



AY 2006 – 2007
Program Review

Political Science



Mesa State College
Program Review Self Study Narrative
B.A. in Political Science
Years reviewed: AY2001-AY2005

I. Program History

The Political Science program has existed in its present structure since the fall semester of 1993. Prior to that time, Mesa State College offered a Bachelor of Arts in Social and Behavioral Science with an area emphasis in several fields including Political Science. Partly as a result of recommendations from the North Central Accreditation Report, the older “umbrella degrees” were replaced with more traditional degree programs. Accordingly, the Bachelor of Arts in Political Science was created and afterwards, a concentration in Administration of Justice was attached as an option within the degree. The purpose of these changes was to increase the overall academic rigor of the Political Science program and to expose students concentrating in Administration of Justice to the theory, methods, and concepts of the more traditional field of Political Science.

The three current full-time tenured faculty members in Political Science all joined the department from 1993-1996. Despite substantial growth in the college enrollments, there have been no tenure line hires in the Political Science sub-field since 1996 (Dr. Casey was hired at the end of AY1996, and filled the tenure line of Dr. Peer after his untimely death. Dr. Casey was officially hired to the tenure-track replacement position in AY1998). In AY2001 the Political Science department was also supported by a partial load from a full-time instructor who left the next year and has only been replaced in AY2006. The Administration of Justice Program was administered by another full time tenured faculty member who left the department at the end of AY2002. That required current Political Science faculty to pick up part of the load including supervising a growing internship program. The replacement of this tenure line was filled by a mix of full time and part time instructors, but the program has been without a full time tenure line since. In AY2006 parts of two tenured professor’s workloads were dedicated to the ADJU program and the internship has been transferred out of Political Science. In AY2005 the Political Science department began to cover some of its classes (.5 FTE) through the use of adjunct faculty. Trends in faculty workload and course offerings will be considered in greater detail below.

As a result of the last program review, the Political Science major has undergone significant changes. Previously the students all had to complete a small common core and then choose their upper division courses from a menu within specific categories. The result of this was lower than expected enrollment in upper division courses. In AY 2001 the major was revised to contain a very large common core and a few upper division electives. The result was a significant increase in upper division enrollments, and a more coordinated set of course offerings. In AY 2005 the Administration of Justice concentration was removed from the Political Science degree to become a “stand alone” B.A. degree. This move was a result of community leaders suggestions that we address the need for a more focused Criminal Justice program. Many of the

classes are still Political Science classes and Dr. Michael Gizzi, a Political Science faculty member has taken a lead role in the development of the program and has taken on an increased share of Criminal Justice courses. For several years, Dr. Gizzi has also received release time to develop technology related curriculum at UTEC, now Western Colorado Community College.

In

AY 2004, Dr. John Redifer, senior faculty member in Political Science, took on the administrative responsibilities of Department Head for the Social and Behavioral Science Department. This appointment has further strained the faculty resources of Political Science as Dr. Redifer also received significant release time to fulfill these administrative responsibilities. Dr. Redifer has also been heavily involved in the development and teaching of a new major, the BAS in Public Administration/Public Safety. While this major was first offered in AY 2006, the development of the program has been a significant factor in Dr. Redifer's workload. Due to strong student demand, Dr. Casey developed an International Studies (interdisciplinary) Minor in AY 2003. Several Political Science courses are among the offerings for this minor. Political Science classes are also required for the Classics Minor and the Bachelor of Science program in Environmental Science.

The number of Political Science undergraduate majors and Administration of Justice undergraduate majors has shown slow steady growth in the early part of the review (AY 2001-AY 2003), and declined after a peak in AY 2003. General Education student enrollment in POLS courses mirrors this trend. The Annualized student FTE in all Political Science courses has grown substantially (22.9% from AY 2002- AY 2005). A complete analysis of enrollments and majors is treated below. The Political Science department significantly increased its outreach to our legislative mandate as a regional education provider through increases in on-line course offerings and a steady growth of POLS courses taught in local High Schools through the Early Scholar programs.

II. Program Goals and Objective

Mesa State College has undergone significant changes to its governance and administration during the period of this review including a brand new Board of Trustees, new administration at all levels including President, VPAA, VP of Enrollment and Student Services, VP of Financial and Administrative Affairs, Human Resource Director, and a host of other positions as well as the removal of the college Dean system, and a significant restructuring of the administrative duties of the Department Head. The statutory role and mission of Mesa State College will act as the guide by which this section assesses the goals and objectives of the department as they relate to the goals and objectives of the college.

- **Mission of Mesa State College**

Mesa State College's mission, established by the Colorado Legislature, is contained in Colorado Revised Statutes (C.R.S.) 23-53-101:

"There is hereby established a College at Grand Junction, Colorado, to be known as Mesa State College, which shall be a general baccalaureate and specialized graduate institution with moderately selective admissions. Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs. Mesa State College shall also maintain a community college role and mission, including vocational and technical programs. Mesa State College shall receive resident credit for two-year course offerings in its commission-approved service area."

Core Values and Traditions

Mesa State values teaching, learning, and student-faculty interaction. We provide our students with expanded opportunities to participate in research and active hands-on learning as a supplement to the classroom. Mesa State is dedicated to assisting students in achieving their goals and dreams.

A talented and motivated student body is essential to our success. While the majority of our students come from Colorado and the surrounding region, an increasing number of qualified students come from other parts of the U.S. and around the world. This diversity enhances the educational experience at Mesa State.

We provide a broad, liberal arts-based curriculum, offering a wide range of degrees and programs in the arts, sciences, humanities, and selected professional disciplines. Our role as the regional education provider in western Colorado means that we offer opportunities for graduate and technical education.

- **Political Science Program as it relates to Mission of MSC**

The Political Science program supports the mission of the college and its dedication to the improvement of human capability through promoting the acquisition of skills as well as the discovery and application of knowledge enabling the students to pursue rewarding careers and assume responsible and productive roles in society. Like other programs focusing on a specific discipline, the program in Political Science achieves its core curriculum goals while incorporating the ideals of the liberal arts to recognize and appreciate the full range of human endeavor and experience. The goals for the program include:

1. **Knowledge:**

The primary objectives of the Political Science Program are that students acquire a familiarity with and working knowledge of the basic concepts, theories and approaches of the discipline of political science and the application to selected political governmental systems and contexts.

2. Citizenship:

An equally important objective of the political science program is for students to acquire an understanding of their civic responsibilities in our democratic government.

3. Skills:

Students will develop an appreciation and respect for the diversity and pluralism of approaches, assumptions and values that make up the world of political discourse and scholarly debate about the discourse.

Additionally, the Political Science program is helping to achieve the college's role of regional education provider through the increase in on-line course offerings, the early scholar's program where college courses are taught at the local High Schools, and offerings of general education courses at night on the MSC campus, at the campus of Western Colorado Community College and the Montrose campus of MSC. These programs have grown measurably in the last few years of the review.

III. Analysis for the Need of the Program based on available enrollment and faculty workload data

(Note: Data found in Appendix 1)

A. General Education support for the college

The Political Science program supports the general education objectives of the college by providing two general education courses: POLS 101 – American Government and POLS 261 Comparative Politics. Both courses have received approval to be offered as part of the Colorado guaranteed transfer credits known as the GT Pathways. The numbers in these general education courses show steady growth through much of the review period, although those numbers have been declining in the past year and a half due to a number of factors including flat college level enrollment growth and limited size of classrooms to teach these courses in. Specifically, one section of POLS 101 was moved from a classroom of 70 seats to one of 43.

B. Total number of Students served by POLS classes

The headcount and credit hour distribution in POLS classes has increased significantly (22.9%) from AY 2002 to AY 2005. In 2002 the Annualized FTES was 70.5 but by 2005 that number had risen to 91.43. Clearly, the Political Science program is servicing an increasing demand for coursework in Political Science.

C. Majors

The Political Science program and its Administration of Justice subfield have held steady in the number of majors showing slight growth over the period. The trend in majors peaks in the 2003-2004 academic year and then declines slightly after that. The national trend for the discipline shows steady growth in the period under review. It is believed that the MSC Political Science major headcount has leveled off because of a shortage of faculty to nurture new majors. This is particularly true when Dr. Redifer, a two time winner of the GJ Chamber of Commerce Teacher of the Year award, was moved from the classroom to administrative duties as the Department

Head. AY 2005 was the first year in the program without a single legislative intern. This too reflects the loss of Dr. Redifer to administration as he coordinates the Internship program that Dr.Redifer facilitates.

The number of undergraduate majors by class indicates a wavering number of freshmen reflected the next year in a wavering number of sophomores. The number of seniors in the program is a clear bell shaped curve peaking in 2004, but there is growth overall when comparing the two sides of the curve. The number of unduplicated head count of declared majors peaks in 2003-2004 with growth to that point of 20% in three years.

The national trend in Political Science Majors indicates a slow steady rise in majors since AY2000, that trend does not seem to be leveling off and declining in the way that MSC Political Science majors are after 2004. One conclusion that can be reached by this discrepancy is that the POLS major at MSC has leveled off and declined as faculty workloads have increased and no new faculty have been added to continue our commitment to high quality advising. Additionally, external factors such as the rise in the Oil and Gas Industry in Western Colorado may be pulling majors out of the program to compete for high paying jobs in the industry. Another internal trend we believe contributes to the slight decline in majors relates to the increased use of part time adjunct instructors to teach entry level courses. This trend has meant that tenured faculty have less opportunity to recruit students out of those classes for the Political Science major.

A somewhat disturbing trend in the Political Science majors is the steady increase in credit hours taken to graduate. The state requirement is 120, however, the average cumulative credit hours to degree for the Political Science majors now hovers above 140 hours. If this upward trend continues, it could provide a burden to the student's eligibility for state funds to subsidize tuition given Colorado's public finance laws for higher education.

The Political Science major seems to be doing an adequate job of retaining 2/3 of all first time POLS students. However, the ADJU concentration seems to be doing poorly in that same category with less than 30% of the first time students retained in the program after one year. Clearly this discrepancy merits further investigation so that we might better retain those students.

D. Faculty Workload:

The increased number of students in POLS classes without the support of additional teaching resources has meant that the faculty has to work harder each year. The number of FTEF in POLS seems to be increasing; however, no new faculty has been permanently added since Dr. Peer's untimely death 10 years ago. The total tenured faculty has remained constant at 3 tenured professors. The tenured faculty workload in Political Science peaked in AAY 2004 with 1.63 FTE over the actual 3 FTEF that teach for the program. The actual available tenured faculty to teach Political Science classes has been reduced through Dr. Redifer's responsibilities as Department Head, and Dr. Gizzi's growing commitment to the new stand alone Criminal Justice major. The data seems conclusive that the current political science faculty is working harder to cover a growing number of students interested and enrolled in political science courses as indicated by the rising annualized FTE and the details of course level offered in the appendices.

IV. Resources

Unique Characteristics of the program influencing the need for resources.

The political science program at Mesa State College serves majors, minors, and several hundred additional students each year in general education courses; as well as students enrolled in Criminal Justice, and the minor in international studies. The program is designed so students are exposed to all of the major fields in political science, including American politics, public law, public administration and policy, comparative politics, international politics, and political theory. These courses are currently taught by three tenured faculty members, plus one full-time visiting professor, and two adjunct instructors.

In order to ensure that all essential courses are covered, the full-time faculty regularly teaches four separate preparations each semester. Two of the department faculty members also serve as core members of other programs, including the B.A.S. in Public Administration/Public Safety, and the B.A. in Criminal Justice.

Political Science students are heavily involved in campus activities and in local politics. Over the years, the faculty has advised several student organizations, including the Student Government Association, the Political Science Club, the International Relations Club, College Republicans, Young Democrats, MSC Green Party G.J. Alternative Media Club and the Pi Sigma Alpha Political Science Honor Society.

One of the attractions of the program for students is the wide availability of internships for students. This is almost entirely the result of the work of Dr. John Redifer, who has spent countless hours fostering relationships with numerous internship sites at the local, state, and national level. It influences the need for resources in that the more interns that are placed, the heavier the burden that is placed on the internship coordinator. At the same time, successful internships have provided many full-time job opportunities for students after graduation. Unfortunately, Dr. Redifer's obligations as Department Head have left little opportunity to continue to develop the internship program. As a result the number of interns has declined, and for the first time in program history, there was not a single MSC intern serving in the state legislature in AY 2005.

Faculty and Staff

As described above, the political science faculty consists of three full-time tenured faculty: Dr. John Redifer, Dr. Michael Gizzi, and Dr. Timothy Casey, who collectively bring thirty-plus years of experience at Mesa State College to the program (See Appendix II for faculty vitae). There has been no turn-over in the political science faculty since the death of Dr. Jose Peer in 1996.

Each faculty member brings different and unique resources to the program:

* Dr. John Redifer teaches classes in public administration, state and local government, and American politics. He is an expert on state and local politics and is well-connected to policy-makers in local and state politics. Dr. Redifer's experience has opened up numerous opportunities for student internship and career possibilities. He is also a member of the State Water Board, and provides students with a wealth of knowledge of natural resource policy. Dr. Redifer is the lead instructor in the B.A.S. in Public Administration/Public Safety degree program. Dr. Redifer is a two time winner of the GJ Chamber of Commerce Faculty of the Year award during the review period.

* Dr. Tim Casey teaches classes in international politics, comparative politics, political theory, American Government, and religion and politics. Dr. Casey has dedicated numerous hours to student activities, and has brought students to several Model United Nations Conferences. Dr. Casey is a champion of international studies education, and worked to establish the International Studies Minor. Holding a master's degree in applied theology, in addition to his political science doctorate, Dr. Casey provides expertise in the field of religion and politics, in addition to his interests in comparative politics and political theory. Dr. Casey has been awarded numerous accolades in the review period including the Distinguished Faculty Service Award in 2003, the Student choice Outstanding Faculty Member in 2004, and Faculty of the year by the GJ Chamber of Commerce in 2006.

* Dr. Michael Gizzi teaches classes in public law and American politics. He teaches courses on judicial politics, constitutional law, and criminal justice, including criminal law and criminal procedure. Dr. Gizzi is an expert on the use of technology in the classroom. Dr. Gizzi's technology innovations are featured in his American Government text, *The Web of Democracy: an Introduction to American Politics*, currently in its second edition. Dr. Gizzi is a former president and current board member of the American Political Science Association Section on Information Technology and Politics, and is Associate Editor for Teaching Innovation for the *Journal of Information Technology and Politics*.

Physical Facilities

The political science program does not require special teaching facilities. Most classes are taught in the various general purpose classrooms across campus.

Instructional Equipment, including information technology and its use.

The entire political science faculty utilizes information technology to support teaching. Drs. Gizzi and Redifer teach online courses. Dr. Gizzi teaches POLS101 online, supporting the College's general education program and the A.A.S. Degree in Criminal Justice. Dr. Redifer teaches four online courses in Public Administration and State and Local politics that serve the B.A. in political science and the B.A.S. in Public Administration and Public Policy.

Faculty use PowerPoint to support lectures, and have course websites – some in WebCT, and some designed by the individual faculty member – to support their courses.

Several tools are used in introductory courses, including online discussion, participation activities, and simulations. Political science students are for the most part, technologically sophisticated. They have come to expect many of the tools used by the faculty to support learning.

Library.

The political science library collection is perhaps stronger than one would expect. This is due to gifts from former College President and political scientist Dr. John Tomlinson, and from the estate of the late Mesa State political scientist Dr. Jose Peer.

The Library Assessment completed by the Tomlinson Library staff suggests that for the most part, the collection is strong. Monographic materials in American politics & law, International politics & law, political theory, and public administration are fairly evenly distributed with pre-1980 and post-1980 titles. The strongest collections are in American politics and political theory. The weakest, in terms of post-1980 titles, are in International politics and public administration.

The library subscribes to 83 journals (29 paper and 54 electronic) that support political science. Electronic databases provide access to another 550 titles and JSTOR provides full-text access to 30 political science journals (albeit with a one year embargo). The addition of electronic databases and the licensing of JSTOR have dramatically increased the scope of political science literature at Mesa State College since the last program review. Lexis-Nexis Academic Universe provides a full range of legal resources, including federal and state case-law, statutory law, and full-text coverage of most major newspapers.

For more information, see the attached Library Assessment report in Appendix III.

DVD and VHS Video Collection.

The Department has a wide variety of educational films, in VHS and DVD format. Recently, Dr. Casey received a grant to purchase 15 DVDs to be used in the American Government course; this has provided a nice supplement to existing resources, which are mostly in VHS format.

Program Costs:

The attached spreadsheet on departmental costs indicates that the program is cost effective and delivers both upper and lower division credit below the cost of tuition resulting in substantial profit margins for the college with each political science credit offered.

V. Evaluation of the Strengths and Weaknesses of the program

E. Effectiveness

Two weaknesses identified in the last program review were high faculty turnover and limited course offerings in the Administration of Justice concentration. An additional recommendation called for further review of upper division course offerings to ensure they stay relevant to student needs. The faculty has done reasonably well addressing these concerns particularly in light of the cutback in funding to higher education caused by the recession experienced in 2001. Turnover among full time tenured Political Science faculty has been non-existent over the past five years. The one full time faculty member dedicated to the Administration of Justice concentration did leave and was replaced by a new faculty member that splits his time between the new Criminal Justice program and Sociology.

Based on concerns raised in the last program review about limited course offerings in the Administration of Justice concentration and feedback from the community over the need for a Criminal Justice program, the college has created a new four year program in Criminal Justice. It is supported by faculty members who split their time between Criminal Justice and other Social Science disciplines. One of these faculty members is a new hire starting in the current academic year. It is expected that additional faculty will be hired for next year and the number of Criminal Justice offerings will be expanded accordingly.

Enrollment in upper division courses has been monitored closely since the last program review. The changes made to the program during our last review period have resulted in stabilizing our upper division enrollments with almost every class averaging over 15 students. In response to student requests an interdisciplinary International Studies minor was created and this has added student enrollment in International Relations classes as well as promoted participation in a very active International Relations Club.

Our final change made in response to community needs was creation of an online interdisciplinary BAS in Public Administration/Public Safety. This will result in the addition of four new classes related to topics in Public Administration. It is expected that as this program grows additional faculty will be hired. To facilitate staffing this program in its initial year the college authorized hiring a one year visiting professor.

The Political Science faculty began annual program assessments two years ago. This process has been slow to develop as faculty here wrestled with ways to properly assess student performance. There are, however, two clear strengths that have emerged from our assessment. First, our students are well prepared to think critically. Our students averaged in the 70th percentile on national tests for critical thinking. Test results in specific subfields placed our students right about the 50th percentile. More significantly, the program continues to graduate students with marketable skills for employment in government. Of last year's graduates, two went to work in State agencies, one went to work for a state lobbying organization and another started law school where he made the Dean's list in his first year. Only one weakness stands out in our annual assessments. Our students ranked only in the 38th percentile for political thought. Performance

in this subfield has decreased since the Political Science program was changed from requiring Classical and Modern Political Theory to Classical or Modern Political Theory. The faculty is convinced that adding a lower division political theory class would improve student performance but the resources to do this are not available.

The success of the Political Science faculty in the areas of teaching, advising, scholarship and service have been demonstrated in a variety of ways. Performance in each of these areas is summarized below and in the attached spreadsheet on professional activities:

Teaching: From a quantity standpoint the three faculty members in Political Science have been doing the work of over four faculty members for the past three years. Additionally, average class size is way above the college norm, teaching a high of 29 students per class in the 2004-2005 school year. These high numbers do not seem to have had a negative impact on the quality of instruction as Political Science faculty were identified as Teacher of the Year by the student body in each of the past three years. In addition all three faculty members have been involved in experimental teaching. Dr. Casey has developed a class pairing his American Government class with a remedial English Writing class in an effort to improve the retention rate of these remedial students. Both Dr. Redifer and Dr. Gizzi are teaching classes online. Dr. Gizzi also participated in a three year pilot project using a project based learning model.

Advising: All three faculty members are very dedicated to their students. Each faculty member advises roughly a third of all the majors but their real advising comes in the close relationship they have advising students through their involvement with various student clubs. Dr. Gizzi advises the Political Science Honors Society and is planning on taking nine students to the Western Political Science Association annual conference where the students will provide a panel presenting papers related to methamphetamine use, legalization of marijuana, and the international drug trade. Dr. Casey advises the International Relations Club, Grand Junction Alternative Media Club, and the MSC Green Party. Students in these organizations have been very busy attempting to create greater awareness on campus of national and international events. These clubs have sponsored a variety of speakers, movies and debates. Dr. Redifer has advised the College Republicans, the Young Democrats, and the Student Government for the past five years. Through his involvement with these clubs he has been able to get a large number of students involved in internships and a variety of other types of community service learning programs.

Scholarship: The tremendous emphasis on teaching precludes many at Mesa State from doing much research work. Yet over the past five years the Political Science faculty has maintained a modest publication record. Dr. Gizzi co-authored an American Government textbook which is now in its second edition. He has also presented at a dozen different conferences. He has also been involved in leading a number of workshops on agent-based modeling. Dr. Casey has presented papers at four different conferences. Dr. Redifer's scholarly activity has been more applied than research oriented. He has received a grant from the County Department of Human Services for the past five years to develop and implement performance measures for their TANF program. He also had a two year grant from the County government to assist their Department

Heads in developing performance measures. He has been the keynote speaker at several state professional organization meetings to talk about performance measurements.

Service: Each faculty member has provided a wide array of services to the school and the community. Dr. Casey currently represents the Department on the Faculty Senate, and holds the executive office of Secretary of the Faculty Senate. He also has served on a wide variety of campus wide committees responding to specific needs of the college including the Honors Council, the GIS educators committee, the International Studies committee, the Faculty Handbook revision committee and the Faculty Merit Steering committee to name a few. Dr. Casey has traveled with students to numerous Model United Nations Conferences including the Canadian National Model United Nations Conference in Ottawa, Ontario in 2004. Dr. Gizzi served the previous three years as the Department Representative of the Faculty Senate, including one year as Vice-President. He has also served on the Faculty Advisory Council to the Board of Trustees. He coordinated our annual campus Constitution Day festivities and served until 2005 as the Director for the Center for Teaching and Learning. Dr. Redifer has served as Department Head or Chair for three of the five years during the assessment period. He has also served as a member of the City Planning Commission. He is a past President of the Tamarisk Coalition and the current Chair of the Colorado Water Conservation Board. Dr. Redifer is currently a board member of the Colorado Foundation for Water Education and is an active member of the Chamber of Commerce and Club 20. Last year he chaired the General Education Assessment Committee for the college. Dr. Casey and Dr. Redifer are also heavily involved in the development of the MSC Natural Resources and Land Use Institute.

A program has no greater measure of success than its students. The students who have majored, minored or interned in the Political Science program have truly made their mark in the community. A complete list of students and their employment record can be found in Appendix vii. But a few highlights should be mentioned. At one time U.S. Senator Wayne Allard had as many as six staff persons working for him that were graduates of Mesa State College. The State Department of Natural Resources had four, one of whom is an Assistant Director. U.S. Representative Scott McInnis also had multiple graduates working for him both locally and in his D. C. office. One of these graduates went on to become one of the youngest Chiefs of Staff for a House Sub Committee in the history of Congress. Currently this student is serving in the Colorado State Legislature. A break down of student activities follows:

<u># employed</u>	<u>Location</u>
7	State Executive Offices
4	State Legislative Offices
2	National Executive Offices
13	National Congressional Offices
6	Lobbyists
9	Campaign Organizers
7	Lawyers/Law Students
3	Teachers
4	Local government/non profit

Finally, it is interesting to note the involvement of Mesa State graduates in this year's elections. The nine campaign organizers hold the following positions:

John Marshall	Campaign Manager Bob Beauprez for Governor
Mike Maestas	Campaign Manager Dana Barker for State Senate District Seven
Jen Henzel	Campaign Manager for State Senate President Joan Fitzgerald
Matt Hudson	N.W. Regional Coordinator U.S. Representative John Salazar for Congressional District 3
Jared Wright	Assist. Campaign Manager Scott Tipton for Congressional District 3
Matt Soper	Western Slope Coordinator for Mark Hillman for State Treasurer
Maria Geurgin	State Coordinator for Bill Richardson for New Mexico Governor
Anne Martinez	Colorado State Republican Party
Brenna Wiecker	West Slope Coordinator for the Colorado Republican Party

It is little wonder that our students are referred to in political circles across the state as the "Mesa Mafia".

VI. Results of Program Assessment efforts

In keeping with a renewed effort on the campus to provide meaningful assessment of the programs offered, the Political Science program has developed the following assessment plan.

Intended Educational Outcomes:

There are three intended outcomes according to our assessment plan, they are:

1. Students will develop a general understanding of the range of topics with which political science deals.
2. Students will be prepared to use their degrees outside the classroom in graduate school, law school, and the public and private sectors.

3. Students will have the tools to be effective citizens and will participate and assist in increasing civic involvement in the broader community.

Means of Assessment: The following means of assessment correspond to the intended outcomes listed above:

1a. The average score of the graduates of the BA program in Political Science on the MFAT will be at or near the 50th percentile compared to national results and no subscale score will be below the 30th percentile.

1b. Students will successfully complete Senior Seminar, with a grade of B or better. The Graduate Survey will address questions about graduate's perception of the scope of their education.

2a. Students are encouraged to complete an internship as part of their requirements for graduation. Both the students and their internship supervisors provide an assessment of this experience. Student scores on the LSAT and GRE exams should indicate an ability to gain entrance to graduate and+C1 professional education.

3a. General education courses will focus on active citizenship participation.

3b. An exit survey of graduating students will ask questions about how students have used their degree outside the classroom, and how they plan to do so in the future.

Summary of Data Collected:

We need to do a much better job of collecting meaningful data, however, the following report helps provide some insight into departmental successes.

Six students took the MFAT and their mean score on sub score 1 (US Govt) was 52%; the mean on sub score 2 (International Relations) was 48.8%; and the mean on sub score 3 (Comparative Politics) was 50.3%). On Analytical and Critical thinking, students scored 71.3% correct; on methodology they scored 60.00%; and on political thought they score 38.3%.

Last year the program had five students who interned in the State Legislature. Of the five, four did the internship for credit and all received A's for their work with a commitment that their Supervisor would recommend them for hire in a similar position. Of the five interns, two have returned to Mesa State to complete their coursework, the other three found employment in other government positions. One is working for the Colorado Commission on Higher Education, another is working for the State Department of Natural Resources and the third is the Western Slope Coordinator for the Support Ref. C and D campaign. We also had two students graduate from law school, one from Michigan and the other from Duquesne College. Finally, two of our graduating students have started Law School at the University of Denver.

After a great deal of discussion with members of the assessment committee, we are convinced that the third measurement is not realistic, and only measures half of the intended outcome. As such, there is no data collected this year.

We were hoping for outside help designing the exit survey, this has not happened, consequently there is no data to analyze for this intended outcome this year.

Changes to program in response to assessment plan and data: Several changes have been made to improve the program, including:

Results suggest that students are performing at the level expected, although there are questions about the validity of the test, given that it covers materials not necessarily part of the Mesa State political science curriculum. This is mostly likely true for the political theory questions.

The internship program continues to provide students with many opportunities and is highly regarded within both the community and the State. The many Mesa State graduates working in our State government have been nicknamed the "Mesa Mafia". Yet we still need to develop a survey mechanism to more formally evaluate our internship program.

We will redesign the measurement to create quantifiable evidence that we can analyze in the following year. We will also modify the intended outcome to measure only one dimension.

We will write our own exit survey and include a copy in our plan for 2006-07 year. This survey will be distributed to alumni with the help of the alumni office.

VII. Strengths identified by review

- Stability of faculty in Political Science
- Quality of faculty in Political Science
 - Teaching awards
 - Innovative teaching
 - Advising of clubs
 - Service to college and community
- Strong upper division enrollment
- Solid contribution to the general education program of the college
- Increasing number of students in classes
- Many active student clubs and organizations
- Public law and theory collection in library
- Responsiveness of program to:
 - Need for Criminal Justice and Public Administration/Public Safety programs
 - On-line course offerings and other regional education provider outreach programs
 - Problems identified in last program review
 - Retention efforts for General Education students
- Success of alumni
- Cost of delivery per credit hour and profit for college

VIII. Areas needing strengthening identified by review

- Increasing faculty workload due to
 - Rising student/teacher ratio as measured by increase in annualized FTES
 - Increasing number of courses needing to be taught
 - Release time for administration and other programs such as Criminal Justice and Public Administration/Public Safety and on-line offerings
- Flattening of General Education numbers after 2004
- Decline of Political Science majors after 2004

- Number of credit hours to graduate for Political Science Majors
- Low retention rates for ADJU majors most likely due to instability on ADJU faculty
- Students need more coursework in public participation given the large number of alumni employed by parties and campaigns in the state and at the national level.
- Decreasing number of internships
- Weak IR collection in library
- Poor results of students in theory section of Exit Exam (MFAT)
- Not enough time for faculty research as measured by lack of publications
- Lack of external grants for projects in program

IX. Vision (Suggestions for action to improve program)

- Increase the number of faculty in Political Science and in the new Criminal Justice Program because
 - Faculty workloads are steadily rising
 - Faculty are increasingly involved in administrative tasks such as Department Head
 - Faculty can't offer all of the courses in a timely manner with current staffing
 - Declining enrollments in previously successful internship programs
- More support is needed for on-line course development and technological innovation. This would include release time for curriculum development and training/technical support for on-line efforts
- Better oversight of outreach programs such as the Montrose campus and the Early Scholars Program
- Offer a lower division Introduction to Political Theory course in the core
- Offer an upper division course in Public Participation that would include political parties, interest groups, elections and campaigns
- More attention is needed for the program assessment plan
- Increase and modernize the International Relations collection in the library

Appendix I: Data on Enrollment, Workload, and Cost
Political Science Program
AY 2001-AY2005
Program Review



Table 1. Student Headcount, Spring 2001 - Fall 2006

	Student Headcount by Term								
General Education Courses	Fall 2001	Spr 2002	Sum 2002	Fall 2002	Spr 03	Sum 03	Fall 2003	Spr 04	Sum 2004
POLS 101 @ MSC	177	187	23	198	190	24	211	177	14
POLS 261 @ MSC	37	35	0	36	38	0	35	39	0
Total traditional offerings	214	222	23	234	228	24	246	216	14
POLS 101 Early Scholars Program	8	0	0	25	0	0	34	0	0
POLS 101 @ Montrose	0	20	0	0	25	0	0	25	0
POLS 101 on-line	0	0	0	0	0	0	0	0	0
Total non-traditional delivery	0	28	0	0	50	0	0	59	0
General Education Courses	Fall 04	Spr 2005	Sum 2005	Fall 2005	Spr 2006	Sum 2006	Fall 2006		
POLS 101 @ MSC	223	264	9	224	170	0	197		
POLS 261 @ MSC	38	50	0	24	39	0	14		
Total traditional offerings	261	314	9	248	221	0	211		
POLS 101 Early Scholars Program	39	19	0	26	29	0	0		
POLS 101 @ Montrose	0	28	0	0	14	0	0		
POLS 101 on-line	0	0	15	38	38	26	42		
Total non-traditional delivery	39	47	15	64	81	26	42		

Table 2a. HEADCOUNT AND CREDIT HOUR DISTRIBUTION BY COURSE LEVEL BY TERM AY 2002

Level/Course Level	Summer Headcount	Summer Credit Hours	Fall Headcount	Fall Credit Hours
Undergraduate				
Remedial - 000	0	0.0	0	0
Lower - 100	12	36.0	177	531
Lower - 200	0	0.0	37	111
Upper - 300	0	0.0	36	108
Upper - 400	1	3.0	62	186
Subtotal Undergraduates	13	39.0	312	936
Graduate				
Graduate - 500	0	0.0	0	0
Subtotal Graduates	0	0.0	0	0
Total	13	39.0	312	936

Level/Course Level	Spring Headcount	Spring Credit Hours	Total Credit Hours
Undergraduate			
Remedial - 000	0	0.0	0
Lower - 100	187	561.0	1,128
Lower - 200	70	210.0	321
Upper - 300	56	168.0	276
Upper - 400	59	201.0	390
Subtotal Undergraduates	372	1140.0	2,115
Graduate			
Graduate - 500	0	0.0	0
Subtotal Graduates	0	0.0	0
Total	372	1140.0	2,115

Annualized FTE 70.5

Table 2b. HEADCOUNT AND CREDIT HOUR DISTRIBUTION BY COURSE LEVEL BY TERM AY 2003

Level/Course Level	Summer Headcount	Summer Credit Hours	Fall Headcount	Fall Credit Hours
Undergraduate				
Remedial - 000	0	0.0%	0	0.0%
Lower - 100	23	43.4%	198	57.7%
Lower - 200	12	22.6%	36	10.5%
Upper - 300	17	32.1%	50	14.6%
Upper - 400	1	1.9%	59	17.2%
Subtotal Undergraduates	53	100.0%	343	100.0%
Graduate				
Graduate - 500	0	0.0%	0	0.0%
Subtotal Graduates	0	0.0%	0	0.0%
Total	53	100.0%	343	100.0%

Level/Course Level	Spring Headcount	Spring Credit Hours	Total Credit Hours
Undergraduate			
Remedial - 000	0	0.0%	0
Lower - 100	190	48.5%	1,233
Lower - 200	77	19.6%	375
Upper - 300	79	20.2%	438
Upper - 400	46	11.7%	336
Subtotal Undergraduates	392	100.0%	2,382
Graduate			
Graduate - 500	0	0.0%	0
Subtotal Graduates	0	0.0%	0
Total	392	100.0%	2,382

Annualized FTE 2003
% increase over previous year

79.4
114.4

Table 2c. HEADCOUNT AND CREDIT HOUR DISTRIBUTION BY COURSE LEVEL BY TERM AY 2004

Level/Course Level	Summer Headcount	Summer Credit Hours	Fall Headcount	Fall Credit Hours
Undergraduate				
Remedial - 000	0	0.0%	0	0.0%
Lower - 100	24	52.2%	211	54.0%
Lower - 200	0	0.0%	73	18.7%
Upper - 300	22	47.8%	27	6.9%
Upper - 400	0	0.0%	80	20.5%
Subtotal Undergraduates	46	100.0%	391	100.0%
Graduate				
Graduate - 500	0	0.0%	0	0.0%
Subtotal Graduates	0	0.0%	0	0.0%
Total	46	100.0%	391	100.0%

Level/Course Level	Spring Headcount	Spring Credit Hours	Total Credit Hours
Undergraduate			
Remedial - 000	0	0.0%	0
Lower - 100	177	47.3%	1,236
Lower - 200	39	10.4%	336
Upper - 300	103	27.5%	456
Upper - 400	55	14.7%	444
Subtotal Undergraduates	374	100.0%	2,472
Graduate			
Graduate - 500	0	0.0%	0
Subtotal Graduates	0	0.0%	0
Total	374	100.0%	2,472

Annualized FTE 2004
% increase over previous year

82.4
3.6

Table 2d. HEADCOUNT AND CREDIT HOUR DISTRIBUTION BY COURSE LEVEL BY TERM AY 2005

Level/Course Level	Summer Headcount	Summer Credit Hours	Fall Headcount	Fall Credit Hours
Undergraduate				
Remedial - 000	0	0.0	0	0
Lower - 100	14	42.0	223	669
Lower - 200	0	0.0	78	234
Upper - 300	0	0.0	31	93
Upper - 400	1	3.0	62	189
Subtotal Undergraduates	15	45.0	394	1,185
Graduate				
Graduate - 500	0	0.0	0	0
Subtotal Graduates	0	0.0	0	0.0
Total	15	45.0	394	1,185

Level/Course Level	Spring Headcount	Spring Credit Hours	Total Credit Hours
Undergraduate			
Remedial - 000	0	0.0	0
Lower - 100	264	792.0	1,503
Lower - 200	50	150.0	384
Upper - 300	151	421.0	514
Upper - 400	39	150.0	342
Subtotal Undergraduates	504	1513.0	2,743
Graduate			
Graduate - 500	0	0.0	0
Subtotal Graduates	0	0.0	0.0
Total	504	1513.0	2,743

Annualized FTE 2005 91.43
 % increase over previous year 9.9
 % increase from 2002-2005 22.9

Table 3. Undergraduate Political Science Majors

Level	Program	1998	1999	2000	2001	2002	2003	2004	2005	2006	2002-2006
Freshman	POLS					16	10	15	11	13	
	ADJU					7	5	5	4	3	
	Total					23	15	20	15	16	89
Sophomore	POLS					11	17	6	13	9	
	ADJU					3	1	5	8	5	
	Total					14	18	11	21	14	78
Junior	POLS					12	15	9	7	10	
	ADJU					2	4	1	5	5	
	Total					14	19	10	12	15	70
Senior	POLS					7	12	23	17	12	
	ADJU					5	5	7	5	7	
	Total					12	17	30	22	19	100
Graduated	POLS	8	5	3	9	5	4	7	11		
	ADJU	5	4	1	1	3	3	2	4		
	Total	13	9	4	10	8	7	9	15		
New Majors	POLS					14	12	26	7	9	68
	ADJU					4	3	12	6	3	28
Continuing Majors	POLS	58	54	49	46	32	42	27	41	35	177
	ADJU	15	8	9	18	13	12	6	16	17	64
All Political Science Majors	New					18	15	38	13	12	96
	Continuing					45	54	33	57	52	241
	Total					63	69	71	70	64	337
One Year Retention Rates for First Time POLS 2000-2004											
		Retained		Not Retained		Total					
		Subsequent Fall									
		#	%	#	%	#	%	#	%	#	%
	POLS	32	66.7	16	33.2	48	100				
	ADJU	4	28.6	10	71.4	14	100				
	Total	36	58.1	26	41.9	62	100				

Table 4. Headcount and Average Cumulative Credit Hours to Degree for Political Science Students Graduating Academic Years 2003 - 2006

	Type of Entry into MSC	Headcount		Average
2005-2006	Student Type			
	POLS	Began at MSC	5 71.4%	142.4
	POLS	Transfer	2 28.6%	141.0
	Total	Subtotal	7 100.0%	142.0
	2004-2005	Student Type		
POLS	Began at MSC	6 40.0%	141.5	
POLS	Transfer	9 60.0%	135.9	
Total		15 100.0%	138.1	
2003-2004	Student Type			
	POLS	Began at MSC	5 55.6%	128.2
	POLS	Transfer	4 44.4%	139.0
	Total		9 100.0%	133.0
2002-2003	Student Type			
	POLS	Began at MSC	6 85.7%	132.5
	POLS	Transfer	1 14.3%	127.0
	Total		7 100.0%	131.7

Table 5. Faculty Workload Summary

	Course Credit Hour	Headcount	Student Credit Hours	FTEF	FTES	FTES/FTEF	FTES/3 - Tenured
2002-2003							
ADJU T/TT							
A	15	135	405	0.63	13.5	21.6	
B	3	1	3	0.13	0.1	0.8	
Total	18	136	408	0.75	13.6	18.13	
POLS T/TT							
A	51	634	1902	2.13	63.4	29.84	
B	24	3	24	1	0.8	0.8	
Total	75	637	1926	3.13	64.2	20.54	21.4
POLS FTT							
A	9	98	294	0.38	9.8	26.13	
ADJU PT							
A	3	25	75	0.13	2.5	20	
2003-2004							
ADJU T/TT							
B	3	5	15	0.13	0.5	4	
POLS T/TT							
A	69	756	2268	2.88	75.6	26.3	
B	30	9	66	1.25	2.2	1.76	
Total	99	765	2334	4.13	77.8	18.86	25.9
ADJU FTT							
A	6	66	198	0.25	6.6	26.4	
ADJU PT							
A	12	108	324	0.5	10.8	21.6	
2004-2005							
ADJU T/TT							
B	12	8	24	0.5	0.8	1.6	
POLS T/TT							
A	72	857	2571				
B	39	14	96				
Total	111	871	2667	4.63	88.9	19.22	29.6
ADJU FTT							
A	3	23	69	0.13	2.3	18.4	
ADJU PT							
A	18	148	444	0.75	14.8	19.73	
2005-2006							
ADJU T/TT							
A	3	25	75				
B	3	2	6				
Total	6	27	81	0.25	2.7	10.8	
POLS T/TT							
A	67	600	1776				
B	30	12	44				
Total	97	612	1820	4.04	60.67	15.01	20.2
ADJU FTT							
A	6	49	147	0.25	4.9	19.6	
ADJU PT							
A	9	97	291	0.38	9.7	25.87	
POLS PT							
A	12	204	612	0.5	20.4	40.8	

**Table 6. Professional Activities of Tenured Faculty
2003-2005**

Activity	N	%
Published a paper in a professional journal	0	0
Published a book review in a professional journal	0	0
Published a professional book	1	33
Presented a paper at a professional meeting	3	100
Attended a professional Meeting	3	100
State of Regional	3	100
National	2	66
Chaired a Session as a professional meeting	1	33
Developed new instructional materials or software	3	100
Supervised student research	3	100
Graduate	N/A	N/A
Undergraduate	3	100
Served as a consultant	3	100
Private	1	33
NSF, NEH, US Office of Education	1	33
Other Public Agency	3	100

Table 7 Cost Summary for Political Science Program

Year	CASH FLOW	DISCIPLINE	LEVEL	CHS	TOTAL FACULTY COMPENSATION	(A) TOTAL OTHER COMPENSATION	(B) OTHER CURRENT EXPENSES	(C) OTHER INSTITUTIONAL	(D) ACADEMIC SUPPORT	(E) STUDENT SERVICES	(F) INSTRUMENTAL SUPPORT	(G) BLATT	TOTAL COSTS	COSTS PER CREDIT HOUR
2001	2102	POLS	LOWER	1483	66,115	3,210	10,901	0	18,144	28,012	25,586	4,815	207,952	149
2002	2004	POLS	UPPER	840	53,085	1,245	6,738	0	10,838	13,749	12,391	19,462	121,572	145
2003	2005	POLS	TOTAL	2,323	119,200	4,455	17,639	0	28,982	41,761	37,977	24,277	329,524	161
2004	2006	POLS	LOWER	1,336	45,766	3,089	2,942	6,515	15,401	23,845	16,189	28,082	173,635	96
2005	2007	POLS	UPPER	828	57,577	1,255	1,515	2,895	4,716	15,284	11,738	17,137	150,549	186
		POLS	TOTAL	2,164	103,343	4,344	4,457	9,410	20,117	39,129	27,927	45,219	324,184	135
(C)														
(D)														
(E)														

Allocated by % of total credit hours

Allocated by % of total Faculty FTE

Includes institutional scholarships

Tuition cost/credit hour

Profit/credit hour - 2004 in-state

Profit 2005 per credit hour - in-state

Profit 2006 per credit hour - in-state

Profit 2007 per credit hour - in-state

Profit 2008 per credit hour - in-state

Profit 2009 per credit hour - in-state

Profit 2010 per credit hour - in-state

Profit 2011 per credit hour - in-state

Profit 2012 per credit hour - in-state

Profit 2013 per credit hour - in-state

Profit 2014 per credit hour - in-state

Profit 2015 per credit hour - in-state

Profit 2016 per credit hour - in-state

Profit 2017 per credit hour - in-state

Profit 2018 per credit hour - in-state

Profit 2019 per credit hour - in-state

Profit 2020 per credit hour - in-state

Profit 2021 per credit hour - in-state

Profit 2022 per credit hour - in-state

Profit 2023 per credit hour - in-state

Profit 2024 per credit hour - in-state

Profit 2025 per credit hour - in-state

Profit 2026 per credit hour - in-state

Profit 2027 per credit hour - in-state

Profit 2028 per credit hour - in-state

Profit 2029 per credit hour - in-state

Profit 2030 per credit hour - in-state

Profit 2031 per credit hour - in-state

Profit 2032 per credit hour - in-state

Profit 2033 per credit hour - in-state

Profit 2034 per credit hour - in-state

Profit 2035 per credit hour - in-state

Profit 2036 per credit hour - in-state

Profit 2037 per credit hour - in-state

Profit 2038 per credit hour - in-state

Profit 2039 per credit hour - in-state

Profit 2040 per credit hour - in-state

Profit 2041 per credit hour - in-state

Profit 2042 per credit hour - in-state

Profit 2043 per credit hour - in-state

Profit 2044 per credit hour - in-state

Profit 2045 per credit hour - in-state

Profit 2046 per credit hour - in-state

Profit 2047 per credit hour - in-state

Profit 2048 per credit hour - in-state

Profit 2049 per credit hour - in-state

Profit 2050 per credit hour - in-state

in-state
out-of-state
% in-state vs out

% mix based on 17% students in state of CO who is campus average for past 10+ years

Profit in FY 2007 - 2008 calculated using FY 2008 numbers because previous budget brought down mix without site

**Appendix II: Faculty Vitae
Political Science Program
AY 2001-AY2005
Program Review**



John D. Redifer
2811 Hawthorne Ave.
Grand Junction, CO 81506
(970) 241-3308

EDUCATION:

A.A., General Education
Catonsville Community College, 1975

B.A., Philosophy (Cumme Laude)
University of Maryland Baltimore County, 1977

M.A., Political Science
Colorado State University, 1990

Ph.D., Political Science
Colorado State University, 1994

FIELDS OF INTEREST:

Public Administration/Policy
Environmental Policy
American Government

COURSES TAUGHT:

Introduction to American Government	Colorado Government
State and Local Government	Legislative Process
Executive Politics	Public Organization Theory
Public Administration	Public Management
Public Policy	Public Personnel Management
Political Parties and Interest Groups	Public Budgeting
Environmental Policy	

WORK EXPERIENCE:

Professor of Political Science, Mesa State College,
Grand Junction, Colorado, 2004 - Present.

Associate Professor of Political Science, Mesa State College,
Grand Junction, Colorado, 1999 - 2004.

WORK EXPERIENCE (continued):

Assistant Professor of Political Science, Mesa State College,
Grand Junction, Colorado, 1994 - 1999.

Lecturer in Political Science, Colorado State University,
Fort Collins, Colorado, 1991 - 1994.

Research Assistant for EPA Grant to Develop State Model for protecting groundwater from
agricultural contamination.

Colorado State University, 1990 - 1991

Graduate Teaching Assistant in American Government,
Colorado State University, 1989 - 1990.

Regional Supervisor for Mini Mart, Inc.,
Casper, Wyoming, 1985 - 1989.

Officer U.S. Army and Army Reserves,
Last Rank: Major, 1980 - 1993.

ORGANIZATIONAL MEMBERSHIPS:

American Society for Public Administration
American Political Science Association
CLUB 20
Colorado Workforce Development Board
Grand Junction Chamber of Commerce
Civic Forum
Kids Voting

RESEARCH:

Redifer, John. "Welfare Reform in Colorado: A Case Study." ASPA meeting, Seattle,
Washington, May, 1998

Redifer, John. "The Politics of Intergovernmental Policy Design." WSSA Meeting,
Albuquerque, New Mexico, April, 1997

Redifer, John and Sandra Davis. "Building Regimes in Ground-Water Policy: Contaminating
the Message." Society and National Resource Journal April: 1995.

Redifer, John and Sandra Davis. "Building Regimes in Ground-Water Policy: Contaminating
the Message." WPSA Meeting, Pasadena, California, March, 1993

RESEARCH (continued):

Davis, Sandra, and John Redifer. "Developing and Testing a Model for Implementing the Agricultural Chemicals in Groundwater Strategy."
A report prepared for and submitted to the Environmental Protection Agency, July 29, 1991.

Redifer, John and Jessica Miller. "Colorado Works" Annual Performance Evaluation for Mesa County Department of Human Services. Report submitted annually to Mesa County Department of Human Services, 1999-2005.

DISSERTATION TOPIC:

Intergovernmental Policy Formation: Subsurface Politics in Policy Design.

AWARDS:

Teacher of the Year - Grand Junction Chamber of Commerce 2004
Teacher of the Year – Grand Junction Chamber of Commerce/Associated Student Government, Mesa State College 2005
Teacher of the Year – Mesa State College Associated Student Government 1997
Colorado Fellowship 1989/90 and 1990/91.
Army Achievement Medal with One Oak Leaf Cluster
Army Commendation Medal with Two Oak Leaf Clusters

SERVICE:

Colorado Water Conservation Board (Chair)
Tamarisk Coalition (Vice-Chair)
Colorado Foundation for Water Education - Board of Directors
Grand Junction Planning Commission - Board of Directors
Kids Voting Mesa County – Board of Directors
Social and Behavioral Science Department Chair 200-2002
Social and Behavioral Science Department Head 2005-Present

Michael C Gizzi

Curriculum Vitae

Address

Office

Department of Social & Behavioral Science
Mesa State College
1100 North Avenue
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(970) 248-1763 Main campus
(970) 255-2608 Bishop campus
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Home

659 Country Court
Grand Junction, CO 81504
(970) 434-6048

E-mail: mgizzi@gmail.com or mgizzi@mesastate.edu

URL: <http://www.professorgizzi.org/overview/>

Education

- Ph.D. Political Science, The University at Albany (SUNY), Albany, New York, 1996.
M.A. Political Science, The University at Albany (SUNY), Albany, New York, 1992.
B.A. Political Science, Saint Michael's College, Colchester, Vermont, 1990.
Magna Cum Laude.

Employment

Mesa State College

Associate Professor of Political Science, 2000 – present

Assistant Professor of Political Science, 1995 – 2000

Director, Center for Teaching & Learning, 1997 - 2004

SUNY Institute of Technology Adjunct instructor of political science, 1994 - 1995

University at Albany, SUNY Adjunct instructor of political science, 1993 – 1995

Administrative Experience

Director, Advanced Learning Center, Mesa State College, Grand Junction, Colorado. Responsible for developing alternative curriculum based in project-based learning for high school and college students. Directed curriculum development, coordinated recruitment, conducted assessment, and served as lead instructor during pilot project phase. Coordinate grant writing efforts for the Unified Technical Education Campus. Liaison for Mesa State's participation in College Now FIPSE grant. 2002 – 2005.

Director, Center for Teaching and Learning, Mesa State College, Grand Junction, Colorado. 1997 – 2005. Coordinated faculty development and instructional technology opportunities for a faculty and staff. Managed annual budgets ranging from \$15,000 - \$50,000. Administered \$150,000 State Distance Learning grant.

Additional responsibilities included:

- Scheduling of instructional technology and faculty development seminars
- Coordinating New Faculty Orientation program (1999 – 2004).
- Coordinating State Colleges in Colorado, Faculty Development Conference, Frisco, CO (2002)
- Coordinating Faculty Evaluation system (2001 – 2003)
- Coordinating development and delivery of online course pilot project (1998).

College Webmaster, Mesa State College. 1999 – 2002. Managed college website. Administered network web authoring software; conducted training; oversaw website design, development, and maintenance.

Publications

Books

The Web of Democracy: An Introduction to American Politics.. (Wadsworth: Belmont, CA, 2002). Co-authored with Tracey Gladstone-Sovell, and William R. Wilkerson. Second edition, forthcoming, winter 2006.

382 page text featuring extensive use of technology including simulations, online conferencing, interactive study guide. Primary author of chapters on Congress, Presidency, Courts, Economic Policy, and Foreign Policy.

Articles / Reviews

“Teaching Techways: Using NetLogo Simulations in the Political Science Classroom,” Newsletter of the APSA Information Technology & Politics Section, Fall 2005. Available at <http://shulman.ucsur.pitt.edu/v2n1.pdf>

“Presidential War Powers,” Review Essay, Presidency Research Group Newsletter, Fall 1996.

“Perspectives of a Crisis,” *Judicature*, vol. 78, pages 106-109, September-October 1994.

“Examining the Crisis of Volume in the United States Courts of Appeals,” *Judicature* vol. 77, pages 96 - 103, September-October 1993. (*Peer-Reviewed*)

Unpublished Current Research

“Exploring Agent-Based Models of Judicial Phenomena,” submitted to *Journal of Artificial Society and Social Simulation*. Fall 2005.

“Extending the Sugarscape: Wealth Distribution in an Agrarian Artificial Society,” work in process. Fall 2005.

“Reconsidering Debates over Plea Bargaining, Court Delay, and Prison Populations with Agent-Based Simulations,” to be presented at the Western Political Science Association and Midwest Political Science Association Annual Meetings, 2006.

“Reefer Madness: Assessing the Commerce Clause in Light of *Raich v. Gonzales*,” work in progress; paper submitted to American Political Science Association 2006 Annual Meeting.

Invited Presentations

“NetLogo Agent-Based Modeling Workshop,” Rollins College, Winter Park, FL. August 8 -12, 2005; January 10 – 12, 2006.

“Exploring Emergence in Social and Natural Systems using NetLogo Agent-Based Modeling” University of Wyoming, Department of Computer Science, Laramie, WY. April 2005. Co-presenter: Richard L. Vail.

“Civil Liberties,” Public Lecture, League of Women Voters, Grand Junction, CO. September 2004.

“Technology Enhanced Education: What Works? What Doesn’t?” Wittenberg University, Springfield, OH. April 1999.

Technical Papers/ Manuals

NetLogo Learning Lab, series of tutorials designed to learn NetLogo Simulation Environment. Available on <http://netlogo.modelingcomplexity.net>.

“Study of State Court Futures Project,” report commissioned for Chief Judge Judith Kaye, New York State Court of Appeals, 1994.

Websites

NetLogo Learning Lab, <http://netlogo.modelingcomplexity.net>. Comprehensive learning resource for learning to create NetLogo computer simulations.

Institute for Modeling Complexity, <http://www.modelingcomplexity.net>. Website supporting work of members of the interdisciplinary Institute for Modeling Complexity.

Workshops

Coordinator, *Summer Workshop on Agent-Based Modeling with NetLogo*, Institute for Modeling Complexity, Grand Junction, CO. July 2005; July 2004; July 2003.

Conference Presentations

Paper, Midwest Political Science Association meetings, April 2007. Chicago, IL. "Going Beyond the 'Shadow of Trial': Re-Evaluating Plea Bargaining Using Agent-Based and Systems Dynamics Modeling." Co-author: Richard L. Vail and William R. Wilkerson.

Chair, Midwest Political Science Association meetings, April 2007. Chicago, IL. "Courts and Anti-discrimination."

Paper, Western Political Science Association meetings, March 2006. Albuquerque, NM. "Reconsidering Debates Over Plea Bargaining, Court Delay, and Prison Populations with an Agent-Based Simulation." Co-author: Richard L. Vail and William R. Wilkerson.

Poster, American Political Science Association meetings. September 2005. Washington, DC. "Teaching Federalist 10 with Agent-Based Modeling." Co-author: Richard L. Vail.

Discussant and Chair, American Political Science Association meetings. September 2005. Washington, DC. "Election 2004: The View from the Internet."

Paper, Law and Society Association meetings, June 2005. Las Vegas, NV. "Exploring Agent-Based Models of Judicial Phenomena." Co-authors: Richard L. Vail and William R. Wilkerson

Poster, American Political Science Association meetings, September 2004. Chicago, IL. "Exploring Judicial Phenomena Using Agent-Based Modeling with NetLogo." Co-authors: Richard L. Vail and William R. Wilkerson.

Keynote presenter, Mountain Plains Management Association meetings, October 2004. Grand Junction, CO. "Exploring Agent-Based Phenomena in Business with NetLogo: The 'Shopping Model' of Diminishing Marginal Utility." Co-author: Richard L. Vail.

Panelist and Chair, American Political Science Association meetings, September 2004. Chicago, IL. "Revolutions on a Silicon Chip: Agent-Based Modeling."

Paper, Western Social Science Association meetings. April 2003. Las Vegas, NV. "The Mesa State College Advanced Learning Center: Putting Constructionism into Practice."

Paper, American Political Science Association meetings. September 2001. San Francisco, CA. "The Digital Divide and Civic Engagement." Co-author: Judy Craddock.

Panelist, Western Political Science Association meetings. March 2001. Las Vegas, NV.
“Mock Court in the Undergraduate Constitutional Law Classroom.”

Discussant, American Political Science Association meetings. August 1999. Atlanta, GA. “Evaluating Instructional Technology in Political Science.”

Paper Presenter, American Political Science Association meetings. August 1999. Atlanta, GA. “Designing, Developing, and Implementing Internet Courses: Trials and Tribulations of Teaching American Government on the Web.”

Panelist and Chair, “Technology Roundtables on Internet Courses and Technology in the classroom.” Faculty Symposium, State Colleges in Colorado. Glenwood Springs, CO. April 1999.

Paper, American Political Science Association meetings. August 1998, Boston, MA. “Teaching Effectiveness of the World Wide Web in the Political Science Classroom: An Invitation.” Co-author: William R. Wilkerson.

Panelist, “The Politics of Putting Political Science Online: Is this El Niño or Just Another Tempest,” Annual Meeting of the Western Political Science Association. Los Angeles, CA. March 1998.

Paper, American Political Science Association meetings, August 1997, Washington, DC. “Beyond Web Links and On-line Syllabi: The Second Generation of the World Wide Web in the Political Science Classroom.”

Paper, American Political Science Association meetings, September 1996, San Francisco, CA. Paper: “A Battle Between the Branches: Federal Judges, Members of Congress, and the Civil Justice Reform Act of 1990.”

Paper, American Political Science Association meetings, September 1996, San Francisco, CA. “A Primer on the World Wide Web in the Political Science Classroom.”

Panelist, Colorado-Wyoming Political Science Association meetings, “Roundtable on Technology in the Political Science Classroom,” April 1996, Greeley, CO.

Paper, American Political Science Association meetings, September 1995, Chicago, IL. “The Unanimous Consensus Track and the Politics of Judicial Reform: The Federal Court Administration Act of 1992.”

Paper, American Political Science Association meetings, September 1995, Chicago, IL. “Cyberspace and the Political Science Classroom: Trials and Tribulations of Using the Internet and On-line Conferencing.”

Paper, American Political Science Association meetings, September 1994, New York, New York. “Congress, the Courts, and Judicial Administration.”

Panelist and Chair, New York Political Science Association meetings, "Roundtable on Appellate Court Workloads: Problems and Issues," April 1994, Albany, New York.

Paper, Midwest Political Science Association meetings, April 1994, Chicago, Illinois. "The Presidential Management Explanation of Failed Supreme Court Nominations: The Case of Judge John Parker."

Discussant, Northeastern Political Science Association meetings, "The Supreme Court and Public Policy," November 1993, Newark, NJ.

Paper, American Political Science Association meetings, September 1992, Chicago, IL. "Thinking About Sentencing Reform: What Makes Sentencing Commissions Work?"

Paper, Law and Society Association meetings, May 1992, Philadelphia, PA. "Exploring Notions of Appellate Court Culture in the United States Courts of Appeals." Co-author: Christopher McMahon.

Grants Awarded

College Now Engineering Academy, partner on North Central State College (Mansfield, OH) grant from Fund for Improvement of Post-Secondary Education, 2004. \$20,000. Coordinated Mesa State College's partnership in the College Now grant; used funds to develop project-based learning program for Mesa State's community college division.

Robert Michel Civic Education Grant. 2002. \$3200 grant to develop computer simulations exploring American politics. Resulted in development of several agent-based simulations on wealth distribution, delegate model of representation, diminishing marginal utility, Hobbesian State of Nature, and Madison's theory of factions from *Federalist 10*.

Multimedia Development Grant, Colorado Commission on Higher Education. Co-principal investigator. \$150,000 grant to develop technology infrastructure for classrooms, and pilot project for online courses. 1998.

Technology Enhanced Education Grant, State Colleges in Colorado. Principal investigator. \$50,000 grant to develop instructional technology at Mesa State College. Resulted in faculty professional development grant program and creation of Center for Teaching & Learning. 1997.

Research Experience

Co-Principal Investigator, Study of State Court "Futures" Projects, Rockefeller Institute of Government, Albany, New York. 1994. Conducted study with Professor Thomas W. Church at the request of Chief Judge Judith Kaye, New York Court of Appeals. 1994.

Research Assistant to Professor Michael Malbin, The University at Albany (SUNY), Albany, New York. 1993. Organized data collection for NSF Presidential-Congressional Relations Study.

Technical Specialist, AFDC Transitional Housing Study, Rockefeller Institute of Government, Albany, New York; Research Assistant to Professor Robert T. Nakamura. 1991 – 1992. Conducted field research for program evaluation of transitional housing facility for the homeless in Mount Vernon, New York. Responsible for all site visits at Mount Vernon facility. Wrote draft report.

Research Assistant to Professor Bruce Miroff, The University at Albany (SUNY), Albany, New York. 1992, 1994. Drafted brief case-studies and wrote glossary for textbook.

Assistant Reporter, Federal Courts Study Committee, Subcommittee on the Administration, Management, and Structure of the Federal Courts, Washington, DC. 1989 – 1990. Conducted research and served as staff for a statutorily-created committee responsible for conducting the first comprehensive reevaluation of the federal judiciary. Worked with members of Congress, federal judges, leading attorneys, and staff. Researched appellate court structure and U.S. Magistrate reforms.

Teaching Experience

Mesa State College

Courses taught: American Government, Constitutional Law, Civil Rights and Liberties, American Court System, American Presidency, Legislative Process, American Political Thought, Development of the American Constitution, Politics in the Information Age, simThinking: Modeling in the Natural and Social World, Senior Seminars on Politics and Literature; the Digital Divide; and Complexity and Agent-Based Modeling in Political Science.

The University at Albany

Courses taught: Government and Mass Media, Introduction to American Politics Honors Tutorial, The Presidency, American Supreme Court

Teaching Assistant, Introduction to American Politics, Introduction to Comparative and International Politics

SUNY Institute of Technology

Courses taught: Introduction to American Politics, Media and Politics.

Honors

Mesa State College:

Pi Sigma Alpha, National Political Science Honor Society, 1997.

University at Albany:

American Political Science Association Congressional Fellowship Finalist, 1995.
Unger Memorial Prize for Outstanding Scholarly Publication, 1994.
Graduate Student Organization Research Grant, 1994.

Saint Michael's College:

Father Prevel Memorial Award to the Outstanding Male Graduate. 1990.
Departmental Honors in Political Science. 1990.
Delta Epsilon Sigma, National Scholastic Honor Society. 1990.
Who's Who Among Students in American Universities and Colleges. 1990.

Other:

Amelia Earhart Award, Civil Air Patrol, 1986.
General Billy Mitchell Award, Civil Air Patrol, 1985.

Service

Professional Discipline Service

American Political Science Association Organized Section on Information Technology & Politics

Council Member. 2004 – 2006.
President. 1999 – 2001.
President-Elect. 1998 – 1999.
Council Member. 1997 – 1999.
Section Webmaster. 1996 – 1999.

Program Committee Chair, American Political Science Association 2000 Annual Meeting, Division on Computers and Multimedia.

Co-Editor, H-Net/APSA List on Political Science Research and Teaching: psrt-1@h-net.msu.edu. 1997 - 2002.

Mesa State College Service

Faculty Senate:

Vice-President. 2003 – 2004.
Representative, Faculty Advisory Council to the Board of Trustees 2001–03.

Campus Committee Service:

Technology Committee. 2000 – 2004. Chair, 2000 - 2001, 2004.
Review Committee, College Self-Study for NCASC Re-accreditation, 2003
Computer Coordinating Committee. 1996 – 2000. Chair, 1997.
Library Committee. 1998 – 2001. Chair, 1998 – 1999.
Technology Enhanced Education Committee. Chair, 1996 – 1999.
Web Committee. 1996 – 2002.
Office Administration Program Review Committee. 1995.

Search Committee Service:

Unified Technical Education Campus Assistant Director Search Committee. 2005.
Employment Service Center Coordinator Search Committee. Chair, 2001.
Political Science Search Committees. 1998, 2001.
MIS Director Search Committee. 1997.

Social & Behavioral Science Department Service:

Travel Award Committee. 2004 – 2005.
Evaluation Committee. 2004 – 2005.
Webmaster. 1996 – 1999.

Other service:

Coordinator, Mesa State College Constitution Day Festivities, 2005.
College Pre-Law Advisor. 1995 – present.
Law Society Advisor. 1995 - 2001.

Civic Activities

Board Member, Grand Valley Peace & Justice. 2005 – present.
Precinct Captain, Democratic Party, District 68. 2004 – 2006.
Political Committee chair, Uncompagne Group. Sierra Club, 2003 – 2005.
Group Chair, Sierra Club, Uncompagne Group, Grand Junction. 1999 - 2000.
Volunteer, National Park Service, Colorado National Monument, 1996.
Leadership Team, Mesa County Internet Users Group, 1995 - 1997.
Civil Air Patrol, United States Air Force Auxiliary, Albany, New York. Public
Affairs Officer. Senior Member, 1994 - 1995. Cadet Member, 1983 - 1989.

Curriculum Vitae

T. Timothy Casey

(970) 248-1095

tcasey@mesastate.edu

EDUCATION

Doctor of Philosophy, Arizona State University, August 1996 GPA 4.0
Major: Political Theory Minor: International Relations
Emphasis: Environmental Political Thought

Master of Arts, University of San Francisco, August 1992 GPA 4.0
Major: Pastoral Ministry Emphasis: Environmental Theology

Bachelor of Science, Northern Arizona University, December 1989 GPA 3.38
Major: History Minors: Political Science and Philosophy

TEACHING AND PROFESSIONAL EXPERIENCE

Associate Professor of Political Science, Mesa State College, Grand Junction, CO
(Fall 2002 – present) See teaching list below

Assistant Professor of Political Science, Mesa State College, Grand Junction CO.
(Fall 1998 – Spring 2002) See teaching list below.

Lecturer, Mesa State College, Grand Junction, CO. (Fall 1997 - Spring 1998)
Responsible for all teaching aspects of POLS 452: Ancient Political Theory;
POLS 261: Comparative Politics; POLS 365: European Politics; and POLS 101:
American Government.

Adjunct Faculty Professor, Mesa State College, Grand Junction, CO.
(Fall 1996-Spring 1997)
Responsible for all teaching aspects of: POLS 101: American Government; POLS 370:
World Politics; and POLS 453: Modern Political Theory.

Adjunct Faculty Professor, Mesa Community College, Mesa AZ. (1994 - 1995)
Responsible for all teaching aspects of: HIS 103: United States to 1870; and POS
100: Introduction to Politics.

Teaching Associate, Arizona State University, Tempe, AZ. (Fall 1993 - Spring 1994)
Responsible for all teaching aspects of POS 330: Current Issues in National Politics.

Graduate Assistant, Arizona State University, Tempe AZ. (Spring - Summer 1993)
Responsible for research and teaching assistance to political science faculty
including Dr. Joyotpaul Chaudhuri, Dr. Mark Reader, and Dr. Dickinson McGaw.

PROFESSIONAL COMPETENCIES

Courses Taught (location)	Research
Interests	
Comparative Politics (MSC)	Politics of Natural Disasters
American Government (MSC)	Peacebuilding
World Politics (MSC)	International Environmental Politics
Ancient Political Theory (MSC)	Political Geography
Modern Political Theory (MSC)	The Politics of Place
Introduction to Politics (MCC)	Discourse Analysis
Current Issues in American Politics (ASU)	Religion and Politics
European Politics (MSC)	Development Politics
American History to 1870 (MCC)	Indigenous Culture and Politics
Religion and Politics (MSC)	Environmental Ethics
Western Environmental Issues (MSC)	
Political Science Senior Seminar (MSC)	
5th Century Athens (MSC)	
Ancient Rome (MSC)	
African Politics (MSC)	
United States Foreign and National Security Policy (MSC)	
History of Social Thought (MSC)	
American Political Thought (MSC)	
Environmental Politics and Policy (MSC)	
Diplomacy (MSC)	
The Politics of Natural Disasters (MSC)	
The Politics of Dr. Seuss (MSC)	
Honors Seminar: Sacred Sky, Sacred Mountain (MSC)	

TEACHING AND SERVICE AWARDS

Faculty of the Year 2005 at Mesa State College – Awarded by Associated Student Government and Grand Junction Chamber of Commerce

Distinguished Faculty Award for outstanding achievement in Service, Mesa State College
2003

Voted outstanding professor for teaching by the Associated Student Government of Mesa State College in 2003 and 2004.

Debate coach, Mesa State College, 1998-2001. Numerous regional and national accolades to team while coach.

Awarded tenure at Mesa State College in 2003 for consistently high evaluations for teaching, scholarship and service

PRESENTATIONS, RESEARCH AND CONFERENCE PAPERS

“Don’t Blame Nature: The Politics of Natural Disasters” Paper presented at Western Social Science Association Meeting, Phoenix, AZ April 2006.

“Managing the Sacred: A comparative study of US and Canadian policies regarding sacred sites on public lands.” Paper presented at Western Social Science Association Meeting, Salt Lake City, UT April 2004.

“Mt. Graham International Observatory: The Politics of Science and Space, Progress and Place” Paper presented at Western Social Science Association Meeting, Las Vegas, NV April 2003

“Hiroshima: The Politics of Place and Memory” Paper presented at Western Social Science Association Meeting, Albuquerque, NM. April 2002.

Participation in 2001 Japan Seminar at University of Pennsylvania. Seminar included extensive study of all aspects of Japanese culture and society, a three week research trip to Tokyo, Kyoto, Hiroshima and several other locations in Japan, and curriculum development.

“An Unfinished Agenda: An Analysis of the Progress and Obstacles to the Implementation of the 1992 UN Agenda for Peace” paper presented at the Western Social Science Association Conference, Reno, April 2001.

“Is Peace Possible: A Comparative Analysis of Recent Peace Initiatives in Northern Ireland” paper presented at the Western Social Science Association Conference, Fort Worth, April 1999.

“The Chief Seattle Speech: A Study in the Making of an Environmental Myth,” paper presented at the Western Political Science Association Conference, Los Angeles, March 1998.

“Faith and Freedom in Contemporary Russia,” presentation at the Colorado-Wyoming Political Science Association Meeting, United States Air Force Academy, October 1997.

“Deforestation in the Modern World System: A Structured-Focused Comparison,” paper presented at the “Images of the Environment” Conference, Northern Arizona University, November 1993.

“Ecotage as Political Self Expression,” paper presented at the “Images of the Environment” Conference, Northern Arizona University, November 1993.

PUBLICATIONS

“Deforestation of the Amazon,” article in History Behind the Headlines Vol. 1, 2000.

“Zimbabwe Land Reform,” article in History Behind the Headlines Vol. 2, 2001.

The Chief Seattle Speech: A Case Study in Textual Reproduction and Consequence, 1996 (UMI Company: Ann Arbor, MI).

“Bioregionalism and the Re-Conceptualization of Place,” published in The Regionalist, Volume 1 No. 3, 1995 (a refereed journal).

PROFESSIONAL ASSOCIATIONS AND CREDENTIALS

Secretary, Faculty Senate, Mesa State College
Charter Member of Pi Sigma Alpha, Mesa State College Chapter
Western Social Science Association
The Honor Society of Phi Kappa Phi
Arizona Community College Lifetime Teaching Certificate: Political Science and History

VOLUNTEER COMMUNITY SERVICE

International Relations Club and Model United Nations Advisor, MSC, (1997 - present)
Advisor, GJ Alternative Media, MSC (2005 – present)
Advisor, MSC Green Party (2006 – present)
Political Science Club/Law Society Advisor, MSC, (2002 – present)
Debate Coach, Mesa State College (1998 – 2001)
Board Member, Vice President, Grand Valley Peace and Justice Coalition (1999 - 2003)
Co-President, Nuestra Eschuela Charter School Governing Board (2002 – 2004)
School Accountability Committee, Chair (Appleton Elementary 2002-2004)
(Dual Immersion Academy 2003-present)
(West Middle School 2005 – present)

**Appendix III: Library Resources Report
Political Science Program
AY 2001-AY2005
Program Review**



**Library Program Assessment
John U. Tomlinson Library
Mesa State College**

Date of Assessment: ___ Summer 2006

Purpose of Assessment: _____

Program under review: ___ Political Science

Program Level/s: ___ bachelor degree

Liaison Signature: ___ Barbara Borst

1. Collection Assessment

a. Reference Support:

Reference Collection provides basic support for political science and public administration with specialized dictionaries and encyclopedias.

Representative titles include:

Blackwell Encyclopedia of Political Institutions (1987)

Blackwell Encyclopedia of Political Thought (1987)

Oxford Companion to Politics of the World (2001)

Dictionary of Modern Politics (2002)

World Encyclopedia of Parliaments and Legislatures (1998)

Encyclopedia of Public Administration & Public Policy (2003)

Congressional Quarterly Almanac 1953-present

Congress & the Nation 1945-2001

CQ's Politics in America 2006

Book of the States (2006)

Europa World Yearbook (2005)

b. Monographic Sources

Collection was divided into 4 groups for analysis: American Politics & law, International Politics and Law, Political Theory & Politics, and Public Administration. All four areas are pretty evenly divided between pre-1980 and post-1980 titles. Theory and International Politics have the oldest collections (58% and 56% pre-1980 respectively) and Public Administration has the newest collection (60% post-1980). The area of most concern is International Politics with only 18% since 1990. Post-2000 titles make up about 6% of the total collection.

- Age Analysis (attached)

c. Periodicals

Library subscribes to 83 journals (29 paper and 54 electronic) that support political science and public administration. In addition about 550 titles are available full text in the aggregator databases (many with a 6 – 12 month embargo) and back issues are available for about 30 titles in JSTOR.

Current paper subscriptions:

Annals of the American Academy of Political & Social Science
Comparative Politics
Congressional Digest
Current History
Far Eastern Economic Review
Foreign Affairs
Foreign Policy
Gallup Poll Briefing
International Security
International Studies Perspectives
International Studies Quarterly
International Studies Review
Journal of American Culture
Journal of Asian Studies
Journal of Legislation
Journal of Political Economy
Journal of Politics
Middle East Journal
Middle East Policy
Moscow News
Organization & Environment
Political Science Quarterly
Political Theory
Publius
Social Forces
Social Science Journal
Social Science Quarterly
United Nations Chronicle
World Politics

Selected Electronic Journals

Comparative Studies of South Asia, Africa & the Middle East
CQ Researcher
CR: The New Centennial Review
Global Environmental Politics
Human Rights Quarterly
Indiana Journal of Global Legal Studies

Journal of Democracy
Journal of Policy History
Latin American Politics & Society
Parliamentary History
SAIS Review
Social Politics
State Magazine
Washington Quarterly
Weekly Compilation of Presidential Documents

d. Electronic Resources

Indexes which include political science & public administration journals:

Academic Source Premier
Business Source Premier
Project Muse
Lexis Nexis
OmniFile Select
JSTOR (back files only)

Online Collections in the databases:

State & National Laws – Lexis Nexis
Court cases – Lexis Nexis
Country Reports – Business Source Premier
Country Economic Reports – Business Source Premier
Background Notes on Countries of the World – Business Source Premier
A-Z Countries of the World – Oxford Reference Online
Oxford Guide to US Government – Oxford Reference Online
Dictionary of Political Biography – Oxford Reference Online

2. Evaluation of the total collection

a. Strengths

1. Lexis Nexis database gives access to state, national and international laws and to US court cases.
2. Gifts from Dr. John Tomlinson in Public Administration and the American Presidency in 1994 and the estate of Dr. Jose Peer in Political Theory in 1997 provide strong base for those disciplines.

b. Weaknesses

1. No specific index database for Political Science and Public Administration so must rely on the multi-disciplinary indexes for coverage of the journals.

2. Core Public Administration journals are available full text only from the aggregator databases and often have a 6 to 12 month embargo on the current articles.
3. Only 18% of the International Politics collection is post-1990.
4. Limited budget dollars is not allowing the post-2000 collection to grow at the same rate as in past decades.

3. Recommendations

- a. Review pre-1980 materials for relevance to collection. Identify titles that should be kept – core and historical titles – and those that need to be withdrawn.
- b. Purchase a core Public Administration journal
- c. Place more emphasis on titles for International Politics to keep collection current since world scene is constantly changing.
- d. Increase budget dollars.

Library Director: _____ Date: _____

Political Science Library Holdings

American Politics	
By Location	
2nd Floor	1,480
Microfilm	1
New Books	20
Reference	218
Special Collections	13
Volumes=	1,732
Titles=	1,469
By Publication Date	
Before 1980	725
1980-1989	336
1990-1999	303
2000-	100
Date Unknown	5

State and Local	
By Location	
2nd Floor	123
New Books	1
Oversize	31
Reference	8
Special Collections	1
Volumes=	164
Titles=	127
By Publication Date	
Before 1980	104
1980-1989	21
1990-1999	25
2000-	14

American Law	
By Location	
2nd Floor	1,899
Microfilm	15
New Books	21
Professional Collection	1
Reference	1,345
Special Collections	18
Volumes=	3,299
Titles=	1,787
By Publication Date	
Before 1980	810
1980-1989	459
1990-1999	359
2000-	156
Date Unknown	3

Political Theory	
By Location	
2nd Floor	1,084
Microfilm	1
New Books	14
Reference	60
Special Collections	1
Volumes=	1,150
Titles=	1,075
By Publication Date	
Before 1980	622
1980-1989	187
1990-1999	210
2000-	53
Unknown Date	3

International Politics	
By Location	
2nd Floor	947
New Books	2
Oversize	1
Reference	59
Special Collections	2
Volumes=	1,011
Titles=	933
By Publication Date	
Before 1980	519
1980-1989	243
1990-1999	119
2000-	50
Date Unknown	2

International Law	
By Location	
2nd Floor	78
New Books	2
Microfilm	1
Reference	1
Volumes=	82
Titles=	79
By Publication Date	
Before 1980	28
1980-1989	20
1990-1999	11
2000-	9

Public Administration	
By Location	
2nd Floor	149
Reference	5
Volumes=	154
Titles=	150
By Publication Date	
Before 1980	60
1980-1989	29
1990-1999	52
2000-	9

Appendix IV: Review Team membership
Political Science Program
AY 2001-AY2005
Program Review

Curriculum Committee member:

Tom Walla, Associate Professor of Biology
(970) 248 - 1146

Assessment Committee member:

Deb Kennard, Assistant Professor of Environmental Science
(970) 248 - 1895

Faculty member at large:

Richard Vail, Professor of Business Administration
(970) 248 - 1125

Alumnus of Program:

Mr. Jared Clark, Owner of AIM Mail Centers
Past President of MSC Associated Student Government
(970) 245-0500



EXTERNAL REVIEW OF MESA STATE COLLEGE POLITICAL SCIENCE PROGRAM

By Emily Stoper, Ph.D.

Professor Emerita, California State University, East Bay

This report contains two sets of recommendations, both of which are summarized at the end. The first is specific to the Political Science Program; the second is relevant to all programs at Mesa State College.

I. The Political Science Program

I am pleased to report that the Mesa State College Political Science Program appears to be doing an excellent job, albeit with limited resources. The three tenure-track faculty members, Profs. John Redifer, Michael Gizzi and Timothy Casey, work extremely hard to offer a quality program to the 64 majors and the numerous students who take political science to fulfill a general education requirement. The use of an external exam to assess academic learning in the program is to be commended. The many achievements of the program's alumni, especially in the real world of politics, are further evidence of a quality program.

In my view, the program's main problem is that its three faculty members are stretched much too thin and are in danger of burnout. Each of them teaches a large number of courses as well as contributing extensively to the life of the university. Dr. Gizzi has recently published a book and Dr. Casey is also professionally active. Utilizing his many excellent contacts, Dr. Redifer runs an exceptionally high quality internship program that assists a great many students in entering careers in government and politics. Drs. Redifer and Gizzi have other commitments that mean they each can only give about half their time to the program. This year Dr. Chris Jones is also teaching in the program, but his appointment is temporary. It is very difficult to offer a high-quality program in political science with so few faculty members. Dr. Casey, for example, does all or nearly all the teaching in the highly disparate areas of political theory, international relations and comparative politics. He has taught no fewer than 22 courses at Mesa State. Drs. Redifer and Casey have each taught 13 courses. In my opinion, it is virtually impossible for a single individual, no matter how brilliant, to sustain enough expertise in so many ever-changing fields, to do a really good job of teaching them. I conclude that the department really needs more faculty members in order to raise its quality.

I notice that the number of students majoring in political science, 64, is not rising, despite the national trend since the events of 9/11/01. This is in spite of the fact that two of the three faculty members in the program have won awards for teaching and that all three

faculty members won high praise from the two students I met with. I offer below a few suggestions to increase the popularity of the major, while sustaining or improving its quality:

1. Build in some professional preparation

I suggest a new concentration in pre-law, now that the department is not offering Administration of Justice any longer. Dr. Gizzi has already done some preparatory work in designing a program along these lines – though I do suggest that “Pre-law” would be a much more appealing name for it than “Law and Politics.” This new program would complement the new program in Criminal Justice. Pre-law is distinctly different from Criminal Justice, which is intended to prepare police and probation officers, not lawyers. Most lawyers are not, of course, specialists in criminal law. Pre-law students could take all the courses in the POLS core and then have a law-related listing of electives. Of course, law schools admissions committees do not require or even prefer political science majors, but political science does provide excellent background for lawyers.

I suggest these as possible courses in the new concentration: POSC 101, 236, 310, 328, 412, 413, 499, ENGL 219, 320, PHIL 105 , 275, ADJU 201 and 301, BUGB 231, 349, 351, 352, plus whatever new courses Dr. Gizzi or another faculty member wants to develop - such as Law and Society, Environmental Law (which the Environmental Science program would probably require), International and/or Comparative Law, and various other public law courses related to policies on civil rights, welfare, immigration, property law or whatever you and your students are interested in. Given that Dr. Gizzi is now doing about half his teaching in Criminal Justice and that this new area would serve many students who would require a fair amount of special services (advising, internship placements, etc.), it would make a lot of sense to hire a new tenure-track faculty member in political science with a specialty in public law. Having two faculty members with legal expertise (Dr. Gizzi and the new one) would create the foundation for a strong program.

2. Eliminate unpopular requirements

Among the required courses in political science are SOCI 310 Methods of Social Research and its prerequisite, STAT 200, Probability and Statistics. SOCI 310 is overcrowded and hard to get into and it also has ANOTHER prerequisite (PSCY 150 or SOCO 260), which is not listed in the catalog description of the political science major. Therefore, removing this methodology requirement would reduce the size of the major by three courses (at least on paper; the second prerequisite does not seem to be enforced). I would predict a significant increase in the number of political science majors if these three courses were deleted.

Of course, they should not be deleted if they are necessary to sustain the quality of instruction in the major. However, I do not believe this is the case. Only one other POLS course, the senior seminar, has SOCI 310 as a prerequisite – and in practice nearly all political science majors take SOCI 310 either simultaneously with or *after* taking the seminar. This means that it is impossible for them to use their learning in that course in their seminar paper. Very few students, perhaps one or two a year, go on to seek graduate

degrees in political science, and these exceptional students could be identified early and advised that they really must take SOCI 310 if they are serious about graduate school. For everyone else, these requirements seem arbitrary and unnecessary.

This does not mean that methodology is unnecessary, only that this requirement is an ineffective and burdensome way of offering it. Many students DO learn some social science methodology in their other POLS courses because professors teach it in ways that relate organically to the subject of the course. Another way of ensuring that students learn some basic methodology would be to create a new introductory level course within the department that would combine some methodology (simpler than in SOCI 310) with, perhaps, a history and description of the discipline, a unit on ethics in politics and law, some goal setting and career counseling and some basic instruction on how to write a political science research paper. This is an approach taken by my own institution. This course, which might be called The Study of Politics, should be a prerequisite for all UD courses in political science. Otherwise many students will postpone it until their senior year, making it pointless. I recommend that all prerequisites be enforced (which usually does not happen now).

3. Restructure the major to make it more flexible

Thirty-nine of the 48 credit hours in the political science major are in the required core, leaving students little scope for choice. The department recently increased the size of the core, so that it could guarantee enrollments in at least some upper division (UD) courses – but this ignores the needs and preferences of students for flexibility to follow their interests and achieve their own learning goals. The department recently reduced the number of its UD course offerings, so a return to a more flexible structure of requirements might not recreate the problem of under-enrolled courses that existed before – especially if there is a significant increase in the number of majors due to the addition of a pre-law concentration and the dropping of the methods requirement.

Here is a possible structure that offers students much more choice, while ensuring that they are well trained in every area of the field:

1. *Required courses:* POLS 101, 236 and 261 (the three LD courses) + 490 (the senior seminar)
2. *UD distribution requirements:*
 - a. 2 UD American government courses (from among POLS 324, 325, 328, 342, 355, 488)
 - b.1 law course (from among 310, 412, 413, possibly others not yet developed)
 - c.1 comparative/IR course (from among 352, 365, 370, 475)
 - d. 1 theory course (452 or 453)
3. *Electives:* 21 units of UD (any UD POLS courses not taken to fulfill the distribution requirements)

4. Do not add any other concentrations at this time

I do NOT recommend that the department develop a concentration in public administration within the political science major. There is already an interdisciplinary major in Public Administration/Public Safety under the Bachelor of Applied Science (it's

in the list of Programs of Study in the Catalog, though not in the index). In spite of its name, it seems to have no courses specific to Public Safety, so it really is a public administration program. I see no reason to attempt to compete with this program. My own department offers a concentration in public affairs and administration within the political science major. It was begun almost 30 years ago and has never attracted a large number of students. On the other hand, the pre-law concentration has been quite popular.

5. Do not pair political science courses with English writing courses.

One section of POLS 101 is paired with a remedial English writing course. This experiment does not seem to be working. Insisting that students with poor writing skills write on political subjects for another course is turning out to be a poor idea, resulting in a very small, very poor-quality section of POLS 101. As I understand it, the practice of course pairing comes from the idea that students write better when they have significant subject matter to write about – but this can easily be provided within a writing course, with a focus on what students really want to or are able to write about. These paired courses have not worked well at my institution either; they typically reduce the quality of both courses (or are paired in name but actually come to be taught completely separately) rather than providing synergy.

II. All Mesa State Programs

The remainder of my report will be devoted to recommendations that I believe would improve not only to the political science program but all programs in the college and that involve university-wide policy changes.

Before making these recommendations, may I hasten to say that there is a great deal that the college is doing right. The campus buildings are quite attractive and the faculty and students and faculty receive many support services that tend to lead to excellence in education. For example, I was pleased to see

- Equipment for power point, videos, overhead projectors, etc., available in most classrooms
- A private office with a good computer for most faculty members
- Student access to computers, including free email
- Easy-to-use course websites (Web CT)
- Good quality library resources and assistance from librarians
- Good quality technical support and assistance, and
- Most faculty and students living on or near the campus.

The few deficiencies that I saw could be remedied easily, with little expenditure of resources. They fall into 3 areas: **the catalog, syllabi, and prevention of plagiarism.**

1. The Catalog

The political science program mailed the college Catalog to me, but I had a great deal of trouble finding the information I needed in it, since the requirements for minors and concentrations are not listed in it. In addition, the index is inadequate, since not all minors and concentrations are listed and some of the pages listed next to programs make

no reference to that program but simply show, without explanation, the name of the program that administers it. Later, when I visited the campus, someone finally explained to me that all the relevant information about minors and concentrations can be found on the college website. (This was about the fifth or sixth person I had mentioned the problem to.) Sure enough, when I looked for this information on the website, there it was. I think this is a reasonable way of providing access to this crucial information, since the website can be updated a lot more frequently than the Catalog. However, anyone who tries to use the printed Catalog is likely to experience the same frustration and confusion that I did.

I strongly suggest that the Catalog index be improved, and that every entry concerning a minor or concentration for which there is incomplete information in the Catalog should refer the reader to a URL (as specific as possible) on the campus website. This will still create hardship for some of your prospective students who live on the wrong side of the digital divide, but at least it will help those who do have access to the Internet.

As an aside, I understand that the many minors at Mesa State are each governed by a program. In my opinion, this makes sense for a minor like political science but not for a minor like international studies or administration of justice, where there is no major program. I recommend that those minors be governed by interdisciplinary committees with three or more members, preferably representing at least three different disciplines and programs. For example, the international studies governing committee might consist of the international relations expert from political science, the international business expert from business, and a professor of Spanish or another modern language. In this way, the program would be governed entirely by people who have real knowledge in that field or a closely related field – and would be less likely to have its growth stymied by faculty members from a single program that could be in direct competition with it.

2. Syllabi

Before my visit, I was sent a sampling of syllabi. Reading through them assured me that the political science courses at Mesa State seem to be structured in a way that is comparable to those at other colleges. This basic framework sets up the possibility for a high level of learning.

However, the syllabi varied a good deal in what course information they include. All of them included a lot of information, but none included ALL the information I think is needed. At other campuses, the faculty senate has created a policy for what goes into a syllabus, including some items that are required by college policy and others that are optional but desirable. This information is given in hard copy to all new faculty members and is posted on the university website. As a department chair, I found this document particularly useful for helping orient newly hired adjunct faculty. For other faculty, it was a useful guide and reminder.

I recommend that the faculty senate establish the following norms for what goes in a syllabus.

- (1) Professor's office hours, office room number and phone number, and email address
- (2) Specific learning objectives of the course (required if the course meets a General Education requirement - or optional, unless the program faculty decide they should be listed on all syllabi in that program in pursuance of the program's objectives under its assessment plan)
- (3) A paragraph describing the theme of the course (optional)
- (4) Required texts and any other required materials
- (5) Specific course requirements, such as exams, papers, field trips, labs (and it's a nice idea to include some description, such as type of exam, length of paper, number and destination of field trips)
- (6) Attendance requirements (if any)
- (7) Grading policy (the relative weight of exams, papers, pop quizzes, oral presentations, attendance, class participation, all other requirements)
- (8) Opportunities (if any) for extra credit
- (9) Due dates for assignments and dates of exams
- (10) Policy on make-up exams, if any are allowed (I suggest never allowing make-ups except with a documented excuse, such as a doctor's note)
- (11) Policy on plagiarism, including penalties
- (12) Policy on accommodation for disability and referral to Educational Access Services (the senate may wish to write specific language on this, to ensure compliance with federal law)
- (13) Referrals to campus services for academic assistance (optional)
- (14) An outline, with dates of lecture/discussion topics and readings for that day or at least that week (optional but highly recommended).

In addition, faculty senate policy should require that all courses strongly resemble the Catalog description of the course. Several of the political science syllabi I saw were disturbingly at variance with the Catalog description, either in their descriptive paragraph or in their course outline and assignments. I assume this is true in other programs as well. For example, POLS 324 as taught is half about state legislatures, which are not mentioned in the Catalog description; it does not include comparison with other nations, which is mentioned. In such cases, either the Catalog descriptions should be changed or the courses should conform to it, so as to ensure both truth in advertising and the integrity of the faculty senate policy on course approval.

3. Plagiarism prevention

The syllabi that I saw do not, in my opinion, deal adequately with the possibility of plagiarism and cheating. These problems are rampant in colleges and universities around the country, especially now that it is so easy to cut and paste material from the Internet into an assignment. Just telling students that plagiarism will not be tolerated (especially without specifying the penalty) is likely to be wholly ineffective. Merely referring the students to the University policy is also not effective, by itself. I suggest the following methods, which can greatly reduce the incidence of these behaviors:

- (1) Take some time to teach students what plagiarism is (based on University policy) and how to avoid it. Also, teach them how to cite sources correctly. I suggest that all courses in the political science program use the same citation style; APSA style, which is similar to APA style, is a good one. If the whole campus could agree on one style (probably APA style), that would be even better.
- (2) Use iterative assignments – that is, require the same assignment to be submitted 2-3 times, as it develops, say, from an outline and thesis or research question to a first draft to a second draft. This has the additional virtue of being highly effective pedagogy.
- (3) As an alternative to (2), use very specific paper topics; assign a specific topic for the whole class or let students choose from a list of highly structured topics,
- (4) Put into the syllabus specific penalties for those who are caught (the Student and Academic Policies Guide lists some possibilities but each instructor should say which penalties s/he actually applies), and
- (5) Most effective of all, use Turnitin.com, which the university has recently purchased. I suggest that the university offer workshops and maybe even incentives for the faculty to use this valuable tool. Turnitin *does* take a little extra time, but I have been using it for several years and I find that it's worth it. It reduces plagiarism from the Internet to virtually nil (with no need for harsh punishments) and is very helpful in teaching students when to use quotations and also preventing excessive use of quotations. Some plagiarism from the Internet can be caught even without Turnitin by just Googling the subject whenever the faculty member becomes suspicious that a passage is not written in the student's own words – but this catches only a small fraction of the copying that is bound to take place if there is no systematic way to detect it. Caveat: Turnitin does not yet detect plagiarism from non-Internet sources, such as books, so this still has to be checked for. Eventually, books too will be on line and will be included in Turnitin or future software.

Of course, each individual instructor should be free to decide how to prevent plagiarism. But I strongly recommend that the political science program and other programs commend these methods to their faculty and that the university promote Turnitin.com.

Conclusion:

The political science department at Mesa State College is doing a very good job – and with a few more faculty members could really rise to the level of excellence. I append here a summary list of all my recommendations.

I. The Political Science Program

1. Hire 1-2 additional faculty members
2. Begin a pre-law concentration (but not a concentration in public administration)
3. Drop the Methods requirement (SOC 310) and its two prerequisites
4. Discontinue the pairing of a section of POLS 101 with English writing

II. Mesa State College

1. The Catalog: Improve the index and add URL's on the University website at strategic locations in the text
2. Set up interdisciplinary committees to govern minors that do not have the same subject as a major program
3. Establish a faculty senate policy on what is included in a syllabus.
4. Require that all syllabi correspond closely to the Catalog description of the course (faculty senate again)
5. Develop stronger methods of deterring plagiarism, particularly through the promotion of Turnitin.com (via academic programs, faculty teaching and learning center, faculty senate).

In conclusion, let me say that I am impressed with the quality of the political science program at Mesa State College. I enjoyed my visit to the campus and it was a pleasure to have the opportunity to meet the faculty and students there. I very much hope my recommendations can contribute to the continuing improvement of this program.



