Year: 2013-2014
Academic Program: Political Science/Public Administration
Division: Social Science
Chair/Dean: William Wright

I. Mission
The degree program in Political Science/Public Administration attempts to develop the ability to see a variety of perspectives, to analyze, synthesize and evaluate information through a process which allows a sequence of courses which systematically moves students through a learning progression and ends with an opportunity for the students to demonstrate his/her mastery of the theoretical base as well as understanding the complexities of the areas of study. This is a fundamental behavioral teaching objective and is demonstrably consistent with the pronounced goals of the Social Science Division and the Mission Statement of the College.

II. Goals
To realize the behavioral teaching objective made explicit in the mission of the program, a student admitted to the program needs to develop analytical skills, flexibility of the mind and to think critically and to comprehend issues and problems in a fairly large body of seemingly unrelated materials.

III. Student learning outcomes
1. Each student graduating from program will be able to demonstrate general expository writing with correct grammar, punctuation and spelling, etc.

2. All political science majors will improve their ability to read actively and to think critically.

3. All political science majors will demonstrate familiarity with the different assumptions, methods and analytical procedures and comprehend various approaches used by political scientists and by cognate disciplines.

4. All political science majors will demonstrate their understanding of research design, basic statistics, and related methods of inquiry.

IV. Course map
Insert your course map here, or use the table below and add/delete rows and columns as needed.
V. Assessment tools
An assessment instrument—the senior thesis, and the attendant requirements necessary for completion of the senior thesis (see Attachment A).

VI. Summary of findings/Level of achievement of student learning outcomes
For the purposes of visual efficacy and to preserve parsimony in this program review, shows the results of student assessment scores and the years the “in-house” assessment (senior thesis) was administered. Evaluation of the senior thesis includes the following categories:

1. Statement of purpose:
   a. Purpose of the study and statement of the problem.
2. Methods of analysis:
a. Demonstrate the use of analytical techniques, research designs, basic statistics, and varies methods of inquiry.

b. Demonstrate critical thinking and the examination of relevant materials used in the discussion.

3. Conclusion
a. Summary of results and findings
b. Ability to integrate information from relevant sources examined.

VII. Analysis/Interpretation
A glance at the Class Schedule for Fall 2013 – Spring 2014 shows that five lower level and upper level courses are offered each term. Two sections (PS-100: Foundations of Federal Government) are offered each term (with an average of 30 students per section; this being a core requirement.) Of the upper level course taught regularly (i.e. – taught at least once a year) as well as course taught in alternate years, the average number of students in these courses is 6. This average includes the upper level courses that are “cross-listed”; the purpose of which is to indicate the “interdisciplinary” nature of these

VIII. Action plan/Closing the loop
Programs must attempt to attract a greater number of majors in their disciplines. Moreover, we are a “tuition driven” institution and programs must be sensitive to this goal.
IX. Faculty/Student information

1. This Spring we had the opportunity to meet with Tennille Langdon, Director of Admissions and her staff where we explored the possibility of attracting prospective majors in the program. On two occasions in January and February 2014 I met with Paul Troth and Monty Roe head football coaches regarding possible recruits in football who might also be interested in majoring in Political Science/Public Administration as an academic discipline.

2. In the absence of an equivalent of two full-time teaching faculties, an original proposal for the program area, the students do not receive exposure to different perspectives. Faculty should regularly teach enough courses in the major so that students have the opportunity to take a selection of courses with each faculty member. While this requirement does not guarantee that there will be diversity, it does allow for the possibility. This reflects the minimum commitment of resources by the department necessary to provide a course of study of any quality.

3. When the senior thesis was made an integral part of the completion of a degree program, a problem of conducting a tutorial-like arrangement has arisen. However, this problem seems more of a scheduling one than rather than substantive in nature. In particular, akin to absences of students incurred during the regular classes, students enrolled in the senior thesis do not consistently show up in arranged meetings regarding their assigned work. This is being continually addressed by student(s) and their advisor. Students taking the required PS 485 Senior Thesis have been informed that there are a required number of meetings with the instructor supervising their theses. Failure to satisfy this required number of meetings will result in the students’ final grade being affected.

Table 1. Program Faculty
Program faculty are those who taught at least one course in the program in the past year.
Add/delete rows as needed.

| FULL-TIME* |
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acay, Gerardo M</td>
<td>Social Science</td>
</tr>
</tbody>
</table>

**ADJUNCT**
Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: _______________

**Table 2. Student Profile**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Majors</td>
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<tr>
<td>Minors</td>
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<td>1</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**X. List of individuals who assisted in the completion of this report**

**XI. OPTIONAL: You may respond to any or all of the criteria below.**

**Ten Criteria for Prioritizing Academic Programs**

1) History, development, and expectations of the program
2) External demand for the program
3) Internal demand for the program
4) Quality of program inputs and processes
5) Quality of program outcomes
6) Size, scope, and productivity of program
7) Revenue and other resources generated by the program
8) Costs and other expenses associated with the program
9) Impact, justification, and overall essentiality of the program
10) Opportunity analysis of the program

Submitted by:

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