

# Political Science, 2011/12 Program Review Executive Summary

This Executive Summary highlights key aspects of the Weber State University Political Science program--its strengths and weaknesses, accomplishments, unaddressed problems, and future potential---as revealed by the comprehensive Five Year Program Review prepared by the POLS Faculty and submitted to S&BS Dean Francis Harrold on December 12th, 2011.

## A. /B. Introduction and Mission Statement:

During the Self-Study process, the previous Mission Statement(s) underwent this revision:

The mission of the Department of Political Science is to facilitate excellence in learning, critical thinking, discovery, and engagement among our faculty and students consistent with the overarching objectives of the College of Social and Behavioral Sciences and of Weber State University. Pursuant to that mission, the program is designed:

- To provide a solid liberal arts curriculum that informs our students of the issues, authors, and content, of the principal subfields defining the discipline of political science: American Institutions and Politics, American National Government, Constitutional Law, International and Comparative Politics, Political Theory, and Public Administration.
- To examine the history and evolution of governance, the relationship of the state to society as a whole as well as to the individual, and the fundamental ethical questions arising from relationship of power and politics;
- To educate life-long informed and engaged citizens who demonstrate the finest ideals of citizenship through participating in civic discourse and sustaining a vibrant democracy;
- To cultivate the reasoning and analytic abilities as well as the oral and written communication skills that provide the hallmarks of a liberal arts education;
- To contribute to a deeper understanding of politics through faculty and student research;
- To offer an excellent undergraduate education in political science so that Political Science graduates are well prepared to start careers in government, business, non-profits, international non-governmental organizations, journalism, politics, education, or to continue their post-graduation education in professional or graduate school.

To this end, the chief marker of success for the POLS program lies in our students careers (Appendix). Beyond the skills and learning of the classroom, POLS amplifies opportunities for undergraduate research, local and national internships, community involvement, civic engagement, and campus activities such as Mock Trial / Moot Court, Model United Nations, the Richard Richards Institute Student Ethics Committee, Amnesty International, and Pi Sigma Alpha.

## C. Curriculum:

The POLS department offers 44 course options in 6 areas of concentration. While preparing 129 Majors (Fall, 2011) for careers, graduate school, and citizenship, POLS supports the Liberal Arts tradition at WSU through an American Institutions course (American National Government) as well as 3 General Education courses (Intro. to International Politics, Intro. to Comparative Politics, and Intro. to Political Theory). The program has undergone a thorough curriculum review in 2010-11 by redesigning its BA/BS degrees. In the last 5 years, POLS has cultivated new Minors in International Politics, Public Administration, Civic Advocacy, and supported the CIVITAS curriculum.

#### D. Student Learning Outcomes:

The Student Learning Outcomes (LOs) for POLS and its Assessment profile from 1999-00 to 2010-11 can be found at <[http://www.weber.edu/portfolio/political\\_science.html](http://www.weber.edu/portfolio/political_science.html)>. During the Self-Study process, the LOs were revised (from the previous 5) into the 4 listed below:

1. Students should have a basic knowledge of the political institutions and processes of the government of the United States.
2. Students should possess knowledge of at least one of the following five subfields of the discipline: American Government and Public Administration, Comparative Politics, International Politics, Public and Constitutional Law, and Political Theory.
3. Students should be able to demonstrate critical thinking skills or formulate and defend a thesis in a written or oral format.
4. Students should be able to utilize a proper methodology necessary for writing a paper in the field of political science

In anticipation of the Northwest Accreditation report scheduled for 2014, POLS will have activated by Spring, 2012 a more elaborate curriculum map that ranks the LOs for every course according to degree of achievement for each goal. In addition, separate LOs will be tracked for the American Institutions course and the General Education courses. At the same time, the collection of artifacts verifying the achievement of these goals will be designed and implemented.

#### E. Academic Advising:

Thom Kuehls provides advisement for POLS majors, with faculty dividing responsibility for advising Minors according to their areas of expertise. Comparative exit interviews (2009 -2011) clarify the current status of advisement. Ms. Debbie Strait assists students in registering for courses and reminding students of the graduation requirements.

#### F. Faculty:

Weber State University (WSU) prizes and prioritizes its Teaching Mission while sustaining a commitment to Professional Activities and Professional Service. (Faculty CVs are attached in the Appendix.) Its collegial and energetic 5-person faculty fulfills its teaching responsibility with significant success, according to the feedback from exit interviews, course evaluations. A comparison amongst the S&BS College departments shows the PS&P department with comparatively lower GPAs and relatively higher course evaluations.

The program's biggest drawback is the 4-year absence of a Public Law faculty. Fortunately, that is being address with an on-going search to hire for the position during the current academic year. This should revitalize one of the most effective and attractive POLS offerings--its pre-law program. A perpetual issue for faculty lies in fulfilling their academic potential under a 4/4 teaching load. This career context means that every opportunity for released time, sabbaticals, or travel opportunities has enormous value.

#### G. Support Staff, Administration, Facilities, Equipment, and Library:

Ms. Debbie Strait has superbly transformed a serious problem area, the departmental office, into a major asset. Faculty and students rely upon her efficiency, professionalism and student-friendly demeanor on a daily basis.

Administrative support has been a vital vehicle in sustaining the department while missing a faculty position: upgrading the number of "smart" classrooms; purchasing new computers for the PS&P faculty; instigating a D.C. Internship Housing Fund; remodeling a Seminar Room; working to finalize an endowment fund for D.C. Internship Fellowships; and establishing the Richard Richards Institute for Politics, Decency, and Ethical Conduct in the department.

#### H. External Communities:

Various levels of connections with the local community help fulfill the WSU mission as a comprehensive university. POLS has developed a network of relationships, including supporting education internationally (e.g. First Grade school in Kanganambanda, India), establishing internships nationally and locally (e.g. with Utah's Congressional delegation, Utah's legislature, and city and county governments), hosting activities with local high schools (e.g. Northern Utah Model UN and Utah's Boys State), and promoting on campus events attended by community members (e.g. the American Democracy Project).

Undoubtedly the most significant community connection lies in the \$100,000 Richard Richards Institute for Politics, Decency, and Ethical Conduct Endowment (RRI) housed within the department. The multifaceted benefits come to student on campus through academic scholarships and ethics research projects. The RRI Board represents a cross-section of local community leaders who have raised addition funding from local sources to sponsor scholarships to high school student winners of ethics essay competitions.

#### I. Previous Program Review

Some specific recommendations have been only partially fulfilled: the complete package of supervision/support for Adjunct faculty and the goal of an Alumni Council remain incomplete; POLS has been unable to hire a 7th faculty with expertise in Comparative and International Politics; and POLS has not developed a Study Abroad program. The latter two have been affected by the downturn in the economy, and require substantial administrative support.

J. Action Plan: Current Self-Study

The process of preparing the Self-Study has itself resulted in a significant upgrade in several aspects of the POLS program, including revisions of the Mission Statement and the POLS Learning Outcomes, and a formalized set of Teaching Standards.

Going forward, the top priority for POLS remains a successful outcome to the Public Law search. A major and sustained effort must be made, beginning in Spring, 2012, to realize the Northwest Accreditation mandates for a far more comprehensive verification of Learning Outcomes across our entire curriculum, to be verified through direct (numeric-based) evidence. More comprehensive attention to Adjunct and Concurrent Faculty needs to be implemented.

K. Artifact Collection Procedure:

POL opted in August 2011 to support electronic portfolios for our Majors, and has begun to collect a range of appropriate evidence (papers, exams and other items) to meet the artifact requirement for the Northwest Accreditation process.

FIVE-YEAR REVIEW SUMMARY:

Strengths:

- Students / Faculty / Staff
- Curriculum: new Minors offered / redesigned BA/BS
- High-Impact Learning: Internships / Undergraduate Research
- Community Engagement (RRI)
- Vision: Center for Democracy

Weaknesses:

- Missing Public Law Faculty
- Assessment - Spring, 2012 Comprehensive Revisions and Implementation
- High Majors numbers / Low Graduation rates
- Need for Research Incentives

REVIEW TEAM:

- Professor Erika Daines (WSU - Foreign Languages)
- Professor Victoria Farrar-Myers (University of Texas, Arlington - POLS)
- Professor Lauren Holland (University of Utah - POLS)
- Professor Brenda Kowalewski (WSU - Sociology)

# **WSU Five -Year Program Review Self-Study**

**Department of Political Science and Philosophy / POLS program**

**Submitted: Fall Semester, 2011**

## **Self-Study Team Chair:**

**Nancy Haanstad - Associate Professor, Chair POLS/PHIL**

## **Self Study Team Members:**

**Gary Johnson - Associate Professor**

**Thom Kuehls - Professor**

**Leah Murray - Associate Professor**

**T.R. Reddy - Professor**

## **Contact Information:**

**Nancy Haanstad (801) 626-6698 / [nhaanstad@weber.edu](mailto:nhaanstad@weber.edu)**

**Gary Johnson (801) 626-6697 / [garyjohnson@weber.edu](mailto:garyjohnson@weber.edu)**

**Thom Kuehls (801) 626-6696 / [tkuehls@weber.edu](mailto:tkuehls@weber.edu)**

**Leah Murray (801) 626-6695 / [lmurray@weber.edu](mailto:lmurray@weber.edu)**

**T.R. Reddy (801) 626-6694 / [trreddy@weber.edu](mailto:trreddy@weber.edu)**

## **A. (Brief) Introductory Statement**

Features of the Introductory Statement introducing POLS activities in the classroom and other professional priorities in this brief overview are amplified throughout the body of the Self-Study.

**CURRICULUM:** The Political Science program offers 41 courses in 6 main areas of concentration: American National Government and Politics (Murray); Comparative Politics (Reddy); Constitutional Law (adjunct); International Politics (Haanstad); Political Theory (Kuehls); and Public Administration (Johnson). POLS had 129 registered Majors in Fall, 2011 (in comparison with 94 in Fall, 2008). POLS was identified as one of 6 campus Majors whose numbers had grown 27% or more from 2007 to 2009 (Appendix). Since the previous 5 year review, the POLS program has been enhanced with two additional Minors in International Politics and Public Administration, as well as a Civic Advocacy component of a structured Bachelors of Integrated Studies degree. Moreover, the CIVITAS designation on a graduate's diploma and transcript confirms that their Major was academically entwined with the new civic engagement curriculum.

- **American National Government:** POLS offers American National Government (POLS 1100), one of three American Institutions courses required of all graduates by the Utah Legislature. POLS 1100 is made available to students in a variety of venues including face-to-face and online, day and evening, Ogden and Davis campus, and through Independent Studies. For 2010-11 academic year, 1,020 students (3060 SCHs) were registered in POLS 1100.
- **General Education:** POLS offers three Social Sciences Gen Ed courses; Introduction to International Politics (POLS 2100), Introduction to Comparative Governments (POLS 2200), and Introduction to Political Theory (POLS 2300). All Social Science General Education courses are in a renewal process during the current academic year. In 2010-11, 257 students (771 SCHs) filled these General Education courses.
- **Curriculum Revision:** In 2010-11, the POLS curriculum underwent an examination by its faculty, as mandated by Weber State University, to design each program into BA (and/or) BS format(s) and eliminate the Scientific Inquiry designation. As a result, POLS added a new required course for all incoming majors, Introduction to Political Science (POLS 1010), and created distinctive tracks for BA and BS students. During the process of preparing the Self-Study, the Faculty revised the Learning Outcomes (LOs) by condensing five LOs into four by imbedding the contents of one LO elsewhere, and revising some language in the other four.

**FACULTY:** Our collegial and active faculty have sustained their productivity in Professional Activities and Professional Service while carrying a 4/4-classroom load and fulfilling the Teaching responsibilities that WSU recognizes as its priority mission. Five POLS faculty have been compensating for a missing Public Law faculty member who left in Spring 2008 for a

position elsewhere. As a result of uncertain economic conditions, the advertisement was pulled in Fall 2008. Hence, the top issue for POLS lies in a successful outcome of the recruitment process presently underway—with a new Public Law faculty under contract by July 1st, 2012.

STAFF: That Ms. Debra Strait was hired in February of 2009 has dramatically improved the performance of the office in support of our mission. Ms. Strait's competence, professionalism, and student-friendly demeanor have turned a serious problem-area into a major asset for the program.

COMMUNITY: The department takes seriously the opportunity for community connections through a variety of venues, such as Internships, Community-Based Learning, the American Democracy Project, Poll Workers training, Boys State, and the Northern Utah Model United Nations.

- The Richard Richards Institute for Politics, Decency, and Ethical Conduct (RRI) was embedded in the department in Spring 2009. In 2011, 14 high school students were awarded \$1,000 Ethics scholarships to WSU through an Ethics Essay contest. Expanding this opportunity to student winners in 20 local high schools has been identified as the RRI's goal for 2012. The original funding for the RRI came from the Dick Richards family (and friends), and the RRI Board recruited the Ethics Scholarships monies from the local community.

STUDENTS: POLS emphasizes High-Impact Learning through undergraduate research and other out-of-classroom opportunities for POLS students. These include activities such as Mock Trial / Moot Court, Model United Nations, Amnesty International, and local and national internships.

- POLS students have created an annual RRI Student Ethics Committee Report examining ethical issues in Utah politics. The four 2011 RRI Student Ethics Committee students presented at the 2011 National Conference on Undergraduate Research. Previous RRI Ethics Committees were invited to present and discuss their findings personally with the Governor, and before the Governor's Commission on Strengthening Utah's Democracy.
- Students have multiple opportunities for Internships at the state Capitol (Utah Legislature, the Governor's or Lt. Governor's Offices), or through local internships with city and country governments. In 2009, WSU leased an apartment in Washington, D.C. to facilitate national Internships (White House and Congressional delegations) as well as international Internships (Middle East Policy Council, Pal-Tech, and (former) Ambassador Frances Cook). Recruiting a permanent and substantial Internship Endowment Fund is well underway.
- The success of our graduates who have moved on to various careers and educational programs demonstrates the vitality and quality of our program. A selected list from the last 5 years features: International Rescue Committee, Teach for America, Utah State

Environmental Committee, Peace Corps, State Department, Military Service, Utah House of Representatives, Washington D.C. Senate/House Staffer, MA and PhD programs (e.g., Boston College, University of Kansas, Portland State University, University of Southern California, University of Utah) and Law School (BYU, University of Denver, University of Wyoming, Washburn University School of Law, University of Utah). An list of graduates from the last 5 years and their subsequent careers is the best demonstration of the program's success (Appendix).

**PROBLEMS:** Our primary problem lies in the 4-year absence of a Public Law faculty. This area had long been a major strength of POLS, both in terms of the pre-law program and the Mock Trial / Moot Court teams that compete at the regional and national level. In addition, POLS has not successfully responded to all the recommendations from the previous 5-year review, and have uncovered other issues in the process of the current review.

- POLS has routinely carried out annual Assessment of Learning Outcomes according to the posted standards and schedule as found in Provost's web site (under Assessment). We have now been made aware that a more rigorous Assessment covering every class and verified by direct (i.e., numerical) evidence must be undertaken in Spring, 2012 in order to comply with the Assessment standards mandated for the next (2014) Northwest Accreditation review.
- The previous 5-year review made several specific recommendations. Establishing permanent D.C. housing for our Interns has largely been accomplished. Stronger efforts to support and supervise our Adjuncts and developing an Alumni Council for POLS graduates has only partially been carried out, and needs to be fulfilled. While it was not possible to hire an additional Comparative / International faculty in the interim, it remains a significant future priority A Study Abroad Year has not been built into our program.
- As a direct result of the 5-year review, an official Teaching Standards document has been adopted, the Mission Statement redesigned, the POLS Learning Outcomes revised during Fall semester. The extensive redesign of Assessment for every POLS course will be undertaken next semester. (In addition, 2 classes that have not been in the regular rotation need to be reconsidered, and the POLS web site needs an upgrade.)
- A perennial and fundamental challenge for POLS faculty lies in the 4/4 teaching load. The opportunities for released time, sabbaticals and other such mechanism to give faculty the time to prioritize research and scholarship remain both a priority for current faculty and a significant incentive in recruiting.

**VISION:** Eight years ago, POLS began exploring with the President's Office, the Dean's Office, and the Development Office, the prospects for constructing a Center for Democracy based in the POLS department with three major legs (Appendix).



- The first has been achieved through the \$100,000 Endowment for the Richard Richard's Institute for Politics, Decency, and Ethical Conduct (RRI). Its impact has been twofold: on POLS students, through the series of RRI Student Ethics Report series and scholarships, and on the community, through ethics scholarships for high school students awarded on Ethics Day.
- Secondly, a Fellowship Endowment for Washington, D.C. Internships that would award WSU students Intern scholarships and a provide supervision in Washington, D.C. through the department is undergoing finalization with long-time associate Dr. Omar Kader. Both parties anticipate its completion during the current academic year.
- Thirdly, a Political Leadership Institute (PLI) with the goal of providing workshops and advice from experienced practitioners for citizens who want to become involved in local politics or run for office remains in the initial stage. In response to discussions extending over the last 3 years, a proposal was received from former Governor Olene Walker in November 2011 to build upon this component of a Center for Democracy.

**B. Mission Statement:** The Mission statement was rewritten in the process of preparing the Self-Study in Fall, 2011 from elements of each of 3 Mission Statements in use at various times to describe the POLS program.

The mission of the Department of Political Science is to facilitate excellence in learning, critical thinking, discovery, and engagement among our faculty and students consistent with the overarching objectives of the College of Social and Behavioral Sciences and Weber State University. Pursuant to that mission, our program is designed:

- To provide a solid liberal arts curriculum that informs our students of the issues, authors, and content, of the principal subfields defining the discipline of political science: Political Theory, American National Government, American Institutions and Politics, Public Administration, International and Comparative Politics;
- To cultivate the reasoning and analytic abilities as well as the oral and written communication skills that provide the hallmarks of a liberal arts education;
- To contribute to a deeper understanding of politics through faculty and student research;
- To offer a first-rate undergraduate education in political science so that our graduates are well-prepared to start careers in government, business, non-profits, international non-governmental

organizations, journalism, politics, education, or to continue their post-graduation education in professional or graduate school;

- To produce life-long informed and engaged citizens who demonstrate the finest ideals of citizenship through participating in civic discourse and sustaining a vibrant democracy.

## C. Curriculum

Curriculum Map of Political Science courses

<i>Primary courses in the major</i>	<i>Learning Outcome 1</i>	<i>Learning Outcome 2</i>	<i>Learning Outcome 3</i>	<i>Learning Outcome 4</i>
1010	1	1	1	1
1100	1			1
2060	1	1		
2100		2	1	
2200		1		
2300		1	2	
3060			2	
3140	2	2	2	
3150		2	3	
3210		2		
3220		2		
3290		2		
3330		3	3	
3600	3	3	3	
3610	3	3		
3620	3	3		
3630	3	3	3	
3700	3	1	2	2
3750		2	2	3
3760		1	2	2
3990		3		3
4020		3	2	
4030		3	2	
4060		3		
4070		2		
4180	3	3	2	
4190		3	3	
4280		3	3	
4360		3	3	
4380		3	3	
4600	3	3		
4640	3	3	3	
4750	2		2	2
4990		2	3	3

1= Outcome is introduced; 2= Outcome is emphasized; 3= Outcome is mastered

Course Rotation:

### CORE COURSES

<b>Course Number</b>	<b>Course Title</b>	<b>Semesters Taught</b>
POLS AII100	American National Government	Every semester
POLS 1010	Introduction to Political Science	Begins Spring 2012
POLS SS2100	Introduction to International Politics	Every semester
POLS SS2200	Introduction to Comparative Politics	Summer, Fall 2007 Spring, Fall 2008 Summer 2009 Spring 2010 Spring 2011
POLS SS2300	Introduction to Political Theory	Spring 2008 Summer 2008 Spring 2009 Spring 2010 Spring 2011
POLS 4990	Senior Seminar/Thesis	Spring, Fall 2007 Summer, Fall 2008 Fall 2009 Fall 2010 Fall 2011
POLS 3990	Intro. to Political Science Research	Every Spring and Summer semester

**AMERICAN GOVERNMENT AND PUBLIC ADMINISTRATION**

<b>Course Number</b>	<b>Course Title</b>	<b>Semesters Taught</b>
POLS 3600	Political Parties	Spring 2007 Summer 2009 Fall 2011
POLS 3610	Campaigns and Elections	Fall 2008 Fall 2010
POLS 3620	Political Behavior	Fall 2007 Spring 2011
POLS DV3630	Identity Politics	Fall 2008
POLS 3700	Introduction to Public Administration	All semesters excepting Summer 2007, Spring 2011
POLS 3750	Urban Government and Politics	Spring 2008 Spring 2009 Fall 2011
POLS 3760	State Government and Politics	All semesters excepting Summer 2007, Summer 2009, Summer 2010, Summer 2011
POLS 4600	American Congress	Fall 2007 Spring 2010 Fall 2011
POLS 4640	American Presidency	Fall 2008 Spring 2010
POLS 4700	Politics of Administration	Has never been taught
POLS 4750	Public Policy Analysis	Spring 2007 Fall 2008 Fall 2010

## COMPARATIVE POLITICS

<b>Course Number</b>	<b>Course Title</b>	<b>Semesters Taught</b>
POLS 3210	Politics and Governments of Europe	Fall 2007 Fall 2008 Fall 2009 Fall 2010 Fall 2011
POLS 3220	Politics and Governments of Asia	Spring 2007 Summer 2008 Spring 2009 Summer 2010 Spring 2011
POLS 3290	Introduction to Politics and Governments of Developing Nations	Spring 2007 Spring 2009 Summer 2010 Spring 2011
POLS 4280	Foreign Policies of Major Powers	Summer 2007 Spring, Fall 2008 Spring 2010

## INTERNATIONAL POLITICS

<b>Course Number</b>	<b>Course Title</b>	<b>Semesters Taught</b>
POLS 3140	Foreign Policy of the United States	Fall 2007 Fall 2008 Fall 2009 Spring 2011
POLS 4160	Topics in World Politics	Spring, Fall 2007
POLS 4180	International Law and Organization	Spring 2008 Spring 2010 Fall 2011
POLS 4190	Theories of International Politics	Spring 2009 Spring 2011

## POLITICAL THEORY

<b>Course Number</b>	<b>Course Title</b>	<b>Semesters Taught</b>
POLS 3330	American Political Theory	Fall 2008 Fall 2010
POLS 4360	Classical Political Thought	Fall 2007 Fall 2009 Fall 2011
POLS 4380	Modern Political Thought	Spring 2008 Spring 2010

## PUBLIC AND CONSTITUTIONAL LAW

<b>Course Number</b>	<b>Course Title</b>	<b>Semesters Taught</b>
POLS 4020	American Constitutional Law I	Spring 2007 Spring 2009 Spring 2010 Spring 2011
POLS 4030	American Constitutional Law II	Spring 2008 Fall 2009 Fall 2010 Fall 2011
POLS 4060	Elements of Law	Every semester excepting Spring 2007, Spring 2009, Spring 2010, Summer 2010, Spring 2011, Fall 2011
POLS DV4070	Sex Roles and the Law	Spring 2009

## ELECTIVE COURSES

<b>Course Number</b>	<b>Course Title</b>	<b>Semesters Taught</b>
POLS 2060	Freedoms	Spring, Summer, Fall 2008 Spring, Fall 2009 Spring, Fall 2010 Spring, Fall 2011
POLS 2920	Workshops	Every semester excepting Fall 2007, Fall 2008, Spring 2009, Fall 2009, Fall 2010, Fall 2011
POLS 3060	Mock Trial	Fall 2007 Fall 2008 Fall 2009 Spring 2011 Fall 2011
POLS 3150	Model United Nations	Spring 2007 Spring 2008 Spring 2009 Spring 2010 Spring 2011
POLS 4800	Independent Projects and Research	Every semester
POLS 4830	Directed Readings	Every semester
POLS 4860	Internships	Every semester
POLS 4870	Internships in Perspective	Every semester
POLS 4880	Internship Research	Every semester
POLS 4940	Topics in American Politics and Thought	Spring, Summer, Fall 2007 Spring, Summer 2008



### BA/BS Revisions to POLS Major:

This past year, the University directed each department to choose either a Bachelor of Arts or Bachelor of Science, or to offer both. Our department chose to offer both as we have a degree that is practical in application as well as theoretical, and American in orientation as well as international. Thus, we created a two-track system.

- All students have three core courses they must take: POLS A11100 American National Government, which is the state American Institutions course; POLS 1010 Introduction to Political Science; and POLS 4990 Senior Seminar/Thesis. The first course, POLS 1100, has not changed since our review five years ago. Introduction to Political Science, POLS 1010, is a new course POLS added to meet the new requirements. Dr. Kuehls and Dr. Murray are team-teaching it for the first time this spring. POLS 1010 will introduce students to the discipline, specifically the evolution of the science of politics over the last 150 years. This course will also introduce students to the basic sub-fields in the discipline, the various methodologies as well as the major literature in each. Finally, all students must undertake POLS 4990 Senior Seminar/Thesis through either the capstone project in Senior Seminar or an undergraduate research paper in Senior Thesis (when circumstances require such an option).
- All students will also take six credit hours of 2000 level courses, choosing POLS SS2100 Introduction to International Politics, POLS SS2200 Introduction to Comparative Politics, or POLS SS2300 Introduction to Political Theory. They will all also take eighteen upper division courses, taking at least two courses in each of three of five areas of specialization: American Government and Public Administration; Comparative Politics; International Politics; Public and Constitutional Law; and Political Theory.
- From there, the students can take either path. The Bachelor of Arts reflects a commitment to language arts while the Bachelor of Science reflects a commitment to scientific analysis. For a BA, students will focus on the international/comparative or theoretical side of political science when they flesh out their degree to achieve the necessary extra six hours of language arts. For a BS, students will have to take POLS 3990, Quantitative Analysis (previously Intro. to Political Science Research, whose methodology piece is retained in the new requirement, POLS 1010). Then students can flesh out their degree with the necessary extra nine hours with analytic inquiry and other options.

The most recent POLS syllabi in all courses are compiled in a binder (Available).

### Minors:

The department offers a series of options for students to minor in Political Science.

- First, the Political Science minor allows students to get a fundamental understanding of the field. This minor requires all students to take the POLS AI1100 course, American National Government, as well as one of the 2000 level introductory courses: POLS SS2100 Introduction to International Politics, POLS SS2200 Introduction to Comparative Politics, or POLS SS2300 Introduction to Political Theory. In addition, they must take two courses from either American Government and Public Administration and Public and Constitutional Law, and two courses from Comparative Politics, International Politics, and Political Theory.
- If the student is working on a teaching minor, that student must also take HIST 4500, Teaching Social Studies.
- We also coordinate with the Bachelor of Integrated Studies program for which students develop their own Bachelor degree of three minors. Students can choose to do this with the straight Political Science minor, Public Administration Minor, International Politics Minor, or they can choose to use Political Science as part of the structured Civic Advocacy BIS. If they choose Civic Advocacy, they POLS minor is coupled with two of the following: English, Communication, or Foreign Languages. In the POLS leg of the triad, they are required to take POLS AI1100 Introduction to American National Government, POLS SS2100 Introduction to International Politics, and POLS 3990 Quantitative Analysis. They can choose from a series of electives that focus on implementing political change, such as POLS 3150 Model United Nations or POLS 4600 American Congress.
- Students who are interested in pursuing a law degree can take the Legal Studies Minor. All students who choose this path must take ENGL 3210 Advanced College Writing; PHIL HU 1250 Critical Thinking or PHIL 2200 Introduction to Logic; and POLS 4060 Elements of Law. Twelve additional credit hours are selected from three of the following four groups: Skills Important to Law; Law Courses; Background of the Law; and Correlative Courses.
- Students who are interested in a career in International Politics can minor in that specialization. Students taking this minor must take POLS SS2100 Introduction to International Politics; POLS 3140 Foreign Policy of the United States; and POLS 4280 Foreign Policies of Major Powers. They then take six credit hours from a selection of Political Science courses covering International Politics and Comparative Politics. Finally, they take nine credit hours in interdisciplinary electives covering disciplines from Anthropology to Sociology.
- Students who are interested in pursuing a career in government or non-profits can minor in Public Administration. All students in this minor must take POLS 3700 Introduction to Public Administration; POLS 3750 Urban Government and Politics; and POLS 4750 Public Policy Analysis. Students then take fifteen credit hours in interdisciplinary electives covering fields from Economics to Management.

The full course list for each minor is provided in a binder (Available) .

**D. Student Learning Outcome and Assessment:**

In Fall 2011, POLS has identified the following 4 learning outcomes for our majors:

5. Students should have a basic knowledge of the political institutions and processes of the government of the United States.
6. Students should possess knowledge of at least one of the following five subfields of the discipline: American Government and Public Administration, Comparative Politics, International Politics, Public and Constitutional Law, and Political Theory.
7. Students should be able to demonstrate critical thinking skills or formulate and defend a thesis in a written or oral format.
8. Students should be able to utilize a proper methodology necessary for writing a paper in the field of political science

Evidence of Learning: Political Science Major courses

For more on the process of annual Assessment of POLS Majors from 1999-2000 through 2010-11 based on the previous set of 5 Learning Outcomes, see [http://www.weber.edu/portfolio/political\\_science.html](http://www.weber.edu/portfolio/political_science.html)

Learning Outcome	Method of Measurement	Findings	Interpretation of Findings	Action plan/Use of results
1. Students should have a basic knowledge of the political institutions and processes of the government of the United States.	Pre-test/post-test A twenty-question test drawn from questions in the test bank of the American Citizenship test is given to POLS 1100 students at the start of the semester and then given again at the end of the semester. The test has also, on occasion been	Students beginning POLS 1100, on average, answered 12 out of 20 questions correctly. Students completing POLS 1100, on average, answered 17.5 out of 20 questions correctly. Political Science majors who had	We find these results to be positive. Students competing POLS 1100 demonstrate significant gains in knowledge with regards to the goals of the course, almost a 50% improvement. In addition our majors are demonstrating	No changes needed at this time.

	given in upper division Political Science classes to Political Science majors.	previously taken POLS 1100, on average, answered 16.5 out of 20 questions correctly.	that they are retaining the knowledge gained in POLS 1100 even though some of them may be focusing on non-American government areas in political science.	
2. Students should possess knowledge of at least one of the five subfields in the discipline.	Content analysis of seminar papers from POLS 4990 Senior Seminar.	Since the 2008-09 Senior Seminar was conducted by Dr. Kuehls, whose area of specialization is political theory, knowledge of political theory was assessed. There were two papers from the 2008-09 Senior Seminar that were specifically political theory oriented. One was an excellent assessment of competing theoretical conceptions of freedom. This student demonstrated a strong understanding of the notions of freedom put forth by theorists ranging from Aristotle and	These two papers demonstrated that students are gaining an in depth knowledge in at least one of the Political Science subfields. In particular this knowledge was revealed by the students' ability to draw upon material covered in previous courses and apply it to a specific topic in political theory. In other words, the students had not simply left their knowledge from previous political theory courses behind when those courses ended. They were able to carry it forward and	No changes needed at this time.

		<p>Cicero, to de Tocqueville, Locke and Mill. Through his senior seminar paper, it was clear that he has gained an in depth knowledge of the subfield of political theory (Appendix).</p> <p>A second paper looked specifically at the concept of representation. The concept of representation was the focus of the American Political Thought (POLS 3330) course when this student took it. She was able to draw upon the knowledge she gained in that class and apply it to the question she was addressing in her senior seminar paper. She was also able to draw upon readings from other political theory courses and tease out the implications in these arguments</p>	<p>extend it into new areas of research.</p>	
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		for the theory of representation. This paper demonstrated a substantial knowledge of the political theory subfield, even though this paper was not a broad as the first.		
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3. Students should be able to demonstrate critical thinking skills or formulate and defend a thesis in a written or oral format.	Content analysis of Senior Seminar papers.	Papers were evaluated specifically on the students' ability to demonstrate the skill of formulating and defending a thesis. On a scale of 1-5 with 5 being excellent demonstration of this outcome student, 8 of the papers scored a 5, 10 scored a 4 and 5 scored a 3.	The last time we assessed this outcome just over 50% of the student papers received scores of 4 or 5, compared to almost 80% this time. While this year's results were higher we felt that it was impossible to determine if this indicated overall improvement in the department or if this year's results were primarily due to a better class of students than before.	No changes needed at this time.
4. Students should be able to utilize a	Format analysis of Senior Seminar papers.	Papers were scored specifically on	The last time we assessed this outcome only	No action needed at this time.

proper methodology for writing a paper in the field of political science.		the students' ability to utilize a proper methodology. On a scale of 1-5 with 5 being excellent, 8 of the papers scored a 5, 11 scored a 4, and 4 scored a 3.	30% of the students received a 4 or 5, compared to over 80% this time. As with the interpretation of findings for outcome 3 above we were unsure of how to interpret these findings, given the fact that we only have two samples to compare.	
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Evidence of Learning: General Education Courses

**American Institutions**

Political Science AI 1100

A twenty-question pre-test/post-test has been administered yearly in a couple sections of POLS 1100 American National Government. The twenty questions are taken from the test bank of questions for the American Citizenship Test (Appendix). The selected questions were chosen for their ability to address the general goal of Weber State's American Institutions requirement: students shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States.

Results

	Method of Measurement	Findings	Interpretation	Action
Core goal	Pre-test/post-test Test given to POLS1100 students at the start of the semester and then given again at the end of the	Students beginning POLS 1100, on average, answered 12 out of 20 questions correctly. Students	We find these results to be positive. Students competing POLS 1100 demonstrate significant gains	No changes needed at this time.*

	semester. Test has also, on occasion been given in upper division Political Science classes to Political Science majors	completing POLS 1100, on average, answered 17.5 out of 20 questions correctly. Political Science majors who had previously taken POLS 1100, on average, answered 16.5 out of 20 questions correctly	in knowledge with regards to the goals of the course, almost a 50% improvement. In addition our majors are demonstrating that they are retaining the knowledge gained in POLS 1100 even though some of them may be focusing on non-American government areas in political science.	
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\*The overall goal of the American Institutions course was broken into 4 specific items in 2010. 1. reasonable understanding of the significant political, economic, and social changes in American history; 2. Reasonable understanding of the major principles of American civilization, including popular sovereignty, liberty, and equality; 3. Reasonable understanding of the institutions and workings American government; 4. Reasonable understanding of the basic workings and evolution of the market economy in America.

Our assessment of POLS 1100 needs to be altered in order to coincide with this change. In the future we will break the test used into sections dealing with each specific outcome.

	Method of Measurement	Findings	Interpretation	Use of results
Outcome 1	Pre-test/Post-test			
Outcome 2	Pre-test/Post-test			
Outcome 3	Pre-test/Post-test			
Outcome 4	Pre-test/Post-test			



Evidence of Learning: General Education courses

**Social Science General Education**

POLS SS 2100 (Intro. to International Politics); POLS SS 2200 (Intro. to Comparative Politics); POLS SS 2300 (Intro. to Political Theory).

All courses possessing a Social Science General Education designation must meet two of the following skill outcomes:

1. Written, oral, or graphic communication
2. Abstract logic or reasoning
3. Use of information technology
4. Use of library or other research sources
5. Critical thinking, cognitive learning, and individual or group problem solving
6. Collaborative group problem solving

All courses possessing a Social Science General Education designation must be meet three of the following learning outcomes:

1. Describe a social science approach to studying and understanding human behavior.
2. Describe basic assumptions about humans and their behaviors from a social science perspective.
3. Explain the basic elements and operation of a sociocultural system.
4. Explain the interactions between individuals and their sociocultural and/or natural environments.
5. Apply a social science perspective to a particular issue and identify factors impacting change (past or present).

The assessment of general education has, in the past, always been a university-level process at Weber State University. However, we have been instructed that in the future each department offering general education courses must conduct course-level assessment of each of their general education courses. To this end, we will be completing the following grid for our Political Science 2100, 2200, and 2300 courses, specific to each skill and outcome noted as a goal of each course.

	Method of Measurement	Findings	Interpretation of Findings	Use of results
Skill 1				
Skill 2				
Skill 3				
Skill 4				
Skill 5				
Skill 6				

Outcome 1				
Outcome 2				
Outcome 3				
Outcome 4				
Outcome 5				

**High-Impact or Service Learning:**

Internships (POLS 4860/70/80), Individual Projects (4800), Community-Based Learning (designation), Model United Nations (3150), Mock Trial / Moot Court (3060), Intro. to Political Science Research (3990) and Senior Seminar (4990).

POLS students are strongly encourage to build an undergraduate profile that enhances their academic accomplishments through learning experiences that go beyond the typical classroom experience.

Internships: The department has a long history of encouraging students to pursue Internships locally and nationally. Students are selected through an application process for each area. For the Congressional internships, students are selected to interview and the Congressional staff chooses from interviewed. The department also facilitates students who have gotten their own internships (for example, two WSU students have received White House internships) by offering internship credit as well as coordinating housing for these students. POLS has offer numerous internships in four general areas over the last 5 years (External Communities).

- First, POLS offers internship opportunities to students interested in International Politics. Dr. Haanstad has coordinated (with Dr. Larkin, HIST) nearly 50 international internships based in Washington, D.C., primarily with the Middle East Policy Council and Pal -Tech, Inc. (Appendix).
- The second area, the Washington, D.C. offices of Utah's Congressional delegation, is coordinated by Dr. Murray, who has overseen 13 such internship placements.
- A third area of internships at the state level includes the State Legislature as well as interest groups connected to the legislative session. Dr. Murray has also managed 12 such internships, including 1 in the Governor’s office.
- Fourth, Dr. Johnson coordinates a variety of internships at the local level in city and county offices, including the Offices of Mayors, City Managers, and City Councils as well as election officials.

Undergraduate Research: The department prioritizes the opportunity for students to delve deeply into research that can enhance their undergraduate experience and distinguish their resumes upon graduation. A number of courses are utilized to develop such research projects: Quantitative Analysis; Senior Seminar (the capstone academic experience for POLS Majors); the annual RRI Student Ethics Committees; and Individual Projects. POLS students have gained recognition and

experience through presentations at venues such as the National Conference on Undergraduate Research, the Utah Conference on Undergraduate Research, the WSU Undergraduate Research Symposium, the Capitol Conference, and the Western Social Sciences Conference, among others.

Community-Based Learning and CIVITAS: POLS was granted a Community-Based Learning (CBL) certification for two courses: American National Government and Quantitative Analysis. Because the literature on civic engagement demonstrates that students who have been required to do such work in college are more likely to be civically involved after they graduate, CBL helps fulfill one of Mission Statement goals for WSU.

- In the American National Government course, CBL certification requires students to do at least twenty hours of civic engagement in addition to their coursework. This counts as thirty percent of their grade and includes everything from University approved community service to attending political events, such as city council meetings. While completing these hours, students maintain a journal, and then write a reflective three-page response paper discussing the political implications and reflecting on what being engaged in the community means for them.
- In the Quantitative Analysis course, students complete a research project with 20 hours of work with a community partner. For example, students may complete a survey of the economic development opportunities in a local city. They then conducted focus groups based on the responses to the survey for the city council. Community partner gained much needed information and students learned to do the work of political science (operationalizing questions, collecting data, analyzing and writing data reports). They write a reflective response paper on the need of the city, and how using these learned skills helped the city.

Model United Nations: The Model UN program prepares students for the annual Model UN of the Far West (MUNFW) as a delegation representing their country on the issues before the current UN General Assembly. Participation in the MUNFW (600 students simulating 6 or 7 committees) has brought recognition in the election by fellow delegates of 4 WSU students as “Rapporteur” (the Outstanding Committee Delegate) since 2008. MUN students also sponsor and judge the Northern Utah High School Model United Nations (NUMUN) that brings 175 high school students to campus annually in a preparatory conference to the Utah state high school Model UN. For the past 5 years, MUN students have been awarded \$4,400 annually in Student Activity Waivers.

Mock Trial / Moot Court: This program participates in numerous regional and national competitions each year. Mock Trial organizes as “witnesses” and “lawyers” for a specific case scenario. For Moot Court, students in teams of two address a complex legal issue as lawyers capable of arguing either side. Historically, the program has had outstanding success: 3 top ten finishes in the National Mock Trial Competition, and 5 in Moot Court. As noted previously, the program has suffered from the loss of a regular Public Law faculty to sustain this success (although the current Adjunct, Attorney Kyle Hoskins, has restored its competitiveness). For the

past 5 years Mock Trial / Moot Court students have been awarded \$4,400 annually in Student Activity Waivers.

Evidence of Learning: High-Impact or Service Learning

Evidence of Learning for High- Impact courses needs to be constructed by POLS before it can be activated. To that end, POLS faculty will work during the Spring, 2012 semester from the AAC&U materials on this specific issue to establish these Learning Outcomes and create a vector that includes "direct" evidence of accomplishing them.

WSU's Community Involvement Center is currently undertaking a process of devising an Evidence of Learning rubric for Service Learning. Once completed, it will be adopted and put into place by the POLS program for its CBL courses.

## **E. Academic Advising**

POLS Majors/Minors: With the change to a semester system, POLS decided to have a single faculty, Thom Kuehls, designated as the official POLS advisor. That provided a certain contact point for our students to determine progress on their POLS program and clearance for graduation. (In addition, POLS identified that responsibility as a significant component of that faculty member's departmental service.) We strongly encourage, but do not require, our students to arrange annual meetings to verify their current progress and identify any potential problem areas. As POLS Advisor, Dr. Kuehls has had extensive training on Cattracks, the new WSU system for a "one-shop" review of a student's academic record that integrates the entire set of academic requirements, including those for POLS Majors or Minors. He consults with at least 70 students each year--in person, by phone, or by email.

Bachelors of Integrated Studies (BIS), International Politics, Legal Studies, Pre-Law, Civic Advocacy, CIVITAS, and Community Based Learning (CBL), Asian Studies: POLS Faculty have additional advising responsibilities with minors and POLS-affiliated programs. Advising for these programs entails, on occasion, the advisor's judgment regarding individualized programs, exceptions, and substitutions.

- Legal Studies students are advised by Dr. Kuehls in this cross-disciplinary program that includes options from 10 different campus department. (Legal Studies is the only Minor that can be paired with a POLS Major.)
- BIS-POLS and International Studies students are advised by Dr. Haanstad who works in tandem with BIS Director Kathy Sitzman, and clears International Politics students for graduation.
- Pre-Law advising has become an additional responsibility for Dr. Johnson who also oversees the Public Administration Minor. As Pre-Law advisor, he meets with students preparing their law school applications, and recruits students for the LSAT prep workshop which former colleague Frank Guliuzza (now Dean of Academic Affairs, Patrick Henry College) conducts each summer at Weber State.
- BIS-Civic Advocacy and CIVITAS students are advised by Dr. Murray. Civic Advocacy offers a selection of POLS courses as one of the available Minors, while CIVITAS infuses a civic engagement curriculum into the student's Major field of study (as monitored through portfolios).
- The European Studies Minor and Asian Studies Minor students in POLS courses affiliated with those Minors are overseen by Dr. Reddy who also advises POLS in general regarding their post-graduate careers.

Office Resources: Ms. Strait officially registers Majors or Minors into the WSU system. She directs students to handout sheets identifying the requirements for the POLS Major and POLS

Minor (with 2 sets of information, clarifying the different requirements for those students already in the program, and those starting with the new BA/BS tracks in the 2011-12 academic year), Legal Studies Minor, International Politics Minor, Public Administration Minor, and Civic Advocacy BIS-Minor. (Appendix)

Major/Minor Luncheon: For the last three years, POLS has hosted a Major/Minor luncheon early in Fall semester to spotlight basic program requirements and opportunities for activities for any students interested in the POLS. The agenda includes the S&BS Advisor (Seth Williamson, 2011) who reminds them of the General Education and other WSU graduation requirements.

Exit Interviews: The exit interview form was revised in 2009 to better capture the feedback that helps us design a more effective program. (Appendix). A series of recent exit interviews completed by 37 POLS Majors in the Fall, 2009 (14) / Fall, 2010 (10) / Fall, 2011 (13) indicate the following levels of satisfaction regarding the questions listed below (Available).

Q. 3 - If you were starting your education now, would you major in Political Science?

	<u>Yes</u>	<u>No</u>
2009	10	4
2010	8	2
2011	11	2

Q. 4 - To what degree are you satisfied with your education in Political Science?

	<u>Completely</u>	<u>Mostly</u>	<u>Somewhat</u>	<u>Not at all</u>
2009	6	6	2	0
2010	5	5	0	0
2011	5	8	0	0

Q. 5 - “How did you feel about the advisement you received from the department faculty?”

	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Not Satisfied</u>	<u>Did Not Seek</u>
2009	4	8	0	2
2010	5	4	1	0
2011	6	7	0	0

Q. 6 - Please rate the academic standards of the department.

	<u>Too High</u>	<u>Too Low</u>	<u>About Right</u>
2009	2	2	10
2010	1	1	8
2011	0	2	11

Q. 9 - To what degree do you feel you are prepared for post-graduate education, whether you plan on continuing your education or not?

	<u>Completely</u>	<u>Mostly</u>	<u>Somewhat</u>	<u>Not at all</u>
2009	4	9	1	0
2010	2	8	0	0
2011	7	4	1	1

Recent graduation numbers, while relatively steady, invite further study to facilitate a higher graduation rate (Appendix).

<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2009-10</u>	<u>2010-11</u>
23	18	15	24	18

Past Changes and Future Recommendations: Prior to hiring Ms. Strait, clearance for graduation was left to a previous secretary (2004-08) which created a tremendous problem--students often thought they were cleared for graduation when they were not. Dr. Kuehls now gives students documentation to confirm their graduation clearance which is confirmed by Ms. Strait. Moving forward, the data above suggests there is room for improvement.

- A more rigorous system of advising students, including mandatory consultations, should be considered by the POLS faculty.
- POLS faculty have endorsed and will implement electronic portfolios for Majors.
- POLS faculty will investigate the best options to stimulate the number of graduates.  
\*The first step will be to double-check the graduation numbers attained from Crystal Reports vs. Institutional Research (Appendix charts) which other S&BS departments have also found not to match.

## **F. Faculty**

Teaching Standards: As noted in the Introduction, each faculty embedded such principles in their syllabi and in practice prior to the Self-Study process. But the following set of Teaching Standards has been formalized for the POLS department, beginning Spring 2012.

The Political Science faculty believe that faculty should have a certain level of freedom to teach classes as they deem appropriate. However, the faculty agree that there should be minimum goals and practices for teaching. Among these are the following:

1. Accept and demonstrate responsibility for creating a classroom culture that supports the learning of every student by creating an environment of mutual respect and fairness that takes into account the varied backgrounds, experiences and needs of our students.
2. Be available to meet with students outside of class to offer further assistance and academic advice.
3. Maintain a level of competency in the subject areas that are taught.
4. Work collaboratively to improve professional practice and student learning.
5. Apply research, knowledge, and skills from professional development opportunities to improve teaching.
6. Use available resources, including technologies, in the delivery of instruction.
7. Insure that students are evaluated on material adequately covered in class, and use multiple assessments for that evaluation.
8. Whenever possible and appropriate, encourage student community involvement through the Community Involvement Center, internships, student organizations, lectures, films, concerts, and other such activities.

Demographics, Diversity, and Professional Qualifications:

**Political Science Full-Time Faculty Profile  
(2007-08 / 2011-12)**

<b>NAME</b>	<b>GENDE R</b>	<b>ETHNICIT Y</b>	<b>RANK</b>	<b>HIGHEST DEGREE</b>	<b>YEAR HIRE D</b>	<b>AREAS OF EXPERTISE</b>
Gulizza, Frank	M	White	Professor	Ph. D., U. of Notre Dame	1990- 2008	Public & Con Law
Haanstad, Nancy	F	White	Associate Professor	Ph. D., U. of Utah	1987 -	International Politics
Johnson, Gary	M	White	Associate Professor	Ph. D., U. of Kansas	2006 -	Public Administratio n
Kuehls, Thom	M	White	Professor	Ph. D., Johns Hopkins U.	1993 -	Political Theory
Murray,	F	White	Associate	Ph. D.,	2002 -	American



Leah			Professor	SUNY, Albany		Politics
Reddy, T. Ramakrishna	M	Asian	Professor	Ph. D., U. of Kentucky	1966 -	Comparative Politics

**Regular Adjunct Faculty  
(2007-08 / 2011-12)**

<b>NAME</b>	<b>GENDE R</b>	<b>ETH- NICITY</b>	<b>RANK</b>	<b>HIGHEST DEGREE</b>	<b>SEMESTE RS TAUGHT</b>	<b>COURSES TAUGHT</b>
Brand, Torris	M	White	Instructor	J.D., U of San Diego	1	Mock Trial
Crump, Scott	M	White	Instructor	M. ED., BYU	2	Freedoms (Concurrent Enrollment)
Gallespie, Adrienne	F	African- America n	Instructor	M.A., Rutgers U.	3	Am. Nat'l. Gov't.
Goggi, Paul	M	White	Instructor	A.B.D., SUNY Albany	8	Am. Nat'l. Gov't. Intro. Comp. Politics
Hoskins, Kyle	M	White	Instructor	J. D., U. of Utah	6	Elements of Law Mock Trial Con Law I
Howe, Jerry	M	White	Instructor	M.P.A., BYU	5	Am. Nat'l. Gov't.
Hunter, Robert	M	White	Instructor	M.A., BYU	6	Am. Nat'l. Gov't.
Julander, Roydon	M	White	Instructor (Emeritus)	Ph. D., U. of Utah	7	Am.Nat'l. Gov't.
Lee, Roger	M	White	Instructor	Ph. D., U. of Utah	6	Am. Nat'l. Gov't.
Pope, Paul	M	White	Visiting Ass't. Prof. 2008-09	D.A., Idaho State U.	3	Am. Nat'l Gov't. Mock Trial Con. Law I Elements of Law Sex Roles + Law

Peterson, Michael	M	White	Instructor (Online)	Ph.D., Ohio State Univ.	10	State Gov't + Politics
Richards, Randall	M	White	Instructor	J. D., Univ. of Utah	5	Freedoms (Concurrent Enrollment)

Evidence of Effective Instruction: As noted above, the annual Assessment results for the POLS can be found at <[http://www.weber.edu/portfolio/political science.html](http://www.weber.edu/portfolio/political%20science.html)> from the 1999 - 2000 academic year to the 2010-11 academic year. As also noted previously, during the Self-Study process, POLS faculty edited the Learning Outcomes from the 5 used in the earlier annual Assessments to 4 presently in use.

- Evaluations from 2007-08 to 2010-11 for Contract Faculty can be found in the department (Available). In summary, POLS full-time faculty student evaluations from Fall, 2006 through the Spring, 2011 (not including summer sessions) are clearly positive, while the PS&P Department has awarded relatively lower grades than other S&BS departments during this same time frame.
- With the exception of a couple of online courses, all courses taught by full time Political Science faculty have a mean student evaluation score above 4.5 (on a scale of 1-5 with 5 being “almost always” in agreement with the statement) for four major course evaluation questions.
  - The objectives of this course were clearly presented.
  - In general, the course stimulated my thinking.
  - This course added to my knowledge of the subject.
  - This course presented new knowledge or skills.
- The rankings are also high for the American Institutions course (POLS1100 – American National Government) as well. While teaching larger classes to non-majors, the full time faculty still consistently score above 4.5 across the board.
- As the table below shows, the Political Science and Philosophy department has sustained relatively more rigorous grading standards. From Fall, 2006 to Fall, 2010, the average GPA of 2.552 over those five years is lower than any other department in the College of Social and Behavioral sciences.

College of Social & Behavioral Sciences Average Grade Point Average Over 5 years

	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>
AVCriminal Justice	2.91	2.98	2.98	3.01	2.92
Geography	2.60	2.71	2.84	2.92	2.83

History	2.56	2.59	2.58	2.54	2.63
Political Science and Philosophy	2.58	2.62	2.51	2.48	2.57
Psychology	2.75	2.77	2.67	2.64	2.63
Social Work and Gerontology	3.48	3.49	3.39	3.48	3.52
Sociology and Anthropology	2.93	2.89	2.92	2.70	2.68
Military Science	3.57	3.61	3.58	3.54	3.57
Neurology	NA	NA	NA	2.67	2.59
Women's Studies	2.59	2.88	3.31	2.96	3.40
College of Social & Behavioral Science	2.79	2.81	2.79	2.75	2.77

- Evaluations from 2008-09 to 2010-11 for adjunct faculty can be found in the department (Available). In summary, 7 POLS adjunct faculty who teach the American National Government (POLS 1100) all averaged above 4.0 on all questions, with some adjunct faculty ranking above 4.5.

Faculty Mentoring: As noted, we have not carried out all of the prescriptions in the PS&P Adjunct Faculty Policy. However, WSU makes available and publicizes to all adjuncts an annual, all-day Adjunct Workshop, such as the upcoming joint Adjunct/Teaching and Learning Forum retreat on February 5th, 2012. Course evaluations need to be collected systematically for all adjuncts in all courses to facilitate the mentoring process.

Ongoing Review and Professional Development: For reasons of space, a 2-page CV for each Contract Faculty is attached to the Self-Study (Appendix). In January, 2012, all S&BS faculty will undergo a Merit review process according to PPM 8-11. The most recent set POLS Merit reports (January 2008 - January 2010) can be found in the department upon request (Available)

## **G. Support Staff, Administration, Facilities, Equipment, and Library**

Support Staff: Our primary and immediate staff support lies in the person of Ms. Debbie Strait, the PS&P Office Manager (February, 2009). Her presence has made a tremendous difference in the efficiency and overall success of the department. In the years immediately prior, the office suffered dysfunction on all levels. During 12 weeks of Fall, 2008, there was no one serving in that position (to comply with the Family Medical Leave Act) until Ms. Strait was hired in February, 2009.

Three audits (Fall, 2008 / Summer, 2009 / Spring, 2010) illustrate the impact of her presence (Appendix). The department now has organized storerooms, official files for all POLS Majors, available records for all departmental business, supervision of the budget, relationships across campus, and a friendly face for POLS students. Her professionalism stands as one of the most important improvements for the program since the last review. Ms. Strait has received top ratings in every aspect of the annual Performance Review and Enrichment Program (PREP) report.

Staff Development: While Ms. Strait has not herself taken any academic classes during her employment at WSU, her two sons are both full-time WSU students. Ms. Strait has continuously upgraded her skills by attending 18 workshops and trainings since her employment (February, 2009). Some of the most useful include:

- Scholarship Nominations System (2011)
- Open Class Training (Adjunct pay) (2010)
- WSU Accounting: Budget Reports (2010)
- CatTracks 1010 Introduction; 2010 Advising; 5010 Exceptions Advising (2009)
- Civil Rights I & II (2009)
- New Employee Safety Training (2009)
- Record Keeping & Ethics (2009)
- Information Security Awareness (2009)

Adequacy of Administrative Support: POLS has benefitted from sustained, positive support from the Development Office, the Dean's office, and the Offices of the Provost and President.

Budget: Our budget data necessarily includes data for the PS&P Department. The budget formula was based on \$2,100 X number faculty positions (\$18,900), plus \$2,000 for departmental activities (Mock Trial, Model UN, and Ethics Bowl). Each faculty has available \$750 in travel funds (with a 3 year rollover option). As of November, 4th 2011, the PS&P department has \$24,378.90 in its budget. This figure reflects carry over from the previous years, plus contributions by Adjunct Bob Hunter (2X), Adjunct (Emeritus) Rod Julander, and Nancy Haanstad of adjunct or overload salaries to the department budget.

- A budgetary comparison of figures for the POLS/PHIL department over the last 5 years reveals the following:

<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
\$19,054	\$20,900	\$20,900	\$20,900	\$20,9000

- On July 1, 2009 all WSU budgets were swept as the Utah legislature determined, in such times of tight fiscal resources, that Higher Education should experience a close inspection of budgets, down to the departmental level. In that process, we spent approximately \$59,000. The bulk of it went into two projects: \$26,000 was placed in the D.C. Internship Fund (under the auspices of the Dean's Office), and \$33,950.22 was put into upgrading the departmental office and equipment. The latter included an entirely new set of office furniture (2 desks and chairs, 4 filing cabinets, 3 adjoining tables for fax, scanner, color printer, a couch; table and chairs for the Faculty back room, and other various items, such as moving floor electrical plugs; a desk, chair, cabinet for one faculty office; and some equipment for the Seminar room). All furniture items, by WSU mandate, were acquired through the WSU purchasing office.
- The Dean's office has given us 2 extra adjuncts each academic year, plus 4 adjuncts to cover for missing regular faculty. Faculty agreed not to request Sabbaticals while the Public Law position remained frozen; however, given the hiring process in place for 2011-12, Leah Murray requested and received the administration's approval for a Spring, 2013 Sabbatical.

Program Support: The administration has given vital support for the development of key elements of the nascent Center for Democracy: The Richard Richard's Institute for Politics, Decency and Ethical Conduct (External Communities); the Washington, D.C. Internship program based on a potential Omar Kader Endowment; and the Political Leadership cone.

- The Richard Richard's Institute (RRI) is described in full in the External Community section. Prior to its establishment within the POLS department, S&BS Dean Richard Sadler, POLS Chair Frank Guliuzza, and HIST Chair Gene Sessions and others in the administration laid the ground work for the RRI endowment by assisting Mr. Richards in publishing his political biography, *Climbing the Political Ladder*. During the fundraising phase, panels and speakers who reflected Mr. Richard's top priority--infusing ethics into the political landscape--were brought to campus. Most of the funding for speakers, luncheons, and such was provided by the Dean's office which worked closely with the S&BS Development Officer, Nathan Clark, and the POLS department. The RRI has proven to be a dynamic asset to POLS with effects extend across campus and into the community (High-Impact Courses; External Communities). The RRI would not likely have come to fruition without the initial (and continuing) support of the administration.
- The foundation for a potential Washington, D.C. Internship Endowment has been built over many years through an academic relationship with Dr. Omar Kader and

faculty members Drs. LaRae Larkin (HIST) and Nancy Haanstad (POLS). Dr. Kader has taught classes on the Middle East and U.S. Foreign Policy and sponsored WSU Interns in Washington, D.C. for two decades. Both the S&BS Dean, the PS&P Department and WSU President's Office have been instrumental in financing an apartment lease to facilitate housing arrangements and solidify a WSU commitment to cultivate a D.C. Internship program for international offices (Middle East Policy Council and Pal-Tech, Inc.) and national offices (Utah Senators and Representatives). With the vital assistance of S&BS Development Office Nathan Clark, WSU is working to finalizing an endowment program (Kader Fellows) bestowing generous and multiple scholarships for WSU Interns in various Washington, D.C. offices to be coordinated by a POLS faculty.

- The Political Leadership has begun its initial steps, and an emerging financial and personal relationship with former Governor Olene Walker (a former WSU student) based on 3 years of discussions, and a specific, recent proposal by Governor Walker.

Adequacy of Facilities and Equipment: As noted above, the directive to sweep our budgets by July 1st, 2009 left us with a "use it or lose it" situation. In addition to office furniture, a number of office equipment items were purchased (TV set and dry erase board for the Seminar room, a color printer, shredder, new fax machine, pull-up banners [POLS, PHIL, and RRI], a hand cart, and scanner).

- Five years ago, the department had 2 "smart" classroom as a result of a WSU grant award. Now, with one exception, all regular classrooms have been upgraded (and two laptop carts are also available). In addition, the Dean's office has purchased a set of "clickers" for the department sufficient for the largest classroom, which allows us to use interactive technology with POLS students in all classroom. Perhaps most importantly, the Dean's office also renewed office computers for all regular faculty in the last 4 years.
  - Murray, Willard (2011)
  - Fudge, Green (2010)
  - Reddy, Fudge (laptop), Kuehls (2009)
  - Haanstad, Johnson (2008)
- A seldom-used classroom nearby the department was gutted and attractively remodeled by the Dean's office during the 2009 budget sweep into a Seminar room. The all new furnishings create a welcome contrast with dusty student study room where previously department meetings were held and speakers and candidates were hosted.
- The Dean's office upgraded two large classrooms (SS - 276, 278) , replacing aged curtains with blinds and repainting these classrooms.

Adequacy of Library Resources: In the 1994 Northwest Accreditation review of WSU identified the Stewart Library as a serious focal point of concern. By the 2004 review,

the Library has been transformed into a major asset for the campus. While most upper division POLS classes require research papers, Senior Seminar/Thesis best illustrates the library's value to our students. Faculty place their orders for material through the S&BS-Library liaison, Dr. Wade Kotter.

- An abundant number of journals are availability in the stack or electronically: for example, 92 International Law titles; 88 Political titles; 21 Public Administration titles; 15 Human Rights titles; 4 political Theory titles; 707 Law titles; and 70 Politics titles.
- Lexis-Nexis is available to students and faculty through Stewart Library.

## **H. Relationships with External Communities**

Description of Role in External Communities: POLS has energetically promoted a number of programs and projects that fosters connections with the local community.

- The village of Kanganambanda in Andhra Pradesh, India has benefitted from the founding of a First Grade school by Dr. T.R. Reddy in his childhood community. This support includes purchasing 2 sets of school uniforms for each student, and funding for the building structure itself. This creates an opportunity for education locally, so that First Grade students do not have travel to and/or live in a larger neighboring village. Dr. Reddy also serves as a Trustee for the American Educational Institute in India.
- A Poll Workers Training project has been directed for the past two years by Gary Johnson in collaboration with the Weber County Elections Board. Because the voting process is increasingly computerized across the nation (and the average age of Utah Poll Workers is 75), the Weber County Elections Board eagerly partnered in recruiting and training WSU college students. In 2010, 55 students were trained, and for the first time, voting occurred on campus (Appendix). In the current academic year, 10 students are being trained.
- The Utah Boys State event is hosted annually at WSU through sponsorship of the (Utah) American Legion. The 250 high school students come to campus for a week of activities that earns 3 hours of credit through POLS 2940 (Workshop). For the last 4 years, Thom Kuehls has acted as the departmental liaison with Boys State, and addressed a plenary session on the Founder's philosophical debates and other Constitutional issues.
- The American Democracy Project (ADP), co-directed by POLS faculty Leah Murray, stands out as a highly visible community connection. Deliberative Democracy Day brings to campus a panel of local experts and political figures with a range of views on controversial issues, such as Immigration Reform (2008) and Same-Sex Marriage (2012). Selected students are trained in advance

to lead discussion amongst participants after hearing the debate. Opinion polling taken before and after the event tests whether and how the audience was influenced by the debate. The 2011 version of Constitution Week featured a panel of campus Veterans of the Iraq and Afghanistan interactions with the community/campus audience on those conflicts.

- The Northern Utah Model United Nations (NUMUN) brings 175 student participants from a dozen local high school to campus under the sponsorship of the WSU Model United Nations program. MUN Advisor Nancy Haanstad designs the daylong event in consultation with Brooke Gregg, Director of the Utah State High School Model UN, for the purpose of enhancing these students preparation for the annual Utah High School Model UN.
- The Richard Richards Institute for Politics, Decency, and Ethics Conduct (RRI) ranks as the most significant external community relationship established by the POLS department. The lead up to the \$100,00 RRI Endowment Fund was discussed above (Administrative Support). The inaugural celebration on April 3<sup>rd</sup>, 2009, featured Governor John Huntsman's address to an audience of 300 community/campus members. In 2010-11, the RRI Board sponsored an ethics essay contest in 14 high schools by rewarding the student winners with \$1,000 scholarships to WSU. The essay contest collaborated with the popular "Keys to Success" program sponsored by the Ken Garff Automotive Group in numerous Utah high schools. This culminated with a Ethics Day banquet on campus attended by 175 community/campus members, and highlighted by the comments on ethics and politics by former Governor Olene Walker, who also bestowed scholarship awards. RRI Board members recruited the scholarship monies for the Ethics Awards from the local community. The 2012 Ethics Day goal calls for raising \$20,000 from community sponsors, and thus expand the program to 20 local high schools.
- Multiple internships creating community connections locally and nationally are described in Appendix E.

Summary of External Advisory Committee Minutes: We have no such committee, and therefore no notes. We do, however, stay in contact with our graduates in a number of ways, including the new departmental Facebook page (2011), presenting for the Internship workshop, and by asking for their career updates for our departmental window display.

- The department has cultivated an ongoing relationship with a group of graduates in Washington, D.C. Annual summer visits organized around receptions at the Kader home or a formal dinner event for all WSU alumni in the D.C. area have been made over the last 4 summers by Drs. Haanstad and Murray, Nathan Clark (Development), Dean Sadler, and President Millner. This core group of 6-8 POLS graduates has supported WSU in general, and WSU interns in particular. The future plans to develop the D.C. Internship Fellows program has specific



roles outlined for these alumni in terms of hosting, advising, and coordinating events with the D.C. interns.

## I. Result of Previous Program Review

### A. Results of Previous Program Reviews

<b>Problem Identified</b>	<b>Action Taken</b>	<b>Progress</b>
Issue 1 - Adjunct Supervision/Support	Previous 5 Year Program Review	
	Year 1: Interviews	Routinely for new adjunct candidates
	Year 2: Files Created	Systematic files
	Year 3: Failure to support	NA
	Year 4: Failure to support	NA
Issue 2 - Obtain D.C. Intern Housing	Previous 5 Year Program Review	
	Year 1: S&BS D.C. Committee	Planning
	Year 2: Visits to D.C.	Consulate #404 Leased
	Year 3: Apt. Leased	D.C. Housing Fund Established
	Year 4: Murray – Coordinator	One-Stop Arrangements

Issue 3 - Alumni Council	Previous 5 year Program Review	
	Year 1: D.C. Committee	Organized and Prioritized
	Year 2: D.C. Alumni Event	Contact: Alumni and Interns
	Year 3: D.C. Formal Alumni Dinner	Pres. Millner visit
	Year 4: D.C. Alumni Event	Dr. Kader Reception for WSU Alumni and Interns
Issue 4 - Additional Faculty Hire	NA	No Budget
Issue 5 - Study Abroad	NA	No Budget

## J. Action Plan for Ongoing Assessment Based on Current Self-Study Findings

### Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1 - Need to identify and systematize immediate, comprehensive Assessment of Learning Outcomes for all POLS courses, including Gen Ed, High-Impact or Service Learning, and all POLS courses.	Current 5 Year Review:
	Year 1 Action: Completion of Gen Ed grid courses; POLS Assessment cycle
	Year 2 Action: Gen Ed and POLS - Assessment Cycle 1
	Year 3 Action: Gen Ed and POLS - Cycle 2
	Year 4 Action: Gen Ed and POLS - Cycle 3
Issue 2 - Need to establish a specific type of Assessment, considered as "direct" or numerically based Assessment.	Current 5 Year Review:
	Year 1 Action: Collect and evaluate "direct" Assessment feedback - Cycle 1
	Year 2 Action: Collect and evaluate "direct" Assessment feedback - Cycle 2
	Year 3 Action: Collect and evaluate "direct" Assessment feedback - Cycle 3
	Year 4 Action:

#### Summary Information (as needed)

Previous Assessment has been done by POLS in a systematic way since 1999. These findings are posted on the web site [http://www.weber.edu/portfolio/political\\_science.html](http://www.weber.edu/portfolio/political_science.html) (as noted above). However, during Fall semester 2011, POLS was made aware of the need to redesign our Assessment program in significant ways to have acceptable verification of Learning Outcomes for the (2014) Northwest Accreditation review. As noted previously, POLS revised its previous 5 Learning Outcomes to 4 Learning Outcomes during the Self-Study process. First, all POLS courses in the curriculum must be Assessed in a rotation process through the 5 major areas. Secondly, qualitative Assessment, such as those in place for Senior Seminar papers, are insufficient. At least one Assessment must be designed to be "direct" Assessment, i.e. in the form of a numerical rating. While this feature suits Chi Tester exams, it will require a thoughtful revision of the qualitative features built into Assessment features based on Senior Seminar papers (Appendix).

**K. Action Plan for Staff, Administration, or Budgetary Findings**

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified – None	

Summary Information (as needed)

As that section indicates above, the staff, administrative support, and budget findings are all favorable. POLS intends to sustain these positive aspects of the Self-Study report.

**L. Summary of Artifact Collection.**

Artifact	LO Measured	When/How Collected	Where Stored?
POLS 1100 American National Government Pre-Post Test (questions are taken from U.S. citizenship test).	American Institutions LO #1 - Students shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States.	End of semester exam.	Department storeroom file cabinet.

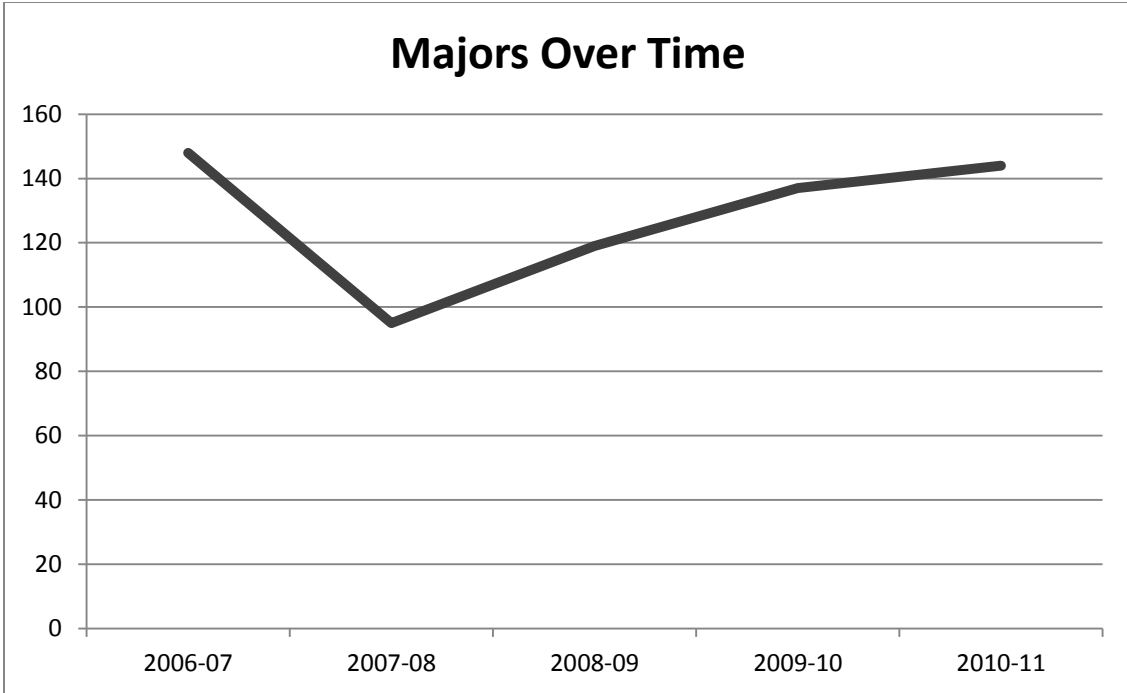
Artifact	LO measured	When/How Collected	Where Stored?
POLS 4990 Senior Seminar Paper	POLS LO #2 - Students should possess knowledge of at least one of the following 5 subfields:.....Political Theory.	End of Senior Seminar	Department storeroom file cabinet; WSU Assessment web site: <a href="http://www.weber.edu/portfolio/political_science.html">http://www.weber.edu/portfolio/political_science.html</a>

## SELF-STUDY APPENDICES

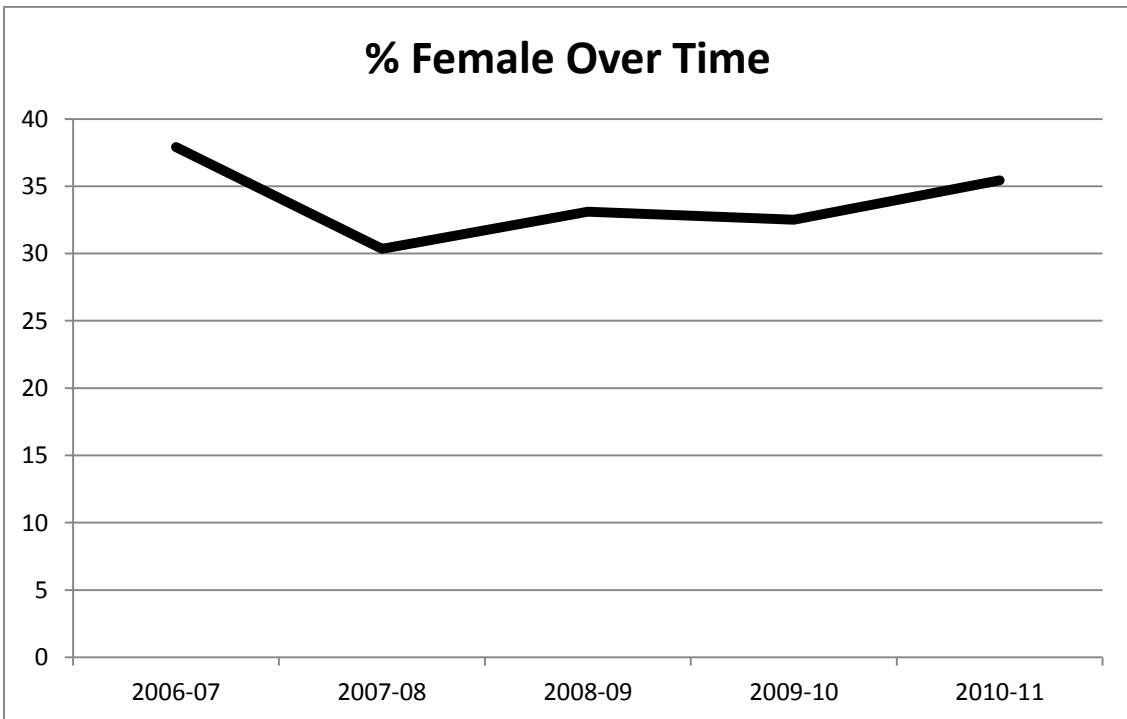
### Appendix A: Student and Faculty Statistical Summary

	2006-07	2007-08	2008-09	2009-10	2010-11
Student Credit Hours Total	8,129	8,341	8,540	10,140	10,055
Student FTE Total	270.97	278.02	284.67	338.00	335.17
Student Majors(POLS and PHIL)	153	112	142	163	175
Program Graduates	25	20	20	24	21
Student Demographic Profile	153	112	142	163	175
Female	58	34	47	53	62
Male	95	78	95	110	113
Faculty FTE Total	16.93	16.75	17.11	15.65	NA
Adjunct FTE	7.32	7.14	7.43	7.54	NA
Contract FTE	9.61	9.61	9.68	8.11	NA
Student/Faculty Ratio	16	16.6	16.64	21.6	N/A

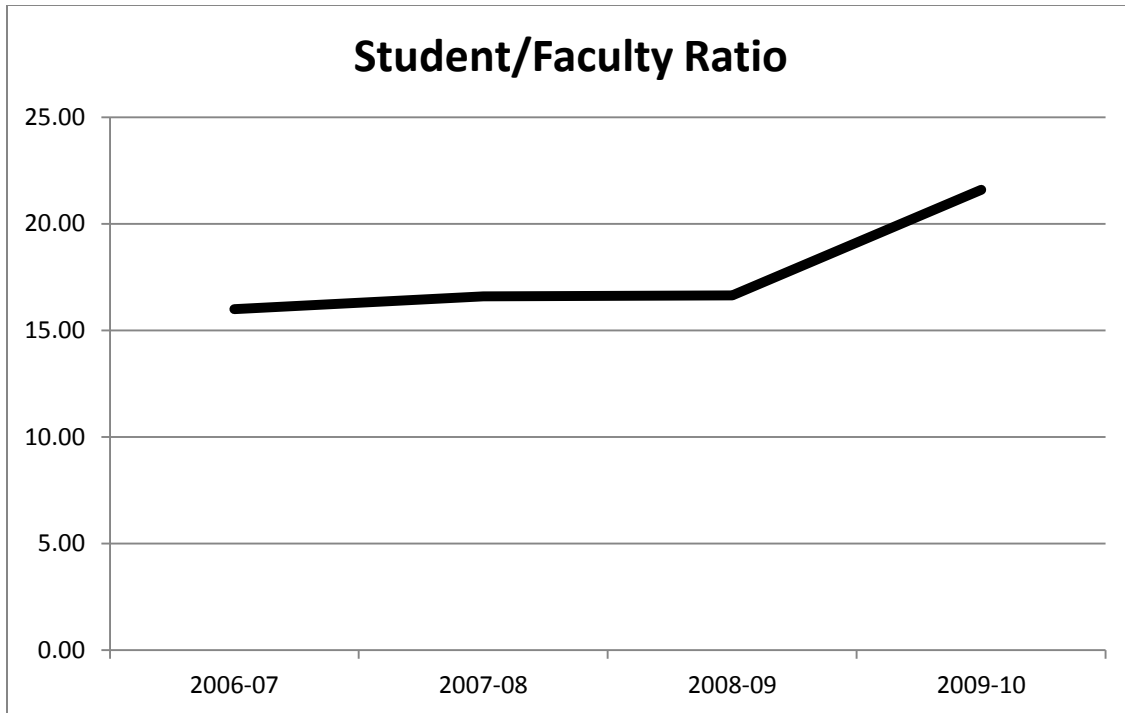
**Note: All Data in Appendix A provided by Institutional Research**



PS&P Department Majors have risen significantly from 2007-08 to 2010-11.



The number of female students in PS&P has remained in the same general range.



The PS&P Department Student / Faculty ratio has changed in part because of a missing faculty in POLS (2008-09 / 2010-11) and a missing faculty in PHIL 2009-10 / 2010-11).

## Appendix B. Contract and Adjunct Faculty Profile: 2007-08 / 2011-12

### Full Time Faculty

NAME	GENDE R	ETHNICIT Y	RANK	HIGHEST DEGREE	YEAR HIRE D	AREAS OF EXPERTISE
Guliuzza, Frank	M	White	Professor	Ph. D., U. of Notre Dame	1990- 2008	Public & Con Law
Haanstad, Nancy	F	White	Associate Professor	Ph. D., U. of Utah	1987 -	International Politics
Johnson, Gary	M	White	Associate Professor	Ph. D., U. of Kansas	2006 -	Public Administratio n
Kuehls, Thom	M	White	Professor	Ph. D., Johns Hopkins U.	1993 -	Political Theory
Murray, Leah	F	White	Associate Professor	Ph. D., SUNY, Albany	2002 -	American Politics

Reddy, T. Ramakrishna	M	Asian	Professor	Ph. D., U. of Kentucky	1966 -	Comparative Politics
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### Regular Adjunct Faculty

Name	Gender	Ethnic	Rank	Highest Degree	Semesters Taught	Courses Taught
Brand, Torris	M	White	Instructor	J.D., U of San Diego	1	Mock Trial
Crump, Scott	M	White	Instructor	M. ED., BYU	2	Freedoms (Concurrent Enrollment)
Gallespie, Adrienne	F	African-American	Instructor	M.A., Rutgers U.	3	Am. Nat'l. Gov't.
Goggi, Paul	M	White	Instructor	A.B.D., SUNY Albany	8	Am. Nat'l. Gov't. Intro. Comp. Politics
Hoskins, Kyle	M	White	Instructor	J. D., U. of Utah	6	Elements of Law Mock Trial Con Law I
Howe, Jerry	M	White	Instructor	M.P.A., BYU	5	Am. Nat'l. Gov't.
Hunter, Robert	M	White	Instructor	M.A., BYU	6	Am. Nat'l. Gov't.
Julander, Roydon	M	White	Instructor (Emeritus)	Ph. D., U. of Utah	7	Am. Nat'l. Gov't.
Lee, Roger	M	White	Instructor	Ph. D., U. of Utah	6	Am. Nat'l. Gov't.
Pope, Paul	M	White	Visiting Ass't. Prof. 2008-09	D.A., Idaho State U.	3	Am. Nat'l Gov't. Mock Trial Con. Law I Elements of Law Sex Roles + Law

Peterson, Michael	M	White	Instructor (Online)	Ph.D., Ohio State Univ.	10	State Gov't + Politics
Richards, Randall	M	White	Instructor	J. D., Univ. of Utah	5	Freedoms (Concurrent Enrollment)

**Note: Data provided by Institutional Research**

### Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Terry Thiel	F	W	Admin. Assistant	08/2004-12/2008	
Debra Strait	F	W	Admin. Assistant	01/2009-current	Office Management

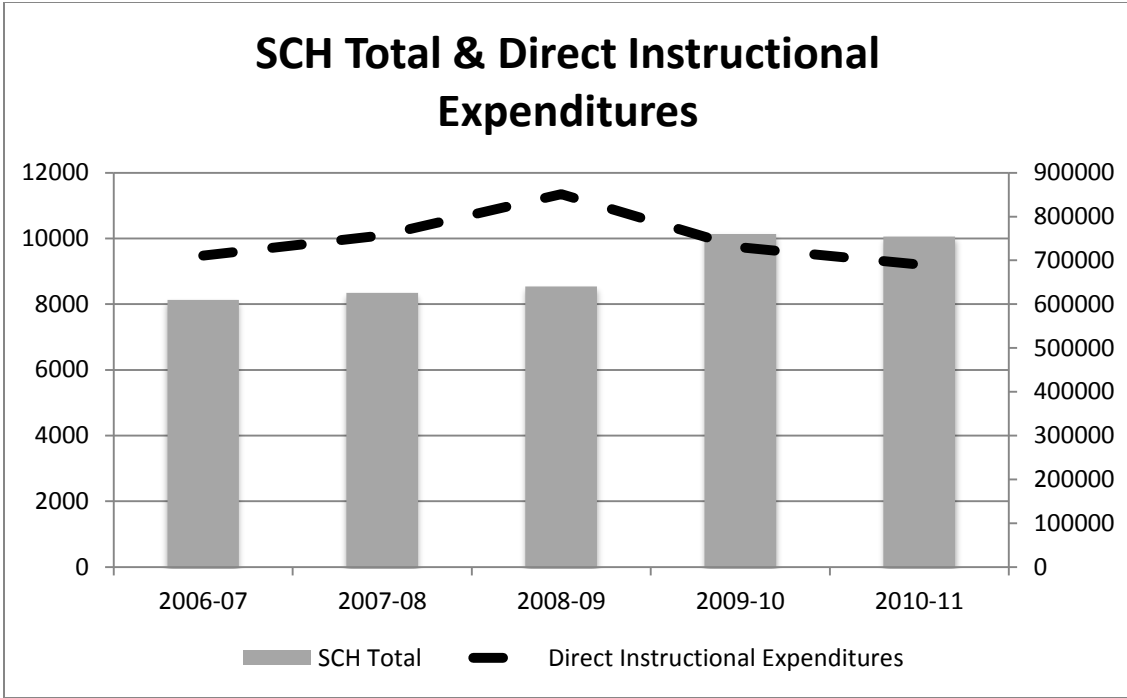
**Note: Data provided by Institutional Research**

### Appendix D: Financial Analysis Summary

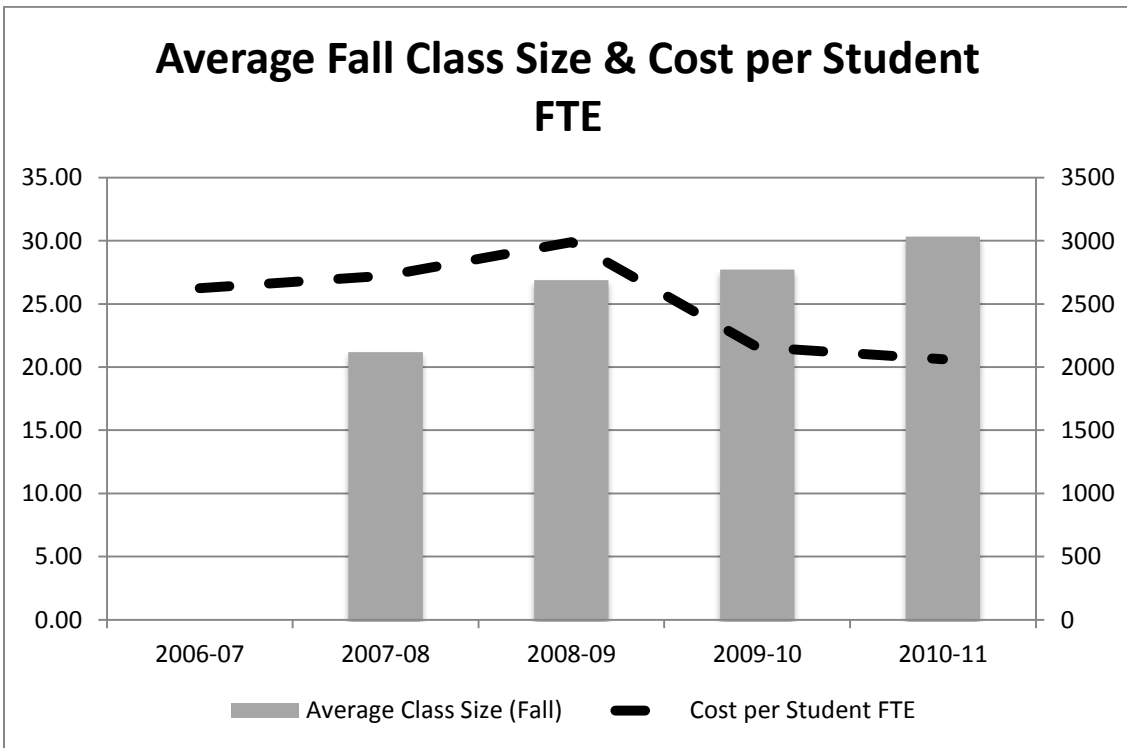
<b>Department of Political Science &amp; Philosophy</b>					
<b>Cost</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
Direct Instructional Expenditures	710,954	756,688	850,882	729,668	690,836
Cost Per Student FTE	2,624	2,722	2,989	2,159	2,061
<b>Funding</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
Appropriated Fund	710,954	756,688	850,882	729,668	690,836
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
<b>Total</b>	<b>710,954</b>	<b>756,688</b>	<b>850,882</b>	<b>729,668</b>	<b>690,836</b>

**Note: Data provided by Provost's Office**

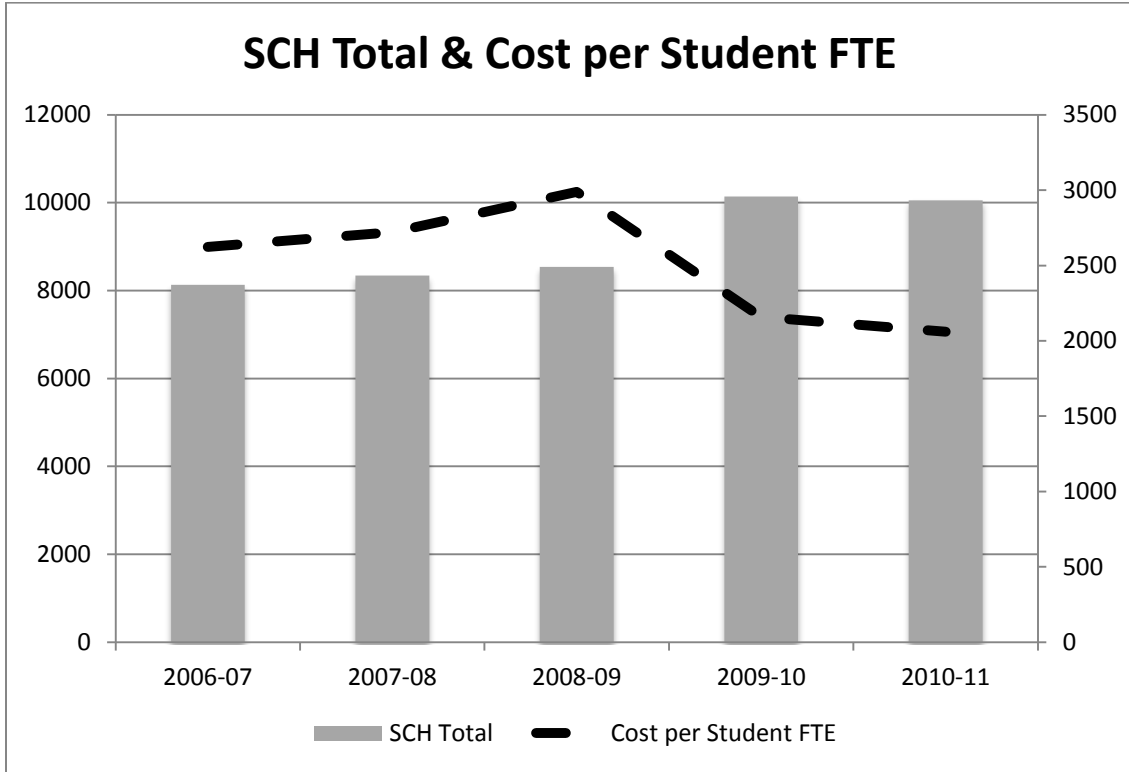




The PS&P department's direct instructional expenditures has fallen from a high of \$850,882 (2008-09) to \$690,836 (2010-11), at the same time that SCH totals have significantly risen.



Average class sizes have risen from 21 to slightly over 30 in this five year period, while PS&P department expenditure per student has diminished from a high of \$2,989 to \$2,061.



The cost per student FTE has significantly decreased in PS&P from 2008-09 to 2010-11.

**Appendix E. External Community Involvement Names and Organizations**

<b>Name</b>	<b>Organization</b>
Richard Richards, Founder	Richard Richards Institute for Politics, Decency, and Ethical Conduct
Lou Shurliff, Chair (2010-11) Former State Representative and High School Teacher	RRI
Robert Garff, Board Member CEO, Ken Garff Automotive Group	RRI
Nolan Karras, Board Member Utah State Higher Education Board of Regents	RRI
Sheryl Allen, Board Member Former State Senator	RRI
David Utrilla, Board Member President, U.S. Translations	RRI
Sherm Loose, Board Member President, Northern Utah Region, Zions Bank	RRI
Jim Breitweiser, Founder Breitweiser Insurance Services, Inc.	RRI

<b>Name</b>	<b>Local Internship Organization</b>
Judge Michelle Heward	Weber County Juvenile Court
City Manager Office	South Ogden, UT
City Manger Office	Roy, UT
City Manager Office	Washington Terrace, UT
City Attorney Office	Perry, UT
Mayor Godfrey Office	Ogden, UT
City Council Office	South Ogden, UT
City Council Office	Layton, UT

<b>Name</b>	<b>Local Election Offices</b>
Weber County Election Board	Weber County Election Offices

Davis County Election Board	Davis Country Election Offices
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<b>Name</b>	<b>Community-Based Learning Partners</b>
	North Ogden City
	League of Women Voters
	Ogden City
	North Ogden City
	Farr West City

<b>Name</b>	<b>Boys State</b>
Ken Hoyal, Director, Utah Boys State	American Legion (Utah Branch)

<b>Name</b>	<b>Utah High School Model United Nations</b>
Brooke Gregg, Director, UHSMUN	Northern Utah Model United Nations

<b>Name</b>	<b>Washington, D.C. Internships</b>
Dr. Omar Kader, Chairman MEPC Board Frank Anderson, President	Middle East Policy Council
Dr. Omar Kader, CEO	Pal-Tech, Inc.

<b>Name</b>	<b>Washington, D.C. Congressional Internships</b>
Senator Orrin Hatch	Senate Office
Senator Robert Bennett Senator Mike Lee	Senate Office
Representative Rob Bishop	House of Representative Office

<b>Name</b>	<b>Utah State Legislature Internships</b>
Jerry Howe, Internship Coordinator	12 Utah Senators and Representatives

## Appendix F. External Community Involvement Financial Contributions

Organization	Amount	Type
Richard Richards Institute for Politics, Decency, and Ethical Conduct (RRI)	\$100,000	Endowment
RRI	\$ 20,228	Expenses
RRI	\$ 8,897	Scholarship
Norris Leon Brace	\$ 20,228	Scholarship
Robert Memor Barker	\$ 7,604	Scholarship
Roydon and Paula Julander	\$ 3,164 (\$250,000)	Faculty Endowment (Estate Potential)
Jocelyn Glidden	\$ 352	Scholarship
Weber County Republican Women	\$ 300	Scholarship