

FY2011 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Political Science Fort Hays State University

I. DEPARTMENTAL OVERVIEW

Harold Lasswell famously said, "Politics is who gets what, when, where, and how." Indeed, as an academic discipline, Political Science systematically studies questions of who gets what, when, where and how. Levels of analysis span from the local to the globe. Modes of inquiry are quantitative as well as qualitative and are highly interdisciplinary. Political scientists study such issues as authority, power, control, interaction, communication, economics, culture, justice, values, ethics, rights and a whole host of related subjects. As an undergraduate major, political science prepares students with analytical tools to understand the complex social/political issues and relationships of the 21st century and the era of globalization. Political Science majors at Fort Hays State University are prepared for graduate studies and/or professions in areas such as law, campaigns and elections, political management, public administration, international relations, and global public policy.

A. Departmental Mission and Vision Statements

Mission Statement

The mission of the Political Science Program is to develop liberally educated students who understand the political process, are competitive in a global market, are effective communicators, are proficient and creative in utilizing technology, and are able to adapt to a constantly changing political, economic and social environment.

Vision Statement

The Department of Political Science at Fort Hays State University seeks to become the regional leader in providing a first-class curriculum that combines the best of theory and practice as it prepares students for leadership in law, politics and public service.

B. Departmental Goals, Objectives, and Strategic Priorities

Core Values

The Core Values of the Political Science Program are the affirmation of:

1. The importance of inculcating a philosophy which includes a political value system encompassing:
 - Democratic participation
 - Pluralism
 - Knowledge creation
 - Open mindedness
 - Community
 - Civility
2. The importance of providing students with experiential opportunities which will promote the usage of theory, and analytical and critical thinking in dealing with practical problems in politics and government.
3. The importance of creating, monitoring and maintaining quality in every aspect of the program.

Service-Centered Goals

FHSU's Political Science Department seeks to provide service to the following four constituencies:

1. Service to Students:
 - a. To provide a philosophical/theoretical baseline of knowledge in politics, government and law.
 - b. To provide an appreciation of the importance of the role of a citizen in a democratic society.
 - c. To develop leadership skills for effective participation in society.
 - d. To develop critical thinking, and communication, research and technology skills necessary for success in the 21st century.
2. Service to the Profession:
 - a. The program strives to honor the political science and legal professions by passing along the excitement and importance of the study of law, politics and government to the next generation.
3. Service to the Community:
 - a. The program strives to be of service to the larger community:
 - i. by faculty contributing expertise to local, state and national political systems through a variety of avenues, and
 - ii. through service learning initiatives where students will serve the larger community.
4. Service to the University:
 - a. The program will continue to encourage both faculty and students to contribute their leadership skills to faculty and student governance.
 - b. The program will continue to encourage and facilitate faculty and students taking leadership roles in the American Democracy Project as well as other institutional efforts to instill an institutional culture of civic engagement.

Educational Goals

Educationally, the Political Science Department seeks to:

1. provide a philosophical and theoretical baseline of knowledge in politics, government, and law that the student may draw upon for life-long learning;
2. provide an understanding of and basic skills in using computer technology for research, problem solving, and communication;
3. develop leadership skills for effective participation in the society;
4. develop analytical and critical thinking skills for evaluating information and producing solutions to problems;
5. enhance the students' oral and written skills so students may effectively communicate with various groups [academic to mass media] in the society;
6. personally and professionally recognize the value of a pluralistic-multicultural society and effectively work with all groups;
7. inculcate a philosophy which includes a political value system encompassing democratic participation, pluralism, knowledge creation, open mindedness, community, and civility.

Historical Learning Objectives

The learning objectives of the Political Science program at FHSU are to:

1. provide students with depth and breadth in politics, government, and law at each of the levels of analysis (local, state, national and international);
2. enable students to relate the major to other disciplines as essential to critical thinking and problem solving;
3. maximize students' knowledge and skills in the use of informational technology;
4. engage students in the use of quantitative and qualitative research models in the discipline;
5. train students in oral and written communication skills, including effective academic and professional writing;
6. provide students with experiential opportunities which will promote the use of theory and analytical and critical thinking in dealing with practical problems in law, politics and/or government.

Revised Learning Outcomes

Consistent with institutional and departmental continuous quality improvement priorities, during the Spring 2011, the department of Political Science revisited its Learning Outcomes and agreed upon the following 9 items:

- 1-5. Program graduates will demonstrate knowledge and understanding of:
 - a) the United States government and electoral system,
 - b) international relations,
 - c) public policy,
 - d) political theory and philosophy, and
 - e) empirical/descriptive theory in the discipline of political science.
6. Program graduates will apply theory and critical thinking to analyze, synthesize, and evaluate substantive problems in politics, public policy and/or law.
7. Program graduates will write clearly about politics, policy and/or law.
8. Program graduates will apply and utilize leadership skills to address challenges in society.
9. Program graduates will integrate cross cultural competency and empathy.

C. Department Productivity and Distinctive Accomplishments**National Assessment Results:**

Political Science Results Compared to all Departments on Campus:

NSSE (2010)

- #2 for Enriching Educational Experiences
- #4 for Student-Faculty Interaction
- Above institutional mean for Active and Collaborative Learning
- Above institutional mean for Level of Academic Challenge
- POLS had a 40% participation rate (top 10 on campus)

Internationalization

1. Internationalization component of Student Portfolio
2. 2 students studying abroad 2010-11
 - a. Sheehan (Estonia, S11)
 - b. Dreiling (China, U11)
3. MUN participation
4. Increased participation in 7Rev (Mills taught course and joined 7 Revs Scholars group at national level)
5. Active participation on Internationalization Team, 3 members of department on IT

Faculty Productivity***Teaching***

- Pilot Award Nominees
 - Mills
- Navigator Award Nominee
 - Bennett
- Mortar Board Top Prof Honorees
 - Rackaway
 - Tweed

Publication

- Rackaway
 - "The Eulogy Effect: The Impact of a Candidate's Death on Media Coverage of Campaigns" (book chapter, Political and Popular Culture, Cambridge Scholar's Publishing)
 - "Campaigns" (book chapter, 21st Century Political Science, Sage Publications)

- Squires
 - “Distance Education in the Social Sciences: Opportunities and Challenges” (Proceedings, National Social Science)
- Sun
 - “Mega-events, Local Economies, and Global Status: What Happened before the 2008 Olympics in Beijing and the 2010 World Expo in Shanghai” Journal of Current Chinese Affairs

Conference/Presentation Activity

- **Bennett**
 - Ellis County Bar CLE (attended)
- **Mills**
 - Woodrow Wilson Visiting Scholar, Sustainability Week at FHSU (coordinated and hosted)
 - 7Rev Scholars Meeting (participant)
 - “Health Care Law” KU Law CLE (attended)
 - “To Do or Not to Do” FHSU CLE Best Practices in Kansas Child Welfare Law (attended)
- **Rackaway**
 - “The Youtube Census” (ADP)
 - “Video Killed the Textbook Star” (APSA/TLC)
- **Squires**
 - “Degrees of Identity Adaptation among Immigrants to Alberta, British Columbia, Ontario and Quebec” (APSA)
 - Tilford Conference on Diversity (attended)

Grants

- **Mills**
 - Full tuition scholarship to attend 2-week “Health Implications of U.S. Agricultural Law and Policy” course at Vermont Law School, Environmental Law and Policy Program (upcoming summer 2011)
- **Rackaway**
 - \$7000 Koch grant for Liberty Lecture Series

Service

- **Bennett**
 - Pilot Award Committee
 - Faculty Development Committee
 - Chair
 - Co-chair University Grade Appeals Committee
 - American Democracy Project Vision Team
 - Constitution Day Committee
 - Conflict of Interest Committee
 - Chair, Departmental Sub-committee for Assessment
 - Departmental Library Liaison
 - Sponsor, Pre-law Society
 - Kansas Legal Services Advisory Board
- **Mills**
 - Coordinated Sustainability Week and Woodrow Wilson Visiting Scholar
 - Council for Arts & Sciences Chairs
 - Academy of Academic Leadership
 - General Education Committee
 - Council for Institutional Effectiveness
 - American Democracy Project Program Committee
 - Docking Fellow
 - Sponsor, Young College Democrats
 - Fellow, Center for Civic Leadership

- Kansas Humanities Council
- Kansas 1st Congressional District Delegate to State Committee
- Ellis County Precinct Committeewoman
- **Rackaway**
 - Faculty Senate Representative (President Elect)
 - University Tenure Committee, Chair
 - American Democracy Project Program Committee
 - Talking Democracy
 - eCitizenship
 - Faculty Research Association
 - University Assessment Steering Committee
 - Academic Assessment and Review Committee
 - Mediated Classroom Redesign Pilot Committee
 - Instructional Design and Technology Integration Committee
 - Docking Institution of Public Affairs
 - MLS Advisor
 - Sponsor, College Republicans
 - Moderator, The Kansas Legislature on Smoky Hills Public Television
 - Columnist, HDN
- **Squires**
 - Faculty Research Association, President
 - Research Environment Committee (Member)
 - Internationalization Team
 - Department Tenure and Promotion Committees
 - Officer at Large of Comparative Interdisciplinary Studies section of the ISA
 - Sociology and Social Work Tenure Committee
 - Hosted Sustainability Showcase during Sustainability Week
 - Rotary Club
- **Sun**
 - Internationalization Team
 - Chinese Scholar Association
 - Facilitated Chinese Play, "The Wilderness"
 - Host, WSU MPA program visit
 - SRP's (Wichita and Salina)
 - Co-hosted activities for visiting Chinese scholars
 - Majors and Graduates Fair
- **Tweed**
 - Internationalization Team
 - Faculty Research Association
 - Pi Sigma Alpha, sponsor
 - Human Rights Organization, sponsor
 - Led trip to New York City
 - State "We the People" Judge

Outstanding Students/Alumni

1. 2 ISEP/China Exchange students
2. Campus Leaders
 - a. SGA VP (Hendee)
 - b. ADP Student Director (Campbell)
 - c. 1 Torch Award nominee (Spiller)
 - d. University Leader editor (Spiller)
 - e. grad school acceptances/scholarship recipients (Vopat, Sherbondy Scholarship)
 - f. Pi Sigma Alpha, Pre-law Society and Human Rights organizations

- g. Young Democrat, College Republican, Young Americans for Liberty Organizations
 - i. State-wide Leadership (YD = Spiller, Staley, Verhagen)(CR = Ginther, Stueve)

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen	6	3	15	19	11
Transfer Students	5	5	74	73	62
Undergraduate (first majors/second majors)	57/8	44/2	127/6	195/8	221/5
MLS Majors	0	0	0	2	18
Major Retention	68.66%	58.93%	60.47%	69.29%	64.58%
Undergraduate Student Credit Hours	3463	3061	3588	4127	4370
Graduate Student Credit Hours	490	491	522	108	131
Tenured or Tenure-track Faculty (Headcount)	6	6	6	6	6
Non Tenure-Track Faculty (Headcount)	1	1	1	1	1
Other Faculty (Headcount/Sections Taught)	1/1	1/1	2/3	2/3	2/4
Undergraduate Degrees	17	10	8	11	48
MLS Degrees					1
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. <ul style="list-style-type: none"> • Launch of new advising roles (MLS: Rackaway/on-line BA: Sun), which we hope will improve quality of academic advising for on-line learners and enhance those programs. • Strategic offerings of upper division courses, which we hope will maximize on campus enrollment numbers (ex: limiting number of upper division course offerings per semester and balancing on campus upper division courses with online/Gen Ed offerings) 					
Number of books, book chapters, and refereed articles published	3	3	8	7	4
Percent of faculty publishing refereed books, chapters, or articles	40%	33%	83%	83%	50%
Number of non-refereed articles and presentations	2	0	2	5	0
Percent of faculty publishing non-refereed articles or presentations	20%	0%	16%	50%	0%
Number of scholarly performances and other creative activities	18	21	21	30+	9
Percent of faculty in scholarly performances or other creative activities	100%	100%	100%	100%	66%
Total number of external grant applications submitted/percent of faculty submitting	0	0	5	3	2
Total number of funded external grants/percent of faculty funded	0/0%	0/0%	5/50%	3/100%	2/33%
				\$7000 Koch	\$7000 Koch

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
				2 summer workshop scholarships	1 summer scholarships
<p>Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.</p> <ul style="list-style-type: none"> Squires' publication/conference activity all relate to departmental Internationalization efforts. Mills' external grant for summer food and politics course at Vermont Law School and her coordination of Woodrow Wilson Scholar/Sustainability relate to on-going efforts to expand course offerings in sustainability and further sustainability efforts departmentally and institutionally. Rackaway's conference activity furthers departmental/institution commitment to e-citizenship initiative (ADP/AASCU). 					
<p>[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]</p>					
Direct Outcome 1 Number of students successfully completing Senior Capstone.	15	7	12	12	5
Direct Outcome 2 Number/percentage of seniors graduating with honors.	5/27%	4/40%	3/33%	2/18%	US 4 / 80% China 1 / 2.5%
Direct Outcome 3 Student performance on pre/post-test (improvement evidenced from freshman to senior year).					See performance results attached.
<p><i>NOTE: In concert with the revision of POLS Learner Outcomes (see item 1.B. above "Revised Learner Outcomes"), the department is presently developing new Direct Measures to accompany the 9 Learner Outcomes.</i></p>					
Indirect Indicator 1 Indirect Indicator 1 NSSE, Analysis of FHSU Results. Compared to other departments on campus, Political Science was...		#1 in Enriching Educational Experiences #1 in Student-Faculty Interaction #2 in Level of Academic Challenge #2 in Active and Collaborative Learning #2 in participation by majors (40.9% participation rate)	#1 in Enriching Educational Experiences #1 in Student-Faculty Interaction #1 in Active and Collaborative Learning #4 in Level of Academic Challenge #2 in Supportive Campus Environment	#1 in Enriching Educational Experiences	#2 for Enriching Educational Experiences #4 for Student-Faculty Interaction Above institutional mean for Active and Collaborative Learning Above institutional mean for Level of Academic Challenge 40% participation rate (top 10)

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
		#9 in Supportive Campus Environment			on campus)
Indirect Indicator 2 Internship Evaluations			See attached. Provider evaluations generally positive.	See attached. Provider evaluations generally positive.	See attached. Provider evaluations generally positive.
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 57.95	53.87 66.08	54.65 65.35	55.9 56.14	56.4 58.20
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 42.70	45.85 62.43	45.34 71.43	46.1 50.83	43.9 48.21
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 46.67	44.73 71.85	45.34 74.67	41.0 49.38	38.5 54.72
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44 34.52	34.09 63.36	34.72 65.40	34.0 54.89	32.9 47.72
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.06 58.87	57.30 61.73	59.57 77.22	60.3 63.27	60.8 60.07
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	31 29%	9 40.9%	5 22.7%	10 62.5%	8 40.0%
<p>Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.</p> <ul style="list-style-type: none"> Increased efforts to facilitate, support, lead student organizations related to POLS major (ex: Young Democrats involved in Washington Days, College Republicans involved in Kansas Days, Human Rights Organization trip to New York City for conference. Level of student/faculty interaction increased as a result. Food and Politics class started FHSU Garden. Exciting opportunity to increase student engagement within and beyond department. 					
<p>[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]</p>					
Outcome/Indicator 1 Number of Political Science majors initiated into Pi Sigma Alpha	5	9	4	3	4
Outcome/Indicator 2 Number of students (majors) participating in study abroad/exchange programming.	2	1	3	2	2
Outcome/Indicator 3 % of prospective student campus visits who were eligible to enroll and did enroll		33%	86%	69%	40%
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators.</p> <ul style="list-style-type: none"> We announce study abroad opportunities in our classes, and use our study abroad students as role models and examples in recruitment efforts, departmental media, and the Orientation class. We added a bulletin board highlighting study abroad in the hallway near our department offices. 					

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
<ul style="list-style-type: none"> We remain attentive to follow up letters for all campus visits, having multiple faculty send hand-written notes as appropriate and using multiple mailings in an effort to encourage those who visit to actually enroll. We had a table at the majors fair. 					

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
Implement and evaluate new core/concentration.	We continued the 3-hour orientation and senior capstone requirements. Most seniors presented their thesis results at a scholarship reception. We have on-going concerns about student writing.
Implement and evaluate new student portfolios and rubrics.	We continued the introduction of student portfolios/rubrics in the Orientation class and the culmination of them in the Senior Capstone.
Implementation of Credit by Documentation (SNU)	<p>We implemented 2 new CbyD courses at SNU, China this year.</p> <ul style="list-style-type: none"> Internship Senior Capstone: Judicial Writing in Economic Law <p>We had some unanticipated problems with the course shells for these CbyD courses, resulting in some problems for the Registrar's Office. In collaboration with the Director of Chinese Partnerships, we believe we have developed a new system that should avoid similar problems in the future.</p>
Faculty Portfolios	Some faculty voluntarily continued the Faculty Portfolios. However, other faculty moved to the new digital measures e-portfolios. We anticipate that next year all faculty will use the e-portfolio.
Assessment Update	We revised our learner outcomes and began departmental reflection regarding new direct/indirect measures to accompany these new outcomes. We will be updating our affinity diagrams accordingly. We implemented new pre/post tests and discussed adding a performance task assessment pre/post-test to better assess improvements in critical thinking and writing.

D. Institutional Quality Results

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
Increase access and retention for Hispanic students	<ul style="list-style-type: none"> The department tried to have a presence at SRPs where potential POLS students sign up. The department sent letters to all students inquiring about/applying to the POLS program. The department chair met personally with Hispanic students who visited campus and expressed interest in POLS.
Increase the quantity and quality of K-12 teachers educated	<ul style="list-style-type: none"> POLS provides required course work (POLS 103: State and Local Government) as well as elective credits for Secondary Education (history/government) students. POLS provides Gen Ed options relevant and valuable for K-12 teachers.
Improve undergraduate students' foundational skills	<p>POLS has put particular emphasis on writing across the curriculum:</p> <ul style="list-style-type: none"> Student portfolio component Grading rubric Senior theses presentations <p>POLS has also put particular emphasis on oral presentation skills:</p>

	<ul style="list-style-type: none"> • Student portfolio component • Grading rubric • Senior theses presentations <p>POLS puts emphasis on analytical, mathematical and computer skills:</p> <ul style="list-style-type: none"> • POLS 455: Research Methods • POLS 425: Legal Research Methods • Critical thinking emphasis in all our courses • Computer presentation required for capstone <p>Departmental discussions are underway to add a performance task assessment in the Orientation/Senior Capstone classes to better measure improvements in critical thinking and writing.</p>
Enhance physical wellness of students, faculty, and staff	No faculty participated in the wellness initiative this year, although some members of the department are active at the HMC wellness center and others have their own personal physical fitness regime.
Internationalize the campus and curriculum	<ul style="list-style-type: none"> • 2 students studied abroad (Estonia, China) • Internationalization rubric in student portfolio • Three faculty active on Internationalization team (Squires, Sun, Tweed) • One faculty member of IEMG (Mills) • Faculty sponsor of the Chinese Student Association and active in Chinese tutor program (Sun) • Hosted visiting faculty from SNU (Qing Li) • Course delivery and CbyD for SNU, China (Pappas, Bennett, Squires) • 7Rev participation increased via L³ Fall 2010 and CSIS trip Spring 2011, continuing with Mills teaching first KAMS cohort in 7Rev Spring 2011, and including Mills joining 7Rev Scholars at DC Meeting at CSIS Spring 2011 and presenting with/meeting with Scholars at ADP convention Summer 2011.

III. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
<p><u>SNU China</u></p> <ul style="list-style-type: none"> • Continuity in instruction at SNU with on-going staffing by Dr. Chris Pappas • Face to face delivery of significant component of curriculum • Strength of CT instruction with staffing of Mick Monyhan. • Reasonably high retention • Reasonably good placement of students in graduate programs • Re-aligned course sequence to better address course re-take needs <p><u>On campus Domestic</u></p>	<p><u>SNU China</u></p> <ul style="list-style-type: none"> • Final phase in of B.A. • Addressing issues related to students on suspension • Addressing English competency issues: need to ensure admitted students have requisite skills, remedial efforts for students who lack requisite skills, bridge efforts through the use of bi-lingual materials. • Addressing course re-take issues via course sequencing changes • Some problems with CbyD course shells, new plan in place to address that • Losing Mick Monyhan as CT • Inadequate staffing for Fall semester, creating overload problems and stressing faculty <p><u>On campus Domestic</u></p>

<ul style="list-style-type: none"> • Strong Students <ul style="list-style-type: none"> ○ NSSE ○ Study Abroad ○ Torch nomination ○ Campus leaders • Engaged Faculty <ul style="list-style-type: none"> ○ NSSE ○ Strong service commitment, resonant with institutional mission ○ Active scholarly agendas • New Curriculum and Assessment Plan (portfolios) <ul style="list-style-type: none"> ○ Strong connection to institutional goals/objectives ○ Several faculty on cutting edge regarding program assessment (campus leadership/service, conference activity within discipline, presentations, and publication) • On-going Recruitment/Retention Efforts <p><u>Virtual Domestic</u></p> <ul style="list-style-type: none"> • Growing undergraduate B.A. in POLS, despite no targeted marketing efforts • Revised advising process for on-line MLS students to strengthen program 	<ul style="list-style-type: none"> • Continued work on marketing, recruitment and retention • Continued review, evaluation of new curriculum/assessment. <ul style="list-style-type: none"> ○ Student portfolios ○ Grading rubrics ○ Faculty Activity Reports • Law School admissions continues to tighten, impacting our placement and requiring re-focus of students toward other professional arenas • Long range decision-making re: on campus and domestic concentration offerings • Balancing <p><u>Virtual Domestic</u></p> <ul style="list-style-type: none"> • Build additional courses/concentrations for on-line delivery to meet needs of undergraduate and MLS students
Future Opportunities	Future Threats
<p><u>SNU China</u></p> <ul style="list-style-type: none"> • Faculty exchanges as SNU faculty work in residence with FHSU colleagues on FHSU campus • Increased FHSU faculty engagement with SNU program as course offerings expand • Increased student exchange opportunities for both SNU and FHSU students • Implementing additional program assessment (NSSE-like) • Opportunities for FHSU/SNU faculty scholarship and publication regarding program and success <p><u>On Campus and Domestic VC</u></p> <ul style="list-style-type: none"> • Recruitment/retention • On-line degree (ability to maintain/expand some concentration areas via vc) • Interdisciplinary programs (especially related to 	<p><u>SNU China</u></p> <ul style="list-style-type: none"> • Expansion of courses needed for BA compared to BGS means entire program cannot be delivered face to face with one faculty member • Increased need for reliance on CT model and possible diminishment of continuity in teaching as additional staff are needed for expanded course offerings • The heavy teaching loads on Pappas/on campus FHSU faculty as a result of the Fall schedule is stressing faculty both in China and in the US. <u>We desperately need the shared position we have proposed with LDRS and PHIL or we may burn out current faculty.</u> • English language competencies: see “current needs” above • Declining enrollment numbers at SNU • Impact of influx of large numbers of on campus Chinese exchange students in upper division pre-law program <p><u>On Campus and Domestic VC</u></p> <ul style="list-style-type: none"> • Law School admissions continues to tighten, impacting our placement • Budget crisis • Balancing on-line/on campus

environment and sustainability) <ul style="list-style-type: none"> • International programs • Assessment efforts 	<ul style="list-style-type: none"> • Balancing domestic/international • Balancing core/concentrations/gen ed • Keeping vc courses updated/staffed • Small numbers in upper division concentrations impacting ability to offer all program on-line • Morale
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B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Assessment: <ul style="list-style-type: none"> • New learner outcomes • New Direct/Indirect measures • Revise Affinity Diagrams • Fully analyze data from pre/post-tests • Add performance task assessment to pre/post-tests 	<ul style="list-style-type: none"> • Staff time 	Department continues to work on this. Expect significant progress by end of 2011/12
Faculty: Peer review	<ul style="list-style-type: none"> • Staff time 	A department subcommittee is working on this.

IV. SUPPORTING MATERIALS

- A. Department Degree Program Affinity Diagram(s)**

- B. Department Staffing Plan**

- C. Bibliography of Departmental Scholarly Activity**

- D. Department Program Assessment Results**

- E. Other Departmental Information**

SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

**Department of Political Science
Affinity Diagram for the Domestic Major**

**Note: Only the Legal Studies/Pre-law and Public Administration Concentrations are currently available to VC majors.*

Characteristics of Political Science Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>KNOWLEDGEABLE</p> <ol style="list-style-type: none"> Understands the concepts of government, politics, and law and how they work. Understands empirical and descriptive theory construction. Uses analytical and critical thinking skills to solve problems and take advantage of opportunities. Uses theory, analysis, and critical thinking to deal with practical problems in law, politics and/or government. Cognizant of ethical standards necessary to provide moral and socially responsible political leadership. <p>COMMUNICATIVE</p> <ol style="list-style-type: none"> Able to write and speak effectively and cross-culturally. 	<p>GOAL 1--To understand the tactics and techniques of politics at the local, state, national, and international level.</p> <p>GOAL 2--To understand the connection of political science to other disciplines.</p> <p>GOAL 3--To be able to communicate effectively and cross-culturally, orally and in writing.</p> <p>GOAL 4--To use computers effectively to do on-line searches, to write an essay or paper, and to store, analyze, and retrieve data</p> <p>GOAL 5--To understand and value an open and pluralistic society and become involved in some community activity.</p>	<p>CORE (22 hours)</p> <ul style="list-style-type: none"> POLS 100: Orientation to Political Science (3hrs) PHIL 201: Introduction to Political Philosophy (3hrs) POLS 180: Introduction to Public Policy (3hrs) POLS 101: American Government (3hrs) POLS 230: Introduction to International Relations (3hrs) POLS 455: Research Methods (3hrs) POLS 689: Internship (1hr) POLS 490: Senior Capstone (3hrs) <p>CONCENTRATION (18 hours)</p> <p>Students must complete 18 hours of advanced (300-level or higher) coursework, at least 9 of which must come from the menu of courses assigned to a single concentration area.</p> <p>Concentration areas include:</p>	<p>STUDENT PORTFOLIO</p> <ol style="list-style-type: none"> Writing Internationalization Civic Engagement/Service Learning Presentation <p>GRADING RUBRICS</p> <ol style="list-style-type: none"> Writing Civic/Engagement/Service Learning Presentation <p>ASSIGNMENTS</p> <ol style="list-style-type: none"> Research papers Reflection papers Short essays Senior thesis Computer exercises Problem solving Oral presentations Service learning projects Internships <p>EVALUATIONS</p> <ol style="list-style-type: none"> Grading Rubrics (*see above) Student Portfolios (*see above) TEVALS Advising Evaluations Senior Survey Alumni Survey NSSE results CLA results 	<p>STUDENT WRITING</p> <p>Initial results showed a much higher overall level of performance now that the thesis is part of a capstone course. In addition, the writing grading rubric seems to be enhancing student understanding of the elements of quality writing and, therefore, increasing the quality of written work.</p> <p>INTERNSHIPS</p> <p>Initial results indicate that students are better organized in selecting and obtaining an internship and better prepared for the internship experience now that it is part of a regularly meeting course.</p>	<p>CORE/CONCENTRATION CHANGES</p> <p>The new major rolled out Fall 2008.</p> <p>STUDENT PORTFOLIOS</p> <p>Student portfolios are becoming a central assessment component of the new curriculum. The portfolios are phasing in as a requirement for all majors.</p> <p>STUDENT WRITING</p> <p>The Senior Capstone was approved as a new course. We will continue use of the writing grading rubric and will continue expanding its use into more courses in the curriculum. We are phasing in the writing rubric component of the Student Portfolio and collecting sample writing and attendant grading rubrics throughout the student's work in the major.</p> <p>INTERNSHIPS</p> <p>We will continue to offer the internship in a dedicated class format.</p>

Characteristics of Political Science Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>2. Possesses information literacy skills. Uses computers for information storage, analysis, and retrieval; e.g., word processing, data processing, statistical packages, etc.</p> <p>COMMITTED TO CIVIC ENGAGEMENT IN A PLURALISTIC SOCIETY</p> <p>1. Uses leadership skills in addressing opportunities and challenges of the various communities of which the person is a part.</p> <p>2. Internationally and cross-culturally competent and empathetic to others' points of view.</p> <p>3. Values democratic participation, pluralism, knowledge creation, open-mindedness, community, and civility.</p>	<p>GOAL 6--(International Studies) To understand global issues, including the international nation-state system, non-governmental organizations and multi-national corporations.</p> <p>GOAL 7--(Legal Studies/Pre-Law) To understand the basic principles of the American legal system, including statutory law, common law, and the judicial system.</p> <p>GOAL 8--(Political Management) To understand practical and professional politics including parties, behavior, interest groups, fundraising, polling, and campaign management.</p> <p>GOAL 9--(Political Theory) To understand the fundamental questions about government, rights, justice, property and law.</p> <p>GOAL 10--(Public Administration) To understand the structure,</p>	<ol style="list-style-type: none"> 1. American Politics 2. Global Public Policy 3. International Studies 4. Legal Studies/Pre-law 5. Political Management 6. Political Theory 7. Public Administration <p>"INTENSIVE" EMPHASIS</p> <p>Identified "intensive" courses in the Core and Concentrations will emphasize student development in one or more of 4 identified learning objective areas. The designation will mean that at least one assignment in that course will emphasize that learning objective. Sample work will be collected for the student portfolio from those intensive courses. The identified areas for intensive work are:</p> <ol style="list-style-type: none"> 1. Writing Intensive 2. Presentation/Public Speaking Intensive 3. Internationalization Intensive 4. Civic Engagement/Service Learning Intensive. 		<p>It also appears that students' journals contain somewhat deeper analysis and evaluation as a result of the grading rubric.</p> <p>NSSE/CLA RESULTS</p> <p>POLS continued to enjoy extremely positive results on the NSSE.</p>	<p>We are phasing in the new civic engagement/ service learning grading rubric to help students better develop the analytical component of the internship experience.</p>

Characteristics of Political Science Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	<p>functions and processes of bureaucracies in the American political system; to become familiar with decision-making techniques used in the public sector.</p> <p>GOAL 11—(Public Policy) To understand societal problems and the alternative measures and priorities that guide public action in addressing those problems.</p>				

**Department of Political Science
Affinity Diagram
For
Shenyang Normal University
Legal Studies Concentration**

(accompanying the B.A. Political Science – see separate BA Affinity Diagram)

Characteristics of a Dual-degreed Graduate of the SNU/FHSU BA in Political Science with a Legal Studies Concentration	Expected Learning Outcomes	Curriculum	Assessment Approaches and Methods
<p>Knowledgeable They have an understanding of American Government and U.S. Legal Structures, including an understanding of the U.S. Constitutional System as well as a working vocabulary of basic U.S. legal content areas such as Torts, Property, Contracts, Civil and Criminal Procedure, and Business Law. They will be knowledgeable regarding basic U.S. legal research as well as the functioning of U.S. courtrooms.</p> <p>Analytical They are able to think critically, use legal reasoning models (such as FIRA), and engage in analytical analysis of public policy and legal problems.</p> <p>Cross-Culturally Articulate They possess the linguistic skills and content knowledge necessary to articulate and analyze public policy and legal problems arising in the context of their own culture and/or in the context of another culture (specifically the U.S.).</p> <p>Global-Minded They can consider public policy and legal issues on an international scale, cognizant of the implications of another</p>	<p>Goal 1: To develop a working knowledge of the U.S. Constitutional System and the foundations of U.S. law and policy.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • To understand the powers and constraints of each of the three branches of government in the U.S. • To understand the values upon which American law and policy are based. • To understand the concepts of rights and liberties imbedded in American law and policy. • To better understand how China can effectively engage in international business and political efforts in conjunction with the U.S. through a better understanding of American Constitutional precepts. <p>Goal 2: To develop a working vocabulary for an understanding of the core areas of substantive and procedural law in the U.S.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • To gain a basic understanding of American law in areas 	<p>FHSU Legal Studies Curriculum</p> <p><u>Goal 1</u></p> <ul style="list-style-type: none"> • POLS 620: Constitutional Law This course will be the primary vehicle for achieving Goal 1. This course will be offered during the students' junior year and will provide a framework for understanding American law and legal systems. <p><u>Goal 2</u></p> <ul style="list-style-type: none"> • POLS 320: Introduction to Law This course will be the primary vehicle for addressing Goal #2. This course will be offered during the students' sophomore year in order to provide a foundation upon which later American law courses can build. <p><u>Goal 3:</u></p> <ul style="list-style-type: none"> • POLS 320: Introduction to Law (see note under this course number above) • POLS 620: Constitutional Law (see note under this course number above) • POLS 425: Legal Research Methods (see note under this course 	<p>Knowledge</p> <ul style="list-style-type: none"> • Student content mastery will be assessed through examinations, writing assignments, and oral presentations. <p>Skills</p> <ul style="list-style-type: none"> • Students' mastery of English language skills, specifically in the area of American Law, will be assessed through written exams, writing assignments, and oral presentations. • Students' computer competency, specifically in the area of legal research, will be assessed through content quizzes and on-line research assignments. • Students' analytical reasoning skills will be assessed through examinations, writing assignments, oral presentations, and independent research assignments.

<p>country’s political and legal values, policies and actions in relation to their own.</p> <p>Employable/Capable of Post-graduate Success They will have the knowledge and skills necessary to function successfully in international business and government arenas. They will be prepared to pursue graduate level work in China or abroad.</p>	<p>such as Civil and Criminal Procedure, Contracts, Torts, and Property.</p> <ul style="list-style-type: none"> To enhance students’ abilities to consider legal questions arising in these primary substantive and procedural areas. To make students more marketable in the international law arena through an enhanced understanding of American law. To better prepare students for graduate level study in China and/or abroad. <p>Goal 3: To develop a strong understanding of U.S. law and policy.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> To provide students with enhanced knowledge of American law in content areas especially pertinent to international business and economics. To prepare students for work and/or graduate level studies in the legal and/or international business and economic fields. <p>Goal 4: To develop proficiency in the use of technology to conduct legal research.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> To help students understand the sources of American law. To develop proficiency in conducting research using American legal sources. To develop proficiency in using on-line legal research sites to conduct legal research. To enhance students’ ability to read and understand American 	<p>number below)</p> <ul style="list-style-type: none"> POLS 622: Legal Advocacy (see note under this course number below) POLS 180: Introduction to Public Policy <p>This course will strengthen students’ understanding of the connections between law and public policy, particularly in the international arena.</p> <p><u>Goal 4:</u></p> <ul style="list-style-type: none"> POLS 425: Legal Research Methods <p>This course will be the primary vehicle through which Goal 4 will be achieved. This course will be offered during the students’ senior year after they have mastered an understanding of the Constitutional system, obtained a basic American law vocabulary, and are familiar with several content areas.</p> <p><u>Goal 5:</u></p> <ul style="list-style-type: none"> POLS 425: Legal Research Methods (See note under this course number above.) POLS 622: Legal Advocacy <p>These two courses, in combination, will achieve the Goal 5 and its attendant objectives. This course will be offered during students’ senior year after they have mastered all the other American legal studies course materials and will serve as a capstone course for the FHSU Legal Studies concentration.</p> <p><u>Goal 6:</u></p>	<p>Capstone Experiences POLS 425 Legal Research and POLS 622: Legal Advocacy, taught in conjunction in the students’ senior year, will provide an especially important Capstone experience by which we can assess the overall effectiveness of the program. That course will help determine whether students have mastered the content areas, acquired the necessary American legal vocabulary, developed the necessary skills, and acquired a facility for analyzing legal questions of an international nature using a global perspective.</p> <p>SNU 17200910: Internship and Judicial Writing in Economic Law will serve as the capstone experiences in the Chinese portion of the curriculum.</p>
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	<p>legal sources.</p> <ul style="list-style-type: none"> To enhance students' ability to analyze legal questions and reach conclusions regarding the applicability of law. <p>Goal 5: To develop proficiency in analyzing legal questions and articulating legal arguments (both orally and in writing).</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> To reinforce students' ability to think through legal questions. To develop proficiency in raising legal questions, conducting legal argument, and reaching conclusions regarding legal questions. To reinforce students' English language skills (in writing and orally). To make students more marketable in the international business environment and better prepared for graduate level studies in China and/or abroad. <p>Goal 6: To gain a comparative perspective of international law and public policy, in particular with regard to US/Sino policy and law.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> To reinforce students' ability to think through cross cultural legal questions. To develop proficiency in recognizing differences between legal systems. To produce students who will be prepared to work in international public policy and law professions. 	<ul style="list-style-type: none"> POLS 101, 180, 230, 320, 425, 620, 622, PHIL 201 SNU 17200660: International Law, SNU 17200650: Private Law, Jurisprudence, SNU 17300640 SNU 17201270: Research Methods, SNU 17200910: Internship, Judicial Writing in Economic Law (and law related free electives at SNU) <p>The combination of the core courses for the POLS major and the legal studies concentration (comprised of a combination of SNU and FHSU courses) serve to produce the comparative international law and public policy perspective desired for students in the program.</p>	
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SUPPORTING MATERIALS**B. Department Staffing Plan**

College of Arts and Sciences
 Department Staffing Plan and Assignments (Current)
 Department of Political Science
 Date: June 2011

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line
Public Law/ Chair	S. Mills	Law and the Courts	1962	.5	Assoc. 2003	JD 1988	Tenured	\$74,400
American Law/ Politics	B. Bennett	Law and Am. Inst.	1976	1.0	Asst 2006	JD 2002	Ten. Trk	\$49,602
Camp. Mgmt	C.Rackaway	Camp. Mgmt	1971	1.0	Assoc. 2008	PhD 2002	Tenured	\$51,301
International Relations	J. Squires	IR	1942	1.0	Assoc. 2003	PhD 1994	Tenured	\$61,097
Global Public Policy	M. Tweed	Global Public Policy	1968	1.0	Assist. 2006	ABD 2008	Ten. Trk	\$44,063
Public Admin.	J. Sun	Public Admin./Docking	?	.5	Asst. 2007	PhD 2007	Ten. Trk	\$29,869 split with Docking (this amount from POLS)
International BGS/BA: Legal Studies	C. Pappas	Law	1960	1.0	Temp.	JD	Temp.	\$40,500

SUPPORTING MATERIALS

C. Bibliography of Departmental Scholarly Activity

Bennett

Refereed Publications

- none

Non-refereed Activities

- none

Scholarly Presentation

- none

Conference Attendance (non-presentation)

- Ellis County Bar CLE
- Ellis County Bar CLE

External Grant Applications

- none

Other

- Collaborating with Mills on article regarding developing and assessing the Chinese dual degree program
- Editing S. Mills' draft of "Legal Dilemmas: Analyzing Questions of Law through Literature"
- Researching trends in environmental law with the goal of future publication in that topic area

Mills

Refereed Publications

- none

Non-refereed Activities

- none

Scholarly Presentation

- Coordinated Woodrow Wilson Visiting Scholar and Sustainability Week at FHSU (Fall 2010)

Conference Attendance (non-presentation)

- 7Rev Scholars Meeting (participant)
- "Health Care Law" KU Law CLE (attended)
- "To Do or Not to Do" FHSU CLE Best Practices in Kansas Child Welfare Law (attended)

External Grant Applications

- Summer Scholar program, Vermont School of Law

Other

- Collaborating with Mills on article regarding developing and assessing the Chinese dual degree program
- Active in encouraging scholarly activities of faculty

Rackaway***Refereed Publications***

- “The Eulogy Effect: The Impact of a Candidate's Death on Media Coverage of Campaigns” (book chapter, Political and Popular Culture, Cambridge Scholar's Publishing)
- “Campaigns” (book chapter, 21st Century Political Science, Sage Publications)

Non-refereed Activities

- Multiple publications in newspapers

Scholarly Presentation

- “The Youtube Census” (ADP)
- “Video Killed the Textbook Star” (APSA/TLC)

Conference Attendance (non-presentation)

- None

External Grant Applications

- \$7000 Koch Liberty Lecture

Other

- Faculty Research Association
- Active research agenda

Squires***Refereed Publications***

- “Distance Education in the Social Sciences: Opportunities and Challenges” (Proceedings, National Social Science)

Non-refereed Activities

- none

Scholarly Presentation

- “Degrees of Identity Adaptation among Immigrants to Alberta, British Columbia, Ontario and Quebec” (APSA)
- Tilford Conference on Diversity (attended)

Conference Attendance (non-presentation)

- none

External Grant Applications

- None

Other

- President, Faculty Research Association
- FRA hosted Sustainability Showcase during WWVF and Sustainability Week

Sun***Refereed Publications***

- “Mega-events, Local Economies, and Global Status: What Happened before the 2008 Olympics in Beijing and the 2010 World Expo in Shanghai” Journal of Current Chinese Affairs

Non-refereed Activities

- None

Scholarly Presentation

- None

Conference Attendance (non-presentation)

- None

External Grant Applications

- none

Other

- none

Tweed

Refereed Publications

- none

Non-refereed Activities

- none

- none

Conference Attendance (non-presentation)

- none

External Grant Applications

- none

Other

- none

SUPPORTING MATERIALS

D. Department Program Assessment Results

- 1) Internship Expectation Rubric
- 2) 2010-11 Internship Results
- 3) 2010-11 Pre/Post test Results

Internship Expectation Rubric



Intern's Name:		Date:			
Evaluator's Name:		Internship:			
	1=Very poor	2= Weak	3=Average	4=Good	5=Exceptional
Attitude (willingness to perform job)					
Preparation (foundational skills and information necessary for job)					
Personal skills (interaction and rapport with others)					
Communication Skills 1. Written 2. Oral					
Initiative/Independence (self-starting, self-relying)					
Dependability (follows rules, instructions and completes tasks)					
Applicability (able to integrate theory and practice)					
Professionalism (dresses and conducts oneself in a professional manner)					
Quality (work product, job performance)					
Strengths:					
Weaknesses:					
Additional Comments:					

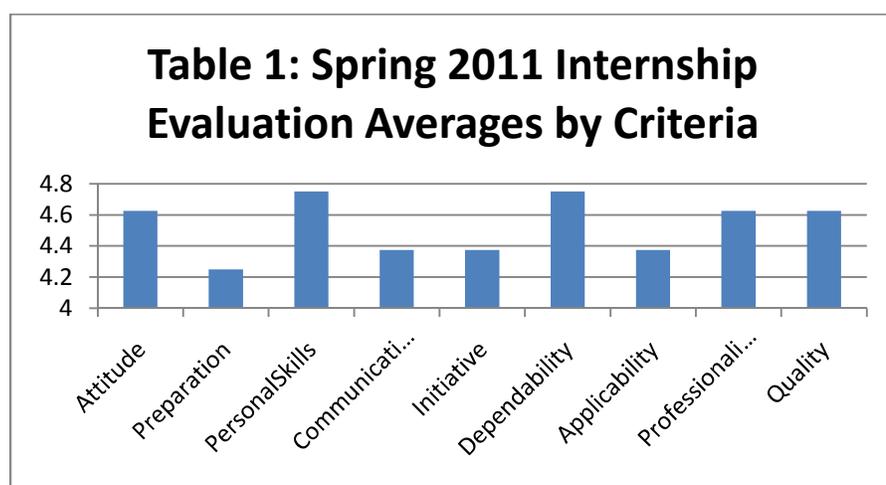
**Department of Political Science
Spring 2011 Internship Report**

Political Science majors are required to complete a 1-3 hour internship. Students intern in a variety of settings which vary from year to year and may include political, governmental, legal or other positions. In Spring 2010, eight domestic students completed internships (five in person and three virtual students). The internships ranged from survey research support for the Docking Institute of Public Affairs at FHSU to assisting communities as interns for Ellis and Rush Counties' administrators, a field coordinator for a Congressional campaign, and the mayor of Scott City, Kansas. No international students completed an internship in the US, and the international students completing internships at our international partner institution, Shenyang Normal University, do so via a Credit by Documentation agreement separate from this report.

Every internship supervisor returned their evaluations and students were assessed in 9 categories on a 1-5 point scale including:

1. Attitude
2. Preparation
3. Personal Skills
4. Communication (oral and written)
5. Initiative/Independence
6. Dependability
7. Applicability (integration of theory and practice)
8. Professionalism and
9. Quality

Average data from the eight returned evaluations suggest that FHSU Political Science students perform at a very high level. Scores ranged from 3 at the lowest (one student rated a three on a single criterion) to 5 at the highest.



As Table 1 shows, FHSU students averaged above a 4.0 of 5.0 in every one of the nine criteria. For Attitude, Personal Skills, Dependability, Professionalism, and Overall Quality, FHSU Political Science interns rated above

4.5 of 5. Preparation was the greatest area of weakness, rated an average of 4.25 overall. Communication Skills, Applicability, and Initiative were also rated lower than 4.5, at 4.375. Compared with students in the Spring of 2010, however, the numbers represent a significant improvement. No single criterion saw a score under 4.0, compared with a single criteria under 4.0 at four criteria at 4.0 in Spring 2010. As in Spring 2010, one of the lowest-rated skills was Communication, suggesting an area of opportunity to improve.

Table 2: Spring 2011 Internship Student Averages

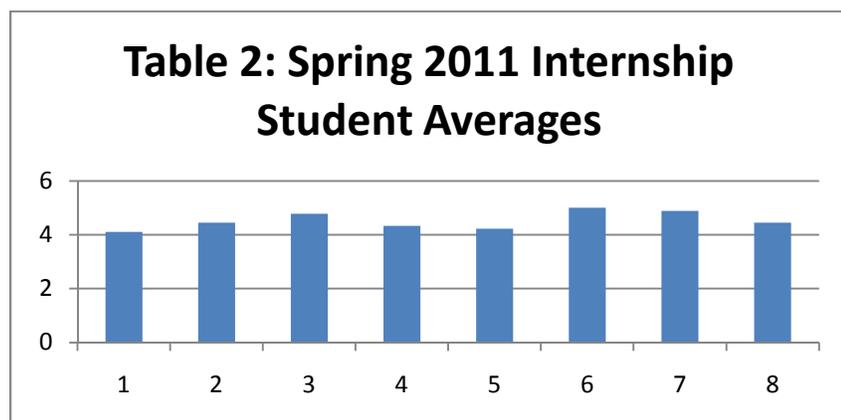


Table 2 presents the student-by-student average for the eight students who completed Spring 2011 internships. Overall per-student evaluation average scores ranged from 4.11 to 5.0 on a five point scale. Three of the students scored above 4.5, indicating excellent performance in almost every category. With no students averaging below 4.0, we can confidently say that no student entered their internships poorly prepared and all students provided good value to their internship providers. The two students who averaged less than 4.25 were the students who did not have their internships arranged by the beginning of the semester, suggesting advance arrangement improves performance, and thus underscoring the importance of our ensuring students have arranged their internship prior to enrolling in the course.

Comments provided by internship supervisors reinforce the idea that FHSU Political Science students performed well in their positions. Comments included “Best intern we’ve had in a long time,” “intelligent, inquisitive, desire to learn, good verbal skills, broad range of experience which brings maturity to the work, and does not shy away from assignments,” and “responsible, intelligent, dependable, enthusiastic, communicates well.” Critical comments were few, mostly focused on a new city manager developing expectations with the student. This was the third year the department collected and analyzed data of this nature. Additional semesters of data will be useful in determining trends and in helping guide decisions regarding appropriate preparatory coursework to better prepare students for internship experiences. Thus far Communication Skills are the one consistent weakness. Based on this, we will further emphasize our on-going efforts in Writing Intensive and Presentation/Participation courses within the major.

**Department of Political Science
2011 Pre/Post-test Results**

The following is a comparison of F2010 and S2011 student self-reported skill assessments acquired through administration of the Department of Political Science Student Assessment Survey. The survey is completed by incoming students in the fall Orientation to Political Science course and by graduating seniors in the spring Senior Capstone course.

	<u>F2010 Pre-Data</u>	<u>S2011 Post-Data</u>
use problem-solving skills	4.19	4.50
listen carefully	4.19	4.50
write clearly	3.89	4.50
read critically	4.15	4.50
collect data	3.67	4.50
analyze data	3.96	4.50
use leadership skills	4.48	4.25
supervise others	4.44	4.25
advocate on behalf of others	4.19	4.50
engage in conflict resolution	4.22	4.25
make reflective decisions	4.26	4.50
use effective spoken communication	4.30	4.00
participate in community activities	3.93	4.00
understand myself	4.41	4.75

SUPPORTING MATERIALS

**E. Other Departmental Information:
Power Point of the Year in Review**



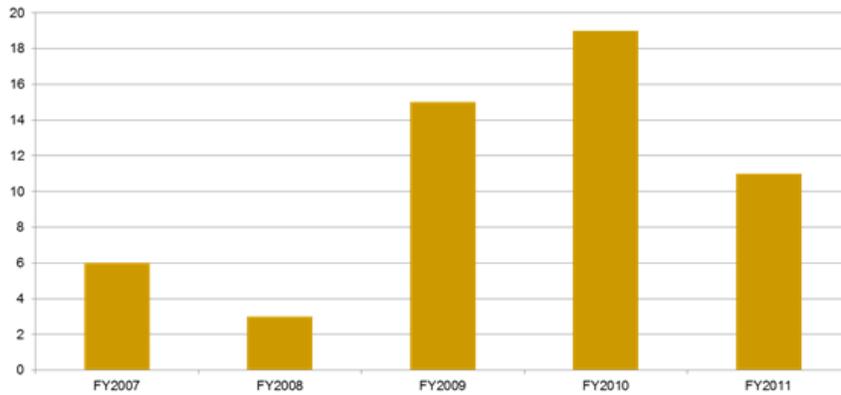
2010-2011: The Year in Review

Presentation Overview

- **Recruitment/Retention/SCH**
 - New Freshmen/Transfers
 - Admit Numbers
 - Majors/ Degrees Awarded
 - Enrollment Breakdown
 - Student Credit Hour Production
 - General Education Courses
- **Faculty Productivity**
 - Teaching
 - Scholarship
 - Service
- **Virtual College**
 - On line BA/MLS/BGS
 - International BA, SNU
 - Course development/re-development
- **Internationalizing the Curriculum**
 - Student Portfolio: Internationalization
 - Study Abroad
 - International Partnerships (China)
 - Interdisciplinary Efforts (MUN, 7Rev, ...)
- **Assessment**
 - Student Portfolios/Grading Rubrics
 - Faculty Portfolio
 - Expected Learning Outcomes
- **Marketing Efforts**
 - Campus visit procedures
 - Communication process for prospective students
 - Marketing materials
 - SRP's
 - Social media strategy
- **Technology**
 - VC course development/re-development
 - Epsilon
- **Outstanding Students/Alumni**
 - International
 - Campus Leaders
 - Student Scholarship
 - Graduate School
- **Conclusion**
 - Current Strengths/Current Challenges

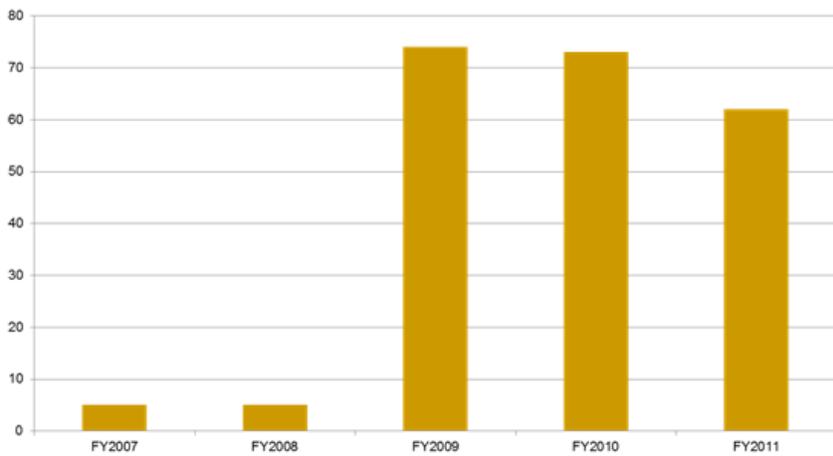
First Time Freshmen

(20th day Fall Numbers, on campus)



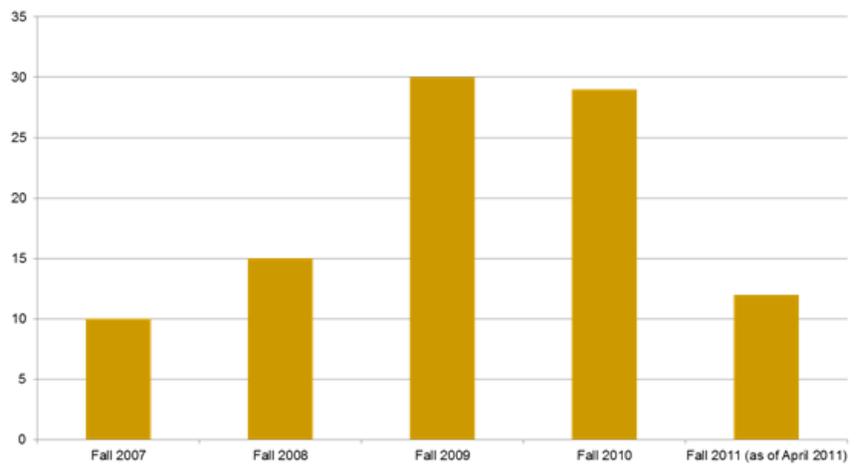
Transfers

(20th day Fall Numbers, including China)



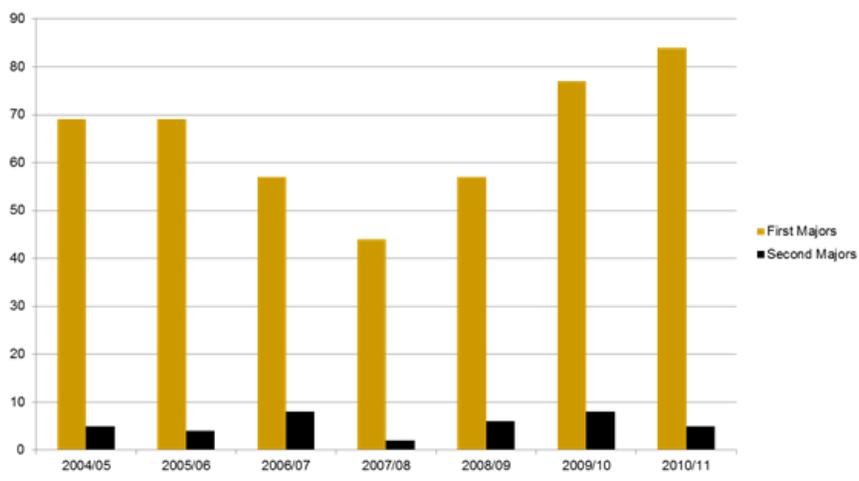
Recruitment: Admit Numbers

(on campus)

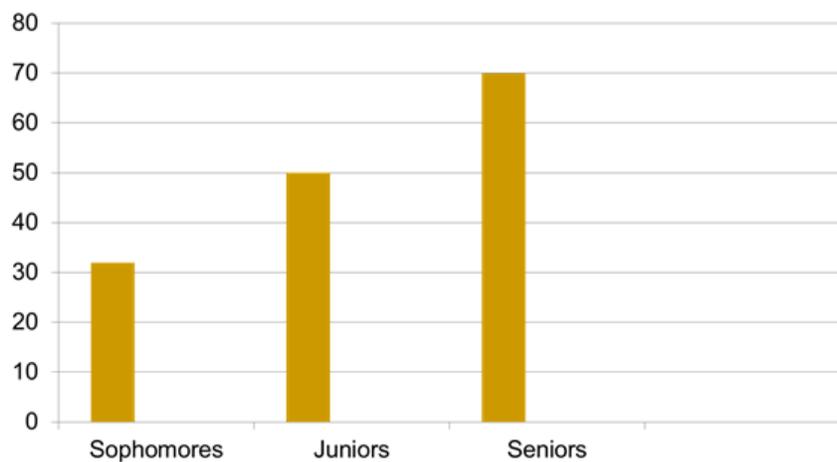


First and Second Majors

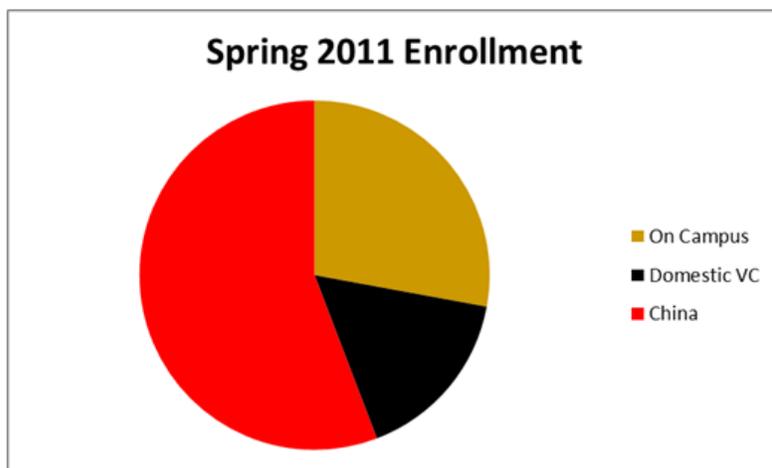
(domestic only – oc and vc– excluding China)



Expected Fall 2011 Enrollments SNU, China

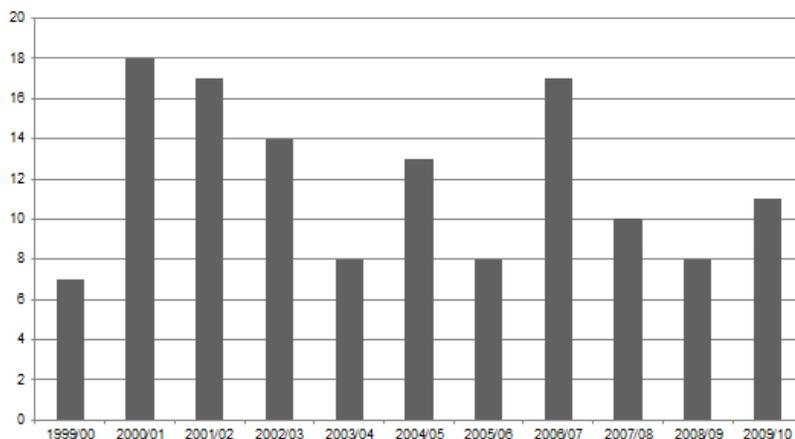


Enrollment Breakdown

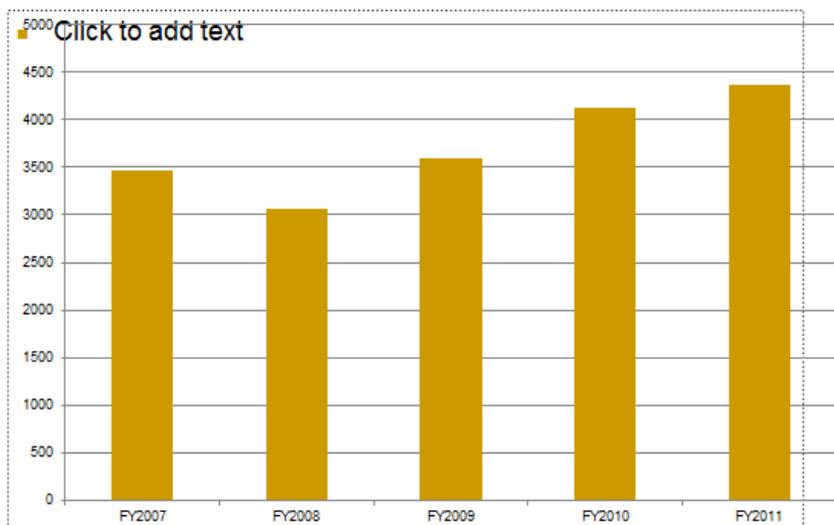


Undergraduate Degrees Awarded

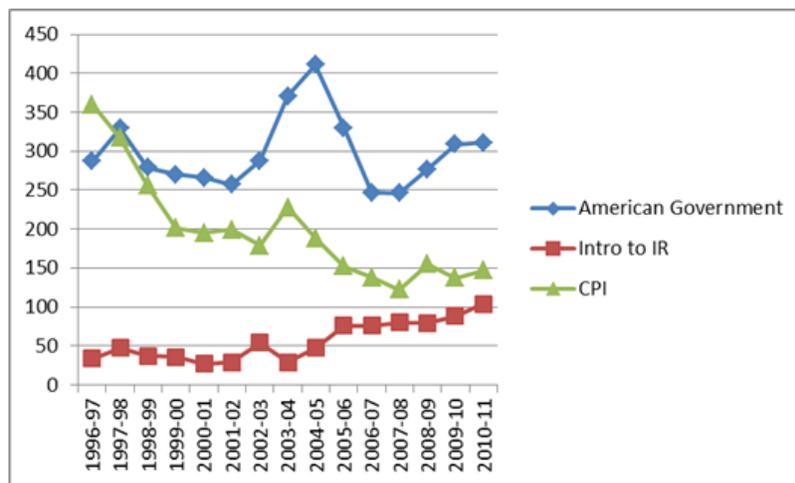
(Domestic, only)



Student Credit Hour Production



General Education Enrollment Trends



Teaching:

Pilot Award Nominees

- Mills
- Rackaway

Navigator Award Nominee

- Bennett

Mortar Board Top Prof Honorees

- Rackaway
- Tweed

National Assessment Results NSSE (2010)

Political Science Results Compared to all Departments on Campus

- #2 for **Enriching Educational Experiences**
- #4 for **Student-Faculty Interaction**
- Above institutional mean for **Active and Collaborative Learning**
- Above institutional mean for **Level of Academic Challenge**
- POLS had a 40% **participation rate** (top 10 on campus)

Scholarship: Conference/Presentation Activity

- | | |
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| <ul style="list-style-type: none"> ■ Bennett <ul style="list-style-type: none"> □ Ellis County Bar CLE (attending) ■ Mills <ul style="list-style-type: none"> □ Woodrow Wilson Visiting Scholar, Sustainability Week at FHSU (coordinated and hosted) □ 7Rev Scholars Meeting (participant) □ "Health Care Law" KU Law CLE (attended) □ "To Do or Not to Do" FHSU CLE Best Practices in Kansas Child Welfare Law (attended) | <ul style="list-style-type: none"> ■ Rackaway <ul style="list-style-type: none"> ■ "The Youtube Census" (ADP) ■ "Video Killed the Textbook Star" (APSA/TLC) ■ Squires <ul style="list-style-type: none"> □ "Degrees of Identity Adaptation among Immigrants to Alberta, British Columbia, Ontario and Quebec" (APSA) ■ <u>Tilford</u> Conference on Diversity (attended) |
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Publication

- **Rackaway**

- "The Eulogy Effect: The Impact of a Candidate's Death on Media Coverage of Campaigns" (book chapter, *Political and Popular Culture*, Cambridge Scholar's Publishing)
- "Campaigns" (book chapter, *21st Century Political Science*, Sage Publications)

- **Squires**

- "Distance Education in the Social Sciences: Opportunities and Challenges" (Proceedings, *National Social Science*)

- **Sun**

- "Mega-events, Local Economies, and Global Status: What Happened before the 2008 Olympics in Beijing and the 2010 World Expo in Shanghai" *Journal of Current Chinese Affairs*
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Grants

- **External Grants**

- **Mills**

- Full tuition scholarship to attend 2-week "Health Implications of U.S. Agricultural Law and Policy" course at Vermont Law School, Environmental Law and Policy Program (upcoming summer 2011)

- **Rackaway**

- \$7000 Koch grant for Liberty Lecture Series
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Service

■ Bennett

- Pilot Award Committee
- Faculty Development Committee
 - Chair
- Co-chair University Grade Appeals Committee
- American Democracy Project Vision Team
 - Constitution Day Committee
- Conflict of Interest Committee
- Chair, Departmental Sub-committee for Assessment
- Departmental Library Liaison
- Sponsor, Pre-law Society
- Kansas Legal Services Advisory Board

■ Mills

- Coordinated Sustainability Week and Woodrow Wilson Visiting Scholar
- Council for Arts & Sciences Chairs
- Academy of Academic Leadership
- General Education Committee
- Council for Institutional Effectiveness
- American Democracy Project Program Committee
- Docking Fellow
- Sponsor, Young College Democrats
- Fellow, Center for Civic Leadership
- Kansas Humanities Council
- Kansas 1st Congressional District Delegate to State Committee
- Ellis County Precinct Committeewoman

Service

■ Rackaway

- Faculty Senate Representative (President Elect)
- University Tenure Committee, Chair
- American Democracy Project Program Committee
 - Talking Democracy
 - eCitizenship
- Faculty Research Association
- University Assessment Steering Committee
- Academic Assessment and Review Committee
- Mediated Classroom Redesign Pilot Committee
- Instructional Design and Technology Integration Committee
- Docking Institution of Public Affairs
- MLS Advisor
- Sponsor, College Republicans
- Moderator, The Kansas Legislature on Smoky Hills Public Television
- Columnist, HDN

■ Squires

- Faculty Research Association, President
- Research Environment Committee (Member)
- Internationalization Team
- Department Tenure and Promotion Committees
- Officer at Large of Comparative Interdisciplinary Studies section of the ISA
- Sociology and Social Work Tenure Committee
- Hosted Sustainability Showcase during Sustainability Week
- Rotary Club

Service

■ Sun

- Internationalization Team
- Chinese Scholar Association
- Facilitated Chinese Play, "The Wilderness"
- Host, WSU MPA program visit
- SRP's (Wichita and Salina)
- Co-hosted activities for visiting Chinese scholars
- Majors and Graduates Fair

■ Tweed

- Internationalization Team
- Faculty Research Association
- Pi Sigma Alpha, sponsor
- Human Rights Organization, sponsor
 - Led trip to New York City
- State "We the People" Judge

Virtual Learning

■ Online BA

- Growing
- New Advising System

■ MLS

- Public Administration
- Political Leadership and Public Service (also BGS)
- New Advising System

■ International

- B.A. at SNU

■ Course development/re-development

- Credit by Documentation at SNU
 - Courses for on-line BA
-

Internationalizing the Curriculum

- **New Curriculum/Assessment**
 - Emphasizes Internationalization as 1 of 4 Expected Learning Outcome Areas
 - **Study Abroad**
 - 1 Major studied abroad
 - 1 Major studied away via NSE
 - **International Partners (Legal Studies)**
 - China
 - NWUPL students on campus
 - Visiting scholar, SNU
 - **Interdisciplinary Internationalizing Efforts**
 - International Team
 - 7Revolutions
 - MUN
 - Chinese Students Association/Chinese Scholars Association
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Assessment

- **Students**
 - Student Portfolio
 - Writing Intensive
 - Internationalization Intensive
 - Civic Engagement/Service Learning Intensive
 - Presentation Intensive
 - Grading Rubrics
 - **Faculty Portfolio**
 - Digital Measures Pilot
 - **Expected Learning Outcomes**
 - Mapped to existing affinity diagram
 - Student Portfolio/Grading Rubrics
 - Pre/post Tests
 - Performance Task Assessment (planned for 2011-12)
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Marketing Efforts

- **Campus Visit procedures**
 - Gathering contact info and other information
 - Following up with handwritten notes
 - **Continuing communication process for Prospective Students**
 - Continuing to send AOE letters
 - Following up with subsequent letters
 - Encouraging them to accept
 - Following up if they declined
 - Following up when they accept
 - **Recruitment Materials**
 - Brochures
 - Folders
 - Ppt slide show
 - Banner
 - **SRPs**
 - Attended most that had prospective POLS students sign up
 - Followed up with handwritten notes to prospective students who attended for POLS
 - **Social Media Strategy**
 - Surveyed students re: use of Bb POLS students communication shell
 - Anticipate revamped Facebook presence
 - Web 2.0 content
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Technology

- **VC course development/re-development**
 - Study Mate pilot
 - On line supplements
 - **Epsilen**
 - Using Epsilen for MLS advising
 - Using Epsilen for
 - 7 Revs
 - Food and Politics
 - MLS Advising
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Outstanding Students/Graduates

- **Study Away**
 - **International**
 - B. Sheehan (Estonia)
 - Dreiling (China)
 - **NSE**
 - Reza (New Mexico)
- **L3: Learning Community/CSIS/7Rev**
 - Waits
 - C. Sheehan
- **Grad School**
 - WSU MPA
 - Law Schools
- **Torch Award Nominees**
 - Spiller
- **Campus Leaders**
 - **SGA**
 - VP, Hendee
 - Multiple senators
 - **ADP Student Director**
 - Campbell
 - **Leader Editor**
 - Spiller
 - **Active Young Democrats**
 - Campaigns
 - Washington Days
 - Voting Delegation
 - Spiller, Staley...
 - **Active College Republicans**
 - Campaigns
 - Kansas Days
 - Offices
 - Ginther, Stueve, ...

Current Strengths

- **Mission Fit**
 - Writing Across the Curriculum
 - Internationalization/Globalization
 - Civic Engagement/Service Learning
 - Virtual College/International Partners
 - Assessment
 - Technology
 - Sustainability
 - Growing online BA
- **Assessment Efforts**
 - Student/Faculty Portfolios
 - Grading Rubrics
- **Engaged/Innovative Faculty**
 - Faculty Senate
 - Sustainability Week, Woodrow Wilson Visiting Fellow
 - 7Rev/CSIS Involvement
 - L3: Learning Community
 - American Democracy Project
 - Strong NSSE results
 - Faculty nominated for awards
 - Outstanding service commitment
 - Scholarly productivity
 - Innovation in assessment/technology/programming
- **Outstanding Students**
 - NSSE
 - Internships
 - Leadership/Service
 - Alums

Current Challenges/Opportunities

- **Long Range Decision-making regarding ...**
 - Virtual College/On-Campus Offerings
 - Impact of online BA on on-campus program
 - Course staffing (on-campus/domestic vc/China)

 - **China**
 - Impact of SNU BA
 - Increased number of exchange students from China (SNU and NWUPL)
 - English Competency issues
 - Strain on faculty (in China and here)

 - **Marketing, recruitment and retention**
 - On-going efforts

 - **Interdisciplinary efforts**
 - Learning Community/LDRS
 - 7Rev/Sustainability/Global Studies
 - KAMS (Am Gov/7Rev)
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