Program: Political Science  
Division: Social Science  
Chair/Dean: William Wright  
Five-year interval reviewed: 2008 - 2013  
Date submitted:  
Please organize your review by the following topics.

I. Program

1. Mission of the program: 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 their 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 Missouri Valley College.

2. Ways in which the program supports Valley’s mission

- Students accepted to the program should acquire the knowledge and skills necessary to read and comprehend contemporary political analyses and to develop their critical and analytical capacity.

- Students should gain familiarity with the different assumptions, methods, and analytical procedures/approaches used by political scientists and by cognate disciplines.

- All major not only have the opportunity to observe but be given the actual experience in at least one if not several kinds of “real life” political situations off campus.

3. Goals of the program

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 the ability to comprehend issues and/ or problems in a fairly large body of seemingly unrelated materials.

4. Ways in which the program contributes to General Education
• The program compliments the Missouri State Law requirement RSMO, Section 170.011 regarding instruction and testing of the Constitutions of the United States and the State of Missouri.
• Equip the student with the basic conceptual tools in assessing the performances of elected and appointed government officials.
• Increase the student’s understanding of the value of active participation in the affairs of government.

5. Curriculum

PS 100. Foundations of Federal Government - 3 hours.
The federal system, constitution, executive, legislative, judicial and administrative organization. This course is designed to satisfy Missouri State Law requirement, RSMO, Section 170.011 regarding instruction and testing of the Constitutions of the United States and the State of Missouri. Fall. Spring.

PS 150. Introduction to Public Administration - 3 hours.
Origin, people and structure and process of public governmental agencies in the United States. Explanation of the nature of bureaucratic power and the attendant examination of the political aspect of public administration. Definition and interpretation of the roles of the public administration. Fall even years.

PS 200. Introduction to Political Science - 3 hours.
This course examines social scientific inquiry and summarizes political theories and philosophies from which present-day political ideologies, institutions, and systems have evolved. Examination of the formal and informal ways citizens participate in the political process. Review of the institutional structures of governments and the resultant public policies and political economies. Discussion of the operations of politics between nations and the character of politics in the developing nations. Spring.

Study of current issues in international politics from both the historical and analytical points of view. Examination of relevant conceptual schemes and frameworks in international politics and discussion of the nature of political choices and decisions and their impact in the international system. This course will count as a sociology major elective. Spring.

PS 230. State and Local Government - 3 hours.
Organization and administration of state and local government in the U.S. Growth of centralized power and its effect on local control. Prerequisite: PS 100. Fall.

PS 250. Issues and Cases in Bureaucratic Politics - 3 hours.
This course deals with dimensions of public organization and administration: the effects of social change on bureaucracy, the political environment as it affects administration, and policy and problems connected with science and planning as they in turn affect social and political life. Fall odd years.
PS 300. Contemporary Social and Political Theory - 3 hours.
This course covers contemporary social and political thought and examines social and political ideas in the context of the historical situations in which issues and problems arise. Discussion includes clarification and justification of man's social and political beliefs, such as individual rights, freedom, equality, liberty, justice, natural rights, etc. Fall odd years.

PS 323. American Political Parties - 3 hours.
Development of the two-party system, minor parties, party organization, the electoral process and party influence on public policy. Prerequisite: PS 100. Fall odd years.

PS 324. Comparative Government - 3 hours.
Evolution, structure and functions of leading governmental systems; study of the different politics, policies and problems of democratic, Communist, and post-Communist and developing nations. Analysis of recent changes in the European Community, Central, and Eastern Europe. Prerequisite: PS 100. Fall even years.

PS 149/249/349/449. Topics in Political Science - 1-3 hours.
Reading, research, field study and writing on special problems.

PS 350. Politics in the Third World - 3 hours.
An examination of the structure and process of Third World politics and governments with emphasis on the international political economy. Themes include the nature of capitalist and socialist perspectives of development and underdevelopment. This course will count as a sociology major elective. Spring odd years.

PS 401. Internship in Political Science/Public Administration - 1-9 hours.
Internship under supervision of College personnel and cooperating facility. Prerequisite: Permission of division dean and Vice President of Academic Affairs. Arranged.

PS 420. Political Sociology - 3 hours.
Contributions of modern political sociology in the analysis of the American sociopolitical system in the context of the prominent theoretical models in the area. This course will count as a sociology major elective. Prerequisite: PS 100. On cycle.

PS 376/476. Independent Study - 1-3 hours.
Reading or research at a greater depth than in a normal class. Permission of the instructor, division dean Vice President of Academic Affairs.

PS 485. Senior Thesis - 1 hour.
This course requires completion of a directed research paper. Required course for graduating senior political science/public administration majors. Prerequisites: PS 315, senior standing, major. Graded pass/fail. Arranged.

6. Degree requirements
Political Science Core: PS 100, PS 324, HS 412, EC 206, EC 450, PS 215, PS 485, PS 401, BA 302 or SC 316. (24 hours)

Political Science Major with Government Concentration: Political Science Core, PS 200, PS 349/449, EC 216, GD 250, PS 420, HS 349/449, PS 250, PS 300, PS 323, PS 350. (49 hours)

Political Science Major with Public Administration Concentration: Political Science Core, PS 150, PS 230, BA 212, AC 210, AC 220, HS 104, HS 105, CS 150. (49 hours)

Political Science Minor requirements: PS 150 or PS 200, PS 230, PS 215 or PS 250 and 9 hours of upper division PS electives taken in consultation with a Political Science Faculty advisor.

Major assessment: Political Science majors must complete a thesis, PS 485 (Senior Thesis). Seniors are also required to take the Educational Testing Services Political Science exam.

7. Any unique aspects of the program not otherwise addressed
   - Completion of the program prepares students for admission to graduate work in Political Science and Public Administration. Further
   - The program prepares students for admission to Law School upon completion of requirements such as the LSAT examination.

8. Brief description of the status of the discipline, including emerging issues and trends
   The following information is necessary in identifying emerging issues and trends. (This information is available from the website of the American Political Science Association (APSA).

   A. Annual Survey of College Freshmen:

   Election Year Interest in Politics Marks Record Low Results from the Annual CIRP Survey of Entering College Freshmen

   The annual CIRP survey of entering college freshmen reports a decrease and record low in interest in politics among the 2000 class of entering college freshmen. "Although the 2000 results reflect a long-term decline in students' political interest, this year is significant since freshman interest in politics traditionally increases during a presidential election year," said Linda Sax, Director of Cooperative Institutional Research Program (CIRP) which conducts the survey. The results of this survey were released in late January 2001 by the Higher Education Research Institute (HERI) at UCLA's Graduate School of Education & Information Studies.
Objectives considered essential or very important

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
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<tbody>
<tr>
<td>influencing the political structure:</td>
<td>17.6%</td>
<td>20.4</td>
<td>15.3</td>
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<tr>
<td>keeping up to date with political affairs:</td>
<td>28.1%</td>
<td>31.8</td>
<td>25.1</td>
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</table>

The study found that only 28.1 percent of freshmen were inclined to keep up to date with political affairs, a decline from the record low in 1999 of 28.6 percent and the record high in 1966 of 60.3 percent. The survey also shows a record low (16.4 percent) of freshmen discuss politics frequently, relative to the 16.9 percent in 1999 and a high of 33.6 percent in 1968.

Activities in the past year

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<tr>
<th></th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>participated in organized demonstrations:</td>
<td>45.4%</td>
<td>43.4</td>
<td>47.0</td>
</tr>
<tr>
<td>discussed politics frequently:</td>
<td>16.4%</td>
<td>19.9</td>
<td>13.6</td>
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</table>

The survey also indicates the fourth consecutive increase in the percent of students identifying as "liberal" or "far left," which rose from 26.0 percent in 1999 to 27.7 percent in 2000. Fewer students identify as "middle of the road" (51.9 percent, compared to 53.4 percent in 1999). The percent of students who consider themselves "conservative" or "far right" in political orientation remained fairly steady between 1999 and 2000; however, this percentage has generally decreased over the past four years and currently stands at 20.3 percent.

While interest in politics continued to decline, interest in majoring in political science increased among freshmen. The percentage of students expecting to major in political science rose by 27% from 1999: from 2.2% to 2.8%. And, interest in a political science major is comparable for men (2.9%) and women(2.8%).

The 2000 CIRP survey is the 34th annual freshman survey conducted by this national research program, and is designed to provide community colleges, four-year colleges, and universities a cost-effective method of collecting comparative data on their entering students for use in institutional decision-making, research, and assessment activities. Established in 1966 by the American Council on Education, the CIRP is one of the nation's largest and oldest empirical study of higher education, involving data on 1,700 institutions and over 10 million students.
1. Popular Jobs for Political Science Majors

<table>
<thead>
<tr>
<th>Job</th>
<th>National Median Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence Analyst</td>
<td>$82,200</td>
</tr>
<tr>
<td>Paralegal / Legal Assistant</td>
<td>$51,900</td>
</tr>
<tr>
<td>Legal Assistant</td>
<td>$42,900</td>
</tr>
<tr>
<td>Grant Writer</td>
<td>$43,800</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>$53,900</td>
</tr>
<tr>
<td>Contract Specialist</td>
<td>$65,700</td>
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<tr>
<td>Contract Administrator</td>
<td>$67,200</td>
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<tr>
<td>Insurance Claims Adjuster</td>
<td>$56,900</td>
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<tr>
<td>Program Coordinator, Non-Profit Organization</td>
<td>$38,600</td>
</tr>
<tr>
<td>Restaurant Manager</td>
<td>$44,500</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>$49,700</td>
</tr>
<tr>
<td>Personal Banker</td>
<td>$40,000</td>
</tr>
</tbody>
</table>
Employment Recruiter $56,000
Administrative Assistant $33,500
Outside Sales Representative $63,100
Insurance Sales Agent $50,000
Operations Manager $71,900
Inside Sales Representative $48,000
Retail Store Manager $48,600
Office Manager $42,300

2. **Average Salary of a Political Science Major**

The salary earned by the average political science graduate can vary greatly, depending on the degree level and job location. In addition, the type of degree also makes a difference in salary; for example, those with a Bachelor of Science degree typically earn a slightly lower median salary than those who hold a Bachelor of Arts degree in political science. Graduates with master's or Ph.D. degrees in political science generally earn more than those holding bachelor's degrees.

**Overview**

The U.S. Bureau of Labor Statistics (BLS) reported that around 5,600 people were employed in 2010 throughout the United States as political scientists, with more than half of those working for the federal government (www.bls.gov). According to the BLS, the median salary for political scientists was $102,000 a year in 2012. Job growth in this field was estimated to be slower than average between 2010 and 2020.

However, because education programs in this degree combine humanities and rhetorically-based coursework with statistics, demographics and other quantitative subjects, political science students receive a versatile education and may find jobs in a variety of industries besides those classified as political science.

Possible career options for those with a bachelor's degree include jobs in law, media, government service, education at the middle or high school level and non-profit organizations. Job titles may include market analyst, research assistant, writer or policy analyst. Those with a master's in political science often find work in research or administration within their master's concentration field or teach in secondary schools or community colleges. Most political science professors in four-year colleges or universities have earned a doctorate degree.
Salaries of Graduates with a Bachelor's Degree in Political Science

Generally, the type of bachelor's degree graduates earn can impact their salaries. According to 2013 statistics released by PayScale.com, graduates with a Bachelor of Science (B.S.) degree in political science earned annual median salaries in the range of $40,829 to $83,825, while the median earnings for those with a Bachelor of Arts (B.A.) degree were between $38,430 and $89,343 per year.

Median Salaries and Job Titles for a Bachelor of Arts in Political Science Graduate
The median yearly salaries and key job titles for those with a B.A. in political science in 2013, as reported by PayScale.com, include:

- Paralegal $43,315
- Executive assistant $42,252
- Operations manager $51,743
- Administrative assistant $37,171
- Attorney $68,784
- Nonprofit Program Coordinator $37,457
- Office Manager $44,138

Median Salaries and Job Titles for a Bachelor of Science in Political Science Graduate
Just as with those who hold a B.A. in political science, graduates with a B.S. in political science may work in jobs that might seem to have little relation to undergraduate political science studies. PayScale.com reported that the median salaries and key job titles for graduates with a B.S. in political science in 2013 included:

- Paralegal $42,977
- Attorney $61,674
- Retail store manager $44,000
- Operations manager $65,870
- Director of Operations $98,000
- Legal Assistant $35,493
- Information Technology Project Manager $81,951

Salaries and Job Titles of Graduates with a Master of Arts in Political Science

Job titles for those who hold master's degrees in political science are generally more closely related to graduate coursework. According to PayScale.com, graduates with an M.A. in political science in 2013 often held the following job titles with corresponding median yearly salaries:

- Executive Director $72,501
- Foundation Program Officer $64,400
- Research Analyst $50,000
Salaries of Graduates with a Political Science Doctorate Degree

According to PayScale.com, in 2013 political science doctorate degree holders had a median annual salary range of $47,500 to $119,904.

Industries Employing Political Science Majors

As reported by the BLS in 2012, the industries that employed the most political scientists with degrees of all levels were the federal executive branch of government, scientific research and development services, management and technical consulting services, colleges and universities, business or labor organizations. The breakdown of the annual 2012 mean wage of these industries is as follows:

- Federal Executive Branch $114,320
- Scientific Research and Development Services $107,340
- Management, Scientific and Technical Consulting Services $106,860
- Colleges, Universities and Professional Schools $69,060
- Business, Labor, Professional, Political and Similar Organizations $108,410

Geographic Concentration of Employed Political Scientists

The BLS delineates the states and cities with the most political science workers using statistical data and includes the 2012 annual mean wage for each location.

States with the Most Political Science Workers

- District of Columbia $112,780
- Virginia $111,970
- California $91,340
- Texas $73,360
- Maryland $110,680

Metropolitan Areas with the Most Political Science Workers

- Washington, DC $112,410
- Seattle, WA $70,300
- San Francisco, CA $91,300
- New York, NY $126,430
II. Faculty/Student Information

1) Current full-time faculty
   *(Include an updated vita for each member.)*

Note: Program faculty are those who taught at least one course in the program in the past year. 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. *Add/delete rows as needed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
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<tbody>
<tr>
<td>Acay, Gerardo M</td>
<td>Social Science</td>
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2) Current adjunct faculty

Note: 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: _________________

3) Faculty professional development activities

- Marshall, Mo. (Dec. 6, 2012) — Dr. Gerardo M. Acay Missouri Valley College professor of political science and public administration has been selected to present his paper, “The Rational Man Model in Social and Political Studies: A Plea for Relevance” at the 8th International Conference on Interdisciplinary Social Sciences in Prague, Czech Republic.

4) Student information this past year

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<th>Fall</th>
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<td>Total</td>
<td>Male</td>
<td>Female</td>
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<tr>
<td>Majors</td>
<td>3</td>
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<td>5</td>
<td>3</td>
<td>2</td>
<td>5</td>
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<tr>
<td>Minors</td>
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</table>
5) Number of graduates over last five years. 12 students
6) Summarize relevant information such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.

- Administration, from the first graduates in 1994 to 2006, thirteen are now practicing attorneys who completed their law degrees in law schools of their own choosing; and one completed her master’s degree in Public Administration.
- Two outstanding graduates should be mentioned. Judge David S. Wood was invited as a guest lecturer at the first annual Maastricht Institute of Entrepreneurship in April 06 and Ms. Angel Gamgino (class 94), vice president, commercial, strategy and digital media for MTV networks, UK, has been invited as a guest lecturer in April 07.
- The remaining number of graduates eventually joined the work force in agencies of the state and local government, service agencies, and law enforcement and pursued master’s degrees in public administration.

### III. Program Assessment and Planning
*Include a course map that links outcomes with the courses in the program.*

1) **Student learning outcomes of the program**
- Each student admitted to the program will demonstrate general expository writing with correct grammar, punctuation, and spelling.

- The program provides sequential learning, i.e., it requires that students continually utilize and build upon concepts, information, and skills they have learned in other courses and fields.

- All political science majors should acquire the knowledge and skills necessary to read and comprehend contemporary political analyses and to develop their critical and analytical capacity.

- All political majors should gain familiarity with the different assumptions, methods, and analytical procedures/approaches used by political scientists and by cognate disciplines.

- All political science/public administration majors not only have the opportunity to observe but be given the actual experience in at least one if not several kinds of “real life” political situations off campus.

- All public administration majors must be able to define and interpret the roles of the public administrator as: a generalist who can apply a liberal arts perspective to assessment of needs and the implementation of programs; a politician who understands that administration is central to and inseparable from the political process; a manager
whose skills include sensitivity to people as well as the ability to manage budgets and organizations; a leader who knows how to resolve conflicts, use power effectively, and apply ethical values to programs and policies.

- A “capstone experience” at the end of the senior year should require students to integrate knowledge from the totality of their program.

2) Means of assessing student learning outcomes

| IV. Course map | Each student admitted to the Programs will demonstrate general expository writing with correct grammar, punctuation and spelling. | The Program provides sequential learning i.e. require that students continually utilize and build upon concepts, information and skills they have learned in other courses and fields. | All political science majors should acquire the knowledge and skills necessary to read and comprehend contemporary political analyses and to develop their critical and analytical capacity. | All political science/public administration majors should gain familiarity with the different assumptions, methods and analytical procedures/approaches used by political scientists and by cognate disciplines. | Students are introduced to alternative methods of inquiry, including competing theories of the common good, research design, basic statistics, methods of inquiry, and the development of writing skills culminating in oral presentations. | A “capstone experience” at the end of the senior year should require students to integrate knowledge from the totality of their program.

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<tr>
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<th>PS 100</th>
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3) Describe level of achievement of student learning outcomes

- Students in the program should gain familiarity with the different assumptions, methods and analytical procedures/opportunities used by political scientists and by disciplines. This objective is made explicit in the learning outcomes on the syllabus of the political science/public administration (upper division) courses.

- Demonstrate familiarity with alternative methods of inquiry, including competing theories of the common good, research design, basic statistics, and methods of inquiry, data analysis and interpretation. Students in the program must pass SC-316 (research methods) before enrolling in PS-485 (senior thesis). This outcome is measured after completion of these requirements.

- Understand and apply critical thinking as well as inculcate an attitude of skeptical inquiry implicit in the scientific approach. This learning outcome is satisfied in most upper division courses in the program, but is made apparent in course, say, PS-300, PS-324 and PL-110 and MA-160.

4) Evaluate effectiveness of assessment methods used

- An assessment instrument—the senior thesis and the attendant necessary requirements that go with it—attempts to realize these learning objectives. These objectives, make explicit and implicit in the courses available to students in this degree program, culminates in the preparation of the senior thesis. This progression has been pursued with varying degrees of limited success. “Limited” because anyone associated with the eternal topic of assessment will recognize that assessment instruments are essentially Heraclitean rather than Parmedeian in character.

5) Summarize improvements made based on the results of the assessment

- 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: clarity of goals, material content, discussion of method/procedure/results, knowledge of the subject, and the attendant scoring system.

6) If applicable, brief analysis of grade patterns of courses with high failure rates and/or withdrawals and action plan for student improvement in these courses

- N/A

IV. Facilities and Resources
• 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.

V. **Strengths, Weaknesses, Opportunities, and Threats (SWOT)**

• 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.

• 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

VI. **Conclusion and Vision**

1) **Status of program: growing, static, or declining**

• The programs status in terms of the number of majors in the program and those who have graduated show the numbers have been stable in the last five years.

• No doubt, they are an integral part, among other considerations, in evaluating departmental program areas. Programs after all 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.

• Last 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. We provided further relevant information regarding the academic discipline and prospects for areas of employment after completion of undergraduate degree in the program.

• On January 28, 2014 I informed Paul Troth, Head Football Coach, invited 30 possible recruits and members of their family’s in campus. I spoke to him on the phone on my willingness to meet students interested in majoring in Political Science. Last Friday, (February 7, 2014) there was an “open house” and Tennille Langdon, Director of
Admissions requested me to be at the faculty lounge in case a student or students might be interested in majoring in Political Science.

Moreover, I would be glad to course any interested student regarding the discipline if they so desire to visit the campus. As an example to this, active recruitment strategy, this past week (January 24, 2014) a prospective student – major in political science visited the campus and had an informative interaction with the student regarding the program.

2) **Major strengths/accomplishments of the program over the last five years.**

- The program continues to prepare graduates in pursuing their chosen professional endeavors. This has taken the form of almost half of the graduates entering low schools of their own choice. While the other half continues to seek employment in both public and private professions.

3) **Vision statement of what the program members would like the program to be in five years (improvement goals)**

- Continue to implement the requirements integral to the program.

4) **Strategies and resources required for achieving the program vision**

*Identify recommendations for improvement that are in the control of the program and those that require action at higher levels.*

- Revitalize efforts to increase the number of majors in the program. Advertise the program in the form of program brochures, activities, and opportunities.

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

Peter Warnock, Ph. D  
Assistant Professor, Anthropology

LaDonna Leachman, Student  
Work-study

Date submitted: September 16, 2013

Updated 9/11/12