



AY 2013 – 2014
Program Review

Political Science

COLORADO MESA UNIVERSITY

Program Review

Political Science

10/20/2013

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1. Introduction

A. Program description

The Political Science program (POLS) at Colorado Mesa University (CMU) currently offers a Bachelor of Arts (B.A.) and a minor in political science. The B.A. prepares students for graduate school, law school, and employment in the public and private sectors. While there are no concentrations in the program, our students are required to take courses in the four main subfields of the discipline: American politics, comparative politics, international relations, and political theory. POLS is housed in the Department of Social and Behavioral Sciences (SBS), which offers degrees in criminal justice, history, psychology, social science and sociology. For AY 2013-2014, there are 32 SBS full-time faculty (including the two tenure/tenure track political scientists).

B. History of the program

POLS at CMU has existed in its present structure as a major since the fall of 1993. Prior to that time, political science was an emphasis within a larger BA in Social and Behavioral Science degree. The program was last reviewed comprehensively in the 2006-07 AY. As a result of that program review, in the fall of 2007 we began to incorporate the suggestions offered in the external review of the program. These suggestions led to a number of curricular changes and a restructuring of the degree offering, which are discussed below. Additionally, in 2006, POLS faculty developed new program goals and a revised assessment plan to measure success. That assessment plan will form the foundation of the assessment section of this current program review.

POLS has undergone a number of changes since 2008. Beginning AY 2008-09, Dr. Justin Gollob was hired to teach courses in American politics, specifically American institutions and state and local government. By the conclusion of AY 2007-08, Dr. Michael Gizzi left CMU for a tenure track position at Illinois State University. While the addition of Dr. Gollob was intended to be a net gain for the POLS faculty, the departure of Dr. Gizzi meant that the faculty size in AY 2008-09 remained at three T/TT faculty members (as it has been since 1996).

It should be noted that only two of the three faculty members have taught POLS courses full-time since AY 2005-06. Beginning AY 2004-05, most of Dr. Redifer's time was spent as SBS Department Head and creating/running the public administration/public safety program (PADM). Beginning AY 2004-05, and concluding AY 2009-10, Dr. Redifer served as Department Head with a reduced 2-2 teaching load to compensate for his administrative duties. Moreover, during this same time frame, Dr. Redifer was the only faculty member serving the online PADM program, meaning that his reduced teaching load was almost fully dedicated to delivering PADM courses. The practical reality is that program has had two full-time T/TT faculty since AY

course offerings in comparative politics and international relations. Dr. Casey teaches practically all of our international relations, comparative politics, and political theory courses.¹ A more robust offering of upper-division courses in comparative politics is greatly needed. As it stands now, students leave CMU with an understanding of American politics through Dr. Gollob and an understanding of the world through Dr. Casey. Regardless of how well Dr. Casey and Dr. Gollob cover their respective fields, the students should have a more diverse faculty to choose from.

Finally, in 2008 criminal justice (CRMJ) hired a J.D. /Ph.D. faculty member who started a pre-law club. This duplication of effort between CRMJ and POLS made it very difficult to justify a tenure-track line in courts/constitutional law, especially when our need was so great in comparative politics and international relations.

In response to the public administration recommendation, we do not offer a public administration concentration in POLS. A separate, online-only, degree has been created outside of political science. While the two disciplines do share some courses, they are distinct and separate programs.

(3) Drop the Methods requirement (SOCL 310) and its two prerequisites

Response: We agree. Beginning AY 2009-10, POLS students are no longer required to take statistics and research methods. As described in Section 2B, we now require our students to take POLS 201 (Introduction to Politics) within their first 60 credit hours of coursework. POLS 201 introduces the students to the theories and methods of the discipline.

D. Mission statement and goals

POLS helps CMU fulfill its mission statement of being "...a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond." POLS faculty have been heavily involved in assisting government agencies with their research (see Section 4B), they serve as expert commentators for the media (Dr. Gollob has given 21 media interviews), student interns have spent 2,700 working in internships for campaigns and governmental agencies since 2008 (see Section 1G), and our graduates have left CMU ready for their next chapter in life (see Section 3B).

¹ The only exception is POLS 261 (Comparative Politics) which is currently being taught by a full-time adjunct history professor.

- **BS in Environmental Science and Technology:** (Required core in Ecosystem Restoration Concentration) POLS 488: Environmental Politics and Policy
- **BA in History: Secondary Teaching Concentration:** (Required core) POLS 101: American government and POLS 236: State and Local Government
- **International Studies Minor:** (Social and Behavioral Science Electives) POLS 261: Comparative Politics, POLS 365: European Politics, POLS 370: World Politics
- **BAS in Public Administration/Public Safety:** (Core requirement) POLS 236: State and Local Politics, and POLS 342: Public Administration
- **BA in Sociology:** (Restricted Electives) any Upper Division POLS course.

F. Locational/comparative advantages

CMU's main campus is located in the county seat of Mesa County, Colorado, providing excellent opportunities for POLS faculty and students to partner with government agencies. Since 2008, Dr. Redifer, Dr. Casey, and Dr. Gollob have completed a number of grant-funded research projects assisting government agencies. Much of the work was conducted under the Natural Resources Center. This research includes more than a dozen reports totaling more than 1,500 pages, the collection and analysis of more than 900 on-site visitor surveys to public lands visitors, the collection and analysis of more than 250 extensive mail-in surveys to public lands visitors, and the administration of 90 focus groups with roughly 870 participants. This work has helped local and government agencies fulfill their missions.

G. Unique characteristics of the program

One unique aspect of the POLS program is its internship program. Since 2008, Dr. Gollob has managed 13 student internships totaling 2,700 hours of off-site work. Students have interned for a variety of organizations including campaigns, the Colorado State Legislature, city government, state agencies, and the Mesa County District Attorney's Office.

H. Other

The Redifer Research Institute was founded and developed in large part by POLS faculty. The namesake, Dr. John Redifer, coordinated the efforts of research that brought in almost \$800,000 in grant funding to the University during this program review period. Dr. Casey specialized in public lands and natural resource research participating in grant work totaling \$618,000 during the review period (see his CV for a detailed account of the grants and scope of work).

In addition to the financial benefits of this research to the University, there are other important benefits to the mission of the University that stem from the involvement of POLS faculty in this Institute. Over the course of the review period, at least 20 students have been able to participate in research efforts associated with the Redifer Research Institute gaining valuable

As noted earlier, the most significant gap in our curriculum is the lack of comparative and international relations courses. Dr. Casey does an admirable job staying current in these broad fields, but he is only one person. Our students leave the program having only taken a single class in comparative politics and (at best) two international relations courses. For practical purposes we offer no upper-division comparative politics classes (POLS 365: European Politics was last taught in 2009) and only one upper division international relations class (POLS 475: American Foreign and National Security Policy), which is offered periodically. In short, the curriculum is heavily tilted to American politics and the faculty is expected to stay current in multiple fields and subfields that change daily.

B. Program currency

POLS faculty have made some important changes to bring its program into line with national trends and to address some recommendations from the last program review. Chief among those changes reflects the recommendation from our last program review that we remove our required statistics and research methods requirements. The faculty agreed with the recommendation and moved those courses from the core to restricted electives. POLS faculty now encourage students considering graduate school to take those classes to prepare them for the methodology sequence they will encounter in graduate school.

POLS 201 (Introduction to Politics) was added to the core to offset the effects removing statistics and research methodology might have on student success in upper-division courses. POLS 201 introduces students to the theories, concepts, language, and methodological tools used in the discipline in their first sixty credit hours. This class gives students some methodological training and eases the transition from lower-division courses to upper-division courses. POLS 201 also provides an early exit point from the major if students find that political science is not to their liking. Additionally, POLS 475 (American Foreign and National Security Policy) was moved from the core into POLS electives and POLS 351 (Public and Elite Political Behavior) was added to address the lack of course offerings in the area of political behavior.

C. Program delivery

All courses are taught either on campus or online. More courses are now being offered online, or as hybrid courses. Dr. Casey has taught an overload every semester during the evaluation period to offer all of the courses needed in the discipline. Most semesters required five different course preps covering the range of all four subfields in political science and beyond (SOCI 120 and Honors topics seminars). POLS 101 (American Government), POLS 261 (Comparative Politics), POLS 236 (State and Local Government), POLS 342 (Public Administration), and POLS 490 (Senior Seminar) have been taught in fully-on-line formats during the review period to offer greater access to students who might not be able to make it to the campus. This was especially true during the renovation of Houston Hall in the AY 2010-

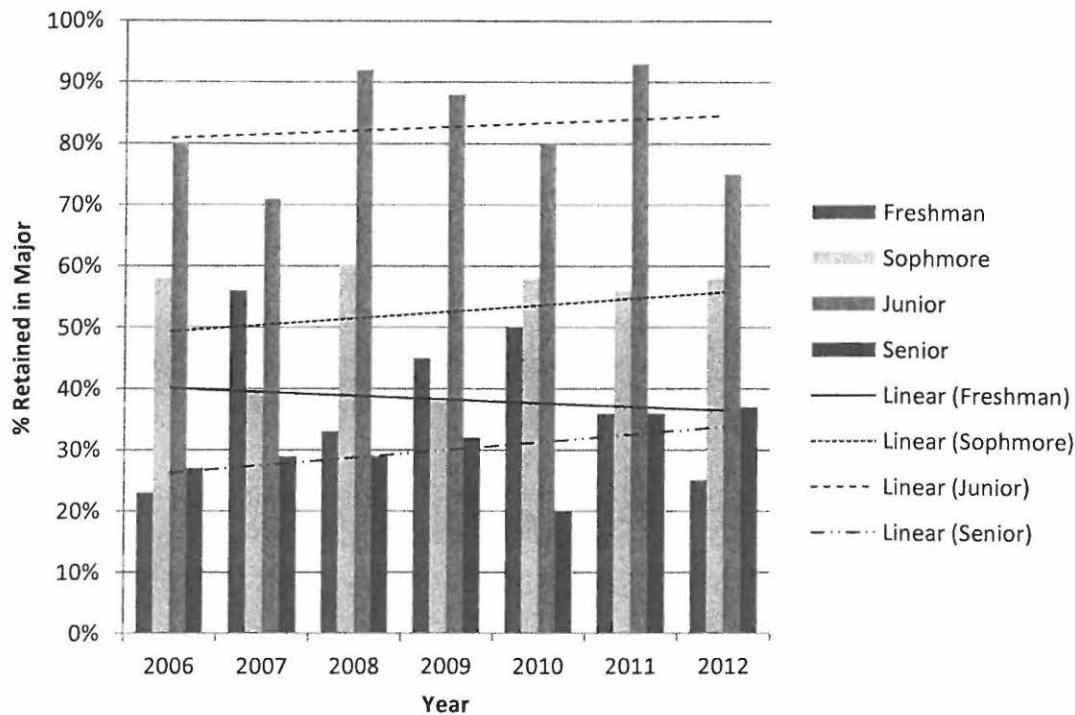
Table 2: POLS Enrollment and Student Credit Hours (SCH) by Class (2007-2013)

	2007-2008		2008-09		2009-10		2010-11		2011-12		2012-13		Average Yearly % Change	Absolute Change 2007-13
	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>Enrolled</i>
FR	242	726	178	534	280	840	258	774	241	723	187	561	-1%	-23%
SO	210	630	213	639	219	657	303	909	251	753	309	927	10%	47%
JR	134	402	145	435	114	342	138	414	164	492	169	507	6%	26%
SR	202	621	179	549	189	567	195	593	178	534	196	588	0%	-3%
Grad	1	3					3	9	1	3			NA	NA
Non-Deg	31	93	9	27	17	51	14	42	3	9	1	3	-29%	-97%
PBL			2	6			4	12	3	9			NA	NA
Total	820	2475	726	2190	819	2457	915	2753	841	2523	862	2586	1%	5%

Table 3: POLS Enrollment and Student Credit Hours (SCH) by Course Level (2007-2013)

Course Level	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		Average Yearly % Change	Absolute Change 2007-13
	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>SCH</i>	<i>Enrolled</i>	<i>Enrolled</i>
100	481	1443	401	1203	481	1443	514	1542	475	1425	446	1338	-0.7%	-7%
200	113	339	113	339	163	489	199	597	158	474	140	420	6.9%	24%
300	136	408	144	432	87	261	139	417	138	414	170	510	9.7%	25%
400	90	285	68	216	88	264	63	197	70	210	106	318	7.8%	18%
Total	820	2475	726	2190	819	2457	915	2753	841	2523	862	2586	1.5%	5%

Chart 2: Students Retained in POLS Major by Class



Note: On average there were 13 freshman majors each year, 11 sophomores, 11 juniors, and 17 seniors.

There are several plausible reasons why we are unable to retain freshmen, but two seem most reasonable. First, it is likely that freshmen switch their major at higher rates than upper-classmen, which makes it inherently difficult to retain them. The first year of college is designed to introduce students to new fields of study, and it isn't unreasonable to think that freshmen are following newly discovered passions. Juniors and seniors, on the other hand, are likely to be less willing to change majors halfway (or more) through the program, especially if it extends their graduation date. The second explanation is that fewer T/TT faculty means that the two current T/TT faculty spend more of their time servicing upper-division classes and fulfilling administrative responsibilities. The lack of T/TT faculty in introductory courses also makes it difficult to form permanent bonds with freshmen.

B. Student success

In 2013, an online survey was conducted with graduates of CMU's political science program. The survey asked questions about their educational experiences at CMU and about their life after CMU. We use the results from this survey to discuss student success. According to the results, 46.2% (N=6) respondents are currently working full-time for pay while 15.4% (N=2) are working part-time. Of the 11 graduates not working for pay, four are currently students, two

Table 4: POLS Credit Hours Taken by POLS Majors and Non-Majors

Subject	Course	2009-10			2010-11			2011-12			2012-13		
		Major	Non-major	% Non-major	Major	Non-major	% Non-major	Major	Non-major	% Non-major	Major	Non-major	% Non-major
POLS	101	45	1398	97%	69	1473	96%	60	1365	96%	45	1293	97%
	201	12	15	56%	60	39	39%	51	9	15%	30	39	57%
	236	30	180	86%	42	246	85%	42	195	82%	33	198	86%
	261	27	225	89%	15	195	93%	63	114	64%	27	93	78%
	310												
	324	21	3	13%	30	15	33%	39	18	32%	54	12	18%
	325	18	24	57%	24	12	33%	30	15	33%	33	3	8%
	328	9	9	50%	18	21	54%	3	12	80%	27	42	61%
	342	18	123	87%	6	78	93%	51	87	63%	45	81	64%
	351				42	27	39%	36	15	29%	39	6	13%
	352				36	54	60%				60	24	29%
	355												
	365												
	370	12	24	67%	36	18	33%	48	9	16%	39	45	54%
	396							36	15	29%			
	412	27	9	25%	12	9	43%	27	6	18%	33	21	39%
	413												
	452				18	15	45%				48	12	20%
	453	39	18	32%				42	18	30%			
	475	51	15	23%	15	3	17%				60	15	20%
488	18	42	70%	9	72	89%	24	36	60%	18	66	79%	
490	33		0%	24		0%	15		0%	36	6	14%	
496							9	30	77%				
499	12		0%	15	5	25%	3		0%	3		0%	
POLS Total		372	2085	85%	471	2282	83%	579	1944	77%	630	1956	76%
SOC	120							6	114	95%		114	100%
	196							6	84	93%			
	497												
Grand Total		372	2085	85%	471	2282	83%	591	2142	78%	630	2070	77%

Finally, when given the opportunity to serve other programs, we respond. Take note of the enrollment numbers (and the percentage of non-majors) in SOCI 120 and 196. SOCI 196 (Technology and Society) was first offered as a topics course and was later approved as a permanent course (SOCI 120: Technology and Society) by CMU's Curriculum Committee. SOCI 120 is required for all CMU engineering students and consistently fills to capacity.

Table 6: Political Science Credit Hours by Course Level and Faculty Category

Course Level	Faculty Category	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		Average %
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
100	T/TT	257	51%	171	36%	283	71%	348	72%	298	58%	337	62%	270	56%	57.9%
	FT NonTT	197	39%	204	42%	43	11%	0	0%	0	0%	0	0%	110	23%	16.4%
	Admin/Coaches	0	0%	69	14%	60	15%	59	12%	65	13%	67	12%	63	13%	11.4%
	PT	50	10%	37	8%	15	4%	74	15%	151	29%	141	26%	41	8%	14.4%
	Total	504	100%	481	100%	401	100%	481	100%	514	100%	545	100%	484	100%	100.0%
200	T/TT	75	61%	56	50%	113	100%	163	100%	187	94%	158	100%	103	74%	82.7%
	FT NonTT	47	39%	28	25%	0	0%	0	0%	0	0%	0	0%	37	26%	12.8%
	Admin/Coaches	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0.0%
	PT	0	0%	29	26%	0	0%	0	0%	12	6%	0	0%	0	0%	4.5%
	Total	122	100%	113	100%	113	100%	163	100%	199	100%	158	100%	140	100%	100.0%
300	T/TT	122	81%	44	32%	144	100%	87	100%	139	100%	138	100%	140	82%	85.1%
	FT NonTT	29	19%	59	43%	0	0%	0	0%	0	0%	0	0%	0	0%	8.9%
	Admin/Coaches	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	17	10%	1.4%
	PT	0	0%	33	24%	0	0%	0	0%	0	0%	0	0%	13	8%	4.6%
	Total	151	100%	136	100%	144	100%	87	100%	139	100%	138	100%	170	100%	100.0%
400	T/TT	113	100%	86	95%	68	100%	88	100%	56	89%	59	100%	88	83%	95.2%
	FT NonTT	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	18	17%	2.4%
	Admin/Coaches	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0.0%
	PT	0	0%	5	5%	0	0%	0	0%	7	11%	0	0%	0	0%	2.4%
	Total	113	100%	91	100%	68	100%	88	100%	63	100%	59	100%	106	100%	100.0%

Note: T/TT = Tenure/Tenure Track; FT NonTT = Full Time, Non-Tenure Track; Admin/Coaches = Administration/Coaches; PT = Part Time.

and covered a wide variety of administrative tasks necessary for the POLS program to function effectively including scheduling, meeting with adjunct faculty, and coordinating assessment. Regionally, Dr. Casey has served academia as the President of the Western Canadian Studies Association, Chair of the Canadian Studies section of the Western Social Science Association, moderated several panels at that conference and served as the external reviewer for the program review of CSU-Pueblo.

Dr. Gollob holds a B.S. in political science from Idaho State University and an MA and Ph.D. in political science from Temple University. Dr. Gollob has managed to keep a perfect teaching record by never dipping below a 5.0 (1=Strongly Disagree, 5=Strongly Agree) on the Median of Medians metric used in student evaluations. He has managed 13 student internships worth 2,700 hours of off-campus work and has attended 14 faculty-development courses. Dr. Gollob also contributed to fulfilling research grants through the Natural Resources and Land Policy Institute/Redifer Institute/Natural Resources Center. He co-authored 5 technical reports totaling 968 pages, collected 948 on-site surveys to recreationists visiting local BLM lands, collected an additional 276 surveys from outdoor recreationists on BLM lands, and analyzed 1,445 surveys. This work required training and managing numerous student workers.

Dr. Gollob was also able to co-author 12 conference papers and co-author 5 articles that were published in peer-reviewed journals. These articles required building a unique dataset of 4,119 state legislative memorials submitted by all 50 states to Congress between 1987 and 2006, developing and administering a mail-survey to 652 state legislators in five states, building an additional dataset of 1,700 resolutions introduced into the Pennsylvania General Assembly between 1979 and 2011, and developing and administering a survey on recreational management to 858 CMU students and 1,399 national panel respondents. More recent work that has not yet been published required the creation and administration of an additional survey (using advances in visual methodology) to 699 CMU students. The results will likely be published in 2014.

He has also provided significant service to the campus and the community. His campus service includes committee work on the former Leadership Academy, the current International Student Exchange Program Committee, and the recently formed Teacher 2 Teacher Committee. He has also participated in 12 student recruitment events, served on 3 Aspinall selection committees, and 5 hiring committees. In addition to delivering two campus talks on election issues, he has also given expert commentary for 3 regional newspaper stories and 17 regional television stories.

Dr. Gollob's proudest accomplishments come in form of his students' accomplishments. His departmental advising load has ranged from 54 students to 18 students (his first year advising) and has averaged 42 advisees per-semester. His advisees have been accepted to graduate

Table 8: Research Awards for POLS faculty by type, amount, and fund source 2006-2013

Award Type	Funding Source	Number of Awards	Total \$
Assistance Agreement	Federal	5	\$471,566
Grant	Federal	1	\$80,000
Sub Agreement	Federal	1	\$12,000
Grant	Local Government	1	\$8,000
Contract	Local Government	1	\$75,000
Grant	Private	6	\$151,460
Total All Awards		15	\$798,026

C. Library assessment

1. Collection assessment³

Collection development is the joint responsibility of the political science faculty and the librarian assigned to support POLS. Review slips and new title lists are sent to the faculty each month for their review. They may also recommend titles found in their journal reading or publishers' advertisements. Titles recommended are sent to the librarian who reviews them and sends them on for purchase as money allows. 485 titles were purchased in the last 5 years.

Table 9: Collection Assessment Data by Academic Year

FY 2008/09	FY 2009/10	FY 2010/11	FY 2011/12	FY 2012/13
77	103	108	86	84

The budget line is supplemented by the SpringerLink E-book subscription and the Library's participation in the Demand Driven Acquisition E-book Program sponsored by the Alliance.

a. Reference Support:

The Reference Collection provides basic support for the political science program with specialized dictionaries and encyclopedias both in print and online. Representative titles include:

Blackwell Encyclopedia of Political Institutions (1987)

Blackwell Encyclopedia of Political Thought (1987)

Safire's Political Dictionary (2008)

American Conservatism: an Encyclopedia (2006)

Encyclopedia of the First Amendment (2009)

Congressional Quarterly Almanac 1953-2007

³ Barbara Borst, the POLS Tomlinson Library liaison, authored this section.

Table 10: Age Analysis Charts of collection snapshot

American Politics	Print	E-book
2010-	73	18
2005-2009	141	2
2000-2004	108	3
1990-1999	334	17
1980-1989	290	1
Pre 1980	666	
TOTAL	1,612	41

International Politics	Print	E-book
2010-	33	30
2005-2009	59	2
2000-2004	72	6
1990-1999	145	16
1980-1989	260	
Pre 1980	640	
TOTAL	1,209	54

Political Theory	Print	E-book
2010-	34	42
2005-2009	58	7
2000-2004	43	3
1990-1999	191	23
1980-1989	161	1
Pre 1980	560	
TOTAL	1,047	76

International Relations	Print	E-book
2010-	10	27
2005-2009	24	5
2000-2004	23	1
1990-1999	56	35
1980-1989	109	
Pre 1980	289	
TOTAL	511	68

Constitutional Law - US	Print	E-book
2010-	18	14
2005-2009	32	1
2000-2004	42	
1990-1999	97	16
1980-1989	101	4
Pre 1980	157	
TOTAL	447	35

Constitutional Law – World	Print	E-book
2010-	1	23
2005-2009	4	7
2000-2004	4	
1990-1999	13	3
1980-1989	20	1
Pre 1980	27	
TOTAL	69	34

d. Periodicals:

The Library has a strong base for journal research with 14 print subscriptions, online access to 183 journals through the online journal packages, and article full-text to several hundred more journals in the index databases. JSTOR adds back issues for about 30 titles. Some of the titles available in the aggregator databases have a 6, 12 or 18 month embargo on the full-text while JSTOR has a 3-5 year embargo. Additionally, the Library subscribes to 7 newspapers with online access through *Lexis Nexis* to about 250 national and international papers for the current news aspect of political science.

Current Print Subscriptions:

Annals of the American Academy of Political & Social Science
British Journal of Political Science (5 year embargo)
Comparative Politics
Congressional Digest
Current History
Foreign Affairs
Foreign Policy (Washington)
Journal of Asian Studies
Journal of Legislation
Journal of Politics
Middle East Journal
Political Science Quarterly
Political Theory (microfiche only)
United Nations Chronicle
World Politics

Online Journal Packages:

Sage Journals Online - 58 political science titles
Wiley Online Library - 125 political science titles

Representative Online Journals:

American Journal of Political Science
Campaigns and Elections
Comparative Political Studies
Congress and the Presidency
CQ Researcher
Diplomatic History
East European Politics & Society
European Journal of International Relations
European Journal of Political Theory
German Politics (18 month embargo)
Global Governance (6 month embargo)

2. Evaluation of the total collection

a. Strengths

- Strong participation by the faculty in the selection process. Faculty are recommending titles found in their journal reading, from publishers' advertisements, as well as in the materials sent by the library.
- Lexis Nexis database gives access to state, national and international laws and to US court cases.
- Gift from Dr. John Redifer in American politics and environmental politics has strengthen these two areas

b. Weaknesses

- Lack of current materials on world politics particularly Canada, Europe and Asia
- No specific index/database for Political Science available so must rely on the multi-disciplinary indexes for coverage of the journals

3. Recommendations

- Purchase e-books whenever possible to increase student access "beyond the walls".
- Place more emphasis on titles for International Politics to keep collection current since world scene is constantly changing.
- Review pre-1990 materials for continued relevance to the program. Identify titles that should be kept – core, historical, and still current titles – and those that need to be withdrawn or replaced.

D. Physical facilities

The POLS program requires no additional physical facilities beyond classroom and office space.

E. Instructional technology and equipment

The POLS program is well-served by existing campus resources and requires no additional instructional technology and/or equipment.

F. Efficiencies

The program is lean with only two T/TT faculty members. In 2012 our cost per-student credit hour was \$288, which was below the University average of \$308. While faculty typically spend their yearly travel allowance to participate in conferences/professional development, they do so strategically and/or pay the remaining costs from their own salary. While there is no fat to cut in the program, and there are no unnecessary expenditures, we will continue to look for ways to be efficient.

- a. Describes the scope and principle features of political science as a field of study, citing core theories and practices.
 - b. Defines and properly uses the principle terms in the field of political science, both historical and contemporaneous.
 - c. Defines and explains the boundaries, divisions, styles and practices of political science.
 - d. Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from political science and at least one other field.
 - e. Construct a summative project/paper that draws on current research and scholarship in the field.
2. The student will develop a range of skills related to the study of political science including argumentation, data collection and analysis, writing, quantitative fluency, and issue assessment from diverse perspectives. (Applied knowledge)
 - a. Demonstrate the ability to construct and analyze an argument from evidence, logic, and claims.
 - b. Develop the skills to accurately collect and analyze data in the field.
 - c. Demonstrate competency in written communication.
 - d. Demonstrate the ability to evaluate data from a variety of quantitative political datasets.
 - e. Articulate a comparative assessment of a political issue from diverse perspectives.
3. The student will develop a range of critical thinking skills related to the field of political science including identifying assumptions, evaluating sources, constructing hypotheses and evaluating them, articulating implications and formulating conclusions. (Range of intellectual skills)
 - a. Identify the assumptions that are embedded in a political opinion/argument.
 - b. Establish criteria for determining the credibility of sources and utilize credible sources to support their claims.
 - c. Construct a hypothesis and test it through research, as well as evaluate the hypotheses in other's research.
 - d. Develop and articulate the implications of a particular claim/action on the broader political setting.
 - e. Formulate and defend a conclusion that flows from a political argument.
4. The students will have the tools to be effective citizens and will participate and assist in increasing civic involvement in the broader community. (Civic skills)
 - a. Describe the student's own civic and cultural background, including their origins, development, assumptions and predispositions.

and intellectual skills that are reflected in the fact that 60% of the alumni responding to the survey have enrolled in graduate or professional studies. Individual written comments from the survey indicate that the program prepared them on all three of these learning outcomes to be successful in their further studies. All of these measurements seem to indicate some success at achieving the student learning outcomes focused on future preparation, knowledge of the field and the development of intellectual skills and applied knowledge targeted by the POLS program.

2. Exit survey

The exit survey was administered to 43 students from 2006-2012 while they were enrolled in the POLS 490: Senior Seminar course which is offered in the fall semester every year. No data was recoverable from the 2010 year. Although we believe the exam was administered in Dr. Redifer's section of senior seminar, the data appears to have been lost in the file clean out of his office upon retirement. Nonetheless, there is plenty of data that is relevant to the assessment of student learning objectives and six questions which were included in this instrument to assess specific student learning objectives from the pre-2010 SLOs, this data will also be relevant to SLO 4 in the post-2010 SLOs. All answers were given in a Likert scale from 1 to 5 with 1 being "strongly agree" and 5 being "strongly disagree".

When asked whether students believed that the lower division POLS courses prepared them for upper division courses in the major, the average response was 2.14, which coincides with "somewhat agree." When asked whether the course content in the program adequately prepared them for their career plans, the average response was 2.44. This indicates that students believe that they were prepared well, but that there is room for improvement in the preparation. We need to refine the measurement instrument in order to determine what is needed to better prepare students for success in upper division courses and in their career plans. Written comments from the survey give some more information regarding the preparation questions. Several comments indicated that the addition of a lower division introduction to political theory course would help them prepare better for upper division courses in the theory sub-field. The lack of diverse offerings in the sub-fields at an upper division level was cited as a hindrance to their preparation for career plans. Although students appreciated the effort and perspective of the faculty that currently teach political science classes, several indicated they would be better prepared with more diversity of perspective that comes with a larger faculty pool.

When asked about whether the internship program was a valuable part of the program, the average response was 2.08. Not all students participated in the internship and not all participated in responding to the question, but 25 of the 43 respondents did reply to that

Table 11: 2005-06 to 2011-12 MFAT Scores

Subfield	Institutional Aggregate as Percentile of National Average							Average Percentile Rank
	2005-06	2006-07	2007-08	2009-10	2010-11	2011-12	Average Yearly Change	
US Politics	70	50	95	65	95	49	5.5%	70.7
Comparative Politics	65	60	60	35	85	45	9.3%	58.3
International Relations	30	45	65	50	80	58	20.8%	54.7
Overall	60	55	85	55	94	58	8.7%	67.8
Individual Overall Highest Score	95	95	90	85	98	81	-2.6%	90.7
Individual Overall Lowest Score	15	5	21	16	34	24	62.5%	19.2

Overall the program remained in the top 50% of schools (N averages over 200) nationally, although the results fluctuate a good deal from year to year. Our top performing student each year ranks in the top 20% of their peers across the nation, however, our lowest performing student each year does not rank well in the national comparison. This is likely due to the lack of consequence for the student to take the assessment seriously. Our strongest area of study is US politics. This result is consistent with the wide variety of upper-division course offerings in that area of study. The International Relations area of study was weak in the first few years of assessment but has improved over time remaining in the upper half of programs nationally for the last several years. The trends for Comparative Politics are more difficult to interpret as they start strong, but fall off toward the end of the review period. This is possibly explained by the inability to offer upper division comparative courses in recent years. The only exposure students get to this sub-field in the current program is the general education course, POLS 261: Comparative Politics. This may not be enough to keep them academically competitive with programs offering a wider variety of upper division course offerings. We believe this could be addressed by additional faculty in the area of comparative politics.

4. General education assessment data

The POLS faculty have been collecting general education assessment data on POLS 101 and POLS 261 throughout the review period. This material is easier to collect from full time faculty than from adjunct faculty, and this dichotomy has become more critical as the number of part-time faculty has risen in order to service a growing department.

The general education student learning objectives assessed in the two political science general education courses are: to be able to think critically and creatively as evidenced by the ability to evaluate and form a political argument, support it with evidence and articulate diverse

concern that we need to better elaborate on the methods of assessment to determine the success of the outcomes, but we have since developed a comprehensive curriculum map for the purposes of scheduling specific assessments (see Appendix III). We believe that this map will address this concern as well as the need we have identified, to more systematically collect data and incorporate the results into program improvement.

C. Program improvements resulting from assessment of SLOs

POLS has undergone significant changes as a result of the last program review as indicated in other parts of this report. We have also used the data from the alumni and exit surveys to inform our conversations about how to improve the program, but as of yet we have not acted on the data to initiate actual changes. It is clear to us that our assessment data collection has been hampered by an influx of changes at the university and department level, and by a lack of data gathering at the program level due to vague and ambiguous learning objectives early in the review period. We have developed a plan to systematically gather data into the future, and we look forward to a broader discussion with the variety of stakeholders brought together by this program review. Some changes have already been identified as priorities, and we welcome feedback from all readers so that we might develop a richer understanding of the program improvements that are needed as a result of the assessment of SLOs and other things.

D. Changes in SLOs or refinement of program assessment plan

As indicated by the modification of student learning objectives in Section D 5 a. of this report, the SLOs for the program have undergone significant revisions in 2010 after the assessment approach at the University level changed significantly. We took this opportunity to revisit how we would assess the program and when that assessment would take place on an on-going systematic basis. We had identified the collection of usable assessment data as a weakness of the program in the early part of the review period considered in this report. As a result, we spent a good deal of time developing not only SLOs that matched institution wide objectives, but also developing a systematic curriculum map to ensure a timely, consistent and regular gathering of assessment data in the future (See Appendix III). As the timeline map indicates, we will begin collecting data under the new structure this year, and several years into the future so that we will have better assessment data analyzed by the time the next program review comes up in 2019.

6. Future Program Plans

A. Vision

POLS desires to grow its faculty, majors, course offerings, and the number of students served in its general education courses. The keystone of this plan, in our opinion, is the addition of two

C. Trends in the discipline

As reported by The American Political Science Association (APSA), political science departments have been growing at a healthy pace since 2000, and this trend does not appear to be slowing. In its most recent report on enrollment trends, APSA states that “Data from departments in each of three years from 2000 to the present suggests that all types of departments have experienced increasing numbers of political science majors in the last few years.”⁴ Political science at CMU has certainly been growing, but there is opportunity to grow at a faster rate than what has occurred over this review period.

D. Program review

Changes made to the curriculum in response to the previous program review are discussed in Section 1C.

E. Program’s challenges

The biggest challenges we face include slow growth in majors (when compared to the growth of the University), too few faculty to shoulder the administrative functions required to run the discipline, decreasing capacity to compete and complete grant-funded work, a struggling Political Science Club and Pi Sigma Alpha chapter, and too few course offerings in comparative and international relations. We believe that hiring an additional T/TT member can help address some of these challenges, but a minimum of two new T/TT faculty are needed to truly fix them. Our program needs little in the way of physical resources (electronics/space) but we do require more human resources.

⁴ American Political Science Association. 2012. “Political Science Majors: 2000–01, 2008–09, and 2010–11.” http://www.apsanet.org/content_16886.cfm?navID=481.

Appendix A

Program Sheets

Appendix I: Program Sheets



2013-2014 PETITION/PROGRAM SHEET

Degree: Bachelor of Arts

Major: Political Science

About This Major

The Political Science program provides students with a working knowledge of the concepts, theories and approaches to the discipline of Political Science and their practical application to political and governmental systems within the state, national and international arenas. Students majoring in Political Science are prepared for careers in government, law, criminal justice, and non-governmental organizations. Many graduates are currently employed as Congressional Staff members, Gubernatorial Staff, state agency officials, hold elective office or have successfully graduated from law school.

One attractive aspect of the program is the opportunity to intern in a variety of settings in Washington, D.C., Denver and Grand Junction. These internships allow students a chance to acquire practical experience while increasing the opportunity to network. Many of our student interns are now working in jobs they obtained directly as a result of their intern experience. CMU political science graduates have also been successful in gaining entrance to graduate and law schools. The Political Science program supports a Political Science Club, a local chapter of the national honor society Pi Sigma Alpha and the International Relations Club.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatamajor.html>

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

- Critically analyze the theories and concepts relevant to political science (Specialized Knowledge);
- Defend a political argument using established methods (empirical and normative) in the field of political science (Intellectual Skills, Communication Fluency);
- Articulate diverse perspective surrounding a political issue (Critical Thinking);
- Devise a strategy to promote civic involvement within the broader community for themselves and others (Civic Engagement)

NAME: _____ STUDENT ID # _____

LOCAL ADDRESS AND PHONE NUMBER: _____

() _____

I, (Signature) _____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I have read and understand the policies listed on the last page of this program sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Advisor _____ 20
Date

Signature of Department Head _____ 20
Date

Signature of Registrar _____ 20
Date

Course No	Title	Sem.	Hrs	Grade	Term	Yr	Course No	Title	Sem.	Hrs	Grade	Term	Yr

POLITICAL SCIENCE/PUBLIC ADMIN. ELECTIVES:

POLS 328 The American Court System (3)
 POLS 352 Religion and Politics (3)
 POLS 365 European Government and Politics (3)
 POLS 396 Topics (1-3)
 POLS 452 Political Theory: Classical and Medieval (3)
 OR 453 (if not used in core) Political Theory: Modern (3)
 POLS 475 American Foreign and National Security Policy (3)

POLS 488 Environmental Politics and Policy (3)
 POLS 499 Internship (1-15) only a maximum of three internship credit hours count toward POLS elective credit in the major
 PADM 314 Public Organization Theory (3)
 PADM 315 Public Management (3)
 PADM 442 Public Budgeting (3)
 PADM 446 Public Personnel Management (3)

RESTRICTED ELECTIVES:

STAT 215: Statistics for the Social and Behavioral Sciences (4)
 SOCI 303: Sociological Research Methods (3)
 HIST 347 Global America: 1970-2000 (3)
 HIST 410 Environmental History of the United States (3)
 SOCO 300 Political Sociology (3)

SOCO 305 Environmental Sociology (3)
 SOCO 312 Social Movements (3)
 SOCO 314 Population (3)
 PHIL 352 Ethics (3)



2013-2014 PETITION/PROGRAM SHEET
Minor: Political Science

About This Minor . . .

A minor in Political Science is a great complement for students majoring in any other field, particularly Mass Communications and Criminal Justice. The degree provides a thorough understanding of politics and government organizations which is helpful to anyone working in a career that is either regulated by government, has government as a customer, or needs to lobby government to protect its interests.

POLICIES:

- 1. It is your responsibility to determine whether you have met the requirements for your degree. Please see the catalog for a complete list of graduation requirements.
2. You must turn in your "Intent to Graduate" form to the Registrar's Office by September 15 if you plan to graduate the following May, and by February 15 if you plan to graduate the following December.
3. This program sheet must be submitted with your graduation planning sheet to your advisor during the semester prior to the semester of graduation, no later than October 1 for spring graduates, no later than March 1 for fall graduates.
4. Your advisor will sign and forward the Program Sheet and Graduation Planning Sheet to the Department Head for signature.
5. Finally, the Department Head or the department administrative assistant will take the signed forms to the Registrar's Office. (Students cannot handle the forms once the advisor signs.)
6. If your petition for graduation is denied, it will be your responsibility to reapply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.
7. NOTE: The semester before graduation, you may be required to take a Major Field Achievement Test (exit exam).

NAME: _____ STUDENT ID # _____

LOCAL ADDRESS AND PHONE NUMBER: _____

_____ () _____

I, (Signature) _____, hereby certify that I have completed (or will complete) all the courses listed on the Program Sheet. I further certify that the grade listed for those courses is the final course grade received except for the courses in which I am currently enrolled and the courses which I complete next semester. I have indicated the semester in which I will complete these courses.

Signature of Political Science Advisor _____ Date _____ 20__

Signature of Department Head _____ Date _____ 20__

Signature of Registrar _____ Date _____ 20__

Appendix B

Faculty Curriculum Vitae

Appendix II. Faculty Curriculum Vitae

T. Timothy Casey

Grand Junction, Colorado

(970) 248-1095

tcasey@coloradomesa.edu

EDUCATION

Doctor of Philosophy, Arizona State University, August 1996

Major: Political Theory Minor: International Relations

Emphasis: Environmental Political Thought

Master of Arts, University of San Francisco, August 1992

Major: Pastoral Ministry Emphasis: Environmental Theology

Bachelor of Science, Northern Arizona University, December 1989

Major: History Minors: Political Science and Philosophy

TEACHING AND PROFESSIONAL EXPERIENCE

Professor of Political Science, Colorado Mesa University, Grand Junction, CO (Fall 2008 – present) – **Note: Mesa State College changed its name to Colorado Mesa University in August of 2011 so all references to MSC are the same institution as the current Colorado Mesa University.** Courses listed below.

Director, Natural Resources Center, Mesa State College, Grand Junction, CO (Fall 2012 – present) Principal investigator responsible for research, field survey work, grant development, reports and public meeting facilitation on natural resource issues in Colorado and Utah.

Associate Professor of Political Science, Mesa State College, Grand Junction, CO (Fall 2002 – Spring 2008) Courses listed below.

Senior Researcher, Natural Resources Center, Mesa State College, Grand Junction, CO (Fall 2006 – Fall 2012) Responsible for research, field survey work, grant development, reports and public meeting facilitation on natural resource issues in Colorado and Utah.

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

**** GT Pathways courses-taught fully on-line, in-class, and mixed delivery (hybrid)**

TEACHING AND SERVICE AWARDS

Exemplary Faculty Award, 2008 and 2010

Teacher of the Year Award, Grand Junction Chamber of Commerce 2006

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

Outstanding Professor for Teaching, Associated Student Government of MSC - 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

"Redrawing the Arctic: Boundary Delimiting Conflicts in the Age of Climate Change" Paper presentation at the Western Social Science Association Meeting, Houston, April 2012

"Hot Water in the North: Teaching International Relations and Climate Change through a Simulation of the Arctic Council." Presentation at the Western Social Science Association Meeting, Salt Lake City, April 2011.

"A Model Environmental Nation?:Canada as a Case Study for Informing U.S. Environmental Policy" Presented at Enders Symposium "The US-Canadian Relationship as Seen from South of the Border" Seattle, Washington October 29, 2010.

"Divergent Opinions on a Sunny Day: Changes in Climate Change Policy in North America" Presented at the Western Social Science Association Meetings Reno, NV April 2010

"Charismatic Mega-fauna: A Canadian Strategy for Ecological Advocacy" Paper presented at Western Social Science Association Meeting, Denver CO April 2008

"A Boom in the Distance: A Comparative Study of the Transformative Power of Oil and Gas Development in the Western regions of Canada and the United States." Paper presented at Western Social Science Association Meeting, Calgary Alberta April 2007

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

“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,” The Regionalist, Volume 1 No. 3, 1995

Numerous reports on public lands issues for the various land agencies as part of the Natural Resource Center research and consultation grants. Projects include:

- “Sense of Place” Baseline study – Grand Staircase Escalante National Monument
 - Recreation, Heritage and Community Focus Groups
- Colorado State Office BLM Recreation-Tourism Assessment Training
 - Development and teaching of course to develop in-house assessment meeting capacity for BLM Recreation planning in CO.
 - Project works with three field offices each year (5 year agreement – year 2)
- BLM Grand Junction Field Office Resource Management Plan
 - Recreational Focus Groups
 - Community Assessment focus groups
 - Facilitate RAC Sub-committee meetings
- BLM Uncompahgre Field Office Resource Management Plan
 - Recreational Focus Groups
- Dominguez-Escalante National Conservation Area
 - Pre-designation focus group meetings
 - Recreational Focus groups for RMP development
- Gateway NCA Proposal (for Mesa County Commissioners)
 - Stakeholder focus group meetings
 - Multi-stakeholder roundtable meetings

GRANT AWARDS

Funded:

Total since 2006: \$ 618,000 – principal or co-principal investigator on each grant

2012-present – NLCS – Assistance Agreement - Grand Staircase-Escalante National Monument –
Recreational Experience Baseline Study (Focus Groups)

2012-2013 – Phase 1 – Hole in the Rock Road Area - \$30,000

2013-2014 – Phase 2 – Cottonwood Road Area - \$30,000

2011-present – BLM – Assistance Agreement – Colorado State Office –Statewide Recreational Focus
Group Training to build in-house capacity in BLM - \$80,000

2008-present - BLM - Assistance Agreement - Grand Junction Field Office - Community Assessment and
RMP process - \$401,500

2010-2011 - Hendricks Family Foundation - Gateway NCA Project - \$20,500

2009 - BLM - Assistance Agreement - Uncompahgre Field Office - Recreational Focus Groups - \$15,000

2007- BLM - Grant - Gateway SRMA focus groups - \$20,000

RESEARCH (continued):

Redifer, John and Georgann Joufflas, Thea Chase and Susanna Morris. "Socioeconomic Impacts of Growth in Northwestern Colorado". Natural Resources and Land Policy Institute. 2007

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

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.

Redifer, John. "By the Numbers: State Lotteries under Scrutiny". Public Administration Review Vol. 56 No 1 Jan/Feb 1996.

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

Curriculum Vitae John D. Redifer

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
State and Local Government
Executive Politics
Public Administration
Public Policy
Political Parties and Interest Groups
Environmental Policy

Colorado Government
Legislative Process
Public Organization Theory
Public Management
Public Personnel Management
Public Budgeting

WORK EXPERIENCE:

Department Head, Social and Behavioral Sciences, Mesa State College,
Grand Junction, Colorado, 2005 - Present.

Executive Director, Natural Resources and Land Policy Institute, Mesa State College.
Grand Junction, Colorado, 2004 - Present

In-Studio).

Expert Interview, KJCT, October 29, 2008. (Voters Doing Research).

Expert Interview, "Early Voting Changes Tactics for Campaigns," Grand Junction Sentinel, October 26, 2008.

Expert Interview, KJCT TV, Grand Junction, September 25, 2008. (2008 Election).

Expert Interview, KREX TV, Grand Junction, September 5, 2008. (2008 Election).

Community Membership

Public Affairs Committee Chair for the Western Slope, March of Dimes, Fall 2010 – 2012.

Miscellaneous

Consultant, Colorado National Monument Committee, Formed by U.S. Senator Udall and U.S. Representative Tipton, 2012.

Professional Development

Participant, Revitalizing General Education Workshop, Colorado Mesa University, January 2013.

Participant, Deep Learning and General Education Workshop with Ken Bain, Colorado Mesa University, August 2013.

Participant, Autism Spectrum Training, Colorado Mesa University, 2012.

Participant, Program Assessment Rubrics Workshop, Colorado Mesa University, January 2012.

Participant, Universal Design Workshop, Colorado Mesa University, October 2011.

Participant, LASSI Implementation Training, Colorado Mesa University, October 2011.

Participant, Revitalizing General Education and Program Assessment Workshop, January 2011.

Participant, Universal Design Training, Colorado Mesa University, October 2010.

Participant, WebCT Training, Colorado Mesa University, April 2010.

Participant, Restoring the Joy in Teaching Workshop, Colorado Mesa University, January 2010.

Invited Speaker, "The Impact of BCRA in the 2004 Pennsylvania 13th Congressional District Election," Department of Political Science, Temple University, Spring 2005.

University Media Resource

Interview, "An Inside Look at Dr. Gollob," The Criterion, April 7, 2013.

Interview, "MSC Professor Provides Election Analysis", The Criterion, November 6, 2008, pg. 2.

Interview, "Political Science Professor Giving Election Info Session," The Criterion, October 1, 2008, pg. 4.

Miscellaneous Activities

Social and Behavioral Sciences Political Science "Point Person."

Political Science Faculty Representative, Social and Behavior Sciences Website Remodel, Fall, 2008.

MavScholars Faculty Volunteer, "Top to Bottom: Analyzing the 2008 General Election," Colorado Mesa University, October 1, 2008.

Secretary, Political Science Graduate Student Association, Temple University, Fall 2003 – Spring 2004.

Co-Author, "Department of Political Science Internship Guidelines and Procedures," Temple University, 2003.

Treasurer, Political Science Graduate Student Association, Temple University, Fall 2001-Spring 2002.

Community Service

Community Talks

Moderator, Grand Junction Young Professionals Candidate Forum, Sponsored by the Grand Junction Young Professionals Club and ROTORAC, October 8, 2008.

Sean K. Anderson, Idaho State University, Terrorism and Comparative Politics,
Summer 1999

Research Methods Training

Participant, Automated Text Identification and Classification for the Social Sciences
Conference, The Pennsylvania State University, University Park, August 2007.

Program Scholar, Inter-University Consortium of Political and Social Research,
Summer Program in Quantitative Methods and Social Research, University of
Michigan, Summer 2004.

Graduate seminars in qualitative and quantitative research methods.

Professional Service

University Service

Student Advising

Honors Thesis Advisor:
Spring 2010
Fall 2010

New Student Registration Session, Colorado Mesa University: July 2009,
August 2009, January 2010, July 2011.

Club Advising

Faculty Advisor to Associated Student Government, Spring 2009- Present

Faculty Advisor to Pi Sigma Alpha, Fall 2008- Present

Committee Membership

Member, Public Administration Tenure Track Search Committee, Fall 2012.

Member, Colorado Mesa Teacher 2 Teacher Committee, Fall 2011- Present.

Member, SBS Evaluation Revision Committee, Fall 2011.

Association, Chicago, April 2010.

Research Grants

“Panel Survey Grant.” \$10,000 grant for outdoor recreation niche bundle project, Colorado Mesa’s Natural Resource and Land Policy Institute, 2011.

“Recreation-Tourism Demand Inventory and Monitoring Assessment Capacity-Building in the State of Colorado.” Five-year \$80,000 research assistance agreement from the United States Department of the Interior, Bureau of Land Management. Awarded September, 2011. Served as co-investigator along with the Redifer Institute at Colorado Mesa University.

Teaching Experience

Instructor

Political Behavior: Colorado Mesa University, Spring 2011, Spring 2012, Spring 2013
Introduction to Politics: Colorado Mesa University, Fall 2010, Fall 2011, Fall 2012, Fall 2013
Introduction to Public Administration: Colorado Mesa University, Spring 2009, Spring 2010
The Legislative Process: Colorado Mesa University, Spring 2009, Spring 2010, Spring 2011, Spring 2012, Spring 2013
American Government: Colorado Mesa University, Fall 2008 to present
State and Local Government: Colorado Mesa University, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013
The American Presidency: Colorado Mesa University, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013
The American Political System: Temple University, Summer 2005, Spring 2005, Fall 2004, Spring 2002, Fall 2001, Summer 2001

Internship Coordinator

Independent Internship Instructor, Colorado Mesa University
Obama 2008, Fall 2008
Colorado State Legislature Internship, Spring 2009
City of Fruita Internship, Spring 2009
Department of Human Services, Spring 2009
Mesa County District Attorney’s Office, Fall 2009
Mesa County District Attorney’s Office, Fall 2009
Mesa County District Attorney’s Office, Fall 2009
Salazar for Congress, Fall 2010

- “The Relationship Between Outdoor Recreation Settings and the Benefits Sought,” Poster prepared with Brian Parry, Courtney Carver and Matt Lescroart, 83rd Annual Convention of the Rocky Mountain Psychological Association, Denver, April 2013.
- “Benefits of Public Land Usage: An Analysis of Outdoor Recreationists,” with Brian Parry and Jennifer Frans, 92nd Annual Western Psychological Association, San Francisco, April 2012.
- “Federalism and the Pennsylvania Legislature: Partisanship and Intergovernmental Priorities,” with J. Wesley Leckrone, 2012 State Politics and Policy Conference, Houston, February 2012.
- “A State Legislature and Federalism: Variables Affecting Consensus and Conflict on Intergovernmental Policy Issues,” with J. Wesley Leckrone, 83rd Annual Meeting of the Southern Political Science Association, New Orleans, January 2012.
- “The Effectiveness of Intergovernmental Lobbying Mechanisms,” with J. Wesley Leckrone, Southwest Social Science Association Annual Meeting, Las Vegas, March 2011.
- “Agendas and Separation of Powers: A Case Study of State Institutions and Policy Attention,” authored for the Northeastern Political Science Association, Boston, November 2010.
- “Generating Useable Recreation Customer Assessment Results,” Decade of Discovery, National Landscape Conservation System Conference, Albuquerque, May 2010.
- “Why Bother? Explaining Why State Legislatures Use Memorials as a Tool of Influence in Washington,” with J. Wesley Leckrone, Midwest Political Science Association, Chicago, April 2010.
- “Harrisburg Speaks: Instruction to Washington from the Pennsylvania Legislature, 1987-2006,” with J. Wesley Leckrone, Pennsylvania Political Science Association, March 2010.
- “Talking Federalism: State Memorials to Congress on Intergovernmental Relations,” with J. Wesley Leckrone, New York Political Science Association Annual Meeting, Manhattan, April 2009.
- “Telegrams to Washington: State Policy Agendas as Measured Through a Longitudinal Analysis of Memorials to Congress,” with J. Wesley Leckrone, Annual Meeting of the American Political Science Association, Boston, August 2008.
- “The Impact of Extra-District Electoral Influences on State Legislators’ Behavior,” 2008 State Politics and Policy Conference, Philadelphia, May 2008.

Publications

Peer-Reviewed Journal Articles

- McLaughlin, Joseph, Paul Wolfgang, J. Wesley Leckrone, Justin Gollob, Jason Bossie, Jay Jennings, and Michelle Atherton. "The Pennsylvania Policy Database Project: A Model for Comparative Analysis." *State Politics and Policy Quarterly*, Volume 10 (Fall, 2010): 320-336.
- Leckrone, J. Wesley, and Justin Gollob. "Telegrams to Washington: Using Memorials to Congress as a Measure of State Attention to the Federal Policy Agenda." *State and Local Government Review*, Volume 42 (December, 2010): 235-246.
- Leckrone, J. Wesley, and Justin Gollob. "Harrisburg Speaks: Spatial and Partisan Dimensions of a State's Federalism Agenda." *Commonwealth: A Journal of Political Science*, Volume 16 (September, 2013): 21-40.
- Gollob, Justin, and J. Wesley Leckrone. "The Effectiveness of Intergovernmental Lobbying Mechanisms in the American Federal System." *Fédéralisme Régionalisme*, Volume 12: <https://popups.ulg.ac.be/federalisme/document.php?id=1143>. 2012.
- Parry, Brian, Justin Gollob, and Jennifer Frans. "Benefits of public Land usage: An Analysis of Outdoor Recreationists." *Managing Leisure: An International Journal*. Forthcoming, April 2014.

Technical Reports

- "Socioeconomics" Chapter 4. In *Grand Junction Field Office Draft Resource Management Plan and environmental Impact Statement. Volume II: Chapters 4-5, References, Glossary, Index, Appendix A (Figures)*. This report presents results on the 20-year economic impact of various land management decisions. This report will assist the BLM in making decisions that will benefit the economic health of communities surrounding BLM lands. Secondary author.
- "Socioeconomics" Chapter 3. In *Grand Junction Field Office Draft Resource Management Plan and environmental Impact Statement. Volume 1: Executive Summary and Chapters 1-3, 2012*. Analyzes the socioeconomic conditions of Mesa County, Colorado, and the potential impacts of future planning decisions made by the BLM Grand Junction Field Office. The 35 page report received approval from the state and national Bureau of Land Management offices in 2012. Lead author.

ADVISING

2003 to present

University level

Soar Sessions: 2003(2), 2004 (2), 2005(1), 2006(1), 2007(1), 2008(2), 2009(1), 2010(1), 2011(2), 2012(1), 2013 (2)

MavScholars Day: 2009, 2010

MESA Experience: 2010, 2011, 2013

Talks to individual groups of High School students in conjunction with Admissions office:
2008(4), 2009(2), 2010(1)

Advisor, Law Society, 2003-2005

Advisor, International Relations Club, 2003-2011, 2013

Advisor, MSC Greens, 2006

Advisor, GJ Alternative Media Club, 2006-2007

Co-Advisor, Political Science Club, 2009-present

Co-Advisor, Pi Sigma Alpha - Political Science Honor Society, 2009-present

Department level

Advisor to Political Science Major, average 30-50 advisees each year, 2003-present

Advisor to International Studies Minor, average 10 advisees per year.

2006 - Mesa, Montrose and Delta County Commissioners - Grant - Dominquez Escalante NCA
Community Meetings - \$8,000
2006 - Office of the Vice President of Academic Affairs - Summer Scholars Program Grant - \$1,000
2006 - BLM - Assistance Agreement - Surveys and Mediation - \$12,000

PROFESSIONAL ASSOCIATIONS AND CREDENTIALS

President, Western Canadian Studies Association of the United States
Western Social Science Association, Canadian Studies Section
Charter Member of Pi Sigma Alpha, Mesa State College Chapter
The Honor Society of Phi Kappa Phi
Arizona Community College Lifetime Teaching Certificate: Political Science and History

SERVICE

2003 to Present

University

Faculty Senate, 2004-2008, 2010-2013
Faculty Senate Executive Committee, 2006-2007, 2011-2013 (Secretary and Vice President)
Faculty Success Committee, 2013-present
University Tenure and Promotion Committee, 2013
Professional Personnel Handbook Revision Committee, 2006-present
Honors Council, 2004 - 2012
International Studies Committee, Chair, 2003-2007
Faculty Salary and Benefits Committee, 2007-2010
Four Corners Conference Organizing Committee, 2009-2010
Holocaust Awareness Week Presenter, 2004-2010
World Food Day Teleconference, Site Coordinator, 2006-2010
Distance Learning Specialist Search Committee, 2010
Director of Distance Learning Search Committee, 2011-2012
Numerous ad hoc administrative committees, 2003- present
Developed International Studies Minor, 2003

Department

SBS Pre-tenure Review Committee, Chair, 2009-2011
SBS Faculty Mentor 2008-present
SBS Evaluation Development Committee, Chair, 2011
Public Administration Search Committee, Chair, 2012-2013
Modern History Search Committee, 2010
Early Modern History Search Committee, 2010

Appendix C

Curriculum Map

Appendix III. Curriculum Map

COLORADO MESA UNIVERSITY Program Outcome and Assessment Plan Template

Program Name: Political Science
Date: August 23, 2013

Program Outcomes	Courses/Educational Strategies Indicate if outcome is Beginning(B), Developing(D) or Advanced(A)	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark
Outcome #1 Critically Analyze the theories and concepts relevant to political science (specialized knowledge)	POLS 201 (B)	What: Describes the scope and principle features of Political Science as a field of study, citing core theories and practices. How: Scoring on midterm essay exam.	Who: J. Gollob When: 2014	
	POLS 325 (D)	What: Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from Political Science and at least one other field. How: Scoring presidential research project.	Who: J. Gollob When: 2014	
	POLS 370 (D)	What: Defines and explains the boundaries, divisions, styles and practices of Political Science. How: Questions in the course exams to cover the concepts	Who: T. Casey When: 2014	
	POLS 351 (A)	What: Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from Political Science and at least one other field. How: Scoring on reaction essay	Who: J. Gollob When: 2014	

	POLS 490 (A)	<p>argument from evidence, logic and claims. How: Essay question requiring this demonstration. Rubric to assess response.</p> <p>What: Demonstrate competency in written communication. How: Rubric on final paper project</p>	<p>Who: T. Casey When: 2015</p>	
<p>Outcome #3 Articulate diverse perspective surrounding a political issue (critical thinking)</p>	POLS 201 (B)	<p>What: Construct a hypothesis and test it through research, as well as evaluate the hypotheses in other's research. How: Scoring on hypothesis section empirical research design.</p>	<p>Who: J. Gollob When: 2016</p>	
	POLS 236 (B)	<p>What: Develop and articulate the implications of a particular claim/action on the broader political setting How: Scoring on written assignment addressing a contemporary state/local public policy issue.</p>	<p>Who: J. Gollob When: 2016</p> <p>Who: T. Casey When: 2016</p>	
	POLS 370 (D)	<p>What: Identify the assumptions that are embedded in a political opinion/argument. How: Question on Midterm Exam</p>	<p>Who: J. Gollob When: 2016</p>	
	POLS 324 (A)	<p>What: Formulate and defend a conclusion that flows from a political argument. How: Scoring on congressional reform paper/assignment/test.</p>	<p>Who: T. Casey When: 2016</p> <p>Who: T. Casey When: 2016</p>	
	POLS 452 (A)	<p>What: Identify the assumptions that are embedded in a political opinion/argument. How: Rubric assessing this in 2nd exam</p>		

	POLS 490 (A)	assessed by score on a rubric What: Explains diverse perspectives on contested issues and evaluates insight gained from different kinds of evidence reflecting both scholarly and community perspectives. How: Rubric on group policy analysis project.		
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Program Review
Political Science
Colorado Mesa University
Grand Junction, CO

Mark S. Jendrysik, PhD, Professor
Political Science and Public Administration
University of North Dakota¹

Site Visit – April 18, 2014

The reviewer received electronic files explaining the purpose of the external review and describing the reviewer's responsibility. He also received the Academic Program Review Self-Study (2013), the previous external review (2006), a proposed campus schedule, and documents from the program such as syllabi.

On April 18, 2014, the reviewer conducted an onsite campus visit to Colorado Mesa University that included a tour of the program's classrooms, faculty offices, and the campus entities providing support services to the program. The onsite visit included interviews with and evaluative comments regarding the program from the department chair, the Provost, the President, technical and library support staff, the Director of Assessment, faculty members and students in the program.

Executive Summary – Narrative

The general health of the program is good, but with increased enrollment and concomitant increased responsibilities, it is clear the program needs more faculty resources. As the Program Review Self-Study (2013) noted "Regardless of how well Dr. Casey and Dr. Gollob cover their respective fields, the students should have a more diverse faculty to choose from." The reviewer is pleased that a third tenure track faculty member has been hired and will begin work in the fall of 2014. The program has made a good start on assessment of student learning, and its faculty have clearly given this topic a lot of serious thought. The facilities, classrooms and offices are excellent, and support from technical and library staff seems adequate. The reviewer is pleased to note that adjunct faculty have offices and are accessible to students. Online course offerings are up to date and well organized. The faculty is well thought of by students and administrators. Faculty members are collegial and very engaged in student learning and university service work.

Recommendations:

Program curriculum should be revisited. This revision should reflect the interests and skills of the new faculty member as well as student concerns about course availability and time to degree. The program should continue efforts to add additional faculty members. The reviewer cautions the faculty to avoid taking on too many additional responsibilities, whether in university service, course offerings or programs, until additional faculty resources are secured. Program faculty should consider the creation of a mission statement and strategic plan to guide future goals and aspirations.

Executive Summary – Table

Program Review Element	Check the appropriate selection				Provide explanation if not agree with element and/or why unable to evaluate
	Agree	Not Agree	Unable to Evaluate	Not Applicable	
The program's self-study is a realistic and accurate appraisal of the program.	X				
The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.	X				
The program's goals are being met.	X				
The curriculum is appropriate to the breadth, depth, and level of the discipline.		X			Cannot fully cover the discipline with current number of tenure/tenure track faculty.
The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.	X				
Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.		X			Enrollment is too large for the number of faculty. The number of students simply overwhelms current faculty, despite their best efforts.
The program's teaching-learning environment fosters success of the program's students.	X				
Program faculty members are appropriately credentialed.	X				
Program faculty members actively contribute to scholarship, service and advising.	X				
Campus facilities meet the program's needs.	X				
Equipment meets the program's needs.	X				
Instructional technology meets the program's needs.	X				
Current library resources meet the program's needs.	X				
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.		X			Assessment remains a work in progress for the Program and University (See Assessment section below)
Program faculty members are involved in on-going assessment efforts.	X				
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.		X			They are working on that and have made an excellent beginning. (See Assessment section below)
The program's articulation of its strengths and challenges is accurate/appropriate and integral to its future planning.	X				

General Health of Program

The program has excellent, hard-working, collegial faculty that create a welcome and caring learning environment for students. They are described as “good institutional citizens.” Students roundly praise the faculty and program. However, the long term health of the program will be in jeopardy if help is not given to the program in terms of additional faculty, full time instructors, and possibly reduced teaching loads. The Program’s faculty has been asked to carry a heavy load in the face of rapid enrollment increases and reductions in faculty numbers. The reviewer was inspired and impressed by the existing faculty’s commitment to student learning but fears their hard work might result in burnout in the long-term if additional resources are not secured.

Assessment

The program’s faculty have designed an excellent assessment plan that fits with the University’s overall assessment plan. The program’s assessment efforts drew praise from the University’s Director of Assessment. The reviewer notes that the program’s assessment is in the middle of its cycle and expects to have enough data to “close the loop” in the spring of 2015. A faculty member accurately noted, as an institution “we need to move past designing assessment and do it.”

The reviewer suggests that the program use POLS 490 Senior Seminar as a part of their assessment strategy. Faculty noted that students in this course do not take the MFAT seriously. One possible way around this problem might be to create an assessment instrument that students must complete in order to pass POLS 490. This instrument could be used as an indirect measure for assessment purposes and could go into greater depth than a traditional end-of-semester student survey.

Curriculum

Personnel

In the current academic year (2013-14) a total of twenty-eight courses were offered by the program. Of those courses 13 were taught by the two members of the program faculty. Three additional courses were taught by Dr. Eliot Jennings of the Public Administration program. This situation will improve with the addition of a third faculty member in the fall of 2014. The reviewer believes that additional faculty will attract more majors, especially given the positive reputation of current faculty.² As was noted by the faculty, courses taught by adjuncts less likely to attract majors, especially POLS 101: American Government.

Course Offerings, Concentrations and Sequence of Courses

The program offers a large assortment of courses with twelve required courses, four electives, two restricted electives and a year of foreign language. Students expressed some concern about being able to finish all required courses within a reasonable time frame, given the need to rotate courses over two years due to limited faculty numbers. (This was a special concern mentioned by non-traditional students.) Students suggested offering more courses in the summer. This might be pursued by making more upper level courses into online offerings. Students were also concerned with the limited number of restricted electives they can take.

Program faculty indicated they are considering moving to a curriculum based on “tracks” that would better reflect student interests. One of these tracks will have a pre-law focus. The reviewer agrees with the recommendations provided by the previous external reviewer (2006)

regarding the nature of a pre-law or “Law and Politics” or “Law and Society” concentration. Other concentrations might reflect the sub-areas of political science. Other areas of concentration reflecting faculty expertise could be added as additional faculty are hired. The reviewer believes that these tracks begin to address some of the concerns noted by students and in the Program Review Self-Study.

Faculty members also indicated they are considering dropping the foreign language requirement. The reviewer believes that certain possible tracks, such as international politics or comparative politics should retain the foreign language requirement. For other possible tracks the need for a language requirement is not so obvious.

The reviewer strongly believes that there are too many required courses in the major. The number of required courses limits student flexibility to pursue their interests within the major and limits the faculty from teaching electives. (Note: should a tracked system be implemented the reviewer assumes tracks will include courses from other programs.) Reduction of required courses may also eliminate problems with low enrollment in upper division courses.

The reviewer suggests the following changes to free up faculty time and increase student flexibility:

1: Consider combining POLS 342 The Legislative Process and POLS 325 The American Presidency. Consider making this course an elective for students not on an American politics track.

2: Consider creating an “Introduction to Political Thought” course at the 300 level as a replacement for POLS 452 Political Theory: Classical/Medieval and POLS 453 Political Theory: Modern.

3: Consider dropping POLS 342 Public Administration as a required course.

4: Make POLS 412 Constitution Law an elective for those not on pre-law track.

5: Make POLS 370 World Politics a 200 level course to match up with POLS 261 Comparative Politics.

6: While SOCI 120 produces strong student enrollment numbers, the reviewer is concerned that having a POLS faculty member teach this course might be an unhelpful diversion of resources.

7: In their discussion with the reviewer, several students suggested an elective course on campaigns and elections, since in the words of one student, “lots of us plan to run for public office someday.” (The reviewer recognizes the problems with adding new courses, but several students were emphatic about it.)

Overall, the above recommendations would create a major with eight or nine required courses for all majors and more flexibility for the implementation of a tracked system.

The reviewer does not believe he should propose detailed tracks for the program. The faculty of the program and the newly hired member will better understand student needs and their own interests.

The minor in Political Science should be better advertised since minors often turn into majors. Also, increased numbers of minors might lead to increased enrollment in smaller upper division courses.

Given the current demands on the faculty the reviewer feels that efforts to establish a Masters of Public Administration program in cooperation with Dr. Eliot Jennings (PADM) are not advisable at this time. Current resources (number of faculty) in both the Political Science and Public Administration programs are insufficient to assure a quality program. Limited faculty

numbers also make accreditation of such a program by the Network of Schools of Public Policy, Affairs and Administration (NASPAA) unlikely.

Internships and Career Planning

Given limited resources the program is doing a reasonable job of providing career and internship guidance to students. The faculty are fully aware of the special need to provide career guidance and experiential learning opportunities for a degree that does have an obvious career path.

The Redifer Research Institute provides vital experience in research to undergraduates which makes them more attractive on both the job market and for graduate school.³

Advising

Students had nothing but praise for the advisement provided by program faculty. They praised the faculty for its flexibility on elective courses.

The faculty should continue efforts to revive Pi Sigma Alpha and Political Science Club. Possible means might include start/end of semester social gatherings for majors and faculty, the creation of awards of outstanding students and the creation of a program focused website.

Pre-law advising should take into account the current challenges in the job market for lawyers.

Library

The relationship between the program and the Library is excellent. The program's library liaison had nothing but praise for the program faculty. The library is quick to act and is proactive in helping to decide on additions to its holdings with regard to new courses and faculty interests.

IT and Distance Learning

Both of these support services work well with the program. The technology available for teaching is excellent. All classrooms are "smart."

The reviewer examined two online courses (American Government POLS 101 and State and Local Politics POLS 236) and found them well organized and thorough in their coverage of material. Faculty teaching online courses are accessible to students.

Web Presence

The reviewer suggests the program increase its web presence by creating a dedicated website with links to program faculty bios and vitae, internship opportunities and course descriptions. The reviewer is pleased to note that the Political Science Club has an active Facebook site.

Recommendations for Future Direction of the Program

Once the new faculty member is on board in the fall of 2014 the program faculty should meet to revise curriculum.

A fourth political science faculty member should to be hired, with a focus in those areas of American Politics that are not within the expertise of existing faculty.

Since political science and public administration overlap in several areas of interest, the program faculty should work with public administration faculty to put forward a combined request for new faculty resources. One possible area of combined interest might be in the area of social entrepreneurship or non-profit management.

The program faculty stated they are considering establishing a survey research center. They feel this will provide an opportunity to secure additional resources. The reviewer cautions the faculty to move with care. The faculty should consider whether demand in the state and region warrants such an investment and should prepare a business plan for this proposed center that examines costs and benefits. The reviewer suggests the faculty contact directors of similar centers for guidance.

The faculty might consider means to further raise the profile of the Redifer Research Institute. Further expansion of this organization might also provide a better long-term return on investment than a survey research center. The faculty might consider pursuing a full-time director for the Institute whose salary could be partly paid by research grant monies and who could contribute to the academic mission of the program.

The reviewer suggests that the faculty create a mission statement for the program. He also suggests the faculty develop a strategic plan covering curriculum, advising, assessment, internships/career planning, alumni outreach and any other areas of concern. The reviewer stresses that such a plan should have attainable goals that will strengthen the program and position it for further success.

Positives

The two faculty members are dedicated, hard-working and respected by students and colleagues. The addition of a third tenure track professor is welcome. The classrooms, offices and other facilities are modern and of high quality. The program seems to have strong support at the departmental and institutional levels. Students express a high level of satisfaction with the program.

Negatives

There is nothing seriously wrong with this program beyond a lack of human resources. Faculty members are forced to take on too many teaching and service responsibilities. Additional tenure track faculty are the prime need. The reviewer believes that this program should have five or six tenure track faculty to fully serve its majors and the service courses taught by the program. Increasing the number of tenure track faculty would be the best way to enhance this program.

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² While not a scientific observation in any way, the reviewer was struck by how many students greeted the two members of the faculty as the faculty escorted him around campus.

³ The reviewer assumes that the "Natural Resources and Land Policy Institute" mentioned in program vitae and the Redifer Research Institute are the same thing.