITICAL SCIENCE PROGRAM**

ACADEMIC PROGRAM REVIEW

SECTION 2
COLLECTION OF PERCEPTIONS
POLITICAL SCIENCE PROGRAM

This is the third cycle of Academic Program Review for the Political Science Program. During the first two cycles, the Program was named “Public Administration,” but the program curriculum was not altered. Thus, the survey instruments used during the first two cycles were updated to read “Political Science Program,” rather than “Public Administration Program.” Otherwise, the survey instruments remained the same.

All survey instruments were designed and distributed in consultation with Institutional Research and Testing. In fact, with the exception of the Graduating Student Exit Survey, the instruments were distributed and data was collected by Ferris State University Institutional Research and Testing. The Graduating Student Exit Survey was administered by the Political Science Program (PSP) Coordinator to each graduating student during the graduation audit.

A. GRADUATE FOLLOW-UP SURVEY

The Alumni Relations Office of University Advancement and Marketing provided the names and addresses of graduates of the Political Science Program.¹⁷ During the 2012 Spring Semester, the survey, which is presented in Figure 2-1, and a letter of introduction, which is illustrated in Figure 2-2, was mailed to the PSP alumni. The results of the survey are listed in Table 2-1 below.

A total of 24 graduates responded to the survey. Among the respondents, 41.6% were graduates of the initial Program, while 58.4% graduated under the current PSP. Additionally, the employment status of these alumni is as follows

1. 79.2% are currently employed in a professional field,
2. 8.3% are attending law or professional school, and
3. 12.5% have either chosen to remain in the home at this time or are unemployed.

Several of the employment positions for PSP alumni are quite impressive and include the following

1. City Manager, City of Litchfield, MI,
2. Executive Director, City of Lavonia, MI Housing Commission,
3. Legislative Director, Rep. Mark Ouimet, Michigan House of Representatives,
4. Manager, Arredondo, Zepeda & Brunz LLC, Dallas, TX,
5. Assc. Director of Development, Coll. of Engineering, Michigan State University,
6. City of Sturgis, MI,
7. V.P. of Membership & Programs, Mt. Pleasant, MI Area Chamber of Commerce,
8. Smith, Haughey, Rice & Roegge, Attorney-at-Law, Traverse City, MI,

¹⁷ The initial Public Administration Program was closed during the early 1980s. The current Program was initiated during the late 1990s as the Public Administration Program. As previously mentioned, the Program is now named “Political Science.” Alumni of both Programs were surveyed for the purposes of this Review.

- 9. Village manager, Village of Kingsley, MI, and
- 10. Virginia Employment Commission

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

<i>Evaluative Item</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Wt. Ave</i>
Satisfied with the academic preparation for my job education in the program	10 41.7%	11 45.8%	1 4.2%	2 8.3%	3.21
Satisfied with the advising of the program	13 54.2%	9 37.5%	1 4.2%	1 4.2%	3.42
Recommend the program to a friend	12 50%	6 25%	4 16.7%	2 8.3%	3.17
Core courses were important to my field of employment	8 33.3%	14 58.3%	1 4.2%	1 4.2%	3.21
Classes in my area of specialization were beneficial	12 54.5%	8 36.4%	1 4.5%	1 4.5%	3.41
Received a well-rounded	10 41.7%	12 50%	0 0%	2 8.3%	3.25
Developed good written communication skills	12 50%	7 29.2%	4 16.7%	1 4.2%	3.25
Developed good oral communication skills	11 45.8%	10 41.7%	2 8.3%	1 4.2%	3.29
Developed good people skills	14 58.3%	8 33.3%	1 4.2%	1 4.2%	3.46
Developed good problem solving/critical thinking skills	15 62.5%	7 29.2%	1 4.2%	-0-	3.54
Developed good professional ethics and responsibility	16 66.7%	7 29.2%	1 4.2%	-0-	3.63
Developed a good understanding/comprehension of scientific information	5 20.8%	13 54.2%	4 16.7%	2 8.3%	2.88
Developed a good understanding/comprehension of administrative skills	10 41.7%	12 50%	2 8.3%	-0-	3.33
Proper resources for me to utilize	11 45.8%	6 25%	7 29.2%	-0-	3.17
FSU properly prepared me for graduate/law school	8 33.3%	8 33.3%	5 20.8%	3 12.5%	2.88
The academic advisors were helpful	13 54.2%	7 29.2%	2 8.3%	1 4.2%	3.39

Of the graduates responding to the survey question, almost 70% answered that their “job applies specific or general knowledge” that they learned as a student in the PSP. Additionally, 26.1% had secured employment prior to graduation from Ferris, 47.8% within 1 to 6 months after graduation, and 12.5% within a year of graduation. Only 12.5% of the alumni had to wait “more than 1 year” before finally finding a job.

With reference to their current salary, the alumni supplied the following information

1. 50.0% are making in excess of \$50,001 annually,
2. 12.5% are making \$40,001 to \$50,000 annually,
3. 16.7% are making \$30,001 to \$40,000 annually,
4. 8.3% are making \$20,001 to \$30,000 annually, and
5. 8.3% are making \$10,000 or less annually.

Continuing with the survey results, the following information was generated

1. 87.5% of the graduates responded that they “somewhat” or “strongly agree” that they are satisfied with the “academic preparation” offered by the PSP in fulfilling their job duties and responsibilities,
2. 91.7%¹⁸ were satisfied by the advising they received from the PSP,
3. 75.0% would recommend the PSP to a friend,
4. 91.7% feel that “the core courses were important to my field of employment,”
5. 90.9% believe that “the classes in my area of specialization were beneficial,” and
6. 91.7% “feel I received a well-rounded education in the program.”

Weighted averages were then calculated from the data contained in Table 2-1 for the remaining ten evaluative measures on the survey. In descending order of positive evaluations, these averages are as follows. As a result of graduating from the Political Science Program, the alumnus feels that he/she developed or believed that. . .

1. good professional ethics and responsibility – 4.58 weighted average,
2. good problem solving/critical thinking skills – 4.46 weighted average,
3. good people skills – 4.38 weighted average,
4. good understanding/comprehension of administrative skills – 4.25 weighted average,
5. good oral communication skills – 4.17 weighted average,
6. the academic advisors were helpful – 4.08 weighted average,
7. good written communication skills – 4.04 weighted average,
8. there were proper resources for the student to utilize – 3.85 weighted average,
9. good understanding/comprehension of scientific understanding – 3.62, and
10. prepare for graduate/law school – 3.54 weighted average.

This data clearly indicates that PSP 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. Across the board, they rate the Program very high on each of the items measured.

¹⁸ These statistics are determined by combining the “somewhat agree” and “strongly agree” responses.

Graduates were then asked to “(b)riefly state what you think are the strengths and weaknesses of the Program.” All of the unedited comments are contained in Table 2-1. While the reader should refer to the Table to observe all of these comments, among the identified strengths of the program are the following

1. broad based,
2. good faculty,
3. combines practice and theory,
4. broad scope,
5. individualized advisement,
6. practical experience through internship,
7. students allowed to become very well-rounded and are prepared for a number of different career opportunities, and
8. diversity of knowledge in the public and private sectors.

Among the weaknesses or areas of improvement delineated by the graduates were

1. better internship development and support,
2. better marketing and advertisement for the Program, and
3. more defined tracks for students seeking advanced degrees.

Finally, a few revealing additional comments were offered by the graduates. Among them were:

”I am still proud of the PA program that Ferris offered. I believe I was better prepared than most other college graduates with similar degrees.”

“I am very grateful that the program was offered when I was a student. I owe my current successful and rewarding career to having been exposed to it. I would not be where I am today (10 years into a successful, secure, rewarding career that allows me financial independence and professional satisfaction and the opportunity to constantly challenge myself) had I been forced to fit myself into one of the square peg offerings at FSU.”

“I have nothing but good things to say about my Ferris State University experience, specifically in the Public Administration program. Undergraduate PA programs were rare when I started and I doubt they have grown much in the interim. Keep up the good work guys!”

Figure 2-1

**GRADUATE FOLLOW-UP SURVEY
POLITICAL SCIENCE PROGRAM
(FORMERLY PUBLIC ADMINISTRATION)
FERRIS STATE UNIVERSITY**

Name: _____ Phone: _____

Address: _____ Year Graduated: _____

_____ 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 a professional career? If yes, who is your employer? YES NO

Name of Employer _____

Address of Employer _____

Position Title: _____

Work Phone: _____

3. Did you complete an internship for your current employer prior to graduating from FSU? YES NO

4. Not including an internship, did you work for your current employer prior to graduating from FSU? YES NO

5. Does your job apply specific or general knowledge you learned from the Program? YES NO

6. How many years of career-related experience have you accumulated, not including internships? (circle one) 1 2 3 4 5 6 7 8 9 10+

7. How long did it take you to find a job? (circle one) Before graduation
1-6 Months 7-12 Months
More than 1 year

8. How did you locate your job? (circle one)

- Career Services
- Newspaper
- Internship
- Professors
- Friends
- Other _____

9. What is your current salary? (circle one)

- \$10,000 or less
- 10,001 – 20,000
- 20,001 – 30,000
- 30,001 – 40,000
- 40,001 – 50,000
- 50,001+

Please circle the appropriate response below with a score of “5” being “Strongly Agree” and a score of “1” being “Strongly Disagree.”

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Were you satisfied with the academic preparation for your job?	5	4	3	2	1
11. Were you satisfied with the advising of the program?	5	4	3	2	1
12. Would you recommend the program to a friend?	5	4	3	2	1
13. Were the core courses important to your field of employment?	5	4	3	2	1
14. Were the classes in your area of specialization beneficial?	5	4	3	2	1
15. Do you feel you received a well-rounded education at FSU?	5	4	3	2	1
16. Do you feel you received a well-rounded education in the program?	5	4	3	2	1
17. Did you develop good written communication skills?	5	4	3	2	1
18. Did you develop good oral communication skills?	5	4	3	2	1
19. Did you develop good people skills?	5	4	3	2	1

20. Did you develop good problem solving/ critical thinking skills?	5	4	3	2	1
21. Did you develop good professional ethics and responsibility?	5	4	3	2	1
22. Did you develop a good understanding/ comprehension of scientific information?	5	4	3	2	1
23. Did you develop a good understanding/ comprehension of administrative skills?	5	4	3	2	1
24. Were there proper resources for you to utilize?	5	4	3	2	1
25. Did FSU properly prepare you for graduate/law school?	5	4	3	2	1
26. Were the academic advisors helpful to you?	5	4	3	2	1

27. Briefly state what you think are the strengths and weaknesses of the Program:

Figure 2-2
GRADUATE FOLLOW-UP SURVEY LETTER

January 17, 2012

Dear FSU Political Science (Public Administration) Graduate:

The Political Science (formerly Public Administration) Program at Ferris State University is currently undergoing regular program review by the FSU 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 the survey in the final program review document. At your very earliest convenience, please complete this survey and submit it to us.

Since the last cycle of program review in 2005, the program encountered a name change from Public Administration to Political Science. While the name change was accomplished to bring the program more in line with “mainstream” programs throughout the nation, the course content of the program was not altered. It continues to focus upon “applied” Political Science with a very heavy emphasis upon Public Administration. For example, **all graduates are still required** to complete courses in “Public Administration,” “Urban and Regional Planning,” “Local Government Budget Analysis,” “Public Sector Labor Management,” “Capstone,” and “Internship” as well as additional courses in Political Science, Management, Economics, Sociology/Anthropology, and Psychology. Thus, the program core has not been altered in any way.

The Political Science faculty hope that all is going well in your career. We are always available to you, at any time, to discuss your continuing and future career experiences, goals and objectives and to offer any input that you request.

Again, please complete and submit the survey at your very earliest convenience. I look forward to hearing each of you in the future. If you visit Big Rapids, please contact me at 231-591-2761 or griffin@ferris.edu. I would love to see each one of you and hear about the successes in your career.

Sincerely,

Dr. Richard W. Griffin
Political Science Coordinator and
Professor of Political Science

B. EMPLOYER FOLLOW-UP SURVEY

The Graduate Follow-Up Survey requested the name and address of the PSP graduate’s current employer. From this information, an Employer Follow-Up Survey was electronically mailed to each identified employer. A copy of this survey and an introductory letter are illustrated at the conclusion of this sub-section in Figures 2-3 and 2-4 respectively.

The results from the Employer Follow-Up Survey are illustrated in Table 2-2. The data indicate that **100% of those employers responding to the survey supported the following evaluative statements.** “Students graduating from the Political Science Program are able to:”

1. Apply knowledge of Political Science principles;
2. Analyze and interpret data;
3. Identify, formulate, and solve problems;
4. Function well in teams;
5. Communicate well in oral and written format to supervisors, coworkers, clients, and other professionals;
6. Recognize the need for and have the ability to engage in lifelong learning;
7. Participate in professional organizations; and
8. Lead teams and perform tasks with minimal guidance.

The results from the Employer Follow-Up Survey did not produce even one negative (“Disagree” and “Strongly Disagree”) response. However, on three of the evaluative items one of the employers did answer with a “Neutral” response. Thus, on the following three evaluative items, two-thirds (66.7%) of the employers offered positive support.

1. Conduct research;
2. Understand professional and ethical responsibilities; and
3. Understand contemporary professional problems.

Table 2-2
Likert Type Evaluative Responses to the
PSP Employer Follow-Up Survey

<i>Evaluative Item</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Wt. Ave</i>
Apply knowledge of Political Science Principles	2 66.7%	1 33.3%	-0-	-0-	-0-	4.67
Conduct research	2 66.7%	-0-	1 33.3%	-0-	-0-	4.33
Analyze and interpret data	2 66.7%	1 33.3%	-0-	-0-	-0-	4.67
Identify, formulate and solve problems	2 66.7%	1 33.3%	-0-	-0-	-0-	4.67
Function well in teams	1 50%	1 50%	-0-	-0-	-0-	5
Understand professional and ethical responsibilities	2 66.7%	-0-	1 33.3%	-0-	-0-	4.33
Communicate well in oral and written format	2 66.7%	1 33.3%	-0-	-0-	-0-	4.67

Recognize the need for and have the ability to engage in lifelong learning	3 100%	-0-	-0-	-0-	-0-	5
Participate in professional organizations	3 100%	-0-	-0-	-0-	-0-	5
Lead teams and perform tasks with minimal guidance	2 66.7%	1 33.3%	-0-	-0-	-0-	4.67
Understand contemporary professional problems	2 66.7%	-0-	1 33.3%	-0-	-0-	4.33

The weighted averages for the eleven evaluative measures also illustrate **the very high level of support that employers have for the PSP**. These are

1. Function well in teams – 5.00;
2. Recognize the need for and have the ability to engage in lifelong learning – 5.00;
3. Participate in professional organizations – 5.00;
4. Apply knowledge of Political Science principles – 4.67;
5. Analyze and interpret data – 4.67;
6. Identify, formulate, and solve problems – 4.67;
7. Communicate well in oral and written format to supervisors, coworkers, clients, and other professionals – 4.67;
8. Lead teams and perform tasks with minimal guidance – 4.67;
9. Conduct research – 4.33;
10. Understand professional and ethical responsibilities – 4.33; and
11. Understand contemporary professional problems – 4.33.

The employers were then asked to “(b)riefly describe what, if any areas of concern your organization might have related to the education students receive from the Political Science Program at Ferris State University.” Two responses were elicited by the question. While one response dealt with issues concerning the current political environment of budget cuts and special populations, the other was “None.”

Among the “Strengths” of the PSP identified by employers were

1. the “great tradition” associated with Ferris State University,
2. “good administrators with high ethical values,”
3. “problem solvers,” and
4. PSP graduates “have job ready skills once they arrive at the place of employment.”

The only “Weaknesses” mentioned involved the belief that PSP graduates should have more “civil engineering” training and that the PSP should invite more “political guest speakers” to the Ferris campus.

Figure 2-3
EMPLOYER EVALUATION
OF POLITICAL SCIENCE PROGRAM
FERRIS STATE UNIVERSITY

This survey is being conducted to assist the Political Science Program at Ferris State University in its 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 Political Science Program are able to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Apply knowledge of Political Science 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 problems	5	4	3	2	1
5. Function well in 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 tasks with minimal guidance	5	4	3	2	1
11. Understand contemporary professional problems	5	4	3	2	1

12. Briefly describe what, if any areas of concern your organization might have related to the education students receive from the Political Science Program at Ferris State University:

13. Briefly describe what you think are the strengths and weaknesses of the Political Science Program:

Figure 2-4
EMPLOYER FOLLOW-UP SURVEY LETTER

May 8, 2012

Dear Employer of a FSU Political Science (Public Administration) Graduate:

The Political Science (formerly Public Administration) Program at Ferris State University in Big Rapids, Michigan is currently undergoing regular program review by the University's Academic Senate and Administration. A crucial part of the review process is to conduct a survey of employers of graduates of the Program and report the results of the survey in the final program review document. A graduate of the Program has identified you as their employer. At your very earliest convenience, please complete this survey and submit it to us.

Again, please complete and submit the survey at your very earliest convenience. Should you have any questions, please feel free to contact me at 231-591-2761 or griffin@ferris.edu.

Sincerely,

Dr. Richard W. Griffin
Political Science Coordinator and
Professor of Political Science
Ferris State University
Big Rapids, Michigan 49307

C. GRADUATE STUDENT EXIT SURVEY

Since the last cycle of Academic Program Review, the Political Science Program Coordinator has met with every graduate of the Program to conduct a graduation audit and submit graduation papers to the Dean of the College of Arts & Sciences. There have been a total of 68 graduates, and all have completed the Graduate Exit Survey. The Survey is mandatory for graduation from the Program. Thus, the response rate for this evaluative instrument is 100%, and the results should be taken as most reflective of student evaluation of the Program. A copy of the Survey is contained in Figure 2-5 as the conclusion of this sub-section.

Table 2-3 presents the results of the Graduate Student Exit Survey. As the data indicate, the graduating Political Science students responded to the survey's evaluative statements with combined replies of "Agree" and "Strongly Agree" as follows.

Table 2-3
Likert Type Evaluative Responses to the
PSP Graduating Senior Survey

<i>Evaluative Item</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Wt. Ave</i>
Problem solving/critical thinking skills	21 30.9%	45 66.2%	2 2.9%	-0-	-0-	4.28
Writing skills	22 32.4%	40 58.8%	6 8.8%	-0-	-0-	4.24
People skills	36 52.9%	27 39.7%	5 7.4%	-0-	-0-	4.46
Communicate effectively	34 50%	30 44.1%	4 5.9%	-0-	-0-	4.44
Understand political science principles	35 51.5%	32 47.1%	1 1.5%	-0-	-0-	4.50
Understand scientific information	7 10.3%	36 52.9%	21 30.9%	4 5.9%	-0-	3.68
Utilize/enhance knowledge of computers	7 10.3%	28 41.2%	25 36.8%	8 11.8%	-0-	3.50
Understand professional ethics/responsibilities	40 58.8%	23 33.8%	5 7.4%	-0-	-0-	4.51
Working knowledge of available resources	25 36.8%	37 54.4%	6 8.8%	-0-	-0-	4.28
Proper resources for my use	24 35.3%	40 58.8%	4 5.9%	-0-	-0-	4.29
Preparation for a career	32 47.1%	31 45.6%	5 7.4%	-0-	-0-	4.4
Preparation for law school	5 7.4%	30 44.1%	24 35.3%	8 11.8%	1 1.5%	3.44
Faculty adequately supportive	36 52.9%	29 42.6%	2 2.9%	1 1.5%	-0-	4.47
Adequate faculty advisement	36 52.9%	28 41.2%	4 5.9%	-0-	-0-	4.47

The Political Science Program provided me

1. The ability to understand/comprehend political science principles – 98.5%
2. The ability for problem solving/critical thinking skills – 97.1%
3. Faculty adequately supportive of my educational experience – 95.6%
4. The ability to communicate effectively – 94.1%
5. The proper resources for my use – 94.1%
6. Adequate faculty advisement – 94.1%
7. The ability to develop people skills – 92.6%
8. An understanding of professional ethics and responsibilities – 92.6%
9. Preparation for a career – 92.6%
10. The ability to develop writing skills – 91.2%
11. A working knowledge of available resources – 91.2%
12. The ability to understand/comprehend scientific information – 63.2%
13. The ability to utilize/enhance my knowledge of computers – 51.5%
14. Preparation for law school – 51.5%

As this data clearly indicates, **graduating seniors of the PSP very highly evaluate the great majority of educational aspects of the Program, as well over 90% of all graduates during the past cycle of Academic Program Review agree or strongly agree with eleven of the fourteen evaluations and over half with the remaining three evaluations.**

Additionally, as previously presented in Section 1, comparative weighted averages were calculated for the fourteen evaluative statements contained in the Graduate Student Exit Survey. They are presented again in Table 2-4 below. These reinforce the findings presented above. Graduating students of the PSP give it very high evaluations on almost all of the evaluative statements.

**Table 2-4
Comparative Weighted Averages from PSP Graduate Exit Survey**

Evaluative Item	Graduate Wt. Ave.
Understand Professional Ethics & Responsibilities	4.51
Understand/Comprehend Political Science Principles	4.50
Adequate Faculty Supportive of Educational Experience	4.48
Adequate Faculty Advisement	4.47
Ability to Develop People Skills	4.46
Ability to Communicate Effectively	4.44
Preparation for a Career	4.40
Proper Resources for My Use	4.29
Working Knowledge of Available Resources	4.28
Ability for Problem Solving/Critical Thinking Skills	4.28
Ability to Develop Writing Skills	4.24
Ability to Understand/Comprehend Scientific Information	3.68
Ability to Utilize/Enhance Knowledge of Computers	3.50
Preparation for Law School	3.44

Finally, the open-ended question regarding the “Strengths” and “Weaknesses” of the Program were also informative. **Strengths of the PSP tended to focus upon good “faculty advisement and instruction.” Also, the Program does a good job of combining “realistic explanations/examples in the world” with “strong theory.” Weaknesses include “internship requirements” and the need for more tenured professors. This is especially relevant since one of the two tenured PSP professors retired at the end of the 2012 Summer Semester.**

Figure 2-5

**GRADUATING SENIOR EVALUATION
OF POLITICAL SCIENCE PROGRAM
FERRIS STATE UNIVERSITY**

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

The Political Science Program provided me:

	Strongly Agree	Agree	Neutral	Disagree	Strongly 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 political science 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	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 the Political Science Program at FSU as: (circle one)

A. A freshman? If so, why Political Science?

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

C. A transfer student?

16. What is your Area of Specialization in the Political Science Program? _____

17. What are your future plans upon graduation? (circle one)

A. Graduate School

B. Law School

C. Enter the job market

18. Briefly state three strengths of the Political Science Program:

A. _____

B. _____

C. _____

19. Briefly state three weaknesses of the Political Science Program:

A. _____

B. _____

C. _____

D. STUDENT PROGRAM EVALUATION

During the 2012 Spring Semester, a Student Evaluation Survey was administered to students currently enrolled in the Political Science Program. Twenty-eight (28) of the total enrollment of 30 current students responded to the survey. This is an excellent response rate of 93.3%. A copy of the Survey is displayed in Figure 2-6 at the conclusion of the sub-section.

The collected data from the survey is contained in Table 2-5. While the evaluative responses of current students are slightly lower than those of the graduating students, the trends are extremely comparable. Current students give the PSP high evaluative ratings in almost all areas surveyed.

Table 2-5
Likert Type Evaluative Responses to the
PSP Current Student Survey

<i>Evaluative Item</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Wt. Ave</i>
Problem solving/critical thinking skills	4 14.3	17 60.7	5 17.9	1 3.6	-0-	3.89
Writing skills	8 28.3	15 53.6	2 7.1	2 7.1	-0-	4.07
People skills	5 17.9	17 60.7	2 7.1	3 10.7	-0-	3.89
Communicate effectively	7 25.0	16 57.1	1 3.6	2 7.1	-0-	4.08
Understand political science principles	11 39.3	13 46.4	1 3.6	1 3.6	-0-	4.31
Understand scientific information	3 10.7	16 57.1	6 21.4	2 7.1	-0-	3.74
Utilize/enhance knowledge of computers	3 10.7	6 21.4	11 39.3	4 14.3	3 10.7	3.07
Understand professional ethics/responsibilities	12 42.9	12 42.9	2 7.1	1 3.6	-0-	4.30
Working knowledge of available resources	7 25.0	13 46.4	5 17.9	2 7.1	-0-	3.93
Proper resources for my use	5 17.9	18 64.3	3 10.7	1 3.6	-0-	4.00
Preparation for a career	7 25.0	14 50.0	5 17.9	1 3.6	-0-	4.00
Preparation for law school	6 21.4	11 39.3	8 28.6	1 3.6	1 3.6	3.74
Faculty adequately supportive	16 57.1	9 32.1	2 7.1	-0-	-0-	4.44
Adequate faculty advisement	13 46.4	11 39.3	1 3.6	2 7.1	-0-	4.30

More specifically, over 90% of current PSP students either “Agree” or “Strongly Agree” that the Political Science Program is providing them with

1. faculty adequately supportive of my educational experience (92.6%), and
2. the ability to understand/comprehend political science principles (92.3%).

Additionally, over 80% of the current students “Agree” or “Strongly Agree” that the Program is providing them with

1. an understanding of professional ethics and responsibilities (88.9%),
2. adequate faculty advisement (88.9%),
3. the ability to communicate effectively (88.5%),
4. the ability to develop writing skills (85.2%),
5. the proper resources for my use (85.2%), and
6. the ability to develop people skills (81.5%).

In excess of 70% of the current students responded with “Agree” or “Strongly Agree” that the PSP is providing them with

1. the ability for problem solving/critical thinking skills (77.8%),
2. preparation for a career (77.8%),
3. a working knowledge of available resources (74.1%), and
4. the ability to understand/comprehend scientific information (70.4%).

On the following two evaluative statements, current students responded with “Agree” or “Strongly Agree” as follows

1. preparation for law school (63.0%), and
2. the ability to utilize/enhance my knowledge of computers (33.3%).

Table 2-6 presents the weighted averages on the fourteen evaluative statements for current PSP students. Eight of the fourteen measures received a weighted average of 4.00 or greater, and five received a weighted average in the upper limits of 3.00 nearing 4.00. Only one measure received a weighted average near 3.00. This information complements our earlier findings that **current PSP students evaluate the Program very highly.**

**Table 2-6
Comparative Weighted Averages from Current Student
Evaluation of PSP**

Evaluative Item	Current Student Wt. Ave.
Faculty Supportive of Educational Experience	4.44
Understand/Comprehend Political Science Principles	4.31
Understanding of Professional Ethics & Responsibilities	4.30
Adequate Faculty Advisement	4.30
Ability to Develop Writing Skills	4.15
Ability to Communicate Effectively	4.08
Proper Resources for My Use	4.00

Preparation for a Career	4.00
Working Knowledge of Available Resources	3.93
Ability for Problem Solving/Critical Thinking Skills	3.89
Ability to Develop People Skills	3.89
Ability to Understand/Comprehend Scientific Information	3.74
Preparation for Law School	3.74
Ability to Utilize/Enhance Knowledge of Computers	3.07

The open-ended questions regarding the “Strengths” and “Weaknesses” of the Program were also very enlightening. Among the identified “Strengths” of the PSP are

1. Supportive, caring faculty, a variety of classes, small class size;
2. Global understanding, current events, diverse views;
3. The Specializations;
4. Develops writing skills, improves logical & thinking skills, tremendous teaching; and
5. Professors knowledgeable with a variety of experiences & real world experiences.

Current PSP students focused upon the following Program “Weaknesses” or “Areas in Need of Improvement,”

1. More faculty (professors) and diversity of professors,
2. More classes in Political Science,
3. More emphasis upon internships and “hands on” experiences, and
4. Not a strongly promoted major.

In summary, these weaknesses or areas needing improvement perceived by the PSP current students emphasize that the Program needs additional faculty with a wider variety of professional and practical experiences. This is particularly relevant since one of the three Program faculty is retiring at the conclusion of the 2012 Summer Semester.

Figure 2-6
STUDENT EVALUATION
OF POLITICAL SCIENCE PROGRAM
FERRIS STATE UNIVERSITY

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

The Political Science Program is provided me:

	Strongly Agree	Agree	Neutral	Disagree	Strongly 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 political science 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	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 the Political Science Program at FSU as: (circle one)

A. A freshman? If so, why Political Science?

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

C. A transfer student?

16. What is your Area of Specialization in the Political Science Program? _____

17. What are your future plans upon graduation? (circle one)

A. Graduate School

B. Law School

C. Enter the job market

18. Briefly state three strengths of the Political Science Program:

A. _____

B. _____

C. _____

19. Briefly state three weaknesses of the Political Science Program:

A. _____

B. _____

C. _____

E. FACULTY PERCEPTIONS

As with other Program evaluation instruments, a “Faculty Perceptions of the Political Science Program” Survey was administered during the 2012 Spring Semester. A copy of the survey is contained at the end of this sub-section in Figure 2-7.

As previously discussed in Section 1.D of this document, while there were only two permanent, tenured and one temporary, non-tenure tack faculty members in the Political Science Program during this cycle of Program Review, nine faculty were surveyed. Those surveyed were the three PSP faculty members and an additional six faculty who teach Sociology and Social Work, programs that have very regular interaction with PSP faculty and students. These faculty have regular interaction with Political Science students. Thus, their perceptions of the Program are extremely relevant for program review. The results of their responses to the survey are confirmed in Table 2-7 below.

Table 2-7
Likert Type Evaluative Responses to the
PSP Faculty Perceptions Survey

<i>Evaluative Item</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Wt. Ave</i>
Consistent with FSU Mission Statement	7 77.8	1 11.1	1 11.1	-0-	-0-	4.56
Consistent with objectives of the Social Sciences	6 66.7	3 33.3	-0-	-0-	-0-	4.67
Social Science Department supports the PS program	6 66.7	1 11.1	1 11.1	-0-	1 11.1	4.22
FSU Administration supports the PS program	2 25.0	2 25.0	1 12.5	1 12.5	2 25.0	3.13
Cost of PS program is inexpensive	4 44.4	3 33.3	1 11.1	-0-	1 11.1	4.00
Number of specializations in the PS program should increase	2 22.2	5 55.6	1 11.1	1 11.1	-0-	3.89
Develop good people skills	3 33.3	6 66.7	-0-	-0-	-0-	4.33
Develop good oral communication skills	4 44.4	5 55.6	-0-	-0-	-0-	4.44
Develop good written communication skills	4 44.4	4 44.4	1 11.1	-0-	-0-	4.33
Students engage in lifelong learning	4 44.4	4 44.4	1 11.1	-0-	-0-	4.33
Professional organizations	5 55.6	2 22.2	1 11.1	1 11.1	-0-	4.22
Lead teams and perform professional tasks with minimal guidance	2 22.2	4 44.4	2 22.2	-0-	-0-	4.00
Quality degree	4 44.4	2 22.2	1 11.1	1 11.1	-0-	4.13

According to the data, among those faculty responding to the evaluative item offered 100% agreement (“Agree” and “Strongly Agree” combined) on three of the thirteen evaluative items. These items are

1. PSP Consistent with Objectives of Social Sciences Department,
2. PSP Allows Student to Develop Good People Skills, and
3. PSP Allows Student to Develop Good Oral Communication Skills.

The faculty also exhibited almost 90% (88.9%) agreement with three additional evaluative items on the survey. These are

1. PSP Consistent with FSU Mission Statement,
2. PSP Allows Student to Develop Good Written Communication Skills, and
3. PSP Students Learn Need for & Develop the Ability for Life-Long Learning.

Three-fourths or greater (77.8-75.0%) of the surveyed faculty were in agreement with six of the final seven items. These are the following.

1. Social Science Department Faculty Support PSP,
2. Cost of PSP Inexpensive Compared to Other FSU Baccalaureate Degrees,
3. Number of Specializations in PSP Should Increase,
4. PSP Students Learn Importance of Professional Organizations,
5. PSP Trains Students to Lead Teams/Perform Tasks w/Minimal Guidance,
6. FSU PS Degree is Quality Comparable to Degrees at Similar Institutions.

The only degree of negativity with respect to program evaluation for the PSP was expressed on the evaluative item expressing, “The FSU Administration supports the PS Program.” On this item, while 50.0% (four of eight responding) agreed that the FSU Administration supports the Program, 37.5% either disagree or strongly disagree with the statement. The weighted averages calculated for this item that were previously presented in Table 1-10 substantiate this tendency – that **while the Social Science Department faculty very strongly supports virtually every aspect of the Political Science Program, they also have serious doubts concerning administrative support for the Program.** These doubts were also expressed during the last cycle of APR for the Program when almost two-thirds (63.6%) of the faculty responded in the negative on this evaluative item. This indicates that **while faculty perceptions of administrative program support have increased during the past few years, serious doubts still remain. Administrative action with reference to filling the retired faculty position with a tenure-track position along with the addition of a second tenure-track position would tremendously enhance faculty perceptions of administrative support for the Political Science Program.**

With regard to the open-ended item asking the faculty member to discuss the “Strengths” and “Weaknesses” of the Program, the earlier analysis of the results of this question that were delineated in Section 1 can be repeated. Specifically,

“The extremely positive perceptions that faculty have toward the PSP are perhaps best illustrated by the following selected quotes garnered from the open-ended survey question which

asked respondents to discuss the strengths and weaknesses of the Program.” Among the perceived strengths discussed are the following:

“It is graduating students who are very well prepared to enter the professional fields of Political Science and Public Administration. 2). The faculty are extremely well qualified and really care about their students. 3). Strong interdisciplinary curriculum produces quality, well-prepared graduates.”

”It develops the students' ability to understand our government, and how it works. It also shows the importance of fostering healthy and co-operative working relationships between our government, and the governments of other societies throughout the world.”

Weaknesses, or areas for improvement, focused primarily upon continued and future understaffing among the Political Science Program faculty. **This is particularly significant since the Program has functioned with only two tenured and one full-time temporary faculty members during the entire cycle since the last academic program review. Additionally, one of the tenured faculty members will retire in August, 2012, and no replacement has been planned, at this time, by the administration.** The following statements reflect this concern among faculty.

“They need more tenure track professors to allow for better program stability and to allow for more course offerings.”

“With one faculty member retiring this year, the Program needs to add an additional tenure track position. This should be a major goal of the Program and the Department.”

Finally, the following additional comments offered by the faculty sum up their general view of the Program which is highly supportive.

“This is a quality degree.”

”I think the Political Science program is a highly valuable component of the Social Sciences Department, and should be continued without reservation.”

In summary, the faculty are highly supportive of the Political Science Program and believe that the Program is fulfilling the educational and professional goals and objectives that it has identified. The sole concern they express is continuing and future administrative support for the Program. **This concern can be directly and immediately dealt with by hiring a tenure track faculty for the retiring position and adding a second one that will lead to Program growth and future development.**

Figure 2-7
FACULTY PERCEPTIONS
OF POLITICAL SCIENCE PROGRAM
FERRIS STATE UNIVERSITY

This survey is being conducted to assist the Political Science (PS) Program at Ferris State University 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 PS Program is consistent with the FSU Mission Statement	5	4	3	2	1
2. The PS Program is consistent with the objectives of the Social Sciences Dept	5	4	3	2	1
3. The Social Science Dept faculty support the PS Program	5	4	3	2	1
4. The FSU Administration supports the PS Program	5	4	3	2	1
5. The cost of the PS Program is inexpensive compared to other FSU baccalaureate programs	5	4	3	2	1
6. The number of specializations in the PS Program should increased	5	4	3	2	1
7. The PS Program allows the student to develop good people skills	5	4	3	2	1
8. The PS Program allows the student to develop good oral and written communication skills	5	4	3	2	1
9. Political Science students learn to recognize the need for and develop the ability to engage in lifelong learning	5	4	3	2	1
10. Political Science students learn the importance of participating in professional organizations	5	4	3	2	1

- | | | | | | |
|--|---|---|---|---|---|
| 11. The PS Program trains students to lead teams and perform professional tasks with minimal guidance | 5 | 4 | 3 | 2 | 1 |
| 12. The B.S. in Political Science at FSU is a quality degree comparable to other baccalaureate degrees in Political Science at similar institutions. | 5 | 4 | 3 | 2 | 1 |

13. Briefly state what you think are the strengths and weaknesses of the Political Science Program:

F. ADVISORY COMMITTEE PERCEPTIONS

Because of budgetary restrictions, the Advisory Committee of the Political Science Program has not met for the past few years. In effect, the former Dean of the College of Arts & Sciences informed the PSP Coordinator through the former Head of the Department of Social Sciences that “no funds were available” to cover the expenses for Advisory Committee meetings. Thus, the results of the “Survey of Advisory Committee Perceptions,” which is illustrated in Figure 2-8 at the end of this sub-section, were gathered electronically.

Table 2-8
Likert Type Evaluative Responses to the
PSP Advisory Committee Survey

<i>Evaluative Item</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Wt. Ave</i>
Serves a valuable function at FSU	2 50%	1 25%	-0-	-0-	1 25%	3.75
Referred students to the program	2 50%	1 25%	-0-	-0-	1 25%	3.75
Reputable Academic Foundation	1 25%	2 50%	-0-	-0-	1 25%	3.5
Facilities and equipment are sufficient	-0-	1 25%	1 25%	1 25%	1 25%	2.5
Administered effectively	2 50%	1 25%	-0-	-0-	1 25%	3.75
Well advertised and promoted within FSU	-0-	-0-	1 25%	3 75%	-0-	2.25
Well advertised and promoted outside FSU	1 25%	1 25%	2 50%	-0-	-0-	2.75
Program costs are in line with other programs at FSU	-0-	1 25%	2 50%	-0-	1 25%	2.75
Quality Degree	1 25%	2 50%	-0-	1 25%	-0-	3.75
Provides knowledge and expertise needed by the profession	-0-	3 75%	-0-	-0-	1 25%	3.25
High demand for students from the PS program	1 25%	1 25%	1 25%	1 25%	-0-	3.50
Graduates from the PS program are prepared to enter the profession	-0-	1 33.3%	1 33.3%	-0-	1 33.3%	2.67
PS faculty are involved in professional development/continuing education	2 50%	-0-	1 25%	-0-	1 25%	3.5
PS faculty have adequate academic credential & experience	3 75%	-0-	-0-	-0-	1 25%	4.00
PS program has an adequate number of faculty	-0-	-0-	1 25%	1 25%	2 50%	1.75
PS program receive adequate financial support from university	-0-	-0-	1 25%	2 50%	1 25%	2.00
PS program curriculum meets the needs of the profession	-0-	3 75%	-0-	-0-	1 25%	3.25

Four members of the Committee responded to the survey, which is composed of seventeen evaluative items. The compilation of their responses is contained in Table 2-8. The data suggest that one Committee member evaluates the Program at the lowest level on virtually every evaluative item. This is an unfortunate situation that is most likely based upon the lack of meetings during the past years. Taking that situation into account, however, **the Advisory Committee, as a group, gives the PSP relatively high evaluations.** More specifically, the remaining members of the Committee (75%) give the Program supportive evaluations on each of the following items.¹⁹

1. The PS faculty have adequate academic credentials and experience (4.00).
2. The PS Program serves a valuable function at FSU (3.75).
3. I would/have refer(red) students into the PS Program (3.75).
4. The PS Program is administered effectively (3.75).
5. The PS baccalaureate is a quality degree comparable to other baccalaureate degrees in Political Science at similar institutions (3.75).
6. In general, the PS courses and faculty have a reputable academic foundation (3.50).
7. The PS Program provides the knowledge and expertise needed by the profession (3.25), and
8. The PS Program curriculum meets the needs of the profession (3.25).

Two of the remaining three members, or 50% of the Committee, offered supportive evaluations for the PSP on the following two items.

1. The PS faculty are involved in professional development and continuing education (3.50), and
2. There is a high demand for students from the Political Science Program (3.25).

At least one of the respondents (25.0 – 33.3% dependent upon the rate of response), gave positive evaluation to the PSP on the next four items.

1. The graduates of the PS Program are properly prepared to enter the profession (33.3% and 2.67 wt. ave.).
2. The PS Program is well advertised and promoted outside of FSU (25.0% and 2.75 wt. ave.).
3. The PS Program costs are in line with other baccalaureate programs at FSU (25.0% And 2.50 wt. ave.), and
4. The facilities and equipment in the PS Program are sufficient to support quality Education (25.0% and 2.50 wt. ave.).

The fundamental challenges that the PSP has faced since its inception during the 1990s are summed up by the Advisory Committee's evaluations on the final three evaluative items of the survey. Not a single member surveyed (0.0%) supported any of these items. They are the following.

1. The PS Program is well advertised and promoted throughout FSU (2.25).
2. The PS Program receives adequate financial support from the university (2.00), and
3. The PS Program has an adequate number of faculty (1.75).

¹⁹ A weighted average for each item is contained in parenthesis.

This perceived lack of institutional and administrative support for the PSP by the Advisory Committee is also revealed in their responses to the “Strengths” and “Weaknesses” of the Program. Program “Strengths” identified were

1. “...there is a serious need for qualified capable new recruits to public service,”
2. “practical education in public sector management principles,” and
3. “...the diversity of the faculty, having the students study and become exposed to public administration courses, and the willingness of the faculty to work with the students on projects and other areas beyond the scheduled class time.”

“Weaknesses” or “Areas that Need Improvement,” on the other hand, focused heavily again upon the lack of institutional and administrative support for the PSP. Specifically, these “Weaknesses” include the following.

1. “Promotion (of the Program) on a statewide and regional basis.”
2. “The best and most dedicated are needed far more in public service than the next failed business venture.”
3. “The continued commitment to working with the community and building a wider selection of internship host sites that could help build on the current internship framework articulated within the political science degree requirements.”

The final “Additional Comment/Suggestion” summed up this perception very precisely. As one member of the PSP Advisory committee put it,

“In my opinion, the public administration program at FSU has never received the top level support from Ferris administration that it should receive.”

Figure 2-8
ADVISORY COMMITTEE PERCEPTIONS
OF POLITICAL SCIENCE PROGRAM
FERRIS STATE UNIVERSITY

This survey is being conducted to assist the Political Science (PS) Program at Ferris State University 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 PS Program serves a valuable function at FSU	5	4	3	2	1
2. I would/have refer(red) students into the PS Program	5	4	3	2	1
3. In general, the PS courses and faculty have a reputable academic foundation	5	4	3	2	1
4. The facilities and equipment in the PS Program are sufficient to support quality education	5	4	3	2	1
5. The PS Program is administered effectively	5	4	3	2	1
6. The PS Program is well advertised and promoted throughout FSU	5	4	3	2	1
7. The PS Program is well advertised and Promoted outside of FSU	5	4	3	2	1
8. The PS Program costs are in line with other baccalaureate programs at FSU	5	4	3	2	1
9. The PS baccalaureate is a quality degree comparable to other baccalaureate degrees in Political Science at similar institutions	5	4	3	2	1
10. The PS 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 Political Science Program	5	4	3	2	1

12. The graduates of the PS Program are properly prepared to enter the profession	5	4	3	2	1
13. The PS faculty are involved in professional development and continuing education	5	4	3	2	1
14. The PS faculty have adequate academic credentials and experience	5	4	3	2	1
15. The PS Program has an adequate number of faculty	5	4	3	2	1
16. The PS Program receives adequate financial support from the university	5	4	3	2	1
17. The PS 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 Political Science Program:

SECTION 3

**PROGRAM PROFILE
OF THE
POLITICAL SCIENCE PROGRAM**

ACADEMIC PROGRAM REVIEW

SECTION 3
PROGRAM PROFILE

A. PROFILE OF STUDENTS

Data concerning the “Profile of Students” for the Political Science Program was acquired from the Institutional Research and Testing Center of the University. The Center provided information for both Pre-Public Administration and Political Science students. There were a total of 4 Pre-Public Administration students enrolled from Fall 2009-Fall 2011. The students were placed in the Pre-program not because of academic deficiencies but due to the financial aid requirements of the 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 will enter the four-year PSP 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 PSP database for the purpose of APR.

The initial data concerning the profile of students enrolled in both pre- and regular Political Science/Political Science programs is contained below in Table 3-1. As the data indicate,

Table 3-1

PSP Student Demographic Profile

Gender, Race/Ethnicity, Age

Term	NUMB. ENROLLED	SEX		ETHNICITY					AVG. AGE
		MALE	FEMALE	WHITE	BLACK	HISPN	ASIAN	NATIVE	
2007F	32	19 (59%)	13 (41%)	30 (94%)	2 (6%)	-0-	-0-	-0-	23
2008F	38	21 (55%)	17 (45%)	33 (87%)	5 (13%)	-0-	-0-	-0-	24
2009F	41	24 (59%)	17 (41%)	36 (88%)	3 (7%)	-0-	2 (5%)	-0-	25
2010F	35	24 (69%)	12 (34%)	27 (77%)	5 (14%)	1 (3%)	2 (6%)	-0-	22.28

2011F	30	15	15	23	5	1	1	1	21.56
		(50%)	(50%)	(77%)	(17%)	(3%)	(3%)	(3%)	

Source: WebFocus, Ferris State University, 1/29/2012

The number of students enrolled in the PSP during the last APR cycle has remained relatively stable, as the numbers vary from 30 to 41 program students. The gender divide of PSP students has become more and more equitable through-out the years. Finally, while the majority of students categorize themselves as “white,” a greater proportion of program’s students identify themselves as an ethnic minority than the general student population of the University does.

Additional “Student Profile” data contained in Table 3-2 illustrate that almost all of the PSP students claim residency in Michigan. Also, the overwhelming majority (85% to 100%) of the students have been enrolled in the program as full-time students. Because of a gap in the information, the Full-Time/Part-Time enrollment information in the following table includes only students enrolled in the Political Science program.

**Table 3-2
PSP Student Demographic Profile
Residency and Enrollment Status**

TERM	NUMB. ENROLLED	RESIDENCEY		ENROLLMENT	
		IN-STATE	OUT-OF-STATE	FULL- TIME	PART-TIME
2007F	32	30 (94%)	2 (6%)		
2008F	38	36 (95%)	2 (5%)	5 (100%)	0 (0%)
2009F	41	39 (95%)	2 (5%)	24 (100%)	0 (0%)
2010F	35	34 (97%)	1 (3%)	25 (89%)	3 (11%)
2011F	30	30 (100%)	0 (0%)	23 (85%)	4 (15%)

Source: Institutional Research and Testing, Ferris State University, 1/29/2012.

Since all of the core classes for the PSP 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

specialized credentials²⁰, **PSP 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 PSP to Ferris Students.

Academic Performance data is presented in Table 3-3.

**Table 3-3
PSP Student Demographic Profile
GPA and ACT Scores**

Term	NUMB. ENROLLED	FSU GPA			ACT		
		AVE. GPA	MIN. GPA	MAX. GPA	AVE. ACT	MIN. ACT	MAX. ACT
2007F	32	3.01	1.61	4.00	20.14	16	26
2008F	38	2.91	1.50	4.00	20.75	16	24
2009F	41	3.04	1.53	4.00	22.17	17	27
2010F	35	2.80	1.30	3.97	22.71	14	31
2011F	30	2.70	1.62	3.97	21.56	16	31

Source: Institutional Research and Testing, Ferris State University, 1/29/2012

This information indicates that **PSP students perform well academically, as the average grade point average (GPA) for the students during the APR cycle remained solidly constant between 2.70 and 3.04. Additionally, PSP students have more than acceptable ACT scores which have risen over the course of the APR cycle. These data taken together indicate that PSP students are academically sound students who contribute positively to the University’s learning environment.**

Upon graduation, PSP students who have chosen to enter graduate, professional, and law, school have also fared well. Our graduates, for example, have had continuing academic success in post-graduate institutions such as Michigan State University, Western Michigan University,

²⁰ These courses are comprised of PLSC 411: Urban and Regional Planning, PLSC 421: Public Sector Labor Management, and PLSC 465: Local Government Budget Analysis.

Ferris State University, the Detroit College of Law, Cooley Law School, and Wake Forest University School of Law.

With reference to those PSP 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 PSP 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, **87 % indicated that they were employed within twelve months of graduation**. Additionally, among those who are employed (79.2% of the graduates) **almost two-thirds (69.6%) indicate that their "job applies specific/general knowledge to their course of study (Political Science)**." This most probably accounts for the fact that more than **one-half (52.2%) of PSP graduates earn over \$50,001 annually, almost two-thirds (65.2%) earn over \$40,001 annually, and over four-fifths (82.6%) earn over \$30,001 annually**.

**TABLE 3-5
Current Career Status of PSP Graduates**

Current Status	Total Number	Percentage
Employed	19	79.2%
Grad/Law School	1	4%
Other	3	12.5%

Source: APR Graduate Follow-Up Survey, Political Science Program.

B. ENROLLMENT

This review has previously demonstrated that enrollment in **the PSP has remained relatively consistent from the low-40's (41 upper limit) to the low-30's (30 lower limit) during the past APR cycle**. Table 3-6 contains the enrollment data according to class status for all program students including Pre-Public Administration and Political Science Program.

**TABLE 3-6
PSP Student Enrollment
According to Academic Year & Class Status**

Class Status	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Freshman	2	2	2	3	3
Sophomore	5	5	6	7	10

Junior	9	12	10	5	5
Senior	16	19	23	21	12
TOTAL	32	38	41	36	30

Source: Institutional Research and Testing, Ferris State University, 1/29/2012

This information shows that **the program recruits well from within the University as enrollment figures increase dramatically according to progressive class status through time.**²¹ Table 3-7 vividly illustrates this phenomenon with the table cells containing exact numbers based on this calculation procedure.

TABLE 3-7A
Comparative PSP Enrollment Figures By
Progressive Class Status and Academic Year

Prog. Class Status	F2007-F2008	F2008-F2009	F2009-F2010	F2010-F2011
Fresh.-Soph.	3	4	5	7
Soph.-Junior	7	5	-1	-2
Junior-Senior	10	11	11	7

Source: Raw data supplied by Institutional Research and Testing, Ferris State University, 1/29/2012

These figures indicate that **the PSP both retains students within the University and internally transfers them into the program especially from their “Freshman” year to their “Sophomore” year yet most heavily from their “Junior” year to their “Senior” year.** Thus, from these

²¹ By “progressive class status through time” we are referring to comparing enrollment from “freshman” to “sophomore”, “sophomore” to “junior,” and “junior” to “senior” in consecutive academic years.

TABLE 3-7B
Comparative PSP Enrollment Figures By
New Internal Transfers by Class Status

Class Status	F2007	F2008	F2009	F2010	F2011
Freshman	-1-	-0-	-0-	-0-	-1-
Sophomore	-1-	-4-	-0-	-1-	-1-
Junior	-2-	-3-	-2-	-1-	-0-
Senior	-1-	-2-	-0-	-0-	-1-
TOTAL	-5-	-9-	-2-	-2-	-3-

Source: Raw data supplied by WebFocus, Ferris State University, 1/29/2012

calculations, it is quite obvious that **the PSP program 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.”)**

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. The data indicates that **PSP student credit hours have also been relatively consistent throughout the previous program review cycle** as they vary only slightly from a high of 1083 during the Fall of 2009 to a low of 831 during the Spring of 2011.

TABLE 3-8
PSP Student Credit Hour (SCH) Production
.3+
According to Academic Year

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Fall	871	795	836	1083	945
Spring	961	1007	913	961	831
TOTAL	1832	1802	1749	2044	1776

Source: Institutional Research and Testing, Ferris State University, 2/19/12.

C. PROGRAM CAPACITY

Previous sections of this document have strongly and convincingly demonstrated that the program capacity of the PSP 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 class selection.

2. Student Program Evaluation Survey - Political Science students perceive the weakness of the program as the following:

- a. Lack of class selection.
- b. Not a strongly promoted major.
- c. Not enough Political Science professors.

3. Faculty Perceptions Survey - The following were recognized as PSP weaknesses.

- a. Lack of support for the program.
- b. Lack of class selection.
- c. Not enough faculty.

4. Advisory Committee Perceptions Survey – The Advisory Board identified the following as PSP weaknesses.

- a. Lack of administrative support.
- b. Lack of marketing and promotion

D. RETENTION AND GRADUATION

Table 3-9 demonstrates that **the PSP has graduated forty-two (42) students since the last cycle of APR. These numbers show that on average, eight students per academic year have graduated from the program since the 2005-2006 academic year. Furthermore, there has been significant growth in the quantity of students graduating from the program (175% over the course of the APR).** 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
PSP Graduation Rates
By Semester and Academic Year

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	TOTAL
Fall	1	2	3	3	7	16
Spring	3	2	4	5	4	18
Summer	0	1	1	6	0	8
TOTAL	4	5	8	14	11	42

Source: WebFocus Graduation by Major, Ferris State University, 5/18/12,

E. ACCESS

PSP faculty makes 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 Political Science Student Association, arranging for professor-student conferences for those who show any interest in the program, very active participation in the American Democracy Project and the Political Engagement Project, and heavy off-campus classroom instruction and discussion of Political Science related issues during all three semesters of the academic year, but especially during the Summer Semester.

In these discussions with prospective students, **the PSP has graduated forty-two (42) students since the last cycle of APR. These numbers show that on average, eight students per academic year have graduated from the program since the 2005-2006 academic year. Furthermore, there has been significant growth in the quantity of students graduating from the program (175% over the course of the APR).** Again, when dealing with internal transfers into the program, PSP faculty make every reasonable effort to utilize coursework that

the student has already completed in fulfilling the requirements for graduation and to insure a heavy emphasis during continuing student advisement that the student completes future coursework which leads directly to graduation from the program. Finally, as the upcoming discussion on "curriculum" will demonstrate, **PSP 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.**

F. CURRICULUM

Appropriate PSP check sheets and example core course syllabi are contained in the appendices of this document. The PSP check sheet specifies that the student must complete 120 credit hours of coursework to receive a Bachelor of Science degree in Political Science. **The check sheet also indicates the multidisciplinary nature of the program**, as the 23 courses for 69 credit hours required in the core of the PSP include coursework in a wide variety of disciplines housed in the College of Arts and Sciences (19 courses for 57 credit hours) and the College of Business (4 courses for 12 credit hours).

Specifically, those courses housed in the College of Arts & Sciences are

1. 9 Courses (27 Credit Hours) in Political Science

PLSC 121 Amer Gov 1-People and Politics

PLSC 122 Amer Gov 2-Policy Making

PLSC 251 Political Science

PLSC 311 American State-Local Govt.

PLSC 411 Urban-Regional Planning

PLSC 421 Public Sector Labor Management

PLSC 465 Local Govt Budget Analysis

PLSC 481 Political Science Capstone

PLSC 491 Political Science Internship

2. 2 Courses (6 Credit Hours) in History

HIST 121 US History to 1877

OR

HIST 122 US History - 1877 to Present

OR

HIST 277 American Business History

3. 2 Courses (6 Credit Hours) in Sociology/Anthropology

ANTH 122 Intro Cultural Anthropology

OR

SOCY 121 Introductory Sociology

OR

SOCY 122 Social Problems

AND

SOCY 340 Minority Groups in America

4. 2 Courses (6 Credit Hours) in Psychology

PSYC 150 Introduction to Psychology

PSYC 325 Social Psychology

OR

PSYC 326 Indust-Organizational Psych

5. 1 Course (3 Credit Hours) in Social Sciences

SSCI 310 Applied Social Research Methods

6. 1 Course (3 Credit Hours) in Geographic Information Systems

GEOG 311 Social Aspects of GIS

7. 1 Course (3 Credit Hours) in Communication

COMM 121 Fundamentals of Public Speaking

8. 1 Course (3 Credit Hours) in Philosophy

PHIL 216 Introduction to Ethics

9. 1 Course (3 Credit Hours) in Communication

COMM 121 Fundamentals of Public Speaking

While those housed in the College of Business are

1. 2 Courses (6 Credit Hours) in Economics
 - ECON 221 Principles of Macroeconomics
 - ECON 222 Principles of Microeconomics
2. 1 Course (3 Credit Hours) in Accountancy
 - ACCT 201 Principles of Accounting
3. 1 Course (3 Credit Hours) in Management
 - MGMT 305 Supervision and Leadership

According to University requirements, the final General Education requirements that must be fulfilled by PSP 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 PSP core and free elective courses.

PSP students must also choose a 15 credit hour Area of Specialization for among the following suggested areas:

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, PSP 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. Finally, to fulfill the 120 credit hours requirement for graduation, students select between 16 to 20 credit hours of free electives. 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, Area of Specialization courses, and electives is directly responsible for the fulfillment of PSP 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, with the exception of the Program’s name change from “Public Administration” to Political Science,” the program has experienced no significant curricular alterations. Additionally, with the exception of upgrading the status of the “Great Decisions in U.S. Foreign Policy” from “experimental” to “permanent,” there are no specific curricular or program changes currently in the review process or anticipated during the next APR cycle. 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 PSP. As few summary data and statements acquired from each of the surveys should suffice at this point of the report. PSP students responded that because the program offers "Quality professors w/ real world experience" it provides them with a "global understanding" and “logical & thinking skills” required for career success in the field of Political Science.

Graduating seniors agreed with this assessment and added that the program is strengthened by "great faculty" and “good instructors.” PSP alumni also expressed these beliefs stating the program was “good preparation for grad school and for a number of different career opportunities.” Also “the program is very diverse and prepares you to work in almost any business setting.”

The PSP 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 PSP graduates are in demand in the employment market and PSP 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 employment arena. While employers rated PSP graduates very high across the wide array of evaluative statements, this is especially true with respect to functioning well in teams, recognizing and engaging in lifelong learning, participating in professional organizations, problem solving, analyzing and interpreting data, applying political science principles, and communicating well in both oral and written formats.

Finally, (75%) of the faculty responding to the survey agree that the program provides a "quality degree comparable to other baccalaureate degrees in PS 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." Lastly, they perceive an "extremely well qualified faculty" and students who are very well prepared to enter the professional fields "to be among the strengths of the PSP.

PSP 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 PSP Program Coordinator, has been a member of the Advisory Board for the FSU Faculty Center for Teaching and Learning (FCTL) since 2006 and has actively participated in FCTL planning for "New Faculty Orientation Week." He has also conducted presentations during New Faculty Week on "Setting the Right Classroom for Online Course Climate" and during Faculty Welcome Back Week on the "American Democracy Project and Political Engagement Project: Examples from the Classroom." Dr. Roy, who retired from Ferris State during August, 2012, on the other hand, has maintained regular developmental activities by attending annual Pre-Law Conferences oriented to the Law School Admissions Test (LSAT) to better advise and prepare PSP and Pre-Law students for taking the exam. Upon Dr. Roy's retirement, Dr. Griffin assumed the position and responsibilities of the Pre-Law Program as its advisor. He is working very closely with Ms. Anne Marie Gillespie, College of Arts & Sciences Educational Counselor, to insure the productive continuation of the Pre-Law Program.

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

1. Both PSP tenured faculty have been actively involved as Co-Faculty Advisors to the Public Administration/Political Science Student Association and participate in as many of the Association's activities as possible.
2. PSP faculty and students actively participate together in numerous cooperative activities with other student associations, especially the Social Work Student Association.
3. PSP faculty and students have participated in a field experience each 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.
4. Dr. Roy, who was the Faculty Advisor of the Pre-Law Student Association, took Pre-Law students to visit area law schools on an annual basis.
5. Dr. Griffin is the Campus Co-coordinator for both the American Democracy Project and the Political Engagement Project, whose major objectives are to infuse democratic values and principles as well as knowledge about democracy into the curriculum throughout the University and to inculcate the ideas of a politically engaged populace throughout the curriculum, in a

manner that creates in students a sense of "having a stake" in the political institutions of the society. As a result of his activities in the American Democracy Project and the Political Engagement Project, Dr. Griffin has attended and conducted academic presentations describing, analyzing, and evaluating the projects at seven different ADP/PEP Conferences between June 2006 and June 2007.

6. Christine Bailey, who has been a full-time temporary Instructor of Political Science during the entire APR cycle, is a very active and contributing faculty member of the American Democracy and Political Engagements Projects. Professor Bailey's PEP project activities have included research of World War II veterans for use in the University's reference library, analysis of University's budget during budget cuts, and review of the City of Burton, Michigan budget during fiscal crisis. Students have also raised more than \$13,500 in three years for amputees at Walter Reed Army Medical Center through the Academic Service Learning program.

The results of these efforts in infuse student learning in the curriculum of the PSP and to impact the quality of teaching and learning throughout the program can be graphically and very strongly demonstrated by the results of the APR surveys. For examples,

1. 87.5% of PSP Graduates strongly agree/agree that they received "adequate preparation for my job education;"
2. 91.6% of the Graduates strongly agree/agree that the "core courses were important to my field of employment;"
3. 91.7% of the Graduates strongly agree/agree that they "received a well-rounded education" from the PSP;
4. 100% of the Employers strongly agree/agree that PSP graduates whom they have employed
 - a. "apply knowledge of Political Science Principles" in their jobs;
 - b. adequately "apply and interpret data;"
 - c. "identify, formulate and solve problems" related to their employment;
 - d. "function well in teams;"
 - e. "communicate well in oral and written formats;
 - f. "recognize the need for and have the ability to engage in lifelong learning;"
 - g. "participate in professional organizations;" and
 - h. "lead teams and perform tasks with minimal guidance."

This data alone is more than ample evidence of **the success of the PSP curricular requirements and faculty/student advising activities in infusing student learning throughout the Program, which ultimately very positively impacts employment performance. The Employers, especially, perceive these successes.**

H. COMPOSITION AND QUALITY OF FACULTY

During the past APR cycle, the permanent faculty of the PSP, 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.

3. Additionally, Professor Christine Bailey, M.S., Michigan State University, plays an essential role in the delivery of curriculum, advising, and student interaction in the PSP. During the past APR cycle, she has carried full teaching loads each semester offering a variety of PS courses including PLSC 121, 122, 251, and 465 (“Local Government Budget Analysis”). Likewise, to fulfill sufficiently the curricular needs of the PSP, Mr. Mark Gifford has joined the faculty as an Adjunct Instructor. Mr. Gifford is the past Executive Director of Neighborhood Services and the current Director of Public Works for the City of Big Rapids. To date he has brought his “hands-on” expertise into the PSP classroom teaching PLSC 411 (“Urban-Regional Planning”). During the 2012 Fall Semester, Mr. Gifford will be teaching a special section of PLSC 411 specifically for Ferris Architectural Technology as well as teaching a section of PLSC 421 (“Public Sector Labor Management”) for PSP students.

During the 2011 Spring Semester, Dr. Griffin was granted a Fulbright Teaching Award by the Council for International Studies and the Fulbright Commission in Washington, D.C. He was officially a Fulbright Scholar and Visiting Professor at the University of Debrecen in Debrecen Hungary. Teaching in the University’s Institute for North American Studies he taught two Masters level courses and one Senior-level Undergraduate course. These courses focused upon comparative cultural research on North American Latinos and Eastern European borders and societies.

Since the last cycle of APR, Drs. Griffin and Roy and Professor Bailey have remained extremely active professionally. Dr. Roy and Professor Bailey, for examples, are regular attendees, panel organizers, panelists, and presenters at the annual Michigan Political Science Association Conferences. While Professor Bailey’s extensive professional and academic activities with the American Democracy Project and the Political Engagement Project have previously been documented, it should also be noted that she conducted a poster presentation of “The Ferris State University Political Engagement’s Walter Reed Project” at the “Campus Showcase” of the 2009 American Democracy Project Conference in Baltimore, Maryland.

Dr. Roy has annually attended the Pre-Law Conference held in Chicago and sponsored by the Law School Admissions Council. He has also led students to the Annual Legislative Day at the State Capital in Lansing.

Dr. Griffin is a member of the American Political Science Association, the National Association for Developmental Education, the Association for General and Liberal Studies, the National Social Science Association, the National Education Association, the National Council for Higher Education, the American Planning Association, the American Association of State Colleges and Universities, the Michigan Society of Planning, the Michigan Education Association, the Michigan Association for Higher Education, the Partnership for Responsible Drug Information, and the Folklore Association.

Since the last APR cycle, his publications and professional conference presentations have included the following:

1. "*Labor Unions,*" "*Labor,*" "*Social Movements,*" "*Agribusiness,*" and "*Juan Cortina,*" Border Encyclopedia, Greenwood Press, Westport, CT, 2009.
2. "Strategies for Achieving Campus-wide Participation and Success by the Ferris State University Political Engagement Project," American Democracy Project National Conference, American Association of State Colleges and Universities, San Antonio, Texas, June 2012.
3. "Life in Hungary During the Years of Soviet Dominance (1945-90): The People's Story," National Social Science Association Conference, Las Vegas, Nevada, April 2012.
4. "The American Democracy Project Remembers 9/11: Commemorating 9/11 at Ferris State University," American Democracy Project Blog, *The New York Times*, September 2011.
5. "Historical and Contemporary Issues of Smuggling Along the United States-Mexico Border: Drugs, Gus, People and Cotton," Department of American Studies, Eszterházy Károly College, Eger, Hungary, May, 2011.
6. "Crime and Violence Along the Texas-Mexico Border," AMERICAN CORNER, Debrecen, Hungary, April 2011.
7. "The Political Engagement Project at Ferris State University: The Next Generation," American Democracy Project Conference, American Association of State Colleges and Universities, Providence, RI, June 2010.
8. "Spotlight on Promoting Civic and Political Engagement: Institutions Share Multidisciplinary Strategies," Annual Conference of the Central States Communication Association, Cincinnati, Ohio, April 2010.
9. "Assessing the Ferris State University/ Carnegie Institute Political Engagement Project," Conference of the National Social Science Association (NSSA), San Francisco, California, October, 2009.
10. "The Ferris State University Political Engagement Project," Poster Session, 9th Annual Lilly Conference, Traverse City, Michigan, September 2009.
11. "Creating a Civically Engaged Campus: The Ferris State University/Carnegie Institute Model," National Faith, Justice & Civic Learning Annual Conference, DePaul University, Chicago, Illinois, June 2009.
12. "The Ferris State University Political Engagement Project," Poster Session, Campus Showcase, American Democracy Project National Conference, American Association of State Colleges and Universities, Baltimore, Maryland, June 2009.

13. "The Ferris State University Political Engagement Project," American Democracy Project National Conference, American Association of State Colleges and Universities, Baltimore, Maryland, June 2009.
14. "Creating a Politically Engaged College Campus: The Ferris State University/Carnegie Foundation Model," 2nd Annual Conference on Teaching, Learning, & Civic Engagement, Central Michigan University, Mt. Pleasant, Michigan, May 2009.
15. "Images of the Ferris State University Jim Crow Museum," Conference on Equity Within the Classroom, Oakland University, Michigan, March 2009.
16. "Creating a Politically Engaged College Campus: The Ferris State University/Carnegie Foundation Model," 33rd Annual Conference of the National Association for Developmental Education, Greensboro, NC, February, 2009.
17. "Creating a Civically Engaged University: The Ferris State University/Carnegie Foundation Model," Workshop, Michigan Campus Compact 13th Institute: Service Learning & Civic Engagement, Grand Rapids, Michigan, February 2009.
18. "Creating a Politically Engaged College Campus: The Ferris State University/Carnegie Foundation Model," Professional Development Conference of the National Social Science Association, Albuquerque, New Mexico, October 2008.
19. "Developing the Whole Student Through a Campus Environment of Student Political Engagement," 48th Annual Conference of the Association for General and Liberal Studies, Asheville, North Carolina, September 2008.
20. "The Ferris State University Political Engagement Project," Poster Session, 8th Annual Lilly Conference, Traverse City, Michigan, September 2008.
21. "The Ferris State University Political Engagement Project," Poster Session, Campus Showcase, American Democracy Project National Conference, AASC&U, Snowbird, Utah, June 2008.
22. "Encouraging Political Change Through Experiential Pedagogies," Michigan Campus Compact 12th Annual Institute: Service Learning & Civic Engagement, Central Michigan University, Mount Pleasant, MI, February 2008.
23. "Using Political Engagement for Education," Michigan Sociological Association, East Lansing, Michigan, October 2007.
24. "The Ferris State University Political Engagement Project," Poster Session, Lilly North Teaching & Learning Conference, Traverse City, Michigan, September 2007.

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

1. Panelist on several instructional panels for students dealing with immigration issues, presidential election analysis, the 2010 census, global reflections, the American Democracy Project, and the Political Engagement Project.
2. Member of the General Education Task Force, the Latino/a Center for Academic Excellence Task Force, the International Education Task Force, the Student Enrollment Blue Ribbon Task Force, and the Doctorate in Community College Leadership Task Force.
3. Member of the Steering Committee of the Higher Learning Commission Planning Board and Criterion 5 Committee of the Higher Learning Commission Steering Committee.
4. Member of the Search Committee for the Provost and Vice-President of Academic Affairs, the Strategic Planning and Resource Council (SPARC), the Advisory Board for the Faculty Center for Teaching and Learning, the Planning Committee for New Faculty Orientation Week, and the University-wide Social Awareness General Education Committee.
5. Member of the Academic Program Panel for the Career Exploration Program in the University College and the Planning Committee of the Department of Social Sciences.
6. Ferris State University representative to Michigan Campus Compact and member of the Planning Commission for the City of Big Rapids.

Finally, in addition to being the recipient of a Fulbright Teaching Award, Dr. Griffin was also named as a “Carnegie Institute/American Association of State Colleges & Universities/Political Engagement Project Scholar and was granted the initial “Outstanding First-Year Student Advocate Award” by the University College.

While carrying out these and other professional activities, the PSP faculty taught a full workload (12 credit hours less release time) for all three (Fall, Winter, and Summer) semesters of each academic year. Both tenured faculty also generally teach overload classes during the Fall and Winter Semesters. The normal annualized teaching load is 24 credit hours for PSP faculty.

The above discussion of faculty professional development activities indicates that PSP faculty very actively participate in the standard reward structures offered throughout the 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 the Political Engagement Project, TIMME and the Faculty Development Committee of the Department of Social Sciences. These additional sources are regularly utilized by PSP faculty to provide additional support for their professional activities.

To date, approximately one-third of PSP courses have been taught by non-tenure-track and adjunct faculty. This proportion will increase dramatically beginning in the 2012 Fall Semester upon the retirement of Dr. Roy and will remain at this high level until an additional tenure-track PSP faculty member has been approved and hired by the Program.

Courses taught by PSP faculty members are determined by the faculty member's individual qualifications. PSP 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 have met this requirement. Again, while all non-tenure-track faculty who have taught in the program have been highly qualified, in order for the PSP to grow, it must add a tenure-track position to replace the retired position.

I. ASSESSMENT AND EVALUATION

TracDat data has previously been introduced in this Report in Section 1 (Table 1-1 – “Political Science Programming Curriculum Mapping”). This data analyzes each core course of the PSP in relation to fulfilling each primary learning outcome identified for the Program.

The "Student Learning Outcomes" of the Program also have been previously discussed in earlier Sections of this document. 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. Analyze the political, social, and economic environments of public/private bureaucracies and public/private agencies as measured by their performance in their capstone course, internship, portfolios, and Graduate Exit Survey;
2. Participate in public/private policy-making processes as measured by their performance in their capstone course, internship, portfolios, and Graduate Exit Survey;
3. Participate in the managerial processes in public/private bureaucracies as measured by their performance in their capstone course, internship, portfolios, and Graduate Exit Survey;
4. Conduct research employing the analytical tools and methods commonly used in the field of Political Science as measured their performance in their capstone course, internship, portfolios, and Graduate Exit Survey; and
5. Lead teams and perform administrative and leadership tasks with minimal guidance as measured by their performance in 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 Political Science as measured by Graduate Follow-Up and Employers

- Surveys and student performance in their capstone course, internship, portfolios and Graduate Exit Survey;
7. Exhibit life-long writing skills required by professionals in the field of Political Science as measured by Graduate Follow-Up and Employers Surveys and student performance in their capstone course, internship, portfolios and Graduate Exit Survey;
 8. Exhibit life-long oral/communication/people skills as required by professionals in the field of Political Science as measured by Graduate Follow-Up and Employer Surveys and student performance in their capstone course, internship, portfolios, and Graduate Exit Surveys; and
 9. Exhibit life-long computer skills required by professionals in the field of Political Science as measured by Graduate Follow-Up and Employers Surveys and student performance in their capstone course, internship, portfolios, and Graduate Exit Survey.

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

1. 2012-13

- 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. 2013-14

- a. annual on-campus data collection and analysis.
- b. refinement of assessment template.

3. 2014-15

- 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. 2015-16

- a. curriculum review
- b. annual on-campus and off-campus data collection and analysis

5. 2016-17

- 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. 2017-18

- 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 PSP 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 PSP will implement the APRC's curricular and programmatic suggestions for improvement generated by this Report following the 2012 Fall Semester. APRC recommendations have, also, been implemented by the PSP in past academic years.

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.

J. SERVICE TO NON-MAJORS

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

1. PLSC 121: American Government 1 - SA and REG;
2. PLSC 122: American Government 2 - SA and REG;
3. PLSC 221: American Political Parties - SA and REG;
4. PLSC 225: Government Process and Procedures - SA and REG;
5. PLSC 251: Political Science - SA and REG;
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; and
13. PLSC 481: Political Science Capstone – 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 PSP 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 a minimal number of 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 PSP faculty course offerings.

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.

K. 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 2007-2008 data which contains degree program costs for the Political Science Program.

TABLE 3-10
Comparative Total Costs for Degree Programs
2007-2008 Data

Program Level	Ave. Instruct Cost/SCH	Ave. Dept Cost/SCH	Ave. Dean's Cost/SCH	Total Ave. Cost/SCH
Political Science	\$112.39	\$16.26	\$10.24	\$138.89

Source: "Degree Program Costs, 2007-2008," 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 year. 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 PSP faculty, are contained in Table 3-11.

Table 3-11
Comparative Productivity Measures (SCH/FTE)
2006-2011

Level	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
University	443.06	450.88	448.62	453.69	466.28
Arts and Sciences	572.31	587.32	585.33	581.45	615.22
Social Sciences	600.54	633.46	613.58	653.08	714.73
Political Science	735.74	533.93	599.79	613.26	719.39

Source: 'Productivity Report: Fall 2006 - Spring 2011, Institution Research & Training, Ferris State University.

These figures unmistakably report that **the Political Science faculty, have been highly productive during the entire APR cycle. In fact, PSP faculty are among the most productive faculty University-wide, within the College of Arts and Sciences, and within the Department of Social Sciences.**

This analysis taken with previous data allow for **the conclusion that the PSP is an extremely inexpensive program to implement and maintain and its faculty rank highly in terms 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 Political Science Program will be severely stymied by the absence of a second and ultimately a third tenure-track faculty member.**

L. ADMINISTRATIVE EFFECTIVENESS

According to the perceptions of the PSP Advisory Committee, the program is "administered effectively" by its faculty (75% agreement and a 3.75 weighted average). Additionally, while the program could use additional clerical support, administrative support for the PSP at the departmental and college level is effective and adequate. As this report has verified on numerous occasions, however, inadequate support for the PSP occurs at the upper-administrative level within the University.

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 PSP faculty are effectively and efficiently prepared. Dr. Andy Karafa, the Head of the Department of Social Sciences, maintained close and ongoing communication with PSP faculty when developing class and teaching schedules. It is fully expected that Dr. Thomas Behler, the

Department Head beginning July 1, 2012, will likewise maintain this close communication. Also, the faculty conduct individualized and program-wide counseling sessions with students to ensure that they properly enroll in those courses which are required for graduation.

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 PSP faculty, which is handled, again, through close and cooperative communication.

SECTION 4

**FACILITIES AND EQUIPMENT
FOR THE
POLITICAL SCIENCE 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. PSP faculty offices, the main office of the Social Sciences Department, and faculty offices for contact with and communications among students and the Political Science Student Association are all located on the second floor.

The Starr Educational Center contains both classrooms in which PSP courses are taught and student study rooms equipped with computer jacks. These classroom and study rooms create a positive and attractive learning environment for the PSP.

A. INSTRUCTIONAL ENVIRONMENT

Computer-based hardware and audio-visual hardware were installed in classrooms in the Starr Educational Center during past cycles of Academic Program Review. However, during the last Political Science Program Academic Program Review Report, this instructional hardware was not available or installed in STARR #236, where the great bulk of Political Sciences classes meet. Since that time, the hardware has been installed, and PSP faculty can now utilize computer-based data and information and show videos in DVD format, which most often contain the most current disciplinary methods and information, in this classroom.

B. COMPUTER ACCESS AND AVAILABILITY

Again, computer-based hardware is now available in all classrooms where PSP classes are held. Thus, PSP faculty have full computer access in both classrooms and in their individual offices. Additionally, PSP 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 PSP curriculum. These technological facilities allow for the

presentation of VHS formatted visual material into the course and are sufficient for full program delivery.

D. LIBRARY RESOURCES

Support for the PSP is also provided by the faculty and staff of FLITE. Throughout the current Academic Program Review cycle, the PSP 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. The service and instruction availability provided by the Library with respect to PSP needs and the budget allocation of FLITE have been adequate during the past cycle of Academic Program Review.

SECTION 5

**CONCLUSIONS
FOR THE
POLITICAL SCIENCE 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. The Political Science Program (PSP) is central to the Ferris State University mission, as the Program provides an array of opportunities for innovative teaching and learning, both pedagogically and methodologically, by immersing student learning in a multidisciplinary curriculum which combines the traditional academic disciplines of political science, economics, sociology, psychology, and business administration (Section 1).
2. The Political Science Program accepts the mission statement of the Department of Social Sciences as its mission statement (Section 1).
3. The PSP has had significant positive impacts upon the University, the Big Rapids, Mecosta County, and mid-Michigan communities and the state of Michigan (Section 1).
4. The faculty believe very strongly that the PSP is consistent with the University's mission and with the goals and objectives of the Social Science Department (Section 2.E).
5. The Advisory Committee of the PSP perceives the Program to serve an important function in fulfilling and maintaining the University's mission (Section 2.F).
6. 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. While the Political Science Program did experience a "name change" since the last cycle of academic program review, it continues to be distinct among standard Political Science Programs because its core curriculum is extremely "public administration" and interdisciplinary oriented. (Section 1.B).
2. Program uniqueness is primarily due to the PSP's multidisciplinary course cores and it's Areas of Specialization (Section 1.B).
3. Since the PSP grants the baccalaureate (Bachelor of Science) degree, it has not experienced major competition from similar higher educational institutions in the region such as Central Michigan University, Saginaw Valley State University, and Lake Superior State University. However, Ferris State University does compete quite heavily with Grand Valley State University for students in all programs. Better advertisement and more resources from the University for student recruitment would greatly enhance the Political Science Program's enrollment (Section 1.B).

C. PROGRAM VALUE

1. The PSP 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 positions in local and stage governmental entities,

- 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).
2. The PSP is an extremely inexpensive program to implement and maintain and its faculty rank highly in terms 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 Political Science Program will be severely stymied by the absence of a second and ultimately a third tenure-track faculty member (Section 3.K).
 3. According to the numerous surveys conducted, the PSP 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).
 4. Employers of the program's graduates overwhelmingly agree that its graduates are well prepared to enter the field of Political Science (Section 2.B).
 5. Program graduates, as well as its current students, perceive the PSP 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 Political Science Program has remained relatively consistent from the low-40's (41 upper limit) to the low-30's (30 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).
3. The Program recruits well from within the University because enrollment figures increase dramatically according to progressive class status through time (Section 3.B).
4. The PSP program 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") (Section 3.B).

E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS

1. The PSP has graduated forty-two (42) students since the last cycle of APR. These numbers show that on average, eight students per academic year have graduated from the program since the 2005-2006 academic year. Furthermore, there has been significant growth in the quantity of students graduating from the program (175% over the course of the current APR cycle) (Section 3. D & E).
2. 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).
3. The gender divide of PSP students has become more and more equitable through-out the years (Section 3.A).
4. The program's students are primarily characterized as "traditional" college students, according to measures of age, enrollment, and residency (Section 3.A).
5. PSP students perform well academically, as the average grade point average (GPA) for the

students during the APR cycle remained solidly constant between 2.70 and 3.04. Additionally, PSP students have more than acceptable ACT scores which have risen over the course of the APR cycle. These data taken together indicate that PSP students are academically sound students who contribute positively to the University's learning environment (Section 3.A).

6. PSP students are both job ready and graduate school ready (Section I.C).
7. Upon graduation, PSP students who have chosen to enter graduate, professional, and law, school have fared well (Section 3.A).
8. The PSP 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 I.C).
9. Almost 90% of PSP graduates are currently either (1) employed, (2) attending graduate or professional school, or (3) have chosen to remain at home (Section 3.A).
10. Among the employed graduates, 87 % indicated that they were employed within twelve months of graduation (Section 3.A).
11. Additionally, among the employed graduates, more than one-half (52.2%) of PSP graduates earn over \$50,001 annually, almost two-thirds (65.2%) earn over \$40,001 annually, and over four-fifths (82.6%) earn over \$30,001 annually (Section 3.A).
12. According to the Advisory Committee, PSP 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).
13. Employers perceive that the success of the PSP curricular requirements and faculty/student advising activities in infusing student learning throughout the Program very positively impacts employment performance (Section 3.G).

F. QUALITY OF CURRICULUM AND INSTRUCTION

1. Since the last APR cycle, with the exception of the Program's name change from "Public Administration" to Political Science," the program has experienced no significant curricular alterations (Section 3.F).
2. PSP 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 (Section 3.E).
3. Since the last APR cycle, PSP faculty can now utilize computer-based data and information and show videos in DVD format, which most often contain the most current disciplinary methods and information (Section 4.A).
4. The technological facilities allow for the presentation of VHS formatted visual material into the course and are sufficient for full program delivery (Section 4.C).
5. PSP faculty have full computer access in both classrooms and in their individual offices, which allows PSP professors to maintain regular online communications with students on campus, at off-campus , and at online instructional sites (Section 4.B).
6. The service and instruction availability provided by the Library with respect to PSP needs and the budget allocation of FLITE have been adequate during the past cycle of Academic Program Review (Section 4.D).
7. PSP graduates exhibit an extremely high degree of satisfaction with respect to the skills, knowledge, and values they acquired from the Program. They rate the Program very high on the assessment items measured and believe that the Program gave them a well-rounded

educational experience that prepared them for a career (Section 2.A).

8. Employers respond that the PSP's curriculum does prepare the graduate to enter the Political Science workplace (Section 2.B).
9. Graduating PSP seniors very highly evaluate the great majority of educational aspects of the Program, as well over 90% of all graduates during the past cycle of Academic Program Review agree or strongly agree with eleven of the fourteen evaluations and over half with the remaining three evaluations (Section 2.C).
10. PSP students evaluate the Program as providing them with the skills, values, and knowledge necessary for success in the field (Section 2.D).
11. The faculty perceives the PSP 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).
12. According to the PSP Advisory Committee, 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 Political Science (Section 2.F).
13. 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, 3.H, and 3.K).

G. COMPOSITION AND QUALITY OF FACULTY

1. The PSP 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. The educational backgrounds, institutional service commitments, and public sector involvement of the two PSP permanent faculty are of tremendous benefit to the University, to the Program, and to students (Section 1.D).
3. Graduates, employers, students, other faculty, and the Advisory Committee agree that the PSP has been characterized by a "competent faculty" during the past cycles of APR (Sections 2.A, 2.B, 2.D, 2.E, and 2.F).
4. According to PSP graduating seniors, the strengths of the Program include good "faculty advisement and instruction," which incorporates "realistic explanations/examples in the world" with "strong theory" (Section 2.C).
5. Graduating seniors and current students believe that the Program badly needs more tenured professors, especially since one of the two professors retired at the end of the 2012 Summer Semester (Sections 2.C and 2.D).
6. While the Social Science Department faculty very strongly supports virtually every aspect of The Political Science Program, they also have serious doubts concerning administrative support for the Program (Section 2.E).
7. Administrative action with reference to filling the retired faculty position with a tenure-track position along with the addition of a second tenure-track position would tremendously enhance faculty perceptions of administrative support for the Political Science Program (Section 2.E).
8. The Program's faculty participate in professional development activities on an on-going basis, which helps improve and enhance the learning environment within the PSP (Section 3.G).
9. To date, approximately one-third of PSP courses have been taught by non-tenure-track and

- adjunct faculty. This proportion will increase dramatically beginning in the 2012 Fall Semester upon the retirement of Dr. Roy and will remain at this high level until an additional tenure-track PSP faculty member has been approved and hired by the Program (Section 3.H).
10. Despite being understaffed, the Political Science faculty, have been highly productive during the entire APR cycle. In fact, PSP faculty are among the most productive faculty University-wide, within the College of Arts and Sciences, and within the Department of Social Sciences (Section 3.K).
 11. PSP faculty teach a relatively large number of General Education courses, which serve other departments and programs at FSU (Section 3.I).
 12. Political Science 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 Political Science Program is one of Ferris State University's least expensive programs to implement and maintain, and its faculty have been 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 Political Science Program have been severely stymied by the absence of a third tenure-track faculty member. This situation has become even more severe with faculty retirement and can be directly and immediately dealt with by hiring a tenure track faculty for the retiring position and adding a second one that will lead to Program growth and future development.

APPENDIX A

SURVEY OF RAW DATA
POLITICAL SCIENCE PROGRAM

ACADEMIC PROGRAM REVIEW

APPENDIX A
SURVEY RAW DATA

PLSC APR...Alumni
Frequencies

Prepared by: Institutional Research & Testing, 03/12/2012

Frequency Table

q1 In what year did you graduate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1974	2	8.3	8.3	8.3
	1975	3	12.5	12.5	20.8
	1976	1	4.2	4.2	25.0
	1977	2	8.3	8.3	33.3
	1980	1	4.2	4.2	37.5
	1982	1	4.2	4.2	41.7
	1998	1	4.2	4.2	45.8
	2000	1	4.2	4.2	50.0
	2002	2	8.3	8.3	58.3
	2003	3	12.5	12.5	70.8
	2004	1	4.2	4.2	75.0
	2005	3	12.5	12.5	87.5

	2006	1	4.2	4.2	91.7
	2009	1	4.2	4.2	95.8
	2010	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

q2 What is your specialization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	1	4.2	4.2	4.2
	Business Law	1	4.2	4.2	8.3
	City Manager	1	4.2	4.2	12.5
	Communication	1	4.2	4.2	16.7
	criminal justice	1	4.2	4.2	20.8
	Engineering Management	1	4.2	4.2	25.0
	Grant Writing	1	4.2	4.2	29.2
	High school special education teacher	1	4.2	4.2	33.3
	journalism	1	4.2	4.2	37.5
	Law	1	4.2	4.2	41.7
	legal	1	4.2	4.2	45.8
	Legal Assisting	1	4.2	4.2	50.0
	legal emphasis	1	4.2	4.2	54.2
	Local Government Management	1	4.2	4.2	58.3

none	1	4.2	4.2	62.5
Product Designer - Automotive	1	4.2	4.2	66.7
Public Admin ('75) MS (Business Mgmt) CMU '82	1	4.2	4.2	70.8
Public Administration	4	16.7	16.7	87.5
Public Administration - Business & Economics	1	4.2	4.2	91.7
Public Administration Director of Housing and Community Development, City of Livonia, Michigan	1	4.2	4.2	95.8
Public Finance	1	4.2	4.2	100.0
Total	24	100.0	100.0	

q3 Are you currently enrolled at another college or university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	8.3	8.3	8.3
	No	22	91.7	91.7	100.0
	Total	24	100.0	100.0	

q4 What institution and what program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		22	91.7	91.7	91.7

	Davenport University Paralegal Program	1	4.2	4.2	95.8
	Wake Forest/Law	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

q5 Are you currently employed in a professional career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	79.2	79.2	79.2
	No	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

q6 Employer's contact information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	16.7	16.7	16.7
	Big Rapids Pioneer, newspaper	1	4.2	4.2	20.8
	Charter One Bank	1	4.2	4.2	25.0
	Chrysler LLC, Auburn Hills, Michigan	1	4.2	4.2	29.2
	City of Litchfield, City Hall, P.O. Box 236, Litchfield, Michigan 49252 (517) 542- 2921 manager@cityoflitchfield.org	1	4.2	4.2	33.3

City of Livonia Housing Commission, 19300 Purlingbrook, Livonia, Mi. 48152, Executive Director, jinglis@ci.livonia.mi.us, 248-477-7086 ext. 5	1	4.2	4.2	37.5
City of Sturgis MI 130 N. Nottawa, Sturgis MI 49091	1	4.2	4.2	41.7
Ferris State University, Student service Representative II	1	4.2	4.2	45.8
Fifth Third Bank 111 Lyon St. NE Grand Rapids, MI 49503	1	4.2	4.2	50.0
I am retired from teaching high school special education.	1	4.2	4.2	54.2
Manheim Auctions 1190 Lancaster Rd. Manheim, PA 717-665-3571	1	4.2	4.2	58.3
Michael Carleton Manager Arredondo, Zepeda & Brunz LLC Dallas, Tx mcarleton@azb-engrs.com	1	4.2	4.2	62.5
Michigan House of Representative Rep. Mark Ouimet Legislative Director 124 N. Capitol Lansing, MI 517-373-0828	1	4.2	4.2	66.7
Michigan State University, College of Engineering, 3536 Engineering Building East Lansing MI 48824, Associate Director of	1	4.2	4.2	70.8

Development, 517-353-9394, lcook@egr.msu.edu				
My Name: April Osburn (formerly Norton) Title: Vice President of Membership & Programs Mt. Pleasant Area Chamber of Commerce, 200 E Broadway, Mt.Pleasant Michigan 48858 Phone: (989) 772-2396 Email: aosburn@mt-pleasant.net	1	4.2	4.2	75.0
Smith, Haughey, Rice & Roegge 101 N. Park St. Ste. 100 Traverse City, MI 49684	1	4.2	4.2	79.2
Tyrone Collins - 11259 Wayburn Street - Admissions Counselor - 231-250-5793- collinst@ferris.edu	1	4.2	4.2	83.3
UNITED STATES ARMY	1	4.2	4.2	87.5
Village of Kingsley 2312637778 Village Manager kvmanager@villageofkingsley.com	1	4.2	4.2	91.7
Virginia Employment Commission 703 E. Main St. Richmond, VA 23219 804-786-1782	1	4.2	4.2	95.8
Yasar University	1	4.2	4.2	100.0
Total	24	100.0	100.0	

q7 Complete an internship for your current employer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	25.0	25.0	25.0
	No	18	75.0	75.0	100.0
	Total	24	100.0	100.0	

q8 Did you work for your current employer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	4.2	4.2	4.2
	No	23	95.8	95.8	100.0
	Total	24	100.0	100.0	

q9 Does your job apply specific or general knowledge you learned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	66.7	69.6	69.6
	No	7	29.2	30.4	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

q10 How many years of career-related experience have you accumulated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.3	8.7	8.7
	2	2	8.3	8.7	17.4
	4	2	8.3	8.7	26.1
	6	1	4.2	4.3	30.4
	7	2	8.3	8.7	39.1
	8	2	8.3	8.7	47.8
	9	2	8.3	8.7	56.5
	10 or more	10	41.7	43.5	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

q11 How long did it take you to find a job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before graduation	6	25.0	26.1	26.1
	1-6 months	11	45.8	47.8	73.9
	7-12 months	3	12.5	13.0	87.0
	More than 1 year	3	12.5	13.0	100.0
	Total	23	95.8	100.0	

Missing	System	1	4.2		
Total		24	100.0		

q12 How did you locate your job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Career Services	2	8.3	8.7	8.7
	Newspaper	2	8.3	8.7	17.4
	Internship	6	25.0	26.1	43.5
	Friends	4	16.7	17.4	60.9
	Other	9	37.5	39.1	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

q12.a Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	62.5	62.5	62.5
	Completed Masters Degree in Public Administration at Western Michigan University. Position came after internship for that program.	1	4.2	4.2	66.7

Contacts obtained from one of my internships helped me get in the door with my first employer.	1	4.2	4.2	70.8
I attended an "on campus" interview for my first job, before graduation.	1	4.2	4.2	75.0
I became a VISTA Volunteer.	1	4.2	4.2	79.2
I earned a two-year journalism associates, then went into the public administration program with emphasis on journalism; my carer field is journalism	1	4.2	4.2	83.3
I went through an employment agency.	1	4.2	4.2	87.5
Monster.com	1	4.2	4.2	91.7
Pounded the streets	1	4.2	4.2	95.8
Recruited directly from the company.	1	4.2	4.2	100.0
Total	24	100.0	100.0	

q13 What is your current salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$10,000 or less	2	8.3	8.7	8.7
	\$20,001 - \$30,000	2	8.3	8.7	17.4

	\$30,001 - \$40,000	4	16.7	17.4	34.8
	\$40,001 - \$50,000	3	12.5	13.0	47.8
	\$50,001 or more	12	50.0	52.2	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

q14.a I was satisfied with the academic preparation for my job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.3	8.3	8.3
	Somewhat Disagree	1	4.2	4.2	12.5
	Somewhat Agree	11	45.8	45.8	58.3
	Strongly Agree	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

q14.b I was satisfied with the advising of the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.2	4.2
	Somewhat Disagree	1	4.2	4.2	8.3
	Somewhat Agree	9	37.5	37.5	45.8
	Strongly Agree	13	54.2	54.2	100.0

	Total	24	100.0	100.0	
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q14.c I would recommend the program to a friend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.3	8.3	8.3
	Somewhat Disagree	4	16.7	16.7	25.0
	Somewhat Agree	6	25.0	25.0	50.0
	Strongly Agree	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

q14.d The core courses were important to my field of employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.2	4.2
	Somewhat Disagree	1	4.2	4.2	8.3
	Somewhat Agree	14	58.3	58.3	66.7
	Strongly Agree	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

q14.e The classes in my area of specialization were beneficial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.5	4.5

	Somewhat Disagree	1	4.2	4.5	9.1
	Somewhat Agree	8	33.3	36.4	45.5
	Strongly Agree	12	50.0	54.5	100.0
	Total	22	91.7	100.0	
Missing	System	2	8.3		
Total		24	100.0		

q14.f I feel I received a well-rounded education in the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.3	8.3	8.3
	Somewhat Agree	12	50.0	50.0	58.3
	Strongly Agree	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

q14.g I developed good written communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.2	4.2
	Somewhat Disagree	4	16.7	16.7	20.8
	Somewhat Agree	7	29.2	29.2	50.0
	Strongly Agree	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

q14.h I developed good oral communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.2	4.2
	Somewhat Disagree	2	8.3	8.3	12.5
	Somewhat Agree	10	41.7	41.7	54.2
	Strongly Agree	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

q14.i I developed good people skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.2	4.2
	Somewhat Disagree	1	4.2	4.2	8.3
	Somewhat Agree	8	33.3	33.3	41.7
	Strongly Agree	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

q14.j I developed good problem solving/critical thinking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	8.3	8.3	8.3

	Somewhat Agree	7	29.2	29.2	37.5
	Strongly Agree	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

q14.k I developed good professional ethics and responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	4.2	4.2	4.2
	Somewhat Agree	7	29.2	29.2	33.3
	Strongly Agree	16	66.7	66.7	100.0
	Total	24	100.0	100.0	

q14.l I developed a good understanding/comprehension of scientific information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	8.3	8.3	8.3
	Somewhat Disagree	4	16.7	16.7	25.0
	Somewhat Agree	13	54.2	54.2	79.2
	Strongly Agree	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

q14.m I developed a good understanding/comprehension of administrative skills

		Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	Somewhat Disagree	2	8.3	8.3	8.3
	Somewhat Agree	12	50.0	50.0	58.3
	Strongly Agree	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

q14.n There were proper resources for me to utilize

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	7	29.2	29.2	29.2
	Somewhat Agree	6	25.0	25.0	54.2
	Strongly Agree	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

q14.o FSU properly prepared me for graduate/law school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	12.5	12.5	12.5
	Somewhat Disagree	5	20.8	20.8	33.3
	Somewhat Agree	8	33.3	33.3	66.7
	Strongly Agree	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

q14.p The academic advisors were helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.3	4.3
	Somewhat Disagree	2	8.3	8.7	13.0
	Somewhat Agree	7	29.2	30.4	43.5
	Strongly Agree	13	54.2	56.5	100.0
	Total	23	95.8	100.0	
Missing	System	1	4.2		
Total		24	100.0		

q15 Strengths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	33.3	33.3	33.3
	Broad based and good instructors.	1	4.2	4.2	37.5
	Class size, access to professors, academic environment, nominal size of University.	1	4.2	4.2	41.7
	Combination of practice and theory	1	4.2	4.2	45.8
	I was one of the first graduating classes for Public Admin at FSU. The strengths of the program were new and in flux. However, the scope of the program, while being specific, were broad - problem solving, public speaking, understanding protocol, project focus etc, etc - were extremely beneficial. Although I am sure	1	4.2	4.2	50.0

	that since the beginning of the program, it has probably improved exponentially, I feel extremely lucky to have had the prep and background that FSU's Public Admin provided me.				
	instructors	1	4.2	4.2	54.2
	Political Science classes, accounting, finance and internship.	1	4.2	4.2	58.3
	Strengths of the program were: The unique individualized advising. I feel the program was created to capture students in the social sciences that did not have a defined vocational goal that fit squarely into one of the other FSU programs. The program was one of few at FSU that recognized each student had a very unique and distinct interest and goals for their careers. The program fostered each of those students and goals. The Public Administration program and course work exposed me, for the first time, to critical thinking and analytic concepts. This was its strength that I still use and value daily in my practice of law. At the same time, I also obtained practical experience in writing and speaking and through an internship that exposed me to an office setting, deadlines, and the public. The main value for me, was that this program went far and beyond teaching me how to "do a job." It allowed me to actually think, reason and analyze and to gain confidence in these areas through the stellar advising. I was challenged and encouraged and built confidence in the program that I do not feel I would have otherwise attained.	1	4.2	4.2	62.5
	Strong faculty and appropriate use of in-career adjunct faculty during my time at Ferris. A good broad base of knowledge was good preparation for grad school and my eventual career. While the program was small during my time there, it	1	4.2	4.2	66.7

was beneficial as I developed close relationships with other students and faculty.				
The faculty.	1	4.2	4.2	70.8
The paralegal/legal assistant program was the most practical and hands on courses offered. It was completely real world, and I entered the work force far above my peers in the ability to "do the job".	1	4.2	4.2	75.0
The program allows you to become very well rounded and prepared for a number of different career opportunities.	1	4.2	4.2	79.2
The program is very diverse and prepares you to work in almost any business setting. I believe I left the program with a diverse knowledge of the following: Governemnt, small business, big business, entrepreneurs and customer service related issues.	1	4.2	4.2	83.3
The program was fairly new at the time. It was too general at that time.	1	4.2	4.2	87.5
The strength of the program were the instructors that I had the opportunity to know. The weakness is the preparation for the workforce in this program. I believe that in the time frame in which I attended I was not properly prepared in terms of being provided the proper connections dealing with jobs after graduation	1	4.2	4.2	91.7
The wonderful professors! I was part of a PA program that was at one time, one of the best in nation.	1	4.2	4.2	95.8
While I was there 1970-1974, we were a small new program . The attention we received was a major strength. The ability to interact with my professors was a major plus.	1	4.2	4.2	100.0

	Total	24	100.0	100.0	
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q16 Areas that need improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		12	50.0	50.0	50.0
	Better internship development (creating direct ties between the program and communities) would have been beneficial. While my own internship experience was good, there was potential for it to be a lot more difficult.	1	4.2	4.2	54.2
	better textbooks	1	4.2	4.2	58.3
	I felt that the push to obtain interships was not there. I went out on my own to find internship opportuniteis and did not get the support from my advisors that I would have liked. In addition, I believe a push on out-of-classroom experiences and connections(guest speakers, mentors, tours, interntships, resume assistance) was not there. I hope since my time on campus this had become standard practice.	1	4.2	4.2	62.5
	I think some type of marketing/public relations classes should be implemented into the program. Maybe it was before, I just can't remeber.	1	4.2	4.2	66.7
	I think the program had potential to recruit a larger and wider variety of students. I was surprised that the program did not grow at a higher rate. It was invaluable to me.	1	4.2	4.2	70.8
	Make students learn to communicate in writing/oral presentations no matter how painful.. should be a focus at all levels, not just English courses. It was very painful leaving college	1	4.2	4.2	75.0

	without good communication skills.				
	Need more science and engineering.	1	4.2	4.2	79.2
	plan review and current PA practices	1	4.2	4.2	83.3
	Public policy analysis, strategic planning, legislative advocacy.	1	4.2	4.2	87.5
	The improvement needed in this program is preparing students for jobs after graduation by having employers in this field of work showing students the options that are available and have more contact with these employer	1	4.2	4.2	91.7
	There are skills needed to obtain advanced degrees. If a student anticipates obtaining an advanced degree there needs to be a defined track to obtain those skills.	1	4.2	4.2	95.8
	We had a class to teach us how to write a grant. I was not actually able to apply for a grant after that. It did not really address the issue.	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

q17 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	70.8	70.8	70.8
	I am still proud of the PA program that Ferris offered. I believe I was better prepared than most other college graduates with similar degrees.	1	4.2	4.2	75.0
	I am very grateful that the program was offered when I was a student. I owe my current successful and rewarding career to having been exposed to it. I would not be where I am today	1	4.2	4.2	79.2

	<p>(10 years into a successful, secure, rewarding career that allows me financial independence and professional satisfaction and the opportunity to constantly challenge myself) had I been forced to fit myself into one of the square peg offerings at FSU.</p>				
	<p>I graduated 34 years ago. It is hard for me to judge the existing program based on my experience.</p>	1	4.2	4.2	83.3
	<p>I graduated in 1975 from FSU and went on to grad school in Public Administration (MPA) from Eastern Michigan and graduated in 1989. The EMU program was very strong and comprehensive from a finance, political science and public policy perspective.</p>	1	4.2	4.2	87.5
	<p>I have nothing but good things to say about my Ferris State University experience, specifically in the Public Administration program. Undergraduate PA programs were rare when I started and I doubt they have grown much in the interim. Keep up the good work guys!</p>	1	4.2	4.2	91.7
	<p>Post-graduation, I went on to graduate from the U.S. Army Command & General Staff College and Central Michigan University (MS Administration). I subsequently attended Virginia Commonwealth University, Public Policy PhD Program. I am ABD from the PhD Program and that is due to at least two deficiencies on my part: 1. Poor grammatical and technical report writing skills, 2. A limited ability to apply scientific theory to a qualitative dissertation. At no point in my education were these skills "taught" in a formal sense. What I knew was merely what I obtained by trial and error. Define Hypothesis and then apply that definition to a specific subject of some complexity.</p>	1	4.2	4.2	95.8

	Reading, writing, public speaking, ethics are extremely important even in this day of technological communication. Do not give up on these basics. Interviewing young prospects for job opportunities shows a great deal lacking in these areas.	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

PLSC APR...Employer

Frequencies

Prepared by: Institutional Research & Testing, 05/12/2012

Frequency Table

q1.a Apply knowledge of Political Science principles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	33.3	33.3	33.3
	Strongly Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q1.b Conduct research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	33.3	33.3	33.3
	Strongly Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q1.c Analyze and interpret data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	33.3	33.3	33.3
	Strongly Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q1.d Identify, formulate and solve problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	33.3	33.3	33.3
	Strongly Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q1.e Function well in teams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	33.3	50.0	50.0
	Strongly Agree	1	33.3	50.0	100.0
	Total	2	66.7	100.0	
Missing	System	1	33.3		
Total		3	100.0		

q1.f Understand professional and ethical responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	33.3	33.3	33.3
	Strongly Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q1.g Communicate well in oral and written format

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	33.3	33.3	33.3
	Strongly Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q1.h Recognize the need for and have the ability to engage in lifelong learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	100.0	100.0	100.0

q1.i Participate in professional organizations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	100.0	100.0	100.0

q1.j Lead teams and perform tasks with minimal guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	33.3	33.3	33.3
	Strongly Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q1.k Understand contemporary professional problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	33.3	33.3	33.3
	Strongly Agree	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q2 Areas of concern related to education received from program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Current practical solutions to todays political environment. Budget control and cost containment in difficult times. Advocating on behalf of special populations(elderly, disabled, low income)	1	33.3	33.3	33.3
	None	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

q3 Strengths of program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ferris has a great tradition	1	33.3	33.3	33.3
	The public sector needs good administrators with high ethical values. Problem solvers a must.	1	33.3	33.3	66.7
	The students from the Ferris State Political Science program have job ready skills once	1	33.3	33.3	100.0

	they arrive at the place of employment.				
	Total	3	100.0	100.0	

q4 Areas of program that need improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More Civil Engineering for public administration students	1	33.3	33.3	33.3
	need for political guest speakers on campus	1	33.3	33.3	66.7
	see above	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

q5 Additional comments/suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	66.7	66.7	66.7
	Please consider the Public Administration program as a degree. I obtained my Masters from EMU in Public Administration and continue in the field.	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Table 2-3

Political Science APR...Graduate Exit

Frequencies

Prepared by: Institutional Research & Testing, 01/12/2012

Frequency Table

q1 Problem solving/critical thinking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	2.9	2.9	2.9
	Agree	45	66.2	66.2	69.1
	Strongly Agree	21	30.9	30.9	100.0
	Total	68	100.0	100.0	

q2 Writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	8.8	8.8	8.8
	Agree	40	58.8	58.8	67.6
	Strongly Agree	22	32.4	32.4	100.0
	Total	68	100.0	100.0	

q3 People skills

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Neutral	5	7.4	7.4	7.4
	Agree	27	39.7	39.7	47.1
	Strongly Agree	36	52.9	52.9	100.0
	Total	68	100.0	100.0	

q4 Communicate effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	5.9	5.9	5.9
	Agree	30	44.1	44.1	50.0
	Strongly Agree	34	50.0	50.0	100.0
	Total	68	100.0	100.0	

q5 Understand political science principles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	1.5	1.5	1.5
	Agree	32	47.1	47.1	48.5
	Strongly Agree	35	51.5	51.5	100.0
	Total	68	100.0	100.0	

q6 Understand scientific information

		Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	Disagree	4	5.9	5.9	5.9
	Neutral	21	30.9	30.9	36.8
	Agree	36	52.9	52.9	89.7
	Strongly Agree	7	10.3	10.3	100.0
	Total	68	100.0	100.0	

q7 Utilize/enhance knowledge of computers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	11.8	11.8	11.8
	Neutral	25	36.8	36.8	48.5
	Agree	28	41.2	41.2	89.7
	Strongly Agree	7	10.3	10.3	100.0
	Total	68	100.0	100.0	

q8 Understand professional ethics/responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	7.4	7.4	7.4
	Agree	23	33.8	33.8	41.2
	Strongly Agree	40	58.8	58.8	100.0
	Total	68	100.0	100.0	

q9 Working knowledge of available resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	8.8	8.8	8.8
	Agree	37	54.4	54.4	63.2
	Strongly Agree	25	36.8	36.8	100.0
	Total	68	100.0	100.0	

q10 Proper resources for my use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	5.9	5.9	5.9
	Agree	40	58.8	58.8	64.7
	Strongly Agree	24	35.3	35.3	100.0
	Total	68	100.0	100.0	

q11 Preparation for a career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	7.4	7.4	7.4
	Agree	31	45.6	45.6	52.9
	Strongly Agree	32	47.1	47.1	100.0
	Total	68	100.0	100.0	

q12 Preparation for law school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.5	1.5	1.5
	Disagree	8	11.8	11.8	13.2
	Neutral	24	35.3	35.3	48.5
	Agree	30	44.1	44.1	92.6
	Strongly Agree	5	7.4	7.4	100.0
	Total	68	100.0	100.0	

q13 Faculty adequately supportive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.5	1.5	1.5
	Neutral	2	2.9	2.9	4.4
	Agree	29	42.6	42.6	47.1
	Strongly Agree	36	52.9	52.9	100.0
	Total	68	100.0	100.0	

q14 Adequate faculty advisement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	5.9	5.9	5.9

	Agree	28	41.2	41.2	47.1
	Strongly Agree	36	52.9	52.9	100.0
	Total	68	100.0	100.0	

q15 Enter as

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	6	8.8	10.2	10.2
	Another FSU program	36	52.9	61.0	71.2
	Transfer student	17	25.0	28.8	100.0
	Total	59	86.8	100.0	
Missing	System	9	13.2		
Total		68	100.0		

q15a If so, why Political Science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		61	89.7	89.7	89.7
	I was interested in govt & aspects of other govts other than my own.	1	1.5	1.5	91.2
	No, Public Admin!	1	1.5	1.5	92.6
	Pre-pharmacy	1	1.5	1.5	94.1
	Radiography	1	1.5	1.5	95.6
	Received LGST degree then chose History Ed then	1	1.5	1.5	97.1

	Political Science.				
	Social Work	1	1.5	1.5	98.5
	Wanted education for public sector.	1	1.5	1.5	100.0
	Total	68	100.0	100.0	

q16 Area of specialization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		59	86.8	86.8	86.8
	I have specialized in accounting/management courses	1	1.5	1.5	88.2
	International Studies	1	1.5	1.5	89.7
	Legal Studies	4	5.9	5.9	95.6
	Math & Science	1	1.5	1.5	97.1
	Medical processor	1	1.5	1.5	98.5
	Philosophy	1	1.5	1.5	100.0
	Total	68	100.0	100.0	

q17 Future plans

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate School	12	17.6	21.8	21.8
	Law School	14	20.6	25.5	47.3
	Enter the job market	29	42.6	52.7	100.0

	Total	55	80.9	100.0	
Missing	System	13	19.1		
Total		68	100.0		

q18 Three strengths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		59	86.8	86.8	86.8
	Emphasize management. Good faculty. Good opportunities to attend conferences.	1	1.5	1.5	88.2
	Free thought. Excellent discussion. Current issues.	1	1.5	1.5	89.7
	Good instructors. Fun program.	1	1.5	1.5	91.2
	Great faculty to student interactions. Realistic explanation/examples for PA in the world beyond FSU. Encouraging faculty.	1	1.5	1.5	92.6
	My faculty advisor was very supportive & helpful. Courses are focused on public admin issues rthan than broad theories. Courses always encouraged lively, beneficial discussions.	1	1.5	1.5	94.1
	People skills.	1	1.5	1.5	95.6
	Prepared me well for graduate school. Helpful professors. Strong theory.	1	1.5	1.5	97.1
	The propesors	1	1.5	1.5	98.5
	The small size. The faculty. The courses.	1	1.5	1.5	100.0
Total		68	100.0	100.0	

q19 Three weaknesses

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	89.7	89.7	89.7
Budgeting.	1	1.5	1.5	91.2
Compared to other programs, the internship requirements are weak. Some classes did stray from their intended focus. I think that there should be more instruction in finance/budget.	1	1.5	1.5	92.6
Emphasizes management too much. Lacks political focus. Teachers have favorites.	1	1.5	1.5	94.1
Lacking class selection. Financing class was sub par.	1	1.5	1.5	95.6
The small size. Need to have at least 6 professors with full tenure. Need to have a larger research department.	1	1.5	1.5	97.1
To many unrelated classes. Should offer specializations in International Policy/Affaires.	1	1.5	1.5	98.5
Too public admin focused.	1	1.5	1.5	100.0
Total	68	100.0	100.0	

PLSC APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 05/12/2012

Frequency Table

q1.a The ability for problem solving/critical thinking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.6	3.7	3.7
	Neutral	5	17.9	18.5	22.2
	Agree	17	60.7	63.0	85.2
	Strongly Agree	4	14.3	14.8	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.b The ability to develop writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	7.1	7.4	7.4
	Neutral	2	7.1	7.4	14.8
	Agree	15	53.6	55.6	70.4
	Strongly Agree	8	28.6	29.6	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		

Total	28	100.0		
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q1.c The ability to develop people skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10.7	11.1	11.1
	Neutral	2	7.1	7.4	18.5
	Agree	17	60.7	63.0	81.5
	Strongly Agree	5	17.9	18.5	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.d The ability to communicate effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	7.1	7.7	7.7
	Neutral	1	3.6	3.8	11.5
	Agree	16	57.1	61.5	73.1
	Strongly Agree	7	25.0	26.9	100.0
	Total	26	92.9	100.0	
Missing	System	2	7.1		
Total		28	100.0		

q1.e The ability to understand/comprehend political science principles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.6	3.8	3.8
	Neutral	1	3.6	3.8	7.7
	Agree	13	46.4	50.0	57.7
	Strongly Agree	11	39.3	42.3	100.0
	Total	26	92.9	100.0	
Missing	System	2	7.1		
Total		28	100.0		

q1.f The ability to understand/comprehend scientific information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	7.1	7.4	7.4
	Neutral	6	21.4	22.2	29.6
	Agree	16	57.1	59.3	88.9
	Strongly Agree	3	10.7	11.1	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.g The ability to utilize/enhance my knowledge of computers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10.7	11.1	11.1
	Disagree	4	14.3	14.8	25.9
	Neutral	11	39.3	40.7	66.7
	Agree	6	21.4	22.2	88.9
	Strongly Agree	3	10.7	11.1	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.h An understanding of professional ethics and responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.6	3.7	3.7
	Neutral	2	7.1	7.4	11.1
	Agree	12	42.9	44.4	55.6
	Strongly Agree	12	42.9	44.4	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.i A working knowledge of available resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	7.1	7.4	7.4
	Neutral	5	17.9	18.5	25.9
	Agree	13	46.4	48.1	74.1
	Strongly Agree	7	25.0	25.9	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.j The proper resources for my use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.6	3.7	3.7
	Neutral	3	10.7	11.1	14.8
	Agree	18	64.3	66.7	81.5
	Strongly Agree	5	17.9	18.5	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.k Preparation for a career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.6	3.7	3.7
	Neutral	5	17.9	18.5	22.2
	Agree	14	50.0	51.9	74.1
	Strongly Agree	7	25.0	25.9	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.l Preparation for law school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.6	3.7	3.7
	Disagree	1	3.6	3.7	7.4
	Neutral	8	28.6	29.6	37.0
	Agree	11	39.3	40.7	77.8
	Strongly Agree	6	21.4	22.2	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.m Faculty adequately supportive of my educational experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	7.1	7.4	7.4
	Agree	9	32.1	33.3	40.7
	Strongly Agree	16	57.1	59.3	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q1.n Adequate faculty advisement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	7.1	7.4	7.4
	Neutral	1	3.6	3.7	11.1
	Agree	11	39.3	40.7	51.9
	Strongly Agree	13	46.4	48.1	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q2 Enter the program at FSU as

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Freshman	8	28.6	29.6	29.6
	From another FSU program	15	53.6	55.6	85.2
	Transfer student from another institution	2	7.1	7.4	92.6
	4	2	7.1	7.4	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

q3 Why did you choose Political Science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		20	71.4	71.4	71.4
	Because I am interested in the workings of the government and I am interested in helping my community.	1	3.6	3.6	75.0
	I want to get into politics & would like to be able to comprehend how our society works	1	3.6	3.6	78.6
	I'm interested in politics & I want to be an attorney	1	3.6	3.6	82.1
	I've always had an interest in govt. I was advised by a journalist to pursue a Bach in PLSC to increase my marketability	1	3.6	3.6	85.7
	It was a minor for education that	1	3.6	3.6	89.3

I found interesting				
Junior-want to go to law school at the time, may stop after this degree	1	3.6	3.6	92.9
Lack of interest in ohter majors	1	3.6	3.6	96.4
No, I joined Public Administration!	1	3.6	3.6	100.0
Total	28	100.0	100.0	

q4 From which FSU program did you transfer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	46.4	46.4	46.4
Biology (switched after Christmas break)	1	3.6	3.6	50.0
Criminal Justice	2	7.1	7.1	57.1
Directed Studies	2	7.1	7.1	64.3
General Education	1	3.6	3.6	67.9
Legal Studies	1	3.6	3.6	71.4
Nuc Med	2	7.1	7.1	78.6
Nursing	1	3.6	3.6	82.1
Poli Sci Education	1	3.6	3.6	85.7
Pre-Law	2	7.1	7.1	92.9
Public Relations	1	3.6	3.6	96.4

	Radiography	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

q5 From which institution did you transfer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		26	92.9	92.9	92.9
	Central Michigan University	1	3.6	3.6	96.4
	Grand Rapids Community College	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

q6 Area of specialization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	14.3	14.3	14.3
	Communications	1	3.6	3.6	17.9
	Criminal Justice	2	7.1	7.1	25.0
	Economics and Business	1	3.6	3.6	28.6
	Education	1	3.6	3.6	32.1
	I have not chosen yet.	1	3.6	3.6	35.7
	I'm not entirely sure yet, but I have talked about Spanish w/ Dr. Griffin	1	3.6	3.6	39.3
	International Diplomacy	1	3.6	3.6	42.9

Just PLSC in general w/ a minor in ACCT	1	3.6	3.6	46.4
Legal studies	1	3.6	3.6	50.0
Legal Studies	5	17.9	17.9	67.9
Legal Studies-have Associates	1	3.6	3.6	71.4
N/A	1	3.6	3.6	75.0
none	1	3.6	3.6	78.6
public service	1	3.6	3.6	82.1
Public service-city manager	1	3.6	3.6	85.7
Science	1	3.6	3.6	89.3
Science. I had a lot of courses in the sciences.	1	3.6	3.6	92.9
Secondary Education	1	3.6	3.6	96.4
Undefined	1	3.6	3.6	100.0
Total	28	100.0	100.0	

q7 What are your future plans upon graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate school	9	32.1	33.3	33.3
	Law school	10	35.7	37.0	70.4
	Enter the job market	8	28.6	29.6	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		

Total	28	100.0		
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q8 Three strengths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	17.9	17.9	17.9
	1. Supportive faculty. 2. Variety of classes. 3. Small class sizes.	1	3.6	3.6	21.4
	Caring professors; good class topics; wide variety of topics	1	3.6	3.6	25.0
	Close knit professors	1	3.6	3.6	28.6
	Does a good job of material teaching; work in groups like in real govt life; teachers are always willing to help	1	3.6	3.6	32.1
	liberal opinion	1	3.6	3.6	35.7
	Gives great government background info; classes are not challenging	1	3.6	3.6	39.3
	Global Understanding, Current Events, Hearing diverse views	1	3.6	3.6	42.9
	Good examples of the material; good at relating material	1	3.6	3.6	46.4
	Good profs; Mix w/ a little public admin	1	3.6	3.6	50.0
	Good selection of courses; required a specialization; good background for law school	1	3.6	3.6	53.6
	Good teachers; good selection of classes; broad possibilities	1	3.6	3.6	57.1
	Great, helpful faculty; great classes for major;	1	3.6	3.6	60.7

variety of classes				
In general, good instructors	1	3.6	3.6	64.3
It develops writing schools; improves logical & thinking skills; tremendous teaching	1	3.6	3.6	67.9
My instructor was very knowledgeable about the subjects she teaches. She has had a variety of experiences working in/for government agencies and brings a personal viewpoint to the classroom.	1	3.6	3.6	71.4
Political/govt knowledge; the Legal Studies program; the history	1	3.6	3.6	75.0
Prepares you for law school & other areas that involves law; gives you a better understanding of the world legally, understands natural rights & answers several questions about how society...	1	3.6	3.6	78.6
Quality professors w/ real world experience; service learning projects	1	3.6	3.6	82.1
Requirement of a specialization; interesting professors	1	3.6	3.6	85.7
Resources; writing skills; preparation for law school	1	3.6	3.6	89.3
Smaller class sizes; supportive faculty & advisors; amount of discussion about certain topics	1	3.6	3.6	92.9
The teachers; the resources; the content	1	3.6	3.6	96.4
Very broad; helps keep updated w/ political news; good w/ definitions	1	3.6	3.6	100.0
Total	28	100.0	100.0	

q9 Three areas in need of improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	7.1	7.1	7.1
	1. Variety of classes. 2. Campus involvement.	1	3.6	3.6	10.7
	Access to materials; not very many prof to choose from	1	3.6	3.6	14.3
	Called PLSC, should be PUAD; redundant classes PLSC421 & MGMT305, something; small size	1	3.6	3.6	17.9
	Class scheduling; diversity of instructors; take classes that don't seem necessary	1	3.6	3.6	21.4
	Classes offered, more selection needed	1	3.6	3.6	25.0
	Doesn't prepare for your law school well enough; more PLSC classes	1	3.6	3.6	28.6
	Doesn't prepare you for the MTTC; GIS is the worst class ever	1	3.6	3.6	32.1
	Should teach more courses.	1	3.6	3.6	35.7
	I have to pay for it; not a lot of job placement	1	3.6	3.6	39.3
	I would like to see a larger variety of electives	1	3.6	3.6	42.9
	Job preparation	1	3.6	3.6	46.4
	Lack of hands on; lack of meeting experts	1	3.6	3.6	50.0
	More emphasis on internships	1	3.6	3.6	53.6
	More hands on; profession ethics; scientific info	1	3.6	3.6	57.1
	More political speakers; more international politics classes; more involvement in political	1	3.6	3.6	60.7

engagement project				
NA	1	3.6	3.6	64.3
Needs more field trips; needs more hands on, problem solving projects	1	3.6	3.6	67.9
Not as career focused as I would like; no Emergency Mgmt courses; needs more focus on ethics within all calsses	1	3.6	3.6	71.4
Not at all known as being a good program (I wish it was more recognized by the state); doesn't focus much on international politics; doesn't do much facilitation w/ internships; employees should be tenured!! Especially if they have real-life experience	1	3.6	3.6	75.0
Not enough hands on; not enough taught on gov processes	1	3.6	3.6	78.6
Not enough PLSC classes required; doesn't prepare you for the work field	1	3.6	3.6	82.1
Not much organizational structure; too few PLSC classes	1	3.6	3.6	85.7
professional development for faculty . diversity tolerance .	1	3.6	3.6	89.3
Variety of courses available; depth of discussions (although I'm only a soph, so I wouldn't know many classes); amount of discussion about theories	1	3.6	3.6	92.9
Variety of professors	1	3.6	3.6	96.4
Very small numbers, not a strong, promoted major; not enough PLSC courses for degree- too many semi-pointless courses, time could be spent on PLSC courses; lack of professional organization, could be more mentally	1	3.6	3.6	100.0

	stimulating. We should treat PLSC like other majors & hold to higher standard.				
	Total	28	100.0	100.0	

q10 Additional comments/elaboration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		27	96.4	96.4	96.4
	science in politics is like that little bit of truth in every lie .	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

PLSC APR...Faculty

Frequencies

Prepared by: Institutional Research & Testing, 04/12/2012

Frequency Table

q1.a The PS program is consistent with the FSU Mission Statement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	11.1	11.1	11.1
	Somewhat Agree	1	11.1	11.1	22.2
	Strongly Agree	7	77.8	77.8	100.0
	Total	9	100.0	100.0	

q1.b The PS program is consistent with the objectives of the Social Sciences department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	33.3	33.3	33.3
	Strongly Agree	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

q1.c The Social Science department faculty support the PS program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	11.1	11.1	11.1

	Neutral	1	11.1	11.1	22.2
	Somewhat Agree	1	11.1	11.1	33.3
	Strongly Agree	6	66.7	66.7	100.0
	Total	9	100.0	100.0	

q1.d The FSU Administration supports the PS program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	22.2	25.0	25.0
	Somewhat Disagree	1	11.1	12.5	37.5
	Neutral	1	11.1	12.5	50.0
	Somewhat Agree	2	22.2	25.0	75.0
	Strongly Agree	2	22.2	25.0	100.0
	Total	8	88.9	100.0	
Missing	System	1	11.1		
Total		9	100.0		

q1.e The cost of the PS program is inexpensive compared to other FSU baccalaureate programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	11.1	11.1	11.1
	Neutral	1	11.1	11.1	22.2
	Somewhat Agree	3	33.3	33.3	55.6

	Strongly Agree	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q1.f The number of specializations in the PS program should increase

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	11.1	11.1	11.1
	Neutral	1	11.1	11.1	22.2
	Somewhat Agree	5	55.6	55.6	77.8
	Strongly Agree	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

q1.g The PS program allows the student to develop good people skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	6	66.7	66.7	66.7
	Strongly Agree	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

q1.h The PS program allows the student to develop good oral communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	5	55.6	55.6	55.6

	Strongly Agree	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q1.i The PS program allows the student to develop good written communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	11.1	11.1	11.1
	Somewhat Agree	4	44.4	44.4	55.6
	Strongly Agree	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q1.j Political Science students learn to recognize the need for and develop the ability to engage in lifelong learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	11.1	11.1	11.1
	Somewhat Agree	4	44.4	44.4	55.6
	Strongly Agree	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

q1.k Political Science students learn the importance of participating in professional organizations

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Somewhat Disagree	1	11.1	11.1	11.1
	Neutral	1	11.1	11.1	22.2
	Somewhat Agree	2	22.2	22.2	44.4
	Strongly Agree	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

q1.l The PS program trains students to lead teams and perform professional tasks with minimal guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	22.2	25.0	25.0
	Somewhat Agree	4	44.4	50.0	75.0
	Strongly Agree	2	22.2	25.0	100.0
	Total	8	88.9	100.0	
Missing	System	1	11.1		
Total		9	100.0		

q1.m The B.S. In Political Science at FSU is a quality degree comparable to other baccalaureate degrees in Political Science at similar institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	11.1	12.5	12.5
	Neutral	1	11.1	12.5	25.0
	Somewhat Agree	2	22.2	25.0	50.0

	Strongly Agree	4	44.4	50.0	100.0
	Total	8	88.9	100.0	
Missing	System	1	11.1		
Total		9	100.0		

q2 Strengths of the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	22.2	22.2	22.2
	1). It is graduating students who are very well prepared to enter the professional fields of Political Science and Public Administration. 2). The faculty are extremely well qualified and really care about their students. 3). Strong interdisciplinary curriculum produces quality, well-prepared graduates.	1	11.1	11.1	33.3
	At least one PS faculty member has real life experience in the field. That faculty member tries to link students with opportunities and issues beyond Big Rapids.	1	11.1	11.1	44.4
	Good 100 level offerings to prepare students for basic info on government	1	11.1	11.1	55.6
	It develops the students' ability to understand our government, and how it works. It also shows the importance of fostering healthy and co-operative working relationships between our government, and the governments of other societies throughout the world.	1	11.1	11.1	66.7
	It is hard to see strengths except in the abstract,since department support is nil and the	1	11.1	11.1	77.8

	numbers of majors is falling towards zero.				
	Relevance	1	11.1	11.1	88.9
	service learning project like the Walter Reed Project	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

q3 Areas that need improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	22.2	22.2	22.2
	I can think of none at this time.	1	11.1	11.1	33.3
	It would be great if it were a larger program with more faculty	1	11.1	11.1	44.4
	Less emphasis on pre-law. Needs to break out into mor areas of specialization. Need to require PS for more major!	1	11.1	11.1	55.6
	more support for the program and fewer excuses for the non-productive members	1	11.1	11.1	66.7
	They need more tenure track professors to allow for better program stability and to allow for more course offerings.	1	11.1	11.1	77.8
	With one faculty member retiring this year, the Program needs to add an additional tenure track position. This should be a major goal of the Program and the Department.	1	11.1	11.1	88.9
	You might as well wipe the slate clean and start all over again. I did not know the program was up for review once again. Hallelujah.	1	11.1	11.1	100.0

	Total	9	100.0	100.0	
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q4 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	66.7	66.7	66.7
	I think the Political Science program is a highly valuable component of the Social Sciences Department, and should be continued without reservation.	1	11.1	11.1	77.8
	It will be interesting to see what happens to the program as one faculty member finally leaves.	1	11.1	11.1	88.9
	This is a quality degree.	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

PLSC APR-Advisory Board

Frequencies

Prepared by: Institutional Research & Testing, 03/12/2012

Frequency Table

q1.a The PS program serves a valuable function at FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Somewhat Agree	1	25.0	25.0	50.0
	Strongly Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

q1.b I would/have refer(red) students into the PS program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Somewhat Agree	1	25.0	25.0	50.0
	Strongly Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

q1.c Courses and faculty have a reputable academic foundation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0

	Somewhat Agree	2	50.0	50.0	75.0
	Strongly Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.d Facilities and equipment in the PS program are sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Somewhat Disagree	1	25.0	25.0	50.0
	Neutral	1	25.0	25.0	75.0
	Somewhat Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.e Program is administered effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Somewhat Agree	1	25.0	25.0	50.0
	Strongly Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

q1.f Program is well advertised and promoted within FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	75.0	75.0	75.0

	Neutral	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.g Program is well advertised and promoted outside of FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	50.0	50.0	50.0
	Neutral	1	25.0	25.0	75.0
	Somewhat Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.h Program costs are in line with other baccalaureate programs at FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Neutral	2	50.0	50.0	75.0
	Somewhat Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.i Baccalaureate is a quality degree comparable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	25.0	25.0	25.0

	Somewhat Agree	2	50.0	50.0	75.0
	Strongly Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.j Program provides the knowledge and expertise needed by the profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Somewhat Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.k There is a high demand for students from the PS program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	25.0	25.0	25.0
	Neutral	1	25.0	25.0	50.0
	Somewhat Agree	1	25.0	25.0	75.0
	Strongly Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.l The graduates of the PS program are properly prepared to enter the profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	33.3	33.3

	Neutral	1	25.0	33.3	66.7
	Somewhat Agree	1	25.0	33.3	100.0
	Total	3	75.0	100.0	
Missing	System	1	25.0		
Total		4	100.0		

q1.m The PS faculty are involved in professional development and continuing education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Neutral	1	25.0	25.0	50.0
	Strongly Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

q1.n The PS faculty have adequate academic credentials and experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Strongly Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q1.o The PS program has an adequate number of faculty

		Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	Strongly Disagree	2	50.0	50.0	50.0
	Somewhat Disagree	1	25.0	25.0	75.0
	Neutral	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.p The PS program receives adequate financial support from the university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Somewhat Disagree	2	50.0	50.0	75.0
	Neutral	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q1.q The PS program curriculum meets the needs of the profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	25.0	25.0	25.0
	Somewhat Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

q2 Strengths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	25.0	25.0	25.0
	Given all of the old guys like me who have retired or are about to retire there is a serious need for qualified capable new recruits to public service.	1	25.0	25.0	50.0
	Practical education in public sector management principles.	1	25.0	25.0	75.0
	The program is enhanced by the diversity of the faculty, having the students study and become exposed to public administration courses, and the willingness of the faculty to work with the students on projects and other areas beyond the scheduled class time.	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

q3 Areas that need improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	25.0	25.0	25.0
	Attract far more students to public administration. Too many only consider a business administration program. The best and most dedicated are needed far more in public service than the next failed business venture. Governments do not have failure as an option.	1	25.0	25.0	50.0
	Promotion on a statewide and regional basis. Heavier emphasis on practitioner teaching to PS students.	1	25.0	25.0	75.0

	The continued commitment to working with the community and building a wider selection of internship host sites that could help build on the current internship framework articulated within the political science degree requirements.	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

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q4 Additional comments/suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	75.0	75.0	75.0
	In my opinion, the public administration program at FSU has never received the top level support from Ferris administration that it should receive.	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

APPENDIX B

**PROGRAM REVIEW BUDGET
POLITICAL SCIENCE PROGRAM**

ACADEMIC PROGRAM REVIEW

**POLITICAL SCIENCE
PROGRAM REVIEW BUDGET**

TO: Matthew Wagenheim, Academic Program Review Council Chair
FROM: Richard W. Griffin, Political Science Program Review Chair and Program Coordinator
DATE: September 12, 2011
RE: Proposed Budget for Political Science Program Review Budget

Below is a proposed budget for the Political Science Program Review Panel. Please inform me if you have any questions and if any additional information is required concerning this budget.

<i>Student Work Support</i>	
80 hours @ \$8.00 per hour	\$640.00
BUDGET TOTAL	\$640.00

APPENDIX C

PROGRAM CHECK SHEET
POLITICAL SCIENCE PROGRAM

ACADEMIC PROGRAM REVIEW

POLITICAL SCIENCE PROGRAM CHECK SHEET

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE		12 Sem Credits	
Course	Grade	Credits	
ENGL 150		3	
ENGL 250 or 211		3	
ENGL 321 or 323		3	
COMM – See Major		3	
TOTAL			
B. SCIENTIFIC UNDERSTANDING		7 Sem Credits	
Only approved "Z" courses may count toward this category (one must be a lab).			
Course	Grade	Credits	
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 \geq 24	Score	
		TOTAL	
D. CULTURAL ENRICHMENT			
This requirement is achieved in the program major.			
E. SOCIAL AWARENESS			
This requirement is achieved in the program major.			
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: Rec. PLSC 323 or 331 or 341			
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: achieved in the major			

Number of 300+ credits: _____

II. POLITICAL SCIENCE MAJOR		69 Sem Credits	
Course	Grade	Credits	
ACCT 201		3	
Choose 1: ANTH122 or SOCY 121 or SOCY 122		3	
COMM 121		3	
ECON 221		3	
ECON 222		3	
Choose 2: HIST 121, HIST 122, HIST 277		3	
PHIL 216		3	
GEOG 311		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
PSYC 150		3
PSYC 325 or PSYC 326		3
SOCY 340		3
SSCI 310		3
TOTAL		
III. INTERDISCIPLINARY SPECIALIZATION 15 Sem Credits		
Course	Grade	Credits
TOTAL		
IV. ELECTIVES To total of 120 Sem Credits		
13 credits numbered 300 or higher		
Course	Grade	Credits
TOTAL		

APPENDIX D

FACULTY VITA
POLITICAL SCIENCE PROGRAM

ACADEMIC PROGRAM REVIEW

DR. RICHARD WAYNE GRIFFIN
Department of Social Sciences
Ferris State University
Big Rapids, Michigan 49307
Office (231) 591-2761 Home (231) 629-8239

EDUCATION

- Ph.D.
&
M.S. FLORIDA STATE UNIVERSITY, Tallahassee, Florida.
 Graduated 1968 & 1970 in Political Science.
 Academic Background: Public Administration & Policy, American
 Govt., US-Mexico Border Politics & Culture, Globalization, Politics &
 Media, State & Local Government, Social Movements, Quantitative
 Techniques, Research Methods & Design.
 Additional Graduate Hours in Sociology & Statistics.
 Awards: National Defense Education Act Fellowship; President,
 Pi Sigma Alpha, National Political Science Honorary; FSU Chapter,
 President FSU Government Graduate Students Association.
- B.S. LAMAR UNIVERSITY, Beaumont, Texas.
 Graduated 1967. Major: Government. Minor: Sociology
 Awards: Weed Award for Outstanding Government Graduate.

POSTDOCTORAL FELLOWSHIPS

- Summer
1988 CORNELL UNIVERSITY & NATIONAL ENDOWMENT FOR THE
 HUMANITIES. Project Topic: "Historical Studies of Collective Action
 & Political Change." Individual Research Topic: "Political Organiza-
 tion, Action & Change Among Hispanics in South Texas." Project
 Director: Sidney Tarrow, Department of Government.
- Summer
1973 AUBURN UNIVERSITY, NATIONAL AERONAUTICS & SPACE
 ADMINISTRATION, & AMERICAN SOCIETY FOR ENGINEERING
 EDUCATION, Marshall Spaceflight Center, Huntsville, Alabama.
 Multidisciplinary public policy research team investigating energy
 Policy in America.
- Summer
1972 OLD DOMINION UNIVERSITY, NATIONAL AERONAUTICS &
 SPACE ADMINISTRATION, & AMERICAN SOCIETY FOR
 ENGINEERING EDUCATION, Langley Research Base, Hampton,
 Virginia. Multidisciplinary public policy research team investigating
 engineering & human factors in transportation alternatives for America.

ACADEMIC EMPLOYMENT

- Present FERRIS STATE UNIVERSITY, Big Rapids, Michigan. Coordinator, Political Science Program & Full Professor of Political Science. Received Tenure: Fall, 1995. Classroom instruction in American Government, Globalization, Politics & Media, Public Administration, Mexico-Texas Border Politics & Culture, Applied Social Research, Social Movements.
- Spring 2011 Fulbright Scholar and Visiting Professor. UNIVERSITY OF DEBRECEN, Institute for North American Studies, Debrecen, Hungary. Classroom instruction and comparative cultural research on North American Latinos and Eastern European Societies.
- Summers 1997-99 YALE UNIVERSITY & JUNIOR STATESMAN OF AMERICA FOUNDATION. Classroom instruction in American Government.
- Fall 1994 GRAND VALLEY STATE UNIVERSITY, Allendale, Michigan. Adjunct Faculty, Visiting Professor of Political Science. Classroom Instruction in American Government.
- Summers 1991 & 92 VICTORIA COLLEGE, Victoria, Texas. Instructor of Political Science. Classroom instruction in American National Government & Texas State Government.
- 1987-90 UNIVERSITY OF TEXAS-PAN AMERICAN, Edinburg, Texas. Graduate Faculty of MPA Program & Instructor of Political Science. Classroom instruction in American National & Texas State Government, Introduction to Political Science and State & Local Government.
- 1/87-8/87 AUSTIN COMMUNITY COLLEGE, Austin, Texas. Instructor of Social Sciences. Classroom instruction in American National Government & Texas State Government.
- Summer 1987 CENTRAL TEXAS COLLEGE, Fort Hood, Texas. Instructor of Political Science. Classroom instruction in American National Government & Texas State Government.
- 1973-74 UNIVERSITY OF EVANSVILLE, Evansville, Indiana. Director of RISE '70 & Assistant Professor of Urban Affairs. Directed computerized information system providing data to Southwestern Indiana & Kentucky Council of Government.
- 1971-73 GEORGIA INSTITUTE OF TECHNOLOGY, Atlanta, Georgia. Assistant Professor of Social Sciences. Classroom instruction in American Government. Advanced courses in Methodology, State & Local Government, and Legislative Process.

1970-71 UNIVERSITY OF ARKANSAS-LITTLE ROCK, Little Rock, Arkansas.
Assistant Professor of Political Science. Classroom instruction in
merican government. Advanced courses in Methodology, State &
Local Government, and Legislative Process.

AWARDS

Spring 2011 **FULBRIGHT SCHOLAR, COUNCIL FOR INTERNATIONAL
EXCHANGE OF SCHOLARS**, Washington, DC, Institute of North
American Studies, University of Debrecen, Debrecen, Hungary.

2010 **CARNEGIE INSTITUTE/AMERICAN ASSOCIATION OF STATE
COLLEGES & UNIVERSITIES POLITICAL ENGAGEMENT
SCHOLAR**, Ferris State University.

2006 **OUTSTANDING FIRST-YEAR STUDENT ADVOCATE AWARD**,
1st Annual Recipient, University College, Ferris State University.

1967-70 **NATIONAL DEFENSE EDUCATION ACT FELLOWSHIP**,
Department of Government, Florida State University.

1967-70 **PI SIGMA ALPHA, NATIONAL POLITICAL SCIENCE
HONORARY**, President, Florida State University Chapter.

Summer
1967 **NATIONAL AERONAUTICS AND SPACE ADMINISTRATION,
MANNED (JOHNSON) SPACECRAFT CENTER**, Internship in
Public Administration, Houston, Texas.

1967 **WEED AWARD**, OUTSTANDING GOVERNMENT GRADUATE,
Department of Government, Lamar University.

ADMINISTRATIVE EMPLOYMENT

1996-
Present PROGRAM COORDINATOR, POLITICAL SCIENCE PROGRAM,
Ferris State University, Responsible for curricular development,
implementation & up-dating, advisement of all PS students, community/
public relations for Bachelor of Science degree program.

2006 -
Present CAMPUS CO-COORDINATOR, POLITICAL ENGAGEMENT
PROJECT, Carnegie Foundation, American Association of State
Colleges & Universities, & Ferris State University. Responsible for
Campus-wide engagement in national political engagement initiative.

2008-
Present CAMPUS CO-COORDINATOR, AMERICAN DEMOCRACY
PROJECT, American Assoc. of State Colleges & Univ, & Ferris State
University. Responsible for campus-wide student civic engagement project.

- 2005-2010 PRESIDENT, ACADEMIC SENATE, Ferris State University. Responsible for all executive activities of advisory body to the Ferris State University Board of Trustees on curricular innovations and alterations and on academic program review.
- May, 2002- May 2004 FERRIS FACULTY ASSOCIATION, Ferris State University, Big Rapids, Michigan. President, Faculty Union (FFA), Local Affiliate of National Educational Association (NEA) and Michigan Educational Association (MEA). Elected by the Ferris State University faculty to perform all executive duties of collective bargaining unit of 425 members.
- 1/87-8/87 AUSTIN DRUG & ALCOHOL ABUSE PROGRAM, Austin, Texas. Created, managed, & facilitated co-dependency treatment program.
- 1984-86 GRIFFIN GRAPHICS, Burnet, Texas. Private ownership of graphic advertising design company. Responsible for all management, sales, and production activities.
- 1974-83 ROYAL SCREEN PROCESSING, INC., Baytown, Texas. President Responsible for all management, sales, and production activities of largest textile screen-printing company in southwestern U.S. Served customers in international, national, regional, state, & local markets.

COMMUNICATIONS MEDIA EXPERIENCE

- 2000-Present WWTV Channel 9 & WWUP-TV Channel 10, CBS Affiliates and WFXQ Channel 32, Fox Affiliate, Cadillac, MI. Expert analyst for political events.
- 2004 WWTV Channel 9 & WWUP-TV Channel 10, CBS Affiliates, Cadillac, MI. On-air, expert analyst for the 2004 Presidential election.
- 2000 WWTV Channel 9 & WWUP-TV Channel 10, CBS Affiliates, Cadillac, MI. Expert analyst for the 2000 Presidential election.
- 1991-92 CBS NEWS, New York, NY. Associate Producer, Consultant & Resource Person for "Borderline," a two-part special on political corruption and drug trafficking along the Texas-Mexican border. Televised nationally 1/17/92 on "Street Stories," hosted by Ed Bradley.
- 1989-90 THE DALLAS MORNING NEWS, Dallas, Texas. Expert Witness, Consultant & Resource Person for "Texas' Little Columbia: A Tale of Two Counties," a 32 article expose on political corruption and drug smuggling in Hidalgo and Starr Counties, Texas. Polk Award for "most courage and perseverance in investigative reporting in America in 1990." Publication dates: 10/14-10/20/90.

1989 THE McALLEN MONITOR, McAllen, Texas. Resource Person for "Starr County: Not Quite America, Not Quite Mexico." Resulted in 7 million dollar libel suit filed by Sheriff Gene Falcon, Starr County, Texas. Published 6/4/89.

Fall 1972 ABC NEWS, New York, NY. Elections Analyst for Presidential and Congressional elections in Georgia.

PUBLICATIONS

DISSERTATION "An Analysis of the Relations Among Attitudes & Values, Public Support, and Public Policies in the County Educational Systems of Florida." College of Arts & Sciences, Florida State University, Tallahassee, FL. August, 1970. Directed by Norman R. Luttbeg.

BOOK REVIEWS "A Review of Alan C. Lamborn and Stephen P. Mumme, Statecraft, Domestic Politics, and Foreign Policy Making: The El Chamizal Dispute," Journal of Borderlands Studies, Vol. III, No. 2 (Fall, 1988), 110-112.

"A Review of Richard M. Merelman, Political Socialization and Educational Climates," Journal of Politics, Vol. XXXIII, No. 4 (November, 1971), 1159-1160.

TECHNICAL REPORTS TERRASTAR: Terrestrial Application of Solar Technology and Research, ASEE-NASA, Marshall Spaceflight Center, Auburn University, NASA Contract NGT 01-003-044, September, 1973, 404 pp.

The Motion commotion: Human Factors in Transportation, ASEE-NASA, Langley Research Center, Old Dominion University, NASA Contract NGT 47-003-028, 1972, 233 pp.

"The Manned Spacecraft Center's Promotion Program: Some Suggestions for Improvement," Personnel Division, Johnson Space Center, National Aeronautics and Space Administration, Houston, TX, Summer, 1967.

ABSTRACTS "Political Opportunity, Resource Mobilization and Social Movements: The Case of the South Texas Farm Workers," International Political Science Abstracts, Paris, France, 1992.

"Political Opportunity, Resource Mobilization and Social Movements: The Case of the South Texas Farm Workers," American Sociological Abstracts, 1992 .

ARTICLES "The Farm Workers Movement of South Texas: An Historical Analysis of

- IN BOOKS Powerlessness,” in Gerald E. Matthews (ed.), Journey Toward Nationalism: The Implications of Race and Racism, Cincinnati: Thompson Learning, 2001.
- JOURNAL ARTICLES “AMERI-CAN: A Role Playing Simulation for Teaching American Government and Democracy,” *Perspectives: Ethical Dimensions of General and Liberal Education*, Volume XXVII, No 2 (April, 1998), 79-87.
- “Political Opportunity, Resource Mobilization and Social Movements: The Case of the South Texas Farm Workers,” *The Social Science Journal*, Volume XXIX, No. 2 (1992), 129-152.
- “Drugs and Political Corruption in South Texas,” *South Texas Studies*, The Victoria College, Victoria, TX, Volume II (1991), 1-20.
- “Pressures Toward Change in a Community Political Machine?: The Case of Starr County, Texas,” *Forum of the Association for Arid Land Studies*, Volume IV (1988), 34-39.
- “Affecting Change in Starr County, Texas: The Beginning of the End of Poverty and Corruption,” *Social Science Perspectives Journal*, Volume III, No. 1 (Fall, 1988).
- “Tying Elite and Public Opinion Differences to Levels of Public Support: Defeat for the Unrepresentative?” *American Politics Quarterly*, Volume III, No. 2 (April, 1975), 107-129. Co-author: Norman R. Luttbeg.
- “Southern Politics: The Two Party System Moves Into Arkansas,” *Growth and Change: A Journal of Regional Development*, Volume II, No. 3 (July, 1973), 35-44.
- “The Use of Multidisciplinary Systems Analysis in the Classroom,” *Community College Social Science Quarterly*, Grossmont College, El Cajon, CA (1973).
- “The Sixty-Eighth Arkansas Legislature: Some, Social, Political, and Economic Attitudes of Its Members,” *Public Affairs Forum*, Volume II No. 6 (April, 1973), 1-7.
- ENCYCLOPEDIA ENTRIES “Labor Unions,” “Labor,” “Social Movements,” “Agribusiness,” and “Juan Cortina,” Border Encyclopedia, Greenwood Press, Westport, CT, 2009.

- ESSAYS
- “Why We’re a MESSA Family,” FFA Forum, David Russell (ed.), Ferris State University Faculty Association, Big Rapids, MI., Summer, 2002.
- “Reflections on the MEA Bargaining, Political Action & Public Relations Conference 2001,” FFA Forum, David Russell (ed.), Ferris State University Faculty Association, Big Rapids, MI., Winter, 2001.
- “Preparing for Negotiations: Or, Why I Spent the Past Two Summers in Muskegon,” FFA Forum, David Russell (ed.), Ferris State University Faculty Association, Big Rapids, MI., Fall, 2000.
- “Summary Results of the FFA’s Administrative Performance Survey,” FFA Forum, David Russell (ed.), Ferris State University Faculty Association, Big Rapids, MI., Spring, 2000.
- “On Becoming a Multiculturalist,” Diversity Counts!, Ferris State University, Big Rapids, MI, Volume I, No. 2 (October/November, 1994).
- PAPERS
- 6/12 “Strategies for Achieving Campus-wide participation and Success by the Ferris State University Political Engagement Project,” American Democracy Project National Conference, American Association of State Colleges and Universities, San Antonio, Texas.
- 4/12 “Life in Hungary During the Years of Soviet Dominance (1945-90): The People’s Story,” National Social Science Association Conference, Las Vegas, Nevada.
- 9/11 “The American Democracy Project Remembers 9/11: Commemorating 9/11 at Ferris State University, American Democracy Project Blog, *The New York Times*.
- 5/11 “Historical and Contemporary Issues of Smuggling Along the United States-Mexico Border: Drugs, Gus, People and Cotton,” Department of American Studies, Eszterházy Károly College, Eger, Hungary.
- 4/11 ”Crime and Violence Along the Texas-Mexico Border,” AMERICAN CORNER, Debrecen, Hungary.
- 6/10 “The Political Engagement Project at Ferris State University: The Next Generation,” American Democracy Project Conference, American Association of State Colleges and Universities, Providence, RI.
- 4/10 “Spotlight on Promoting Civic and Political Engagement: Institutions Share Multidisciplinary Strategies,” Annual Conference of the Central States Communication Association, Cincinnati, Ohio.

- 10/09 “Assessing the Ferris State University/ Carnegie Institute Political Engagement Project,” Conference of the National Social Science Association (NSSA), San Francisco, California.
- 9/09 “The Ferris State University Political Engagement Project,” Poster Session, 9th Annual Lilly Conference, Traverse City, Michigan.
- 6/09 “Creating a Civically Engaged Campus: The Ferris State University/ Carnegie Institute Model,” National Faith, Justice & Civic Learning Annual Conference, DePaul University, Chicago, Illinois.
- 6/09 “The Ferris State University Political Engagement Project,” Poster Session, Campus Showcase, American Democracy Project National Conference, American Association of State Colleges and Universities, Baltimore, Maryland.
- 6/09 “The Ferris State University Political Engagement Project,” American Democracy Project National Conference, American Association of State Colleges and Universities, Baltimore, Maryland.
- 5/09 “Creating a Politically Engaged College Campus: The Ferris State University/Carnegie Foundation Model,” 2nd Annual Conference on Teaching, Learning, & Civic Engagement, Central Michigan University, Mt. Pleasant, Michigan.
- 3/09 “Images of the Ferris State University Jim Crow Museum,” Conference on Equity Within the Classroom, Oakland University, Michigan.
- 2/09 “Creating a Politically Engaged College Campus: The Ferris State University/Carnegie Foundation Model,” 33rd Annual Conference of the National Association for Developmental Education, Greensboro, NC.
- 2/09 “Creating a Civically Engaged University: The Ferris State University/ Carnegie Foundation Model,” Workshop, Michigan Campus Compact 13th Institute: Service Learning & Civic Engagement, Grand Rapids, Michigan.
- 10/08 “Creating a Politically Engaged College Campus: The Ferris State University/Carnegie Foundation Model,” Professional Development Conference of the National Social Science Association, Albuquerque, New Mexico.

- 9/08 “Developing the Whole Student Through a Campus Environment of Student Political Engagement,” 48th Annual Conference of the Association for General and Liberal Studies, Ashville, North Carolina.
- 9/08 “The Ferris State University Political Engagement Project,” Poster Session, 8th Annual Lilly Conference, Traverse City, Michigan.
- 6/08 “The Ferris State University Political Engagement Project,” Poster Session, Camps Showcase, American Democracy Project National Conference, AASC&U, Snowbird, Utah.
- 2/08 “Encouraging Political Change Through Experiential Pedagogies,” Michigan Campus Compact 12th Annual Institute: Service Learning & Civic Engagement, Central Michigan University, Mount Pleasant, MI.
- 10/07 “Using Political Engagement for Education,” Michigan Sociological Association, East Lansing, Michigan.
- 9/07 “The Ferris State University Political Engagement Project,” Poster Session, Lilly North Teaching & Learning Conference, Traverse City, Michigan.
- 3/06 “Confronting Racism in the Social Science Classroom: The Jim Crow Museum.” Conference on Equity in the Classroom, Lansing, Michigan.
- 10/06 “AMERI-CAN: A Role Playing Simulation for Teaching American Government and Democracy.” 7th Annual Lilly Teaching and Learning Conference, Participant Idea Exchange Session, Traverse City, MI.
- 4/06 “Implementing AMERI-CAN: A Classroom Role Playing Simulation.” Conference on “Creating Community in the Classroom,” 2006 Spring Learning Institute, Faculty Center for Teaching & Learning, Ferris State University, Big Rapids, MI.
- 2/03 “Freshmen Interested in Studying Government: Impossible? Try Using Thespians.” 27th Annual Conference of the National Association for Developmental Education, Austin, TX.
- 11/00 “The Ferris State University Structured Learning Assistance Program.” 40th Annual Conference of the Association for General and Liberal Studies, Chicago, IL.
- 5/97 “The Cultural Effects of NAFTA on the U.S.-Mexican Border.” Conference on the “Cultural, Environmental and Economic Consequences of NAFTA,” Alma College, Alma, MI.

- 4/97 “Borders & Border Cultures,” Conference on “North American Interdependence: Obstacle or Opportunity?” Michigan International Development Education Outreach Network, Michigan State University & Office of President William Sederburg, Ferris State University, Big Rapids, MI.
- 3/96 “AMERI-CAN: A Role Playing Simulation for Teaching American Government and Democracy.” Michigan Academy of Science, Arts & Letters Conference, Alma, MI.
- 10/95 “Diversity Counts!: Infusing Multicultural Education into General Education and Liberal Studies at Ferris State University.” Association for General and Liberal Studies Conference, San Antonio, TX.
- 8/94 “On Becoming a Multiculturalist: Was It Worth the Life of a Child?” Association of American Colleges & Universities Faculty Development Institute on “Boundaries & Borderlands: The Search for Recognition & Community in America” & on “American Commitments: Diversity, Democracy, & Liberal Learning,” National Endowment for the Humanities & Ford Foundation, Williams College, Williamstown, MA.
- 10/91 “On Recognizing the Responsibility of Political Science in Analyzing and Exposing Corruption and Malfeasance.” Michigan Association of Political Scientists Conference, Calvin College, Grand Rapids, MI.
- 2/91 “Drugs and Political Corruption in South Texas.” Conference on South Texas Studies, Victoria College, Kathryn Stoner O’Conner Foundation, & Texas Committee for the Humanities, Victoria, TX.
- 4/89 “Insurgency and the United Farm Workers of Texas: The Role of the UFW in Affecting Political, Social, and Economic Change in the Great Plains.” Panel on “Labor: Organizational and Institutional Forms,” Center for Great Plains Studies Symposium, University of Nebraska, Lincoln, NE.
- 3/89 “The Dimensions of Powerlessness Among Mexican-Americans in South Texas.” Panel on “Mexicanos on Both Sides of La Frontería,” Southwest Council of Latin American Studies, Texas A&M University at Kingsville, Kingsville, TX.
- 3/89 “The Farm Workers Movement of South Texas: An Historical Analysis of Powerlessness.” Panel on “The Southwest Borderlands,” Southwestern Historical Association Conference, Little Rock, AR.
- 3/89 “The Significance of Political Opportunity Structure and Resource Mobilization in Shaping the Success of Social Movements Among the Powerless.” Panel on “The Political Attitudes & Behavior of the Oppressed,”

- Southwestern Political Science Assoc. Conference, Little Rock, AR.
- 3/89 “Theoretical Aspects of Insurgency Among the Powerless.” Panel on “Collective Behavior and Social Movements,” Southwestern Sociological Association Conference, Little Rock, AR.
- 11/88 “Public Administration vs. Socio-Political Reality: The Failure of Drug Enforcement Policies in Starr County, Texas.” Panel on “The Administrative State During & After the Reagan Years,” Rhode Island Chapter on Public Administration, Regions I & II Conference, American Society for Public Administration, Providence, R.I.
- 10/88 “Affecting Change in Starr County, Texas: The Beginning of the End of Poverty and Corruption?” National Social Science Conference, San Antonio, TX.
- 10/88 “Leadership Roles, Public Support, and Generative Ethics Among Public Administrators.” Panel on “Ethics and Excellence in Public Administration,” Region V Conference, American Society for Public Administration, Birmingham, AL.
- 8/88 “Repression Against and Bifurcation of the South Texas Farm Workers Movement: The Texas ‘Rinches’ Do Their Job.” Symposium on “Collective Action & Political Change,” National Endowment for the Humanities, Cornell University, Ithaca, NY.
- 4/88 “Pressures Toward Change in a Community Political Machine: The Case of Starr County, Texas.” Panel on “Political Participation & Ethnicity in the Southwest,” Association for Arid Land Studies, Denver, CO.
- 4/88 “Political Machines in South Texas: Classifications and Determinants of Change.” Panel on “A Potpourri of Texas Politics,” Western Social Science Association Conference, Denver, CO.
- 3/88 “Ideology Formation, Institution Building, and Public Support.” Panel on “Issues of Elections and Representation,” Southwestern Political Science Association Conference, Houston, TX.
- 3/74 “The Use of Systems Analysis in the Classroom.” Panel on “Innovative Teaching Methods,” Community College Social Science Conference, San Diego, CA.
- 11/73 “Public Reaction to Representational Bias: The Case of Educational Politics.” Panel on “Southern Electoral & Representational Trends,” Southern Political Science Association Conference, Atlanta, GA.

- 11/72 “The Demise of Pure One-Party Politics in the South: A Re-analysis of Arkansas Voting.” Panel on “Political Parties in the New South,” Southern Political Science Association Conference, Gatlinburg, TN.
- 3/71 “Arkansas: The Growth and Development of the Republican Party.” Panel on “Political Parties & electoral Behavior,” Southwestern Social Science Association Conference, Dallas, TX.

PROFESSIONAL ASSOCIATIONS

American Political Science Association
 National Association for Developmental Education
 Association for General and Liberal Studies
 National Social Science Association
 National Education Association
 National Council for Higher Education
 American Planning Association
 American Association of State Colleges and Universities
 Michigan Society of Planning
 Michigan Education Association
 Michigan Association for Higher Education
 Partnership for Responsible Drug Information
 Texas Folklore Association

PROFESSIONAL PRESENTATIONS & ACTIVITIES

- 9/11 ”Beyond Immigration: Hispanics Role in Michigan's Rebirth,” Hispanic Heritage Month Panel Discussion, Ferris State University.
- 5/11 ”Practical Information from a U.S. Fulbright Grantee and Spouse,” Hungarian Fulbright Commission Orientation, Budapest, Hungary.
- 4/11 “Assessing and Understanding the Culture of Violence Along the United States-Mexico Border,” 57th Annual Berlin Seminar, German Fulbright Commission, Berlin, Germany.
- 4/11 “Merging Border Research on the US-Mexico Border with research on the Borders of Hungary,” Monthly Orientation of the Hungarian Fulbright Scholars, University of Debrecen, Debrecen, Hungary.
- 11/10 Panelist, "PEP 2010 Post-Election Analysis," Political Engagement Project, Ferris State University.
- 9/10 Panelist, “Immigration ‘Teach In,’” Political Engagement Project, Ferris State University.

- 8/10 “Setting the Right Classroom for Online Course Climate,” New Faculty Orientation Week, Ferris State University.
- 8/10 Panelist, “Setting the Right Classroom or On Line Course Climate,” New Faculty Orientation Week, Faculty Center for Teaching and Learning, Ferris State University.
- 8/1 Panelist, “Setting the Right Classroom or On Line Course Climate,” New Faculty Orientation Week, Faculty Center for Teaching and Learning, Ferris State University.
- 6/10 Moderator, Panel on “Political Engagement, Part 1,” American Democracy Project Conference, Providence, RI.
- 4/10 Panelist, “Census 2010: Why You Should Care About Being Counted,” Political Engagement Project, Ferris State University.
- 10/09 Panelist, “Global Reflections,” Global Reflections Project, Globalization Initiative, Office of International Education, Ferris State University.
- 11/07 Panel Discussion on “The American Democracy Project and the Political Engagement Project,” With Dean of the College of Education and Human Services Michelle Johnston, FSU Television.
- 8/07 “American Democracy Project and Political Engagement Project: Examples from the Classroom,” Faculty Welcome Back Week, Faculty Center for Teaching & Learning, Ferris State University.
- 2002-2008 Member, Resolutions Committee, National Education Association, Washington, D.C.
- 7/06 Delegate, National Education Association Representative Assembly, Orlando, FL, Represent Region 13 At-Large, Michigan Education Association.
- 7/05 Delegate, National Education Association Representative Assembly, Los Angeles, CA, Represent Region 13 At-Large, Michigan Education Association.
- 7/04 Delegate, National Education Association Representative Assembly, Washington, DC, Represent Region 13 At-Large, Michigan Education Association.
- 7/03 Delegate, National Education Association Representative Assembly, New Orleans, LA, Represent Region 13 At-Large, Michigan Educ Association.

- 7/02 Delegate, National Education Association Representative Assembly, Dallas, TX, Represent Ferris Faculty Association.
- 1999- Present State-wide Reviewer and Program Evaluator, Michigan State Department of Education. Review & Evaluate Baccalaureate Teacher Education Programs in Political Science.
- 12/02 Member, Political Science Content Advisory Committee, National Evaluation Systems, Inc., Amherst, MA., Development of Michigan Test for Teacher Certification (MTTC) in Political Science
- 5/98- Present Member, Michigan Association for Higher Education Board of Directors, Michigan Education Association, Lansing, MI., Attend monthly meetings as the representative of the Ferris Faculty Association.
- 5/98- Present Member, Board of Directors, Region 13, Michigan Education Association Represent Ferris Faculty Association.
- 5/98- Present Member, Executive Board, Ferris Faculty Association, Ferris State University, Big Rapids, MI. Elected at-large from among full membership.
- 10/02- Present Member, Human Relations Commission, Michigan Education Association, East Lansing, MI.
- Fall & Spring 01-07 Delegate, Michigan Education Association Representative Assembly, Lansing, MI, Represent Ferris Faculty Association.
- 11/02 Participant, "The 2002 Assessment Institute in Indianapolis," Indiana University-Purdue University Indianapolis (IUPUI), Indianapolis, IN.
- 11/02 Presenter, "Interdisciplinary Collaboration for Community Networking and Intervention," Field Instructor's Training Institute, Social Work Program, Ferris State University.
- 10/02 Participant, "Getting That Promotion!!," Department of Social Sciences Faculty Colloquia, Ferris State University.
- 4/02 Participant, "Equity in the Classroom XII: Weaving Threads of Color Into Higher Education," Central Michigan University, Mt. Pleasant, MI.
- 3/02 Participant, 26th Annual Conference of the National Association for Developmental Education (NADE), Orlando, FL.
- 3/02 Faculty Trainee, 2002/2003 Ferris State University Seminar (FSUS) Program, University College, Ferris State University.

- 1-5/01 Faculty Development Program Member, "Indepth Exploration of Core Teaching Methods," Applications of Teaching Methods, Center for Teaching, Learning & Faculty Development, Ferris State University.
- 3/01 Participant, "Equity in the Classroom XI: Graduating Minority Students," College of Arts & Sciences, Ferris State University.
- 11/00 Participant, "Liberal Education in the 21st Century," 40th Annual Conference of the Assoc. for General and Liberal Studies, Chicago, IL.
- Fall 2000 Faculty Development Program Member, Facilitating Student Learning: Learning, the Learner and Teaching Methodology," Center for Teaching, Learning and Faculty Development, Ferris State University.
- 10/99 Expert Speaker, "The Social Construct of Race," White House Initiative Campus Week of Dialogue, Office of President William J. Clinton, President's Initiative on Race, Ferris State University.
- 10/99 Participant, Global Symposium on "Diversity, Democracy, and Social Responsibility," Conference on "Educating All of One Nation," Association of American Colleges and Universities, Albuquerque, NM.
- 9/99 Speaker, "Border Politics and Political Tensions in Southwest Texas," Forum on Hispanic Awareness, Multicultural Awareness Series, Department of Humanities, Ferris State University.
- 1/99 Participant, "Applying Continuous Quality Improvement to the Classroom," Cornesky & Associates, Inc., Ferris State University.
- 1/99 Participant, "Civility in an Uncivil World," Martin Luther King, Jr. Faculty-Staff In-Service Program, Ferris State University.
- 8/97-12/97 National Scholar Response Member, "The Annenberg/CPB Project," Diversity, Distance and Dialogue, Center for the Study of Intercultural Relations, California State University, Hayward, CA.
- 5/97 Participant, Ferris State University 2nd Summer Faculty Institute, Center for Teaching, Learning and Faculty Development, Big Rapids, MI.
- 5/97-Present Participant, Drug Policy Resource Directorate for the Media, Partnership for Responsible Drug Information, New York, NY.
- 4/97 Initiator & Developer, Conference on "North American Interdependence: Obstacle or Opportunity?" Sponsored by Office of the President, Ferris State Univ., Big Rapids, MI and Center for Advanced Study of Interna-

tional Development, Canadian Studies Center, & Michigan International Development Education Outreach Network, Michigan State Univ., East Lansing, MI.

- 4/97 Presenter, "Learning Communities" & "Face to Face with Diversity: Sharing Ideas & Discovering New Approaches," Colloquium Sponsored by Ferris State University Academic Senate diversity Committee, Big Rapids, MI.
- 4/97 Presenter, "The Criminal Justice Learning Community," Colloquium Sponsored by Ferris State University Department of Social Sciences, Big Rapids, MI.
- 4/97 Participant, "Program Assessment," Workshop Sponsored by Office of the Provost & Vice-President for Academic Affairs, Ferris State Univ., Big Rapids, MI.
- 1996-98 Resource Person & Speaker, Educational Speakers Resource Guide, Ferris State University, Big Rapids, MI.
- 1996-98 Resource Person & Speaker, Humanities Council of West Central Michigan, Big Rapids, MI.
- 5/96 Participant, "Technology, Human Rights and Development," International Development Summer Institute, Sponsored by Michigan International Development Outreach Network & Center for Advanced Study of International Development, Michigan State Univ., East Lansing, MI.
- 5/96 Participant, "Then Changing LINK Between Public Universities and State Capitals," Sponsored by the National conference of State Legislatures, The Council of Governments, the Michigan Legislative Leadership, & Michigan State University, East Lansing, MI.
- 5/95 Participant, "Population, Gender and Development," International Development Education Outreach Network & Center for Advanced Study of International Development, Michigan State Univ., East Lansing, MI.
- 8/95 Participant, "Boundaries and Borderlands: The Search for Recognition and Community in America," Faculty Development Institute of the American Association of Colleges & Universities Initiative on "American Commitments: Diversity, Democracy, and Liberal Learning," Williams College, Williamstown, MA.
- 4/95-9/95 Lead Evaluator, "RAGE: Rural Alternative Gang Education," Central Health Initiative, Mt. Pleasant, MI. Funded by Office of Governor John Engler and Office of Drug Control Policy (Amt. Funded - \$72,000).

- 3/95 Facilitator, Focus Group, Conference on “Equity Within the Academy,” Michigan Department of Education and Office of Minority Equity, Lansing, MI.
- 10/94 Participant, “Sustaining the Energy: Implementing the Assessment Plan,” Faculty Development Conference on Assessment and Evaluation, Madonna University, Livonia, MI.
- 9/94 Participant, “Campus Climate in Michigan,” Michigan Legislature & Association of Governing Boards, Univ. of Michigan, Ann Arbor, MI.
- 8/94 Participant, “Boundaries and Borderlands: The Search for Recognition and Community in America,” Faculty Development Institute of the American Association of Colleges & Universities Initiative on “American Commitments: Diversity, Democracy, and Liberal Learning,” Williams College, Williamstown, MA.
- 4/94 Participant, A Day at Alverno College,” Faculty Development Conference on Assessment & Evaluation, Alverno College, Milwaukee, WI.
- 3/94 Participant, “Equity Within the Academy: Graduating Minority Students,” Michigan Department of Education & Office of Minority Equity, Lansing, MI.
- 2/94 Participant, “Positioning Substance Abuse Service for Healthcare Reform,” Conference Sponsored by the National Council on Alcoholism & Drug Dependence of Michigan, Michigan State Univ., East Lansing, MI.
- 2/94 Speaker, “Healthcare Reform & Substance Abuse Services,” Mid-State Substance Abuse Commission Board of Directors, Clare, MI.
- 6/93 Speaker, “State & Local Government in America,” In Home Help, Senior Citizen Enrichment Day, Big Rapids, MI.
- 3/93 Participant, “Equity in the Classroom III,” Michigan Department of Education & Office of Minority Equity, Lansing, MI.
- 3/92 Participant, “Equity in the Classroom II,” Michigan Department of Education & Office of Minority Equity, Lansing, MI.
- 3/91 Participant, “Equity in the Classroom I,” Michigan Department of Education & Office of Minority Equity, Lansing, MI.
- 1988-89 Co-ordinator, Chicano Studies Section, Western Social Science Association.

- 1988-89 Referee, National Social Science Association Journal, National Social Science Association.
- Book Reviewer, Journal of Borderland Studies, Association of Borderland Scholars.
- 4/88 Panel Organizer & Chair, "Political Participation and Ethnicity in the Southwest," Association for Arid Land Studies Conference, Denver, CO.
- 1971-73 Referee, Growth and Change: A Journal of Regional Development, College of Business & Economics, Univ. of Kentucky, Lexington, KY.
- 10/71 Roundtable Organizer & Chair, "A Discussion on the New Southern Politics," Southern Political Science Association Conference Gatlinburg, TN.
- 4/71 Panel Organizer & Chair, "Voting in the New South," Southwestern Social Science Association Conference, Dallas, TX.

UNIVERSITY SERVICE

- 2009- Present GENERAL EDUCATION TASK FORCE, Office of the Provost & Vice-President of Academic Affairs & Academic Senate, Ferris State University.
- 2011- Present LATINO/A CENTER FOR ACADEMIC EXCELLENCE TASK FORCE, Office of the Provost & Vice-President of Academic Affairs, Ferris State University.
- 2008-11 STEERING COMMITTEE, HIGHER LEARNING COMMISSION PLANNING BOARD, Office of the Vice-President of Academic Affairs, Ferris State University.
- 2009-11 CRITERION 5 COMMITTEE, HIGHER LEARNING COMMISSION, Office of the Vice-President of Academic Affairs & Academic Senate, Ferris State University.
- 2011 INTERNATIONAL EDUCATION TASK FORCE, Office of the Provost & Vice-President of Academic Affairs & Academic Senate, Ferris State University.
- 2010 ADVISORY BOARD, CAREER EXPLORATION PROGRAM ACADEMIC REVIEW, University College, Ferris State University.
- 2010- Present SOCIAL AWARENESS GENERAL EDUCATION COMMITTEE, Office of the Provost & Vice-President of Academic Affairs & Academic Senate, Ferris State University.

2008- Present PLANNING COMMITTEE, Department of Social Sciences, Ferris State University.

2008- Present ENROLLMENT BLUE RIBBON TASK FORCE, Office of the Vice-President for Student Affairs, Ferris State University.

2006- Present MICHIGAN CAMPUS COMPACT, Ferris State University Representative.

2009- Present PLANNING COMMITTEE, NEW FACULTY ORIENTATION WEEK , faculty Center for Teaching and Learning, Ferris State University.

2008-10 DOCTORATE IN COMMUNITY COLLEGE LEADERSHIP TASK FORCE, Office of the Vice-President of Academic Affairs & Academic Senate, Ferris State University.

2008-10 STRATEGIC PLANNING AND RESOURCE COUNCIL (SPARC), Office of the President, Ferris State University.

2008-09 SEARCH COMMITTEE, PROVOST & VICE-PRESIDENT OF ACADEMIC AFFAIRS, Ferris State University.

2006- Present CAMPUS CO-COORDINATOR, POLITICAL ENGAGEMENT PROJECT, CARNEGIE FOUNDATION, AMERICAN ASSOCIATION OF STATE COLLEGES & UNIVERSITIES, Ferris State University.

2005-10 PRESIDENT, ACADEMIC SENATE, Ferris State University, Big Rapids, MI.

2006- Present ADVISORY GROUP, FACULTY CENTER FOR TEACHING & LEARNING, Ferris State University.

2001-02 05-07 EXECUTIVE COMMITTEE, ACADEMIC SENATE, Ferris State University.

1997- Present COORDINATOR, POLITICAL SCIENCE PROGRAM, Department of Social Sciences, Ferris State University.

1998- Present ACADEMIC SENATE, Ferris State University. Represent College of Arts & Sciences.

3/02 ELECTION COMMITTEE REPRESENTATIVE FOR COLLEGE OF ARTS & SCIENCES, ACADEMIC SENATE, Ferris State University.

2000-03 POLICE OVERSIGHT COMMITTEE, Ferris State University. Ferris faculty representative.

2000- Present JIM CROW MUSEUM, Trained Guide, College of Arts & Sciences, Ferris State University.

2001-03 FACULTY ATHLETIC ADVISORY COMMITTEE, Ferris State University. Academic Senate representative.

2001-03 TENURE COMMITTEE, Dr. Janice Weaver, Department of Social Sciences, Ferris State University.

2000-02 TENURE COMMITTEE, Dr. Krishnakali Majumdar, Department of Social Sciences, Ferris State University.

2000-02 TENURE COMMITTEE, Professor Wendy Samuels, Department of Social Sciences, Ferris State University.

2000-02 TENURE COMMITTEE, Dr. Michael Berghoef, Department of Social Sciences, Ferris State University .

2001 NEW FACULTY MENTOR, Dr. Brian Reed, Public Administration Program Faculty, Department of Social Sciences, Ferris State Univ.

2001-02 ACADEMIC PROGRAM REVIEW PANEL MEMBER, Social Work Program, College of Arts & Sciences, Ferris State University.

2000-01 ACADEMIC PROGRAM REVIEW PANEL MEMBER, Legal Assistant Program, College of Business, Ferris State University.

1996- Present WALK-IN REGISTRATION, Department of Social Sciences, College of Arts & Sciences, Ferris State University .

1997-2000 UNIVERSITY-WIDE SUBSTANCE ABUSE COMMITTEE, Academic Senate, Ferris State University.

1998-2000 TENURE COMMITTEE, DR. Gerald Matthews, Department of Social Sciences, Ferris State University.

1997-98 TENURE COMMITTEE, Dr. Renato Cerdana, Department of Social Sciences, Ferris State University.

- 1995-97 DIVERSITY TASK FORCE, University-Wide Academic Senate, Ferris State University.
- 1994-98 *DIVERSITY COUNTS!*, College of Arts & Sciences, Ferris State University.
- 1992-96 ACADEMIC SENATE, Ferris State University. Represented College of Arts & Sciences.
- 1994-95 GENERAL EDUCATION COMMITTEE, Ferris State University, College of Arts & Sciences.
- 1994-95 FACULTY RESEARCH COMMITTEE, Academic Senate, Ferris State University.
- 1994-95 EDUCATIONAL PLANNING COMMITTEE, Department of Social Sciences, Ferris State University.
- 1991-93 MINORITY STUDENT RETENTION TASK FORCE, College of Arts & Sciences, Ferris State University.
- 1987-90 MASTERS OF PUBLIC ADMINISTRATION COMMITTEE, Department of Political Science, University of Texas-Pan American.

**FACULTY-STUDENT
INVOLVEMENT & RECOGNITION**

- 2005- Present Judge, "Campus-Wide Public Speaking Contest," Communication Program, College of Arts & Sciences, Ferris State University.
- 10/02 2002 Student Affairs Faculty/Staff Recognition Award, Student Affairs Division, Ferris State University.
- 10/02 Blue Ribbon Program for Faculty Recognition, Women's Volleyball Team, Ferris State University.
- 8/02 Faculty Leader, "International Development Along the Mexican-Texas Border," Study Abroad Program, Ferris State University.
- Winter 02 Student Athlete Advisory Council's Faculty Honoree, Nominated by Women's Volleyball Team, Ferris State University.
- 1999- Present Faculty Representative, CAMPUS COMMUNITY TASK FORCE, Office of Student Affairs, Ferris State University.
- 2001-05 Faculty Member, HOT TOPIC TALK SERIES DISCUSSION, Offices of Career Services and Minority Affairs, Ferris State University.

2001-02 Faculty Leader & Advisor, Public Administration & Social Work Students Field Trip Experience, Urban Life Center, Chicago, IL.

10/01 Faculty Participant & Advisor, Student Teaching Professional Seminar, Office of Student Teacher Placement and Field Experience, College of Human Services and Education, Ferris State University.

9/01 Faculty Participant, Ferris Leaders Executive Training (FLEX), Office of Student Leadership & Activities, Ferris State University.

1999- Present Faculty Participant, Safe Place Program, Ferris State University.

2012 Faculty Advisor, PRE-LAW STUDENTS, Ferris State University.

1995- Present Faculty Advisor, ALL POLITICAL SCIENCE MAJORS, Department of Social Sciences, Ferris State University.

1997- Present Faculty Advisor, STUDENT POLITICAL SCIENCE/ PUBLIC ADMINISTRATION ASSOCIATION, Ferris State University.

1994- Present Faculty Participant, Social Work Students' Portfolio Presentations, Social Work Program, Ferris State University

1994-96 Faculty Advisor, PHI SIGMA KAPPA FRATERNITY, Ferris State University.

1992- Present Initiator & Faculty Advisor, COLLEGE DEMOCRATS, Ferris State University.

1991-93 Faculty Advisor, STUDENTS FOR SOCIAL AND POLITICAL CHANGE, Ferris State University.

1991-93 Faculty Advisor, CIRCLE OF TRIBAL NATIONS, Ferris State University.

1987-90 Faculty Advisor, POLITICAL SCIENCE ASSOCIATION, University of Texas-Pan American.

1987-90 Faculty Advisor, YOUNG DEMOCRATS, University of Texas-Pan American.

1987-88 Faculty Advisor, STUDENTS FOR JESSE JACKSON FOR PRESIDENT, University of Texas-Pan American.

1987-88 Faculty Advisor, STUDENTS FOR MICHAEL DUKAKIS FOR PRESIDENT, University of Texas-Pan American.

1970-71 Faculty Advisor, YOUNG DEMOCRATS, University of Arkansas-Little Rock.

1970-71 Faculty Advisor, SIGMA NU FRATERNITY, University of Arkansas-Little Rock.

COMMUNITY SERVICE

2011- Present PLANNING COMMISSION, Appointed by Mayor Mark Warba & Approved by Big Rapids City Council, Big Rapids, MI .

1997-04 VICE-CHAIR, CITY OF BIG RAPIDS PLAN BOARD, Appointed by Mayor Kay Farrow & Approved by Big Rapids City Council, Big Rapids, MI.

1999-02 UNIT COMMISSIONER, BOY SCOUTS OF AMERICA, Gerald R. Ford Council, Grand Rapids, MI.

2002-04 SUNDAY SCHOOL TEACHER, St. Andrew's Episcopal Church, Big Rapids, MI.

2001 CITY PLANNER SELECTION COMMITTEE, City of Big Rapids, MI., Represent Plan Board.

1997- Present MEMBER, BIG RAPIDS REGIONAL PLANNING COMMITTEE, Represent City of Big Rapids Plan Board.

8/98 EAGLE SCOUT AWARD COURT OF HONOR, Scout Troop 123, Rogers Heights, MI., Court of Honor for Richard F. Dubridge.

6/98 PRESENTER, HUMANITIES COUNCIL OF WEST CENTRAL MICHIGAN, Senior Enrichment Day, Big Rapids High School, Big Rapids, MI.

1993-98 BOARD OF DIRECTORS, PROGRAM FOR ALCHOL & SUBSTANCE TREATMENT (PAST), Big Rapids, MI. Intensive substance abuse out-patient treatment & family counseling center.

1993-95 CHAIR, BOARD OF DIRECTORS, & VICE-PRESIDENT, CENTRAL HEALTH INITIATIVE, INC., MT. Pleasant, MI. Central substance abuse diagnostic and referral of treatment services agency for eight county area of mid-Michigan.

1992-94 MECOSTA COUNTY COMMUNITY CORRECTIONS ADVISORY BOARD, Big Rapids, MI. Community based corrections alternatives to incarceration & liaison between Michigan Department of Corrections & Mecosta County judicial and law enforcement institutions.

- 1990-95 ADVISORY COUNCIL, MID-STATE SUBSTANCE ABUSE COMMISSION, Clare, MI. Coordinated, funded, & evaluated substance abuse prevention & treatment programs for eight county area of mid-Michigan.
- 1991-93 ADVISORY COUNCIL, HEALTH CARE STUDY PROJECT, Clare, MI. Evaluated substance abuse treatment programs for Mid-State Substance Abuse Commission.

POLITICAL INVOLVEMENT

- 2000 DELEGATE, MECOSTA COUNTY DEMOCRATIC PARTY COUNTY CONVENTION, Elected by the voters of Precinct #4, Big Rapids, MI.
- 1999 CANDIDATE, BIG RAPIDS CITY COMMISSION, Big Rapids, MI.
- 1996-
Present PRECINCT DELEGATE, Michigan Democratic Party, City of Big Rapids, MI.
- 1998 RADIO ADVERTISEMENT, Glen Perley Campaign, Michigan House of Representatives, 100th House District, MI.
- 1996 FUND RAISING MANAGER & VOLUNTEER COORDINATOR, Glen Perley Campaign, Michigan House of Representatives, 100th House District, MI.
- 1988-90 COORDINATOR, RIO GRANDE VALLEYWIDE RAINBOW COALITION, Cameron, Hidalgo, Starr, & Willacy Counties, TX.
- 1988 COORDINATOR, JESSE JACKSON PRESIDENTIAL CAMPAIGN, South Texas.
- 1988 STATE DELEGATE, Texas State Democratic Party.
- 1988 NOMINATIONS COMMITTEE, Hidalgo County Democratic Party Convention, Edinburg, TX.
- 1984 STATE, COUNTY, & PRECINCT DELEGATE, Texas State & Travis County Democratic Party, Austin, Tx.
- 1976 COUNTY & PRECINCT DELEGATE, Harris County Democratic Party, Houston & Baytown, TX.
- 1974 CO-CHAIR, Paul Hatfield U.S. Congressional Campaign, Evansville, IN.

DONALD H. ROY

1910 Plymouth Ter. SE

Grand Rapids, Michigan 49506

231/591-2764 (office); 616 550-7144 (cell)

royd@ferris.edu

PROFESSIONAL HISTORY

Associate Professor of Political Science, Ferris State University, Big Rapids, Michigan, September 1989 to the present. Pre-law advisor.

Assistant Professor of Political Science and History, Jefferson Community College, Louisville, KY. August 1987 to August 1989.

Director, Department of Research and Information, The Dallas Chamber of Commerce, Dallas, TX. February 1986 to August 1987. Prior to this promotion: Manager of Community Affairs, The Dallas Chamber of Commerce, January 1985 to February 1986.

Researcher, Writer, and Editor at Political Research Inc., 16850 Dallas Parkway, Dallas, TX. October 1982 to December 1984.

Part-Time Instructor, Eastfield Community College, Mesquite, TX, teaching American Government and Texas politics. September 1983 to June 1987.

Assistant Professor of Political Science at Carroll College in Helena, MT; Department head for three years and Director of the Pre-Law Program for four years. September 1978 to May 1982.

Visiting Assistant Professor in the Collegiate Seminar Program (a great books program) at the University of Notre Dame, Notre Dame, IN. September 1977 to May 1978.

Research Assistant for the Urban Institute of the University of Notre Dame engaged in environmental and multicultural projects. Summers 1975 and 1976.

Fifth Grade Teacher of Social Studies and Health at Cross Elementary School in Cross, SC, a severe poverty area. September 1968 to June 1970.

Applicant Liaison administrative position at the Peace Corps Administration in Washington, D.C. January 1968 to August 1968.

EDUCATION

Ph.D., University of Notre Dame, Political Science.

Dissertation: "The Political Status and Function of Plato's Myths" May 1977.

University of St. Andrews in Scotland, graduate fellow doing research in moral and political philosophy and the classics, 1970 to 1972.

M.A., Georgetown University, Russian Studies.

Master's Thesis: "Khrushchev's Rise to Power" May 1970.

B.A., Bard College, Annandale-on-Hudson, N.Y.

Major: Government and History. Senior Thesis: "A Comparison of the French and Russian Revolutions" June 1966.

COURSES TAUGHT

American Government

International Relations

State/Local Government

International Organizations

Political Parties and Interest Groups

Comparative World Governments

The Developing World

Constitutional Law

Politics and the Media

Campaigns and Elections

PUBLICATIONS

Women and Children First: The Horrible Hartford Circus Fire, XLibris Publishers, 2008.

A memorial and documentary covering a tragic circus fire in my hometown, just before I was born, raising issues of public accountability.

State Governments: Institutions and Issues, University Press of America, 2005.

Fourteen dialogues cover public policy issues as they involve state government institutions (governor, legislature, judiciary, elections, etc.) and policy making (urban sprawl, education reform, health care reform, etc.).

The Resurgence of the Public Intellectual, Xlibris Publishers, 2002.

A set of dialogues pondering the role of the public intellectuals (using foremost the examples of Flannery O'Connor and Simone Weil, and Russell Kirk and Irving Howe).

"A Dialoguing We Shall Go," *Higher Education Exchange*, May 1998. A dialogue contending with the issue regarding why we talk about dialoguing but rarely write dialogues.

Reuniting America: Eleven Multicultural Dialogues. Peter Lang Publishers, 1996.

A collection of dialogues concentrating on such multicultural issues as immigration, political redistricting, feminism, affirmative action, logos and mascots, disabled persons' rights, English as our official language, standardized tests, etc.

Public Policy Dialogues. University Press of America, 1994.

Another collection of dialogues concentrating on salient public policy issues such as national health insurance, social welfare reform, K-12 education choice, reform of Congress, war powers, etc.

Dialogues in American Politics. Kendall-Hunt Publishing Co., 1993.

A book of dialogues covering major issues in today's politics such as federalism, mass media, free speech, political parties and movements, comparable worth, etc.

"American Government Textbooks: Where's the Multicultural? Where's the Public Good?" in *Forty Years of Change in Political Science, A Festschrift Honoring the Career of Charles Press*. Michigan Conference of Political Scientists, 1991.

Dallas at a Glance, 1986-1987. The Dallas Chamber of Commerce. (This compendium of data covers all aspects of Dallas' economy and quality of life.)

Numerous economic, statistical, and political articles were written and edited for Taylor's *World of Politics* and Taylor's *Encyclopedia of World Governments*, 1983-1984 and also, *Fifty State Legislative Review*, Volume IX, 1984-1985.

"Roberto Unger's 'Knowledge and Politics'," *Political Science Reviewer*, IX, Fall, 1979.

Review articles on Iris Murdoch's *Sovereignty of the Good* and Whitney J. Oates' *Plato's View of Art*, *Academic Reviewer*, Winter, 1974.

RECENT PAPERS DELIVERED

Panel presenter on "Gridlocked and Poisonous Legislatures: An Autopsy and a Remedy" at the Michigan Conference of Political Scientists, October, 2010.

Powerpoint presentation: "The Great Water Heist", covering the environmental damage of spring water bottlers, especially Nestle/Ice Mountain in Michigan. 2007-2008, before various community groups.

"Water Issues In Michigan" Michigan Academy of Arts and Sciences, 2006 and Michigan Conference of Political Scientists, 2005.

"The Civically Disengaged Student: What's the Problem?" Michigan Conference of Political Scientists, October 2004.

"Panel: First-year Analysis of Governor Granholm's Administration," Michigan Conference of Political Scientists, October 2003.

"A Survey and Comparison of State/Local Government Textbooks" Michigan Conference of Political Scientists, October, 2000.

"Sprawlzilla versus Home on the Range," Michigan Conference of Political Scientists, October, 2002.

"Two Founding Fathers: Madison and Lenin on Factions," March 1990 at the Michigan Academy of Science, Arts, and Letters conference.

"Vaclav Havel: Can a Modern Intellectual Be a Statesman?" March 1991, Michigan Academy of Science, Arts, and Letters meeting.

"Multiculturalism and the Public Good: The Guidance of Alexis de Tocqueville," October 1991, Michigan Conference of Political Scientists.

"Between Mythos and Logos: The Stories and Philosophy of Leszek Kolakowski," March 1992, Michigan Academy of Science, Arts, and Letters meeting.

"Models of Statesmanship: The Examples of Vaclav Havel and Alexander Solzhenitsyn," March, 1993, Michigan Academy of Science, Arts, and Letters annual meeting.

"Reuniting America: Rejoinder to Arthur Schlesinger's *Disuniting of America*," October, 1993, Michigan Conference of Political Scientists.

"Workshop on Introductory American Government Textbooks: Is Everything Old New Again?" Michigan Conference of Political Scientists, 1996.

"A Call to Humor: A Precondition for Democracy" Michigan Conference of Political Scientists, October, 1997.

"Dialogic Learning and Community Service" Conference on Inclusive Learning and Community Leadership at Pine Manor College, Chestnut Hill, MA, April 1999.

HONORS

Dissertation Research Fellowship, 1975-1976.

Teaching and Research Fellowships, University of Notre Dame, 1972-1975.

Richard Weaver Fellowship, 1970-1971.

Four Year Academic Scholarship, Bard College, 1962-1966

WORKSHOPS AND SEMINARS

Land Use Policy Institute, MSU, New Economy seminars, 2010.

Citizen Planner's Courses, MSU Extension Service, 2004-2008

MSU College of Law Inaugural Native American Conference, 2004

Land Conservancy Annual Conference, 2004

Metro Valley Council of Governments Annual Conferences, 2002-2007

University of Toledo Law School Water Conferences, 2001 and 2004.

Michigan Council for Social Studies, annual conferences, 2002, 2003, 2004.

International Civic Education Conference, New Orleans, 2003

IDEA Conference, San Antonio, 2002.

C-SPAN Seminar for Professors in Washington, D.C., August 1997. To learn about techniques for using C-SPAN programs in the classroom.

Workshop at the Center for Population Studies, University of Michigan, June, 1997. To learn how to access the 1990 census via a software program called "Chip" to develop quantitative analysis exercises for students in state/local politics courses.

Michigan State University Conference on "The Role of the Public Intellectual," April 1997.

National Endowment for the Humanities summer seminar on "The Intellectual in the Twentieth Century" at UCLA, June-July, 1995.

Michigan Colleges for Global Education and Michigan International Development Education Outreach Network conference on "World Regions and Multicultural Education," April 1994

Michigan Civil Rights Commission conference on “Equity within the Classroom”, March 1994.

Annual Pre-Law Conferences of the LSAC in Chicago, October 1990-present.

ADVISOR, STUDENT ORGANIZATIONS

Phi Alpha Delta Pre-Law Association

Public Administration Association

FERRIS STATE UNIVERSITY INSTITUTIONAL SERVICE

College Social Awareness Committee, 1999-2008

University Student Life Committee, 2002

Minority Retention Committee; College Curriculum Committee, 2000

College Planning Committee, 1999-2000

Chair, University Professional Development Committee, 1993-1995

Academic Standards and Policies Committee, 1992-1993

Adjunct Instructor, Social Sciences Division, Delta College, University Center, Michigan 48710. Annual course load of 29 credit hours out of a possible full-time equivalent load of 30 credit hours. Also permanent substitute instructor for full-time political science staff. Courses taught:

POL 103 *Introduction to American Government*

POL 111 *American National Government*

POL 212 *State and Local Government*

Top evaluations in department annually. Participant in "Great Teacher's Seminar" -1999. Named to "Who's Who Among America's Teachers" – 2003-2004 and 2004-2005.

January 1998 to December 2005.

Lecturer as Needed, Social Sciences Division, Delta College, University Center, Michigan 48710.

Semester course load of 16 credit hours out of a full-time equivalent load of 12 credit hours. Courses taught:

POL 103 *Introduction to American Government* (Four sections)

POL 111 *American National Government* (One section)

January through April 2001.

Additional Experience in Higher Education

Writer, Mott Community College, Flint, Michigan 48503. Temporary writer for two-year institution.

Duties included speech writing, institutional reports, press releases, promotions and advertising, board resolutions, special events planning and internal and external newsletters. August 1997 through August 1998.

Acting Administrative Assistant, Educational Outreach Programs, University of Michigan-Flint, Flint, Michigan 48503.

Office manager for university department responsible for scholarship and special events programming promoting higher educational opportunities for students of color in grades 6-12. Wrote and edited program documents, developed and coordinated full-day events, presented educational programming, and performed accounting, payroll and direct office supervision. February through December 1994.

Assistant Director of College and Legislative Relations, Mott Community College. On-air media representative, writer and editor of college promotional materials, special events planner, legislation monitor. Named "Outstanding Newcomer in Public Relations" by the Council for the Advancement and Support of Education in 1980.

May 1978 through May 1984.

Experience in State, National and International Government

Information Specialist, Michigan Consumers Council, Legislative Service Bureau, Lansing, Michigan 48933. Media and agency liaison for a consumer advocacy agency providing support for the Michigan Legislature. Duties included press relations, special events planning, preparation of legislative testimony, statistical analysis, constituent assistance and writing/editing of governmental publications. May 1984 through November 1991.

Assistant to the Board, Michigan Divestiture Research Fund, Lansing, Michigan 48933. Sole staff person assigned by the Michigan Public Service Commission to its Divestiture Research Fund Board providing grants to researchers investigating the effects of the break-up of the Bell System on residential telephone customers. Duties included statistical analysis, researcher and industry liaison, and research analysis. November 1984 through May 1992.

Intern, Consulate of the Republic of China, Portland, Oregon 97222. Senior intern responsible for economic research and liaison with timber industry on behalf of Taiwan government. Duties also included public information and deportation arrangements. Summer 1976.

Assistant to the Oregon State Representative for UNICEF –USA and member of the International Board of Directors of UNICEF, Portland, Oregon 97215. Student internship with duties including freelance work with US Department of State regarding official state visits of foreign dignitaries, media relations, writing and editing. April 1976 through August 1976.

Additional Experience in Education

Substitute Teacher, Genesee Intermediate School District, Flint, Michigan 48507. Substitute teacher for Atherton, Bentley, Davison, Flint and Goodrich school districts. Experiences included position as a full-time permanent substitute at Davison Alternative Education High School (entire Fall Semester 1995), sole substitute for AP chemistry and physics at Goodrich High School (1996-2000). Named “Outstanding Substitute Teacher” by Davison Alternative Education High School student body – 1995. January 1992 – December 2000.

School-to-Work Coordinator, Lapeer Intermediate School District, Lapeer, Michigan 48446. Career day coordinator for Seaton, Maple Grove and Elba elementaries in Lapeer School District and Day-on-the Job coordinator for Dryden and Almont high schools. February through October 1996.

Education

Post-master’s studies in Education, Central Michigan University, Mt. Pleasant, Michigan. Extension center classes in developmental psychology and secondary education. GPA: 3.7.

Master of Public Administration, Michigan State University, East Lansing, Michigan 48823. Major: Public Administration. Minor: Public Policy Analysis. GPA: 3.5.

Bachelor of Arts (with Honors), James Madison College, Michigan State University. Major: International Public Policy. Minor: Asian Studies. GPA: 3.2.

Asian Studies Certificate, Asian Studies Center, Michigan State University. Major: Far Eastern Asian politics and culture.

Diploma, Atherton Community Schools, Burton, Michigan 48529. Class rank: 1/115. GPA: 3.96.

APPENDIX E

COURSE SYLLABI
POLITICAL SCIENCE PROGRAM

ACADEMIC PROGRAM REVIEW

PLSC 121 – People & Politics Spring Semester 2010

Instructor: Christine Bailey
Office: ASC 2081

Telephone: 231.591.2757

Email: ChristineBailey@ferris.edu

Office Hours: MWF – 10:30 – 11 a.m.,
MW – 2 -- 3 p.m., and 4:15-
4:30 p.m.

BASIC TEXT:

American Government and Politics Today: The Essentials

2010 Edition. Bardes, Shelley and Schmidt, authors. West Publishing Company

NOTE: This text is available as USED. It can be resold! Texts may be purchased at the FSU Bookstore, the Great Lakes Bookstore and online.

COURSE OBJECTIVES:

This course will examine how our Constitution limits and divides power under a system of federalism. Students will explore how our civil liberties are advanced and our civil rights are protected under the Constitution and through legislative policy and judicial decisions. We will discuss whether the “people rule” or fail to rule through the mass media, public opinion, political parties, interest groups, political movements, campaigns and elections. Additionally, we will consider reforms and changes that could improve our politics and utilize current affairs to demonstrate American government principles.

GRADING CRITERIA:

Four (4) 100-point tests over the text and lectures @ 20 percent each = 80%

Poster Presentation @ 20 percent = 20%

GRADING SCALE:

96 – 100% = A 87 – 89% = B+ 77 – 79% = C+ 67 – 69% = D+

90 – 95% = A- 84 – 86% = B 74 – 76% = C 64 – 66% = D

80 – 83% = B- 70 – 73% = C- 60 – 63% = D-

ANYTHING BELOW 60% = F

ATTENDANCE:

A maximum of four unexcused absences are allowed. Five or more unexcused absences will dismiss you from the class. Only medically-approved absences or death of a parent, grandparent, sibling, aunt, uncle or cousin will be excused. NOT INCLUDED are funerals of high school chums, girlfriend/boyfriend relatives, old neighbors, favorite rock stars or movie idols. Expect to explain and/or prove your relationship to the deceased.

A deduction of 25 points from your total points will be assessed to those who abuse the attendance policy.

CLASSROOM BEHAVIOR:

You will be asked to leave the classroom for the following reasons:

- Small groups of people having private conversations
- Use of electronic devices (iPods, GameBoys, etc.) in class
- Text messaging in class
- Verbal abuse of the instructor or classmates
- Sleeping in class
- Eating full meals in class
- Sexual harassment of other students (I can handle myself - don't try it)
- Playing games or reviewing inappropriate material on laptops
- Any behavior that interferes with the rights of others to learn

* Laptops may only be used in the first two seats of any row. Please bring your own extension cords.

YOU NEED TO KNOW:

- I am not responsible for your missing notes. If you miss a class, please get the notes from a classmate.
- There are NO cumulative tests. The tests cover ONLY the indicated materials.
- Only one make-up test is allowed. You have one week to make up your test. Every class period beyond the original test date will result in a 10-point deduction per day. All make-up tests must be taken in my office **during my office hours.**
- There is no final exam in the traditional sense. **It must taken on the assigned day.**
Violations of this rule will result in a 25 point penalty.
- An "I" or incomplete can only be issued under University guidelines
- A variety of University resources are available to assist you personally and academically. Please refer to the student information guide attached for details.

- To keep us on track, please read the assigned chapters before lecture and be prepared to talk about them.
- Some class lectures and discussions may run longer and spill over into the next class period (the next time we meet). Lecture topics are subject to change due to current events.
- I drive three hours one-way to be your instructor. On occasion I may be ill, have car trouble, have road condition problems, or will otherwise not be in class. I make all attempts to be here or to leave notice in advance. For those who cannot deal with my absence without taking it personally, you may want to look into dropping this class.

IMPORTANT RESOURCE

Wadsworth Publishing, whose parent company is Centigage Publishing, has a very useful website available to students. This website has sample tests. Chapter outlines, vocabulary quizzes and other useful information. To access this site, please go to www.centigage.com and click on the appropriate screens to access your test pages.

Course Schedule

WEEK 1

Monday, January 11	Introduction to Course/Let's Get Acquainted
Wednesday, January 13	"The Democratic Republic" Please read Chapter 1 of Bardes
Friday, January 15	Continuation of Chapter 1 lecture

WEEK 2

Monday, January 18	NO CLASS – MARTIN LUTHER KING, JR. HOLIDAY
Wednesday, January 20	"The Constitution" Please read Chapter 2 of Bardes
Friday, January 22	Current Events Day

WEEK 3

Monday, January 25

Continuation of Chapter 2 lecture

Wednesday, January 27

NO CLASS. Michigan City Managers Conference.

Friday, January 29

“Federalism”

Please read Chapter 3 of Bardes

WEEK 4

Monday, February 1

Continuation of Chapter 3 lecture

Wednesday, February 3

Review for **FIRST TEST**

Friday, February 5

FIRST TEST over Chapters 1, 2 and 3

WEEK 5

Monday, February 8

“Civil Liberties”

Please read Chapter 4 of Bardes

Wednesday, February 10

Continuation of Chapter 4 lecture

Friday, February 12

Current Events Day

WEEK 6

Monday, February 15

“Civil Rights”

Please read Chapter 5 of Bardes

Wednesday, February 17

Continuation of Chapter 5 lecture

Friday, February 19

Presentation 1

WEEK 7

Monday, February 22

Review for Second Test

Wednesday, February 24

SECOND TEST over Chapters 4 and 5

Friday, February 26

Current Events Day

WEEK 8

Monday, March 1

Discussion of The Patriot Act and Civil

Liberties/Civil Rights

Wednesday, March 3

Presentations – Group 2

Friday, March 5

Current Events Day

WEEK 9

Monday, March 8 - 12

NO CLASSES – SPRING BREAK

WEEK 10

Monday, March 15

“Public Opinion and Political Socialization”

Please read Chapter 6 of Bardes

Wednesday, March 17

HAPPY ST. PATRICK’S DAY!

Video: “Talking to Americans”

Friday, March 19

Presentations – Group 3

WEEK 11

Monday, March 22

“Interest Groups”

Please read Chapter 7 of Bardes

Wednesday, March 24

Video: “NOW with Bill Moyers”

Friday, March 26

Presentations – Group 4

WEEK 11

Monday, March 29

Continuation of Chapter 7 lecture

Wednesday, March 31

THIRD TEST over Chapters 6 and 7

Friday, April 2

NO CLASS – GOOD FRIDAY

WEEK 12

Monday, April 5

“Political Parties”

Please read Chapter 8 of Bardes

Wednesday, April 7

Continuation of Chapter 8 lecture

Friday, April 9

Presentations – Group 5

WEEK 13

Monday, April 12

Current Events Day

Wednesday, April 14

Survivor: Political Science

Friday, April 16

Presentations – Group 6

WEEK 14

Monday, April 19

“Campaigns, Elections and the Media”

Please read Chapter 9 of Bardes

Wednesday, April 21

Continuation of Chapter 9 lecture

Friday, April 23

Final Wrap-Up

WEEK 15

Monday, April 26

“What Have We Learned” Week

Wednesday, April 28

Extra Credit Current Events

Friday, April 30

Review for FINAL over Chapters 8 and 9

FINALS WEEK SCHEDULE

11 a.m. Class: 10:00 -- 11:40 a.m., Thursday, May 6

1 p.m. Class: 12:00 – 1:40 p.m., Wednesday, May 5

NO EXAMS WILL BE HANDED OUT IF YOU ARE MORE THAN 15 MINUTES LATE FOR THE START OF YOUR EXAM TIME! THIS INCLUDES OVER-SLEEPING!

PLEASE NOTE: YOU CANNOT CHANGE EXAM DAYS FOR THIS CLASS UNLESS YOU CAN PROVE YOU HAVE THREE FINALS ON THE SAME DAY!

PLSC 122
PRINCIPLES OF AMERICAN GOVERNMENT: POLICYMAKING
SPRING 2011

Instructor: Christine Bailey

Office: ASC 2081

Office Telephone: 231.591.2757

Email: Christine_Bailey@ferris.edu

Office Hours: Mondays/Wednesdays/Fridays, 12:00 noon – 1:00 p.m.,

and Mondays/Wednesdays, 2:00 – 3:00 p.m. and 4:15-4:30 p.m.

BASIC TEXT

American Government and Politics Today: The Essentials

2009 Edition. Bardes, Shelley & Schmidt, West Publishing Company.

This text is available at the FSU Bookstore, the Great Lakes Bookstore and online. It is available in “used” condition.

COURSE DESCRIPTION

This course is a careful examination of the institutions of American national government and its policies. We will examine how the legislative, executive, and judicial branches work with--and against--each other to shape public policy. We will also explore the labyrinth of the bureaucracy. The complex interactions of these political structures are illustrated with current events. Considerable time is given to the resulting policies on the budget, the economy, technology, health care, welfare, military, foreign relations, and issues of gender and equality.

POLITICAL ENGAGEMENT COURSE REQUIREMENTS

Ferris State University has been selected by the Carnegie Foundation to serve as a founding university of its Political Engagement Project designed to encourage and increase student knowledge and involvement with their communities. In this class, students will meet, interview and record veterans of World War II to provide a link between course information on the duties of citizenship and the important contributions to freedom by ordinary Americans. All students enrolled in this class will be required to write two papers based upon their exchanges with the Greatest Generation.

GRADING CRITERIA

Three (3) 100-point tests over the text and lecture @ 25% each = 75%

Two (2) five-page essays @ 25% total = 25%

GRADING SCALE

All grades in this course are awarded on a strict percentage basis. Your final grade is tallied on the basis of the sum of all points earned during the semester.

96-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	59 and Below = F
90-95 = A-	84-86 = B	74-76 = C	64-66 = D	
	80-83 = B-	70-73 = C-	60-65 = D-	

CLASSROOM BEHAVIOR

Small groups of people having private conversations are disruptive and will be treated as such. Meals are not allowed unless you bring enough for all. Verbally abusing the instructor or each

other will also bring my wrath. You will receive ONE (1) warning and be asked to leave the room. The second violation will result in your banishment from this class.

YOU NEED TO KNOW

- If you are learning disabled or require other accommodation due to other issues, please see me.
- I AM NOT responsible for your notes. If you miss a class, please get your notes from a classmate.
- You may have only ONE make-up test and you will have one (1) week to make it up (except the final). Failure to complete ANY assignment (including the papers) within the one week timeframe will result in a “0” for the assignment.
- The final exam may not be taken earlier than scheduled, nor will it be distributed more than 15 minutes after the assigned start time. ALL FINALS will be collected at the end of the exam period.
- The chapter tests and the final exam are only over the assigned material. There are NO cumulative tests (and that includes the *final!*).
- I can, and do, often stray from the topic scheduled. Deal with it – we will discuss life in general.
- There will be no final exam as such.
- Cheating on tests or the research papers will not be tolerated.
- Pursuant to University policy, I have the right to remove or report any student I perceive as disruptive or disrespectful to me or others. You will receive only one warning.
- An “I” or incomplete grade can only be issued according to university guidelines.
- Spring semester is problematic for me. I have non-elective (meaning I MUST have this) surgery scheduled the second week of classes, an important conference the first week of February and may be a conference presenter just before Spring Break. In addition, I live a three-hour drive away in good weather. While I make every attempt to be here and on time, road conditions may make it difficult, if not impossible to be here. I apologize in advance, but stuff does happen.

To meet the course lecture schedule, please complete the reading BEFORE the class session. The lecture/discussion topics are only possible topics – there are no guarantees that we will be able to cover all issues and others may be added as national events unfold.

IMPORTANT RESOURCE

Wadsworth Publishing, the division of Centigage Publishing, has a very useful website available to students. This website has sample tests. Chapter outlines, vocabulary quizzes and

other useful information. To access this site, please go to www.wadsworth.com and click on the appropriate screens to access your test pages.

ASSIGNMENT CALENDAR

WEEK ONE

January 10 Review of Syllabus/Let's Get Acquainted

January 12 Let's Get Acquainted (continued)

WEEK TWO

January 17 **NO CLASSES. MARTIN LUTHER KING DAY
HOLIDAY**

January 19 **NO CLASS - I HAD SURGERY YESTERDAY**
Congress: Functions of Congress
Read Chapter 10 of Bardes, Schmidt & Shelley
Online Vocabulary Assignment

WEEK THREE

January 24 Congress: House and Senate Differences

*(NOTE: I DO NOT HAVE MY STITCHES REMOVED UNTIL
TOMORROW. I MAY NOT BE IN CLASS. I WILL EMAIL YOU.)*

January 26 Congress: Powers of Congress

WEEK FOUR

January 31 State of the Union Address

February 2 Congress: Leadership and Committees

WEEK FIVE

February 7 Congress: How a Bill Becomes Law

February 9 The President: Roles of the President and Presidential Powers

Read Chapter 11, Bardes, Shelley & Schmidt

WEEK SIX

February 14 **The President: Presidential Powers**
(Love you too! Happy Valentine's Day!)

February 16 The President: The Vice President and Cabinet

WEEK SEVEN

February 21 Research Paper Review: The Good, The Bad and The Ugly
In-class Handout

February 23 **TEST 1**

WEEK EIGHT

February 28 **First Research Paper Due**

March 2 Video: "Talking to Americans"
(I may be in Virginia this day)

WEEK NINE

March 5-13 **NO CLASSES!!! SPRING BREAK!!!**

WEEK TEN

March 14 The Bureaucracy: Bureaucratic Models/Who's in Charge?
Read Chapter 12, Bardes, Schmidt & Shelley

March 16 The Bureaucracy: Reform and Policymaking

WEEK ELEVEN

March 21 The Bureaucracy: Reform and Policymaking (continued)

March 23 The Court: Introduction to the Federal Court System
Read Chapter 13, Bardes, Shelley & Schmidt

WEEK TWELVE

March 28 The Court: Sources of American Law & Our Court System

March 30 The Courts: The Federal Court System

WEEK THIRTEEN

April 4 The Courts: How Federal Judges Are Selected

April 6 The Courts: The Supreme Court and Judicial Activism vs.
Judicial Restraint

WEEK FOURTEEN

April 11 In-Class Activity: What Would You Do?

April 13 **TEST 2**

WEEK FIFTEEN

April 18 **Second Research Paper Due**

Countdown to the Final

April 20 Domestic & Economic Policy: The Policymaking Process and
Taking Care of the Vulnerable

Read Chapter 14, Bardes, Shelley & Schmidt

WEEK SIXTEEN

April 25 Foreign & Defense Policy: A Historical Perspective

April 27 Final Review

FINALS WEEK

Your class will have its final on Thursday, May 5 from 2-3:40 p.m.

POLITICAL SCIENCE 221
AMERICAN POLITICAL PARTIES
Fall Semester, 2010
SECTIONS VL1 (Fully On-Line)
3 Credit Hours

Dr. Richard W. Griffin
griffinr@ferris.edu

Office: ASC #2094 Email:
Office Phone: 231-591-2761

TEXTS: Bibby, John F. Politics, Parties, and Elections in America. Belmont, CA. Cengage Learning, 2008. ISBN #0534601324.

PURPOSE: PLSC 221: AMERICAN POLITICAL PARTIES analyzes the origin, structure, types, functions, and development of political parties and the corresponding role of interest groups and public opinion in the United States. The course provides students with a critical evaluation of the ways political parties provide opportunities and leadership for a variety of groups and individuals to participate in the election, governing, and policy processes.

GENERAL EDUCATION REQUIREMENTS AND OUTCOMES: PLSC 221 is a Political Science course that fulfills the University's General Education Requirements in two areas – Social Awareness and Race, Ethnicity, and Gender Issues. Specifically, these general education requirements are met in PLSC 221 by fulfilling the following student outcomes.

Social Awareness – PLSC 221 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 221 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 surrounding race, ethnicity, and gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege both within the United States and globally;
- Comment accurately about current (and past) events and issues in the United States and globally as they directly and indirectly 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.

GRADED COURSE ACTIVITIES:

Textbook Readings and Exams – All students are expected to read the course textbook, Politics, Parties, and Elections in America, and demonstrate their understanding of the material through class chats and two essay exams.

The first take-home essay exam, which must thoroughly discuss the major themes of Chapters 1-4 of the Bibby textbook, is due no later than Monday, October 18, 2010. This exam will account for 40% of the student’s Final Grade for the course. One letter grade (10 points) will be subtracted for each calendar day that the exam is submitted late.

The second take-home exam, which must thoroughly discuss the major themes of Chapters 5-10 of the Bibby textbook, is due no later than Friday, December 10, 2010. This exam will also account for 40% of the student’s Final Grade for the course. One letter grade (10 points) will be subtracted for each calendar day that the exam is submitted late.

Participation (On-line Discussions) – Participation will be based upon the student’s participation in and performance on On-line Discussion questions provided by the Professor and will account for 20% of the Final Grade.

GRADING SYSTEM: The student’s Final Grade for the course will be determined as follows.

Essay Exam 1	40%
Essay Exam 2	40
Participation in Discussions	<u>20</u>

Final Grade

100%

PLSC 221
CLASS SCHEDULE

<u>WEEK</u>	<u>DATES</u>	<u>READINGS/TOPICS</u>
1	8/30-9/3	Bibby Text – Chpt. 1 – Parties and Politics in America: An Overview
2	9/8-10	Bibby Text – Chpt. 1 continued
3	9/13-18	Bibby Text – Chpt. 2 – The Party Battle in America
4	9/20-24	Bibby Text – Chpt 2 continued
5	9/27-10/1	Bibby Text – Chpt. 3 – Characteristics of the American Party System
6	10/4-8	Bibby Text – Chpt. 3 continued
7	10/11-15	Bibby Text – Chpt. 4 – Party Organizations
8	10/18-22	Bibby Text – Chpt. 5 -- Nominations for State and Congressional Offices
	10/18	<u>EXAM 1</u> (DUE NO LATER THAN MONDAY, OCTOBER 18 th)
9	10/25-29	Bibby Text – Chpt. 6 – Presidential Nominating Politics
10	11/1-15	Bibby Text – Chpt. 7 – Political Parties and the Voters
11	11/8-12	Bibby Text – Chpt. 8 – The General Election: Campaign Finance and Campaign Strategy
12	11/15-19	Bibby Text – Chpt. 9 – Parties in the Government
13	11/22-26	Bibby Text – Chpt. 9 continued
14	11/29-12/3	Bibby Text – Chpt. 10 – Political Parties: Important and Resurgent
15	12/6-10	Bibby Text -- Chpt. 10 continued
	12/10	<u>EXAM 2</u> (DUE NO LATER THAN FRIDAY, DECEMBER 10 th)

PLSC 251 – PUBLIC ADMINISTRATION
FALL 2010

Instructor: Christine Bailey

Office Hours: MW – 12 noon - 12:30 p.m., 2-3 p.m.

Office: ASC 2081

and 4:15-4:30 p.m., and F – 12 noon -12:30 p.m.

Telephone: 231.591.2757

Email: ChristineBailey@ferris.edu

BASIC TEXT

Classics of Public Administration, Seventh Edition, Jay M. Shafritz and Albert C. Hyde, authors. Thompson Publishing Company, 2008.

PURPOSE & OBJECTIVES

PLSC 251: Public Administration addresses the principles and problems facing national, state and local administrative organizations. The course examines the “how’s” and “why’s” of both organizational and bureaucratic decision-making. Specifically, PLSC 251 focuses on the coordination, management and responsibilities of public servants and public institutions.

Students in this course will gain a better appreciation into how public organizations operate and the requirements for successful employment/management in the public sector.

EVALUATION OF STUDENT SUCCESS

There will be five (5) take home essays or exercises administered throughout the semester. Each is worth 20% of your final grade.

GRADING SCALE:

96 – 100% = A 87 – 89% = B+ 77 – 79% = C+ 67 – 69% = D+

90 – 95% = A- 84 – 86% = B 74 – 76% = C 64 – 66% = D

80 – 83% = B- 70 – 73% = C- 60 – 63% = D-

ANYTHING BELOW 60% = F

YOU NEED TO KNOW:

- I am not responsible for your missing notes. If you miss a class, please get the notes from a classmate.
- There are NO cumulative tests. The tests cover ONLY the indicated materials.
- **Failure to present a hard copy of any test by 5 p.m. on the due date will result in a 25 point penalty per day.**
- There is no final exam in the traditional sense.
- There is no final exam in the traditional sense.
- An “I” or incomplete can only be issued under University guidelines
- A variety of University resources are available to assist you personally and academically. Please refer to the student information guide attached for details.
- To keep us on track, please read the assigned chapters before lecture and be prepared to talk about them.
- Some class lectures and discussions may run longer and spill over into the next class period.
- I drive three hours one-way to be your instructor. On occasion I may be ill, have car trouble, or will otherwise not be in class. I make all attempts to be here or to leave notice in advance. For those who cannot deal with my absence without taking it personally, you may want to look into dropping this class.

COURSE SCHEDULE

WEEK 1

August 30 – September 3

Review of Course/Let’s Get Acquainted

WEEK 2

NO CLASS – SEPTEMBER 6

September 6-10

What is Public Administration?

Please read Wilson's "The Study of Public Administration", and Leonard's "Introduction to the Study of Public Administration".

WEEK 3

Sept. 13-17*

A Fresher Look at Public Administration

Please read Rosenbloom's "Public Administration and the Separation of Powers", and Stivers' "Toward a Feminist Perspective in Public Administration".

The Political Context of Public Administration

Please read Goodnow's "Politics and Administration", pp. 28-30 and Kaufman's "Administrative Decentralization and Political Power".

FIRST ASSIGNMENT DUE SEPTEMBER 22

WEEK 4

Sept. 20-24

Bureaucracies

Please read Weber's "Bureaucracy", pp. 43-48 and Merton's "Bureaucratic Structure and Personality".

Please read Lipsky's "The Critical Role of Street-Level Bureaucrats" and Barzelay/Armajani's "Breaking Through Bureaucracy".

Take Home Essay/Exercise 2

WEEK 5

Sept. 27-Oct. 1

Organizational Theory

Please read Follett's "The Giving of Orders", Simon's "The Proverbs of Administration", and Ott's "Understanding Organizational Culture".

WEEK 6

Oct. 4-8

Human Resources Management

Please read Maslow's "A Theory of Human Motivation", Mosher's "Democracy and the Public Service: The Collective Services", and Thomas' "From Affirmative Action to Affirming Diversity".

Take Home Essay/Exercise 3

WEEK 7

Oct. 11-15

The Budgetary Process

Please read Schick's "The Road to PPB: The Stages of Budget Reform" and Wildavsky's "Rescuing Policy Analysis from PPBS".

WEEK 8

Oct. 18-22

New Challenges to the Budgetary Process

Please read Levine's "Organizational Decline and Cutback Management" and Caiden's "Public Budgeting Amidst Uncertainty and Instability".

WEEK 9

Oct. 25-29

Public Management

Please read Addams' "Problems of Municipal Administration", Alison's "Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?", Moe's "Exploring the Limits of Privatization" and Hood's "A Public Management for All Seasons".

WEEK 10

Nov. 1-5

The 2010 Elections

WEEK 11

Nov. 8-12

Public Policy and Analysis

Please read Lindblom's "The Science of 'Muddling Through'", Lowi's "The End of Liberalism: An Indictment", and Stone's "Policy Paradox: The Art of Political Decision Making".

WEEK 12

Nov. 15-19

Public Policy Implementation

Please read Landau's "Redundancy, Rationality, and the Problem of Duplication and Overlap", and Pressman and Wildavsky's "Implementation".

Program Evaluation

Please read Rivlin's "Systematic Thinking for Social Action".

WEEK 13

Nov. 22-26

NO CLASS – NOVEMBER 24

Continuation of *Program Evaluation*

Please read the *National Performance Review's* "From Red Tape to Results: Creating a Government That Works Better and Costs Less".

Take Home Essay 4

WEEK 14

Nov. 29 – Dec. 3

Intergovernmental Relations

Please read Grodwin's "The American System"

and Wright's "Federalism, Intergovernmental Relations and Intergovernmental Management: Historical Reflections and Conceptual Comparisons".

WEEK 15

Dec. 6-10

Public Service Ethics

Please read Mosher and Others' "Watergate: Implications for Responsible Government", Thompson's "The Possibility of Administrative Ethics", and class handouts.

Course Wrap-Up

FINALS WEEK SCHEDULE

The final exam for this class will be held 2-3:40 p.m., Tuesday, December 15.

PLSC 311 STATE AND LOCAL GOVERNMENT

Dr. Donald Roy

ASC 2092

OFFICIAL COURSE DESCRIPTION:

State and local governments are examined with emphasis upon the legislative, executive, and judicial processes, administrative functions, fiscal problems, national/state, interstate, and state/local relationships, and various serious public policy issues.

REQUIRED TEXTS:

Please try purchasing these two texts at Great Lakes Bookstore.

Ann O'M. Bowman and Richard Kearney. *State and Local Government Essentials*. Houghton-Mifflin, 2009, fourth edition

Donald Roy, *State Governments: Institutions and Issues*. University Press of America, 2006. ONLY FOR SALE AT THE GREAT LAKES BOOKSTORE

IMPORTANT:

The **Course Packet** (course outline notes) will be made available to you for the very low price of FREE!

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; Health Care Reform; 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.

Students will read public policy dialogues that I have written which compare Michigan with other states. Also multiple choice questions on tests ask students to identify the right “generalizations” about Michigan and other states. Ideally, we all need to be making the attempt to arrive at verifiable and valid generalizations.

2. To determine Michigan's place and status among the states in terms of the topics in the course outline above.

The strengths and weaknesses of Michigan government and politics are examined in essay questions required on all tests.

3. To analyze how state and local governments deal with environmental, land-use issues such as urban sprawl.

For two weeks we cover urban sprawl in class with lectures, readings, discussion, and films. Students are required to write a five-page minimum paper on the positives and negatives of urban sprawl.

4. To understand how the institutions of state and local governments deal with important public policy issues (e.g., taxes, health care reform, welfare reform, school choice, etc.) that affect our lives.

Public policy issues are covered throughout this course, so that the other required five-page minimum paper and essay questions on all tests reveal how well students master these very prominent issues (e.g., tax reform).

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 (despite the fact that we are more 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 231/591-2764. My e-mail address is: royd@ferris.edu My office hours are: Mondays, Wednesdays, and Fridays from 11 to 12 and 1 to 3pm or by appointment. 1-800-4FERRIS, from 9 to 5 weekdays

It is always better to contact me by e-mail.

GRADING:

There are three tests and two 5-page papers: each worth 20% each.

There will be SIX short assignments based on chapters in your Bowman/Kearney and Roy books. 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. There is a two week limit on excused absences.

FIRST PAPER: at least 5-pages

Choose one of the following public policy issues in Michigan today:

- (1) health care reform, see chapter 10 in the Roy book
- (2) charter school and school choice reform: does it work? See chapter 8 in the Roy book
- (3) what is a fair tax and a good tax and what should fix the MBT in Michigan? See chapter 12 in the Roy book

Read the dialogue on this public policy issue in my book, *State Governments*. You may consider surfing the Internet, but this is not required, and beware of garbage and plagiarism. (Let me see, along with your paper, any Internet material you use.) More than likely, you are in deep trouble if you do not base your paper primarily on the dialogue. Write at least 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, 2011

SECOND PAPER: at least 5-pages

The issue of “urban sprawl” will be covered in the classroom and you will read my dialogue on urban sprawl in Roy, Chapter 7. The objective is to arrive at a reasoned position statement, weighing the best arguments and evidence on both sides (pro and anti sprawl) in, at least, a five-page paper.

DUE DATE: April 6, 2011

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 will be an “F” for the course and judicial services will be notified.

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 Read the dialogue in the Roy book, Chapter 1, pages 1-12
	24	read your copy of MI Constitution, selected parts, packet pages 15-17
	26	B/K Ch. 3, Constitutions
	28	Roy book, Chapter 2, pages 13-20, Tribal Governments
	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, read Roy book, Chapter 6, pages 49-60
	14	B/K, Ch. 7 Governors

- 16 Michigan Governor and Bureaucracy, packet pages 34-40; read Roy
book, Chapter 3, pages 21-28.
- 18 B/K, Ch. 8 Bureaucracy
- 21 FIRST PAPER DUE
- 23 B/K, Ch. 6, Legislatures
- 25 Michigan's Legislature, packet pages 41-47; read Roy book Chapter 4,
pages 29-40
- 28
- MAR 2 B/K, Ch. 9, Courts
- 4 Michigan Judiciary, packet pages 48-49; read Roy book Chapter 5, pages
41-8
- 7 - 11 SPRING BREAK
- 14 Read Roy book Chapter 7, pages 61-72 Urban Sprawl
- 16 Urban Sprawl, definition, causes, consequences, etc.
- 18 SECOND TEST
- 21 urban sprawl
- 23 urban sprawl
- 25 urban sprawl
- 28 B/K, Ch. 10 State-Local Relations

- 30
- APR 1 B/K, Ch. 11, Local Governments
- 4 Michigan Townships and Villages, packet pages 50-52
- 6 Michigan Cities, packet pages 53-57 SECOND PAPER DUE
- 8 Michigan Counties, packet pages, 58-59
- 11 Michigan Schools, packet pages 60-62
- 13
- 15 Michigan Local Government Problems and Prospects, packet page 63
- 18 B/K, Ch. 12 Taxing and Spending
- 20 Michigan Local Government Finances, packet pages 64-73
read Roy book, chapter 12, pages 119-128
- 22 NO CLASSES, GOOD FRIDAY
- 25 Michigan Social Policy, packet pages 74-76
- 27 Read Roy book, Chapter 9, pages 85-94
- 29 Michigan Public Safety Policy, packet pages 77-79

EXAM WEEK May 2-5

POLITICAL SCIENCE 323
INTERNATIONAL ORGANIZATION
Summer Semester, 2008
3 Credit Hours

Dr. Richard W. Griffin

Office Hours: By appointment

Email: griffinr@ferris.edu

Office: ASC #2094

Office Phone: 231-591-2761

TEXTS: Allen, John L. and Elizabeth J. Leppman. Student Atlas of World Politics. McGraw Hill/Dushkin. Guilford, Ct. 2007.

Harf, James E. and Mark Owen Lombardi (eds.). Taking Sides: Clashing Views on Global Issues. McGraw-Hill/Contemporary Learning Series. Dubuque, Iowa. 2007.

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 323 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: PLSC 323 will have two exams, Exam 1 and 2. Since the course takes both a conceptual and systematic approach to understanding International Organizations, both exams 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.

Each exam will count for 30% of your final grade for the course for a total of 60%. 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.

REFLECTION PAPER: An additional 40% of your final grade for the course will be based upon a Reflection Paper. The content of the Reflection Paper should summarize your reflections (feelings, ideas, insights, etc.) of the way in which you now view globalization and international organizations as a result of having taken this course. The paper should focus upon new knowledge and values, which you have acquired from this course and should be between five and seven double-spaced typed pages (See Class Schedule for due date).

GRADING SYSTEM:	Exam 1	30%
	Exam 2	30
	Reflection Paper	40
	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!!!

<u>CLASS SCHEDULE</u>		
<u>WEEK</u>	<u>DATES</u>	<u>REQUIRED READINGS – TOPICS</u>
1	5/20-5/23	Introduction to the Course
2	5/26-5/30	Issues of the US-Mexican Border
3	6/2-6/6	Core Issues in Syllabus (pp. 3-5)
4	6/9-6/13	<u>EXAM 1</u> (due 6/13) <u>Taking Sides</u> , Part 1: “Global Population,” pp. 1-72.
5	6/16-6/20	<u>Taking Sides</u> , Part 2: “Global Resources and the Environment,” pp. 75-160.
6	6/23-6/27	<u>Taking Sides</u> , Part 3: “Expanding Global Forces and Movements,” pp. 161-284.
7	6/30-7/3	<u>Taking Sides</u> , Part 4: “The New Global Security Dilemma,” pp. 285-363.
8	7/7-7/11	Wrap-up and reflections <u>EXAM 2</u>
9	7/14-7/16	Conclusions <u>REFLECTION PAPER</u> (due 7/16)

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, Iran, Mexico, and South Africa. Different types of democratic government and the preconditions for democratic government will be analyzed. Of special importance will be economic systems, political cultures, status of women and minorities, 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
Are Market Democracy, Federalism, and Regional Alliances the Answer for Political, Social, and Economic Development
 - 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 (LDCs) : 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? Middle East

CHECK OUT BETTER PRICES AT GREAT LAKES BOOKSTORE

REQUIRED READING: Mark Kesselman, et al. *Introduction to Comparative Politics*, brief edition, 2009, Houghton Mifflin.

COURSE PACKET, only in FSU Bookstore.

OBJECTIVES AND ASSESSMENT MEASURES:

(1) to explore what are the particular identity factors (politically, culturally, economically, demographically) that defines each of these countries

assessment: multiple choice questions on three tests and worksheets

(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)

assessment: essay questions on three tests

(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, and Japan;

assessment: essay questions on three tests

(4) to examine 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;

assessment: multiple choice questions on three tests and worksheets

(5) to ponder whether the increasing economic interdependence occurring in the world can have favorable domestic political results (peace, integration, world government);

assessment: five-page paper topics

GRADING CRITERIA:

- (a) ample coverage of the issue
 - (b) your conclusion (your judgment)
 - (c) writing quality: grammar, spelling, PROOFREAD
- (6) to gauge the overall status of women and minorities and the problem of political unity and social justice where there is ethnic strife and political identity issues.

assessment: essay questions on three tests

Multiple choice questions and essay topics on the three tests are based on the key concepts and facts, as well as prominent issues, found in your packet that structures this course. Taking notes and getting into the discussion of issues will prepare you for these tests. The classroom is tantamount to being a forum for getting clear about what is important in the domestic politics of these foreign countries.

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 questions (one-third of your grade on all tests) 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.

PAPER GRADING CRITERIA:

1. coverage, content (nothing worth wondering about is simple)
2. your conclusion (make it strong)
3. grammar, writing (always proofread)

FIRST PAPER

FIVE-PAGE PAPER

The Image of the US in the World

Materials will be handed out to you to cover this NUANCED topic. Is it not absolutely fair that there is this LOVE-HATE relationship (a mixture of love and hate in varying proportions about which people will disagree) between the US and the rest? We will discuss this topic in class (preferably after you have read the materials) and then your five-page paper will explain how you go about comprehending and explaining this.

DUE DATE: October 7, 2008

SECOND PAPER

FIVE-PAGE PAPER: Choose one of the following three 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?
- C. World Water Wars?

Each topic will have questions in a hand out for you to cover.

You will be given a dialogue that I have written (which includes some articles attached at the end of the dialogue) to read and use as the primary and basic source for your paper. You may use (but you certainly do not have to) other sources (e.g., on 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. 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.

DUE DATE: November 4, 2008

OFFICE HOURS: Tuesdays and Thursdays, 3 to 4pm

ASC 2092 Ext. 2764 or 231/591-2764 e-mail: royd@ferris.edu

1-800-4FERRIS

ATTENDANCE POLICY: No more than three 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 in 1987. The high-end, new world economy of the US requires significant 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 boring 9 to 5 job and possibly attain some real leadership in (if not just some better understanding of) the increasingly complex and dynamic world we inhabit. More people will truly be "happy" functioning with the background and experience of a real university degree. One way or another the greater-than-US outside world will impact you. Now is the time to gain some foundational orientation regarding the politics of other countries around the world.

My Assessment Directive (MAD)

Heil, Assessment Officer: Measure Away!

GOALS	MEASUREMENT TOOL
1. factual understanding	multiple choice questions, chapter exercises (e.g., is this instructor far out or what?)
2. concept identification	multiple choice questions, chapter exercises (e.g., what is democracy?)
3. concept application	multiple choice questions, essays on tests

Grand Rapids ASSIGNMENTS

August 30	Curtis, Chapter 1 Introduction: A Model for Analyzing World Governments, the Defining of Democracy, and the Problem of Legitimacy, and Globalization	
September 6	Curtis, Chapter 2, United Kingdom	
September 13	Curtis, Chapter 3, France	
September 20	Curtis, Chapter 6, The European Union	
September 27	First Test	
October 4	Curtis, Ch. 5, Japan Film, "Rashomon" or "Ikuru"	
October 11	Curtis, Ch. 7, Russia	
October 18	Curtis, Ch. 8, China (PRC)	
October 25	Second Test, The LDCs, Film, "The Terrorist"	
November 1	Curtis, Ch. 9 Middle East, the compatability of Islam and democracy Second Test, Film, "The Terrorist"	
November 8	Curtis, Ch. 10, India	PAPER DUE

November 15 Third Test Film, "Hotel Rwanda"

November 22 Curtis, Ch. 11 Mexico

November 29 Curtis, Ch. 12 Nigeria

December 6

Exam Week, December 12-16

FLINT

ASSIGNMENTS

May 16

Curtis, Ch. 1

Introduction: A Model for Analyzing World Governments

Defining Democracy and the Problem of Legitimacy

May 23

Curtis, Ch.2 United Kingdom and Ch. 3 France

May 30

Curtis, Ch. 3 France and Ch. 6 European Union

FIVE-PAGE PAPER DUE

June 6

First Test, Curtis, Ch. 5 Japan

June 13

Curtis, Ch. 7 Russia and Ch. 8 China

June 20

Second Test, Curtis, the LDCs and Ch. 10 India

June 27

Curtis, Ch. 11 Mexico

July 4

HOLIDAY still

July 11

Curtis, Ch.12 Nigeria and Ch. 9 Middle East

July 18

Third Test

REQUIRED READING ASSIGNMENTS

Sept	2	Introduction to the course: A Model for Analyzing World Governments
	4	Read Kesselman Ch. 1 Introduction, a framework for world governments
	9	Read Kesselman, Ch. 2 United Kingdom, look over packet pages on UK
	11	
	16	Read Kesselman, Ch. 3 France, look over packet pages on France
	18	
	23	European Union, see packet
	25	
	30	First Test
Oct	2	Read packet materials on Japan
	7	FIRST PAPER DUE
	9	Read Kesselman, Ch. 5 Russian Federation , look over packet pages on Russia
	14	
	16	Read Kesselman, Ch. 9, China: read packet materials on China
	21	
	23	Second Test
	28	LDCs, see packet page
	30	Read Kesselman, Ch. 8 Iran, the issue of Islam and democracy

Nov	4	FILM, "The Terrorist"	FIVE-PAGE PAPER DUE
	6		
	11	Read Kesselman, Ch. 4, India, see packet pages	
	13		
	18		
	20	Read Kesselman, Ch.6 Mexico, look over packet pages on Mexico	
	25		
	27	Thanksgiving, no classes	
Dec	2	Read Kesselman, Ch. 7, South Africa, see packet pages	
	4		
	9		
	11		EXAM WEEK, December 15-19

Grand Rapids campus

August	27	Introduction to the course: A Model for Analyzing World Governments
Sept.	3	Read Kesselman, Ch. 1 Defining Democracy and Legitimacy, see packet pages 1-7
	10	Read Kesselman, chapter 2 United Kingdom

- 17 Read Kesselman, chapter 3 France; European Union
- 24 FIRST TEST; FILM
- Oct. 1 Kesselman chapter 5 Japan
- 8 Read Kesselman, chapter 10 Russia
- 15 Read Kesselman chapter 11 China
- 22 SECOND TEST; FILM
- 29 Read Kesselman, chapter 6 India
- Nov. 5 Five-page paper due;
- 12 Kesselman, chapter 9 Nigeria
- 19 Kesselman, chapter 12 Mexico
- 26 Kesselman, chapter 13 Iran and Islam
- Dec. 3 Third Test

POLITICAL SCIENCE 410
"POLITICS AND THE MEDIA"
Spring Semester, 2010
Section 001
3 Credit Hours

Dr. Richard W. Griffin

Office Hours: T & R – 1:30-3:30 pm

Office: ASC #2094

Email: griffinr@ferris.edu

Office Phone: 231-591-2761

TEXTS:

Leighley, Jan E. Mass Media and Politics: A Social Science Perspective. Boston. Houghton Mifflin Company. Latest Edition.

PURPOSE: This course is designed to provide the student with a comprehensive survey of the multiplicity of interrelationships between the media and the American political system. The media, especially broadcast, electronic, and print, is the primary source of current information for both public and private decision-makers within the political system. Additionally, the media provides the major sources of political information for the general public.

PLSC 410 will focus upon a number of topics. Among these topics are (1) the culture of the media, (2) media, public, and private actors, (3) the media and the government, (4) news making and reporting, (5) political socialization and the media, (6) the media and democratic decision-making, (7) the media and decision-making institutions, (8) the media and public policy-making, (9) future media trends, and (10) new technologies in the media.

The study of the interrelationships between the media and the political system is a relatively new area of inquiry in the social sciences. However, these interrelationships are at the very core of contemporary political behavior and public policy decision-making in America. This is especially true given the widespread coverage of the broadcast and electronic media. Television, reinforced by newsprint and ever increasingly by the Internet, has totally reshaped and revamped our political system and citizens' perceptions of politics. Politicians manipulate and are, at the same time, manipulated by the media. The public, though it continually declares its dissatisfaction with the media and with the political system, is both politically socialized and has its political opinions, attitudes, and values shaped by the media. Moreover, the media has become a major force in setting the political decision-making agenda in America.

In the new millennium, any knowledgeable citizen in the United States must develop an understanding, awareness, and appreciation for the role and power of the media in American society. This is one of the primary goals of this course – to introduce you, the student, to

“politics and the media,” to the past, current and future realities of the political/media system in which you live and to have you reflect upon the numerous “meanings“ of that system for you as a citizen of Michigan, the United States, and the world.

POLITICAL ENGAGEMENT PROJECT & STUDENT LEARNING OUTCOMES:

PLSC 410 is a course that is participating in the Ferris State University Political Engagement Project. The Political Engagement Project offers a unique opportunity for the challenge of creating a population of politically engaged college graduates. Its mission is to inculcate the ideas of a politically engaged populace throughout the curriculum, in a manner that creates in students a sense of “having a stake” in the political institutions of the society. This is another primary goal of this course – to lead to student engagement in the political process of democratic decision-making in America.

The specific Political Engagement Project Objectives and Student Learning Outcomes that will be achieved by students in PLSC 410 are the following:

- (1). Learn the significance of the media and its relationship to political actors in democratic decision-making and democratic society;
- (2). Develop a greater appreciation for the role of the media in helping shape and protect democratic society;
- (3). Develop a greater appreciation for the significance of the individual’s direct participation in the successes of the democratic process and democratic society; and
- (4). Learn specific duties and general professional orientations of the media and political actors in the political decision-making process.

To fulfill these Objectives, specific Political Engagement activities (speakers, public forums, field trips, etc.) will occur throughout the semester. The exact times and dates for these activities will be announced to the class as soon as this information becomes available. Students are expected to attend and participate in all of these activities. Failure to do so will impact the student’s grades for participation and attendance discussed later in the syllabus.

GRADING: In this class, your Final Grade will be based upon a number of different measurement scales. First, the class will have two exams, a Mid-Term Exam and a Final Exam. Each exam will test the general knowledge, which you have gained from the course. In a word, the exams will consist of broad, general essay questions allowing you to apply all knowledge that you have acquired from the class. Each exam will count for 20% of your Final Grade.

The exact dates for the exams are listed on the Class Schedule at the end of the syllabus.

Students are expected to take each exam on the designated date. If, for any reason, you have a conflict with the exam schedule and dates, please notify me at once. **Make-up exams will not be allowed unless prearranged with me. Additionally, the grade for any exam or assignment**

that is turned in after the due date listed on this syllabus will be reduced by 10 points for each calendar day after the due date.

You must also keep a **“Media Diary” that documents your media habits throughout the semester. You should begin keeping the diary today and continue it on a daily basis until its due date on Thursday, April 29, 2010.** The specific characteristics of the media diary are discussed in the Leighley text on page 18 (Exercise #4). Generally, the diary should contain the following information: (1) date of entry; (2) media description (for example, CBS News, radio station call letters, Internet website, etc.); (3) brief description of content of media report; (4) your feelings and reactions (reflections) to media entry. The media diary will comprise 15% of your Final Grade.

You are also required to complete an 8-10 page Reflection Paper that will comprise 20% of your Final Grade. **The Reflection Paper is due no later than Thursday, April 22, 2010. LATE PAPERS WILL NOT BE ACCPETED.** The content of this paper should summarize your reflections of the way in which you now view the American political system and the American media as a result of having taken this course. The paper should focus upon new knowledge and new values, which you have acquired from this course.

Your participation in class discussions and class projects is extremely important as it demonstrates both your competency and interest in the course content. Participation will determine 10% of your Final Grade. Your participation is vital to your success in the course and to the success of the course.

The final 15% of your Final Grade will be based upon class attendance. Attendance is necessary for participation, a vital core of the course. 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. Promptness to class and regular attendance, along with participation, are necessary for your success in this class.

GRADING SYSTEM: Thus, your Final Grade for the course will be determined as follows:

Mid-Term Exam	20%
Final Exam	20
Media Diary	15
Reflection Paper	20
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 disruptive or harassing behavior will be asked to leave the class.

This will be an extremely exciting and rewarding class if you take a genuine interest in the course and enthusiastically participate in course projects and activities. I am here to help you learn about and understand important events and circumstances, which 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 visit me in my office at any time. **THE CHOICE IS YOURS!!!**

PLSC 410
CLASS READINGS, TOPICS, ASSIGNMENTS AND EXAM SCHEDULE

<u>WEEK</u>	<u>DATES</u>	<u>READINGS/TOPICS/ASSIGNMENT/EXAM</u>
1	1/12-14	Introduction
2	1/19-21	Leighley – Preface & Chapter 1 (Models of Mass Media)
3	1/26-28	Leighley – Chapter 2 (Media as a Political Institution)
4	2/2-2/4	Leighley – Chapter 3 (What’s News?)
5	2/9-11	Leighley – Chapter 4 (Newsgathering: Business, Profession & Organization)
6	2/16-18	Leighley – Chapter 5 (Political Institutions & Mass Media)
7	2/23-25	Leighley – Chapter 5 (continued)
8	3/2 3/4	MID-TERM EXAM (Leighley Chapters 1-5 & Videos) Analysis of Exam
	3/9-11	SPRING BREAK
9	3/16-18	Leighley – Chapter 6 (The Media, Political Knowledge & Political Attitudes)
10	3/23-25	Leighley – Chapter 7 (Agenda Setting, Priming & Framing)
11	3/30	Leighley – Chapter 8 (The Mass Media & Elections)

	4/1	NO CLASS – MID-SEMESTER RECESS
12	4/6-8	Leighley – Chapter 8 (continued)
13	4/13-15	Leighley – Chapter 9 (Media Models, Linkage Institutions & Representative Democracy)
14	4/20	Conclusions
	4/22	REFLECTION PAPER DUE
15	4/27	Assessment
	4/29	MEDIA DIARY DUE

FINAL EXAM – Tuesday, May 4, 2010 @ 12:00 – 1:40 pm

PLSC 465
LOCAL GOVERNMENT BUDGETING ANALYSIS
SPRING 2010

Instructor: Christine Bailey

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Office Telephone: 231.591.2757

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Office Hours: Mondays/Wednesdays/Fridays, 10:30 – 11:00 a.m., and

Mondays and Wednesdays, 2:00 – 3:00 p.m. and 4:15 – 4:30 p.m.

BASIC TEXTS

A Revenue Guide for Local Government

Second Edition. Robert Bland, author. International City/Council Management Association.

Budgeting: A Budgeting Guide for Local Government

Second Edition. Robert Bland, author. International City/Council Management Association.

These texts are available USED and are available at the FSU Bookstore, Great Lakes Bookstore and online from ICMA.

COURSE DESCRIPTION

The making of budgeting including revenues including revenue forecasting, tax policy, capital budgeting, debt management, economic development, purchasing and inventory, unions and pensions and policy issues will be covered. A practical case study approach at the local government level will be used.

GRADING CRITERIA

Five (5) case studies, including a group case study, will serve as the testing approach. Each case study is worth 20 percent. Five case studies @ 20 percent each will equal 100 percent of your grade.

The group project will be one of two requested by FSU President David Eisler. A full discussion of his expectation and requests will be presented by him in early February. In the meantime, this is what he has given me as the projects:

"I've attached a slide from my latest budget presentation. In it I compare the increase of the increase in cost of educating a full-time equivalent student at Ferris over the past decade. For this I define cost as tuition+state support. During this period our cost per student has increased 2.6%, less than inflation. I was wondering what the increase in cost per student was at the other Michigan public universities.

The second is more difficult and may be impossible -

At Ferris we have made a conscious effort to avoid student fees, especially course fees. Some other public universities have a fee for nearly everything. I believe our approach is more appropriate since it presents a more accurate impression of what a student's costs will be, something I refer to as "Truth in Tuition." However in cost comparisons we appear higher because other universities and news outlets do not include fees in this. We can provide some info here."

GRADING SCALE

96 – 100% = A 87 – 89% = B+ 77 – 79% = C+ 67 – 69% = D+

90 – 95% = A- 84 – 86% = B 74 – 76% = C 64 – 66% = D

80 – 83% = B- 70 – 73% = C- 60 – 63% = D-

ANYTHING BELOW 60% = F

CLASSROOM BEHAVIOR

You will be asked to leave the classroom for the following reasons:

- Small groups of people having private conversations
- Use of electronic devices (iPods, GameBoys, etc.) in class
- Text messaging in class
- Verbal abuse of the instructor or classmates
- Sleeping in class
- Eating full meals in class
- Sexual harassment of other students (I can handle myself - don't try it)
- Playing games or reviewing inappropriate material on laptops*
- Any behavior that interferes with the rights of others to learn

* Laptops may only be used in the first two seats of any row. Please bring your own extension cords.

YOU NEED TO KNOW

- I am not responsible for your missing notes. If you miss a class, please get the notes from a classmate.
- Only one make-up case study is allowed. It must be completed within one week of the original test date.
- NO attendance at MLGMA Conference while under the influence of alcohol. You are representing FSU and the PA/Political Science program. Any violation is an **AUTOMATIC** "F" for this class!
- This course is not about your own personal experiences or problems. Please allow others to share their views and ask appropriate questions.
- There is no final exam in the traditional sense.

- An “I” or incomplete can only be issued under University guidelines
- A variety of University resources are available to assist you personally and academically. Please refer to the student information guide attached for details.
- To keep us on track, please read the assigned chapters before lecture and be prepared to talk about them.
- Some class lectures and discussions may run longer and spill over into the next class period. Lecture topics are subject to change due to current events.
- I drive three hours one-way to be your instructor. On occasion I may be ill, have car trouble, or will otherwise not be in class. I make all attempts to be here or to leave notice in advance. For those who cannot deal with my absence without taking it personally, you may want to look into dropping this class.

To meet the course lecture schedule, please complete the reading BEFORE the class session. The lecture/discussion topics are only *possible* topics – there are no guarantees that we will be able to cover all issues as others may be added as revenue events unfold at the state and local levels.

ASSIGNMENT SCHEDULE

WEEK 1

January 11 – 13 Review of Syllabus, Let’s Get Acquainted

WEEK 2

January 18-20

**NO CLASSES JAN. 18 – MARTIN LUTHER KING
HOLIDAY**

Students are encouraged to participate in community volunteer work and/or attend one of several campus events in observance of the holiday.

The Context of Local Government Budgeting

Please read Chapter 1 of Budgeting

WEEK 3

January 25-27 Overview of Revenue Policy
Please read Chapter 1 of *Revenue*

January 28 class at Michigan Local Government Managers' Association Conference in
Grand Rapids!!!

WEEK 4

February 1-3 Visit from FSU President David Eisler

Choosing Revenues: The Three Pillars of Support

Please Read Chapter 2, *Revenue*.

Case Study #1 (Take Home)

WEEK 5

February 8-10 *How Tax Policies Can Impact Local Economic and Social*

Structures

Please read Chapter 3, Bland

WEEK 6

February 15-17 *Property Taxes: What is Their Role and Why Do We Use Them?*

Please read, Chapter 4, Bland.

Property Taxes: Appeals, the Assessor, the Local Board of Review and the State of Michigan

In-Class Handouts

WEEK 7

February 22-24 *The Headlee Amendment*

In-Class Handout

WEEK 8

March 1-3 Preparing and Approving the Budget
Please read Chapter 2 of *Budgeting*
Case Study #2 (Take Home)

WEEK 9

March 8-10 ***NO CLASSES! SPRING BREAK!***

WEEK 10

March 15-17 **Happy St. Patrick's Day!**
Income Taxes and Revenue Sharing
Please Read Chapter 7, Bland.

WEEK 11

March 22-24

Managing Budget Deliberations

Please read Chapter 3 of *Budgeting*

Project Progress Reports

WEEK 12

March 29-31

Charges & Fees in Local Government

Please read Chapter 8, Bland

Case Study #3 (Take Home)

WEEK 13

April 5-7

Implementing the Budget

Please read Chapter 4 of *Budgeting*

WEEK 14

April 12-14

Group Presentations

(Case Study #4)

WEEK 15

April 19-21

Group Presentations

WEEK 16

April 26-28

Group Presentations

Case Study #5 (Take Home)

FINAL EXAMINATION

The final for this class is scheduled for 4:00 –5:40 p.m., Wednesday, May 5.

PLSC 481 Public Administration Capstone Seminar

D. Roy

Official Description: This course is a seminar and laboratory devoted to capping the student's entire academic training in the public administration program. We will summarize and integrate public administrative values, knowledge, and skills developed as a result of students' academic 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 great sense of your achievements and the direction you will plan to take in the near 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 are three required books, available at the Great Lakes Bookstore. There will also be hand-outs, namely, case studies, and computer Internet research, and a portfolio assignment.

Niccolo Machiavelli, *The Prince*. (get a readable modern edition)

James Hightower, *Swim Against the Current*. Wiley, 2008.

Barbara Kellerman, *Bad Leadership*, Harvard Business School Press, 2004.

Contact: My office hours are Mondays, Wednesdays and Fridays, 11 to 12 am and 1 to 2pm 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

It is always better to contact by e-mail.

Grading:

- Portfolio project: 25%
- Case Studies: 25%
- Classroom participation/presentations/attendance: 25%
- Leadership Papers: 25%

Attendance: No more than 2 absences for any reason, or F for the course. You should never miss this seminar class.

PORTFOLIO COMPETENCES

Your Collection of Written Assignments

- I. Public Policy Analysis: problem-solving, critical-thinking skills
(PLSC 121, 122, 251, and 311; etc.)

- II. Research (statistical): current knowledge
(SSCI 310; PLSC 411, 421, 465; etc.)

- III. Professional Ethics: best practices
(PLSC 411, 421, 465, 481; etc. HUMN 216 Ethics)

- IV. Internship Paper: experiential
(PLSC 491)

- V. Oral Presentation: visual and graphic skills using powerpoint
(any COMM courses you took, etc.)

- VI. Case Study
(PLSC 481; etc.)

You need a minimum of 3 of the above papers and a maximum of 4 of the above papers.

You need to write an *executive summary* (an annotated table of contents) for all these papers and that summary will go at the beginning of your portfolio after the table of contents. Include your resume at the end of the portfolio.

- GRADING: (1) content, substance of your submitted papers as expressed in your written executive summary/table of contents
- (2) presentation, removal of any spelling errors and bad grammar and overall appearance

ASSIGNMENTS

Jan. 14 Structure of the PA program, now Political Science; Curriculum:
Definition of the Profession of Public Administration and what does it mean
to be a “professional”

Submit your resume to me by e-mail by January 19th

21 Resume review; code of ethics for “public service”
Compare ICMA with ASPA
Portfolio project: compile and present first draft: at least finish your
executive summary (your table of contents) and hand it in this evening

28 Job hunting, but why not create a job? “standing out”
MLGMA meeting first week in Feb. Let’s attend Thursday Feb 4th
session in Grand Rapids! www.mlgma.org

Feb. 4 Case Study I, written assignment due

11 Non-Profit Associations—read hand-out, define what a non-profit is

18 Performance Review in Public Administration, handouts, important

25 Professional Associations and Journals in PA-- research
Graduate Study/Schools and Law Schools-- research

Mar 4 Hightower book, do discussion questions and submit (see attachment)

11 SPRING BREAK

- 18 Social Awareness Assessment Test; FILM
- 25 Case Study II written assignment due
- Apr 1 NO CLASS, Easter break
- 8 Personal Profile Aspects of Leadership-- handouts
- 15 Read the Kellerman book and answer the questions (see attachment)
- 22 Read the Machiavelli book and answer the questions (see attachment)
- 29 Wrap Up: One page paper due to be read in class: What type of leader will you be or what is the model of leadership you most admire and may aspire to (based on your personality, skills, ambitions, etc.)?

NO Final Exam (unless you want one)

Machiavelli's advice to the Prince (who Machiavelli never could be)

First, find at least three great, representative quotable quotes:

1.

2.

3.

What is the relationship, as defined by Machiavelli, between

(a) a prince and the people (public administrator and people); and

(b) the prince and his associates (supervisor and fellow workers):

Is Machiavelli, the first modern man, a bad person?

(Note that Machiavelli strongly recommends keeping facts and values separate! So on Machiavelli's term, is this question meaningless and irrelevant?)

When reading the Salamon book, answer and explain the following:

1. What facts and figures reveal the significance of the nonprofit sector (update these facts and figures, if you can)?
2. Name and explain the 5 roles and functions of NPOs (nonprofit organizations):
3. What major change occurred in the 1980s that may have changed NPOs forever?
4. Do the 6 challenges that confront NPOs overwhelm the 4 opportunities NPOs have? Explain. (Cover as many challenges and opportunities as you can.)
5. What is particularly worrisome about the “new shape” of NPOs since the 1990s? (Hint: health care, welfare spending, etc.)
6. Explain what “marketization” and “consumer-side subsidies” mean:
7. Why would “Reliant Sector” be a better name than “Resilient Sector”?
8. What are the author’s conclusions regarding the adaptation and reengineering of NPOs in the 1990s?

When reading the Kellerman, answer and explain the following:

1. What is Kellerman's complaint, which motivates her to write this book?
2. So why do we get "bad leaders" and "bad" in what ways?
3. What sources (for evidence and argument) does Kellerman use to explain bad leaders and bad followers ? (e.g., hierarchy is the natural order of things?)
4. Do you agree with Kellerman that Samaranch was incompetent as opposed to just being corrupt?
5. Again, in what way could you say that Mary Meeker became corrupted and not just "rigid"?
6. Do you accept Kellerman's position that a private life of intemperance is irrelevant to a person's public (political) life? (Poor Bill Bennett.) (As long as a person is discrete?)
7. How and why does an originally (we assume) responsible and moral progressive leader become the opposite and unravel? (e.g., Jesse Jackson, Marion Barry, Bill Bennett, Jim Bakker)
8. Seriously, of all the defective attributes, is not "callousness" (not being "sensitive") the least likely to lead to failure? Take presidential candidate, Rudy Guiliani!
9. Define "corruption" (not easy or simple). In what ways was William Aramony of the United Way corrupt?
10. Do you agree with Kellerman that it was Clinton's insularity (born in Arkansas, ignorant of the world) that is responsible for the US non-response to Rwanda genocide?

11. How credible are Kellerman's "cures" for bad leadership, when most of these cures assume that strong leaders will agree to weaken themselves?

Choose a university with a Master's program in Public Administration (MPA)

Western Michigan University _____

Grand Valley State University _____

Central Michigan University _____

Michigan State University _____

Oakland University _____

Wayne State University _____

Or choose a law school:

Wayne State University Law School _____

University of Toledo Law School _____

University of Michigan _____

MSU Law School

Cooley Law School

Answer these questions:

What is distinctive or unique about this school?

What kind of concentrations or specializations does this school offer?

What are the costs and the time length of their program?

E-mail them about their placement record, if this is not on their web site.

Is there anything else that you need to know?

Melville's *Billy Budd* and Dostoevsky's *Grand Inquisitor*

(this page subject to update)

1. It is hoped that both these short works will disturb you. Why are they so disturbing?

2. What is the *political* significance of these two great literary masterpieces?

When I was a first year undergraduate at Bard College, we were told to write a short paper explaining who (not your professor, smartypants) is the Grand Inquisitor today? So who would you put this on today?

Is it **justice** that Billy Budd "walks the plank"?

3. Some commentators have claimed that Billy Budd is a Christ figure. Explain how that could be, and how does this relate to the real Christ in Dostoevsky's *Grand Inquisitor*?

4. Why is Christ (and Billy Budd for that matter) speechless? What is it that cannot be spoken?

J

Jim Hightower, *Swim Against the Current: Even a Dead Fish Goes with the Flow*.

This book should be a quick and easy read for y'all.

1. Pick out THREE quotes demonstrating Hightower's wit and quips and take them from throughout the book. Explain why these quotes are amusing to you.

2. Why is this a book that is important for students to read?