

**Comprehensive Program Review Summary Sheet
Valdosta State University**

Degree Program: BA in Political Science
Department: Political Science
College: Arts and Science
Date: December 5, 2002

Summary of Data (from Program Review)

1. Average Number of Majors/year (Fall) over 3 years (B.2) 123 Less than 15? N
2. Percent Increase in Majors over period (B.2) +11% >5%? Y
3. Percent Change in Credit Hours in Major over period (B.4)+18% >5%? Y
4. Average Number of Degrees/year (B.1) 26 <10 per year? N

Certifications of Program Changes based on Review:

Certification of Departmental Review: _____
(signature of dept. head)

Departmental recommendations for curriculum/course changes in program:

There are no proposed curriculum changes that resulted from the study. In January 2003 the department will make several new course proposals in areas of strength of a new faculty member hired in 2002.

Certification of College/Division Review: _____
(signature of dean/director)

College/Division recommendations for curriculum/course changes in program:

Academic Committee/Review Team: _____
(signature of committee chair)

Additional recommendations for curriculum/course changes in program:

Program Changes Made as a Result of Comprehensive Program Review

Valdosta State University—Political Science---College of the Arts and Sciences

Attachments:

1. Completed Program Review Document (required)
2. Course/Curriculum Change Forms Submitted to the Academic Committee (as appropriate)
3. Optional Information (Executive Summary of Accreditation Report, Semester Enrollment Report, Fact Book, etc.)

Bachelor of Arts with Major in Political Science

A. Introduction

Mission

Program mission:

Students who major in political science study a rich and diverse system of ideas, philosophies, ideologies, and issues, as well as the great thinkers and writers of ancient and contemporary times. Political science majors are challenged to confront their own political predispositions and the political arguments and counterarguments of political thinkers and actors in every type of political system. Encouraged to explore all the subfields of the discipline of political science, majors demonstrate a knowledge and appreciation of normative and empirical political theory, the relationships of nations with nations and cultures with cultures, the foundations of societies founded on the rule of law, the theories and practices of public administration, and the unique qualities of democratic governance. Political science majors are urged to explore the connections between political science and other social sciences, natural sciences, humanities, and mathematics by exposure to a wide variety of courses and disciplines outside the major, and, by such exposure, develop a commitment to life-long learning and service to their society. The utilization of current information technology in teaching and research is considered to be an important component of the political science major, and all students are provided Internet access and e-mail free of cost to them.

The major in Political Science leads to the Bachelor of Arts degree. Students majoring in the program have traditionally pursued careers in law, business, teaching, journalism, and government. An optional internship affords majors an opportunity to gain practical experience, often helping the student to narrow career choices. Demand for political science graduates varies over time and from type of employer to type of employer (federal, state, local governments, nongovernmental organizations, non-profit organizations, legal profession, etc.), and majors are regularly apprised of changing demand for their knowledge and skills. To complete the undergraduate program, majors must successfully pass with a grade of C or better ten courses (30 semester hours) at the 3,000-4,000 level, with only two courses (Scope and Methods of Political Science and/or an Internship or Capstone course) specifically required. Thus, this flexibility enables many majors to obtain a second major or a minor in other areas of personal and professional interest.

Relation to institution mission:

The program mission of the Department of Political Science reflects perfectly the mission of Valdosta State University. The political science major is committed to excellence and is especially responsive to the needs of our region of the state. It is dedicated to creating a teaching and learning environment in all that it does in order to provide students with a “world class” education in South Georgia, traditionally an educationally under-served region of the State and the Nation. The political science major is committed to public service, continuing education, and technical assistance, all of which address the needs, improve the quality of life, and raise the educational level within the university’s scope of influence. Major professors are committed to

scholarly and creative work, as evidenced by a significant production of professional memberships, publications, scholarly activities, and consultancies. Faculty members responsible for most of the undergraduate political science instruction are Michael Baun, Jane Elza, David Hill, James LaPlant, James Peterson, Marc-George Pufong, Richard Saeger, and David Winder. All hold earned doctorates in their field.

Relation to University System mission:

The Valdosta State University's undergraduate political science program directly contributes to University System of Georgia's vision, mission, and goals. The program plays a major role in the System's efforts to create a better educated Georgia, to be well-prepared globally and technologically as a society. The program supports a campus climate in which leadership and development opportunities flourish. By the ethnic, racial, gender and international diversity of the students who major in political science, the department contributes to the embodiment of the ideals of an open, democratic, and global society. The political science program is a major player in providing technology to advance educational purposes of this state. A goal of the System is to develop graduates who are grounded in ethical principles, who possess defined skills and knowledge, who are capable of leadership and creative endeavors, and who are contributing citizens of an ever-increasing interconnected world. That is precisely the goal of the political science major. As this self-study report will reveal, the political science undergraduate program seeks continuously to improve the quality of its curricula, research activities, and international opportunities. These reports and evaluations will further testify that the program is committed to increasing academic productivity through improved recruitment, increased retention, accelerated graduation, expanded credit generation, augmented continuing education opportunities, and current technology.

B. Students- Evaluate percent and number of majors and graduates, percent and number of graduates passing professional and qualifying examinations, diversity, selectivity, skills at entry, service course enrollments, program applications compared to program capacity, credit-hour generation, and student learning, satisfaction, and evidence of success in meeting student needs and learning outcomes.

As is reflected in Table B.2, there have been an average of slightly over 120 political science majors per year over the three years covered in the program review. On average, political science majors constitute 1.4 percent of all students at VSU. The major has a flexible curriculum which appeals to students, and they may take political science courses in such sub-fields as American politics, public law, comparative politics, international politics, and political thought. A research methods course is required. The appeal of the major is consistent over the time period, showing some growth in the number of majors between the first and third year of this review. The average number of political science degrees awarded is 26, or an average of 1.4 percent of VSU degrees awarded, as is shown in Table B.1. Both the number of majors and average of degrees awarded are well above the minimum requirements set for the program review.

Licensure is not relevant to the political science major, but diversity will be discussed. The political science major does not involve professional and qualifying examinations. A significant number of our majors do go on to graduate school or law school, which may require or lead to such examinations. In terms of diversity, the political science program had a majority of women and a significant share of African American students (at least 25 percent) in each of the three years encompassed in this review. There are small numbers of the other minorities among our majors in at least one of the relevant years. If we compare the figures for the political science program in 2000-2001 with figures for all VSU students for the Fall of 2000, our program has a slightly smaller share of women and a slightly larger percentage of African American students than the overall student body.

Next, we focus on skills at entry, selectivity, and program applications compared to program capacity. Students may select the political science major as entering freshmen or at any other point in their undergraduate careers. Thus the skills at entry for high school graduates who selected political science as entering freshmen are only those required for admission to VSU for freshmen. Other students select the political science major after some academic work at VSU. A typical academic path for our majors involves concentration on the core VSU courses before taking very many of our upper-division political science courses. Thus most of our political science majors in our upper-level political science courses have a background of college-level work in essential skills (English and mathematics), humanities, science, and social science areas from taking the “core courses.” In terms of selectivity, we do not have a grade-point average or similar requirement for entry into our major. As is shown in Table B.10, in the Fall of 2001, the average SAT score for a group of our majors was 1024, for new freshmen in the political science major. The grade-point averages for new freshmen (from high school) and new students in the major in that Fall both fell between 2.9 and 3.0. In terms of relating program applications to program capacity, we do not refuse applications from current VSU students to our major. In that sense program applications do not exceed program capacity. Class size might shed some light on program capacity, and the average class size in political science courses in the Spring of 2002 was 21 students. This figure falls in the mid-range among all subjects taught in the College of Arts and Sciences.

Turning to credit hours, the political science program generates 7582 credit hours, as an average over the three-year period (as is shown in Table B.4). This figure includes credit hours taken by our majors and by other majors in political science courses. An average of about 1500 credit hours are generated annually in upper-division courses (at the 3000 and 4000 levels). A lesser number of credit hours (779 0n average) are taken each year in service courses. Data reflecting numbers of students enrolled off-campus and in Continuing Education are also reported in Tables B.7 and B.8.

Moving to areas focusing on students' needs, we first briefly note some efforts made in the Political Science major during the 1999-2002 period. Secondly, we will address measures that reflect how well the program meets various student needs.

The political science program was included in university-wide efforts to increase student retention by offering various sections of POLS 1101 that contained "learning cohorts," during the three-year program review period. These learning cohorts are made up of freshmen, and in these sections "supplemental instructors" (more advanced students with a background in this introductory and required course) were used to improve student performance. Further, the political science program, in concert with the Honors program at the University, developed an Honors Track for the Bachelor's degree in Political Science. Students who meet a 3.0 grade-point requirement are eligible to participate in the Track. The honors students take three upper-division political science honors courses and meet certain other requirements to fulfill the Track requirements. These efforts illustrate the accomplishments made in the program to meet the needs of both beginning and advanced students.

Turning to the students' views on efforts within the political science program to meet student needs, various relevant data from the "exit surveys" of political science majors is presented. This survey data is from the 2001-2002 year. With regard to student learning, the mean values indicate that the majority of graduating majors agree that they developed critical thinking and liberal arts knowledge at VSU. Most also agreed that they were able to freely and openly exchange ideas. If we examine measures of student satisfaction, the political science program's graduating majors rate areas such as the quality of instruction and the overall academic experience at VSU quite highly (at least 3.3 on a scale of 4). Finally, on average the students surveyed agreed that if they started college anew, they would "probably" or "definitely" attend VSU.

If we examine the political science majors' survey responses on other aspects of student needs, we see that on average they rate the helpfulness of faculty advisors as "good" or better. Similarly, the average rating of opportunities to interact with faculty, the faculty's attitude regarding students, and faculty quality is "good" (above 3 on a scale of 4) in all cases.

Next, we turn to survey responses on learning outcomes. Political science majors were asked about their courses as preparation for three activities: a liberal education, employment, and graduate school. In all cases, again, the average ratings (ranging between 3.1 and 3.4) are between "good" and "excellent." So the feedback from political science majors about the programs' ability to meet their needs in learning, learning outcomes, and various aspects relating to student satisfaction is quite positive.

Appendix Tables and Survey Data on Students

Triggered Program Review Items

Valdosta State University—Political Science---College of the Arts and Sciences

The first three items in this section are required by the Central Office and must be addressed. Programs will automatically be selected for further review if values fall below pre-selected minimums described in the notes below each of the following three tables.

Table B.1 Number of degrees conferred each year

Program: Political Science

	Average Number of Degrees Awarded Annually for the Three Year Period			
	1999-2000	2000-2001	2001-2002	
Associate Degrees				
Earned	0	0	0	0
Baccalaureate				
Degrees Earned	34	24	19	26
Percentage	1.9%	1.4%	1.0%	1.4%
Master's				
Degrees Earned	0	0	0	0
Certificates Earned	0	0	0	0
Specialist Degrees				
Earned	0	0	0	0
Doctoral Degrees				
Earned	0	0	0	0

Note: The average number of degrees awarded in the major over the three year period must be at least 10.

Table B.2 Number of declared full-time and part-time majors each fall semester

Program: Political Science

Valdosta State University—Political Science---College of the Arts and Sciences

	Average Enrollment			
	For the Three Year Period			
	1999-2000	2000-2001	2001-2002	
Total full-time students enrolled	103	94	121	106
Total part-time students enrolled	17	22	12	17
Total Enrollment in the major	120	116	133	123
Percentage	1.4%	1.3%	1.4%	1.4%

Note: Average enrollment in the major over the past three years must be 15 or higher.

Table B.3 Licensure pass rates

This is not applicable. There is no licensure relevant to the Political Science program.

Table B.4 Credit hours generated in the major

Program: Political Science

	1999-2000	2000-2001	2001-2002	Average
Credit hours in major (1000 and 2000) courses	5568	5796	6825	6063
Credit hours in major (3000 level) courses	627	615	567	603
Credit hours in major (4000 level) courses	927	798	1024	916
Credit hours in graduate courses –5000	0	0	0	0
Credit hours in graduate courses- 6000	0	0	0	0

Valdosta State University—Political Science---College of the Arts and Sciences

Credit hours in graduate
courses- 7000, 8000,
9000

(Courses at these levels not offered)

Total credit hours in major
courses

7122	7209	8416	7582
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Table B.5 Credit hours generated outside the major

Program: Political Science

	1999-2000	2000-2001	2001-2002	Average
Credit hours in service (1000 and 2000) courses	904	610	822	779
Credit hours in service (3000 level) courses	0	0	0	0
Credit hours in service (4000 level) courses	0	0	0	0
Total credit hours in service courses	904	610	822	779

Table B.6 Distance Learning Enrollments

This is not applicable. Political Science is not offered in a distance learning format.

Table B.7 Off Campus Enrollment

Program: Political Science

	1999-2000	2000-2001	2001-2002	Average
Enrollment in Douglas	0	0	0	0
Enrollment in Waycross	0	0	0	0
Enrollment in Bainbridge	0	0	0	0
Enrollment at Moody	0	0	0	0
Enrollment at Kings Bay	182	177	151	170
Total Enrollment Off Campus	182	177	151	170

Valdosta State University—Political Science---College of the Arts and Sciences

Table B.8 Continuing Education Programs

Program: Political Science

	1999-2000	2000-2001	2001-2002	Average
Enrollment in Program 1	45	14	61	40

Note: Figures are for a course taught by Dr. LaPlant in the Valdosta State University Learning in Retirement Program, through Continuing Education.

Table B.9 Enrollment Summary Table (summarizes information in tables B.1-B.2 and B.4-B.8)

Program: Political Science

	1999-2000	2000-2001	2001-2002	Average
Total credit hours (major plus service) total B4+B5	8026	7819	9238	8361
Total Enrollment in Distance Learning Total B.6	(Program not offered in distance learning format)			
Total enrollment Off campus total B.7	182	177	151	170
Total enrollment in Continuing Education Programs total B.8	45	14	61	40
Total Enrollment in the major total B.2	120	116	133	123
Total Degrees Conferred in the program* total B.1	34	24	19	26

*Note: Each type of degree, e.g. B.A., B.S., M.S. is a separate program

Valdosta State University—Political Science---College of the Arts and Sciences

Table B.10 Student Academic Selectivity and Success

Program: Political Science

	1999-2000	2000-2001	2001-2002
High school GPA of new freshmen in the major	3.21	3.01	2.98
GPA of new students in the major	2.73	2.79	2.91
Percent of applications accepted each Fall semester	(Not applicable to this program)		
Average SAT of new freshmen in the major	1028	1007	1024

Note: All figures above are for Fall semester of the academic year shown.

Table B.11 Student Diversity

Program: Political Science

	1999-2000	2000-2001	2001-2002
Number of Male Students	74	68	69
Percentage	47.1%	45.0%	40.6%
Number of Female Students	83	83	101
Percentage	52.9%	55.0%	59.4%
Number of African American Students	40	41	49
Percentage	25.5%	27.2%	28.8%
Number of Asian/Pacific Islander Students	0	1	3
Percentage	0	.7%	1.8%
Number of American Indian/ Alaskan Native Students	0	0	1
Percentage	0	0	.6%

Valdosta State University—Political Science---College of the Arts and Sciences

Number of Hispanic Students	2	1	3
Percentage	1.3%	.7%	1.8%
Number of Caucasian Students	111	104	109
Percentage	70.7%	68.9%	64.1%
Number of Multiracial Students	4	4	5
Percentage	2.5%	2.6%	2.9%

Results From “Summary of 2001-2002 Seniors’ Ratings of Their Academic Experiences”
(Political Science Majors’ Summary Statistics)

Items

B. Student Learning

Part B. Results from “Summary of 2001-2002 Seniors’ Ratings of Their Academic Experiences”

(Political Science Majors’ Summary Statistics)

Items

Student Learning

	Number Responding	Mean 1=Definitely No 2=Probably No 3=Probably Yes 4=Definitely Yes	Standard Deviation of Means	Definitely No	Probably No	Probably Yes	Definitely Yes
**VSU helped me to develop & demonstrate my ability to think critically & independently	32	3.56	.56		3%	38%	59%
**VSU helped me engage in free and open exchange of ideas	32	3.63	.55		3%	31%	66%
**VSU helped me to acquire and draw upon knowledge embodied in the liberal arts	31	3.42	.72		13%	32%	55%

Student Satisfaction

	Number Responding	Mean 1=Poor 2=Fair 3=Good 4=Excellent	Standard Deviation of Mean	Poor	Fair	Good	Excellent
*Quality of Instruction	30	3.30	.53		3%	63%	33%
*Fairness of grading	30	3.30	.53		3%	63%	33%

Valdosta State University—Political Science---College of the Arts and Sciences

*Practicum or internship experiences	22	3.50	.51			50%	50%
*Study abroad experiences	11	3.55	.52			45%	55%
*I would rate my academic experience at VSU as	32	3.34	.55		3%	59%	38%

	Number Responding	Mean 1=Definitely No 2=Probably No 3=Probably Yes 4=Definitely No	Standard Deviation of Mean	Definitely No	Probably No	Probably Yes	Definitely Yes
** If I started college over, I would chose to attend VSU	32	3.09	.82	3%	19%	44%	34%
**I would recommend VSU to others	31	3.55	.62		6%	32%	61%

Items

Success in Meeting Student Needs

	Number Responding	Mean 1=Poor 2=Fair 3=Good 4=Excellent	Standard Deviation of Mean	Poor	Fair	Good	Excellent
*Helpfulness of academic advisor	31	3.32	.79	6%		48%	45%
*Opportunities for interaction with faculty	30	3.17	.70	3%	7%	60%	30%
*Overall attitude of faculty toward students	31	3.16	.64		13%	58%	29%
*Overall quality of faculty	30	3.20	.55		7%	67%	27%

Learning Outcomes

	Number Responding	Mean 1=Poor 2=Fair 3=Good 4=Excellent	Standard Deviation of Mean	Poor	Fair	Good	Excellent
*Courses as preparation for liberal education	24	3.17	.48		4%	75%	21%
*Courses as preparation for initial employment	27	3.22	.58		7%	63%	30%
*Courses as preparation for graduate school	26	3.35	.56		4%	58%	38%

Part C. Faculty and Staff

The tables below display the resources allocated to the program for performance of its tasks and the use of those resources. It is clear from the data that the number and percentage of part-time faculty members increased in the last two years of the study (Table C.1.). This was due to the increased enrollment in general at the university as well as the sharp increase in declared majors in the third year (Table B.2.). This also accounts for the increase in the student-faculty ratio in the last year (Table C.1.). Average class sizes have also increased from thirty-two to thirty-five across the three year period (Table C.1.). This has increased the teaching responsibilities of the program faculty. In spite of these heavy teaching responsibilities of the faculty, the productivity of each faculty member continued to be impressive. University enrollment increased in a small way in the 2000-2001 academic year and in a major way in 2001-2002. However, the number of publications by program faculty actually increased over time. There was no decrease in the number of convention papers from year to year, in spite of the drop off in departmental money available for travel in the third year of the study (Table C.3.). The department clearly needs more faculty members to carry out its responsibilities and also to reduce reliance on part-time instructors. While part-time instructors taught two sections of POLS 1101 in fall 2001, they taught eight sections in fall 2002. Plans for 2003 include reliance on nine part-time instructors for this vital course in Area E of the core curriculum. Although the data on fall 2002 and fall 2003 are beyond the parameters of the study, they highlight the general trend of the three years covered by the study. The VSU Fact Book for the 1998-2001 period states that positions earned in political science were about nine. Once Perspective courses and the sharp increase in university enrollment in the 2001-2003 period are factored in, however, at least ten program faculty are needed (Table C.2.). In the entire review period, the number of program faculty never exceeded nine (Table C.1.). Further, in 2002-2003 the number dropped to eight. Therefore, at present a conservative estimate would be that there is a need for two faculty positions.

Credentials of program faculty are at the highest level. Only one faculty member in the period under review did not possess the terminal degree, and she taught for only the third year (Table C.3.). There was a reasonable level of diversity among program faculty within the period. In each year there was at least one female faculty member and at least one African-American faculty member. In addition, the departmental staff member was African-American (Tables C.4. and C.5.). Faculty experienced a number of significant opportunities for professional development. The high dollar amount of external grants attests to this fact (Table C.3.). The major grant in this period was a College and University Affiliated Program Grant from the U.S. State Department. The grant supported extensive collaboration between the VSU Department of Political Science and the Department of Politics and European Studies at Palacký University in Olomouc, Czech Republic. Four program faculty members spent time at the Czech university in the three-year period. Dr. Jim Peterson wrote and managed the grant. He visited four times for a total of six weeks. His work involved setting up a schedule of faculty exchanges and working out many other project details. Budgeting also took much time. Dr. Richard Saeger spent spring 2000 in Olomouc. He taught two courses and engaged in collaboration in the area of historic preservation. Dr. James LaPlant was in the Czech Republic during spring 2001. He also taught two courses and did research with two of his Czech counterparts. The research collaboration has resulted in a number of convention papers. He also held a workshop for local public

administrators. Dr. Michael Baun was in Olomouc for six weeks in spring 2002. He taught one course and developed a fruitful research collaboration with two Czech political scientists. That collaboration has generated convention papers as well as several publications in Europe. In May 2002 Drs. Saeger and LaPlant took fifteen students on a Maymester trip to Olomouc. Each student received five credit hours for their work there. This project was a spin-off from the major grant.

In sum, the data below mark the outlines of a program faculty that bore up well during a time of insufficient staffing. Teaching quality remained high, and professional development activities continued to be significant for both the university and the region.

	1999-2000	2000-2001	2001-2002
Number Full Time Faculty	9	8	9
Number Part Time Faculty	2	6	6
Percent Full Time Faculty	82	57	60
Percent Part Time Faculty	18	43	40
Student/Faculty Ratio	19:1	19:1	22:1
Average Class Size	32	35	35

Table C.2 Faculty and Staff Earned versus Filled

Program	1999-2000	2000-2001	2001-2002
Faculty positions earned*	10	10	10
Faculty positions filled	9	8	9
Staff (non-faculty) positions earned*	2	2	2
Staff (non-faculty) positions filled	1	1	1

Note: *See appendix IV for directions on calculating Faculty and Staff positions earned.

Table C. 3. Faculty Development and Productivity

Program	1999-2000	2000-2001	2001-2002
Number of refereed articles	4	4	5
Other publications	1	2	2
Total faculty publications	5	6	7
Total professional presentations	9	9	9
Performances/creative efforts	2	2	2
Number external grants	2	2	2
\$ Amount of External Grants	133,860	121,060	122,060
# Program Faculty Tenured	7	7	7
% Program Faculty Tenured	78	88	78
# Program Faculty with terminal degree in teaching field	9	8	8
% Program Faculty with terminal degree in teaching field	100	100	89

Table C.4. Faculty Diversity Program

	1999-2000	2000-2001	2001-2002
# of Male Faculty	8	7	7
# of Female Faculty	1	1	2
% of Male Faculty	89	88	78
% of Female Faculty	11	12	22
# African American Faculty	2	1	1
# Asian/Pacific Is. Faculty	0	0	0
# American Indian/Alaskan Native	0	0	0
# Hispanic Faculty	0	0	0
# Caucasian Faculty	7	7	8
# Multiracial Faculty	0	0	0
% African American Faculty	22	12	11
% Asian/Pacific Is. Faculty	0	0	0
% American Indian/Alaskan Native	0	0	0
% Hispanic Faculty	0	0	0
% Caucasian Faculty	78	88	89
% Multiracial Faculty	0	0	0

Table C.5. Staff Diversity

Program	1999-2000	2000-2001	2001-2002
Number of Male Staff	0	0	0
Number of Female Staff	1	1	1
% of Male Staff	0	0	0
% of Female Staff	100	100	100
# African American Staff	1	1	1
# Asian/Pacific Is. Faculty	0	0	0
# American Indian/Alaskan Native	0	0	0
# Hispanic Staff	0	0	0
# Caucasian Staff	0	0	0
# Multiracial Staff	0	0	0
% African American Staff	100	100	100
% Asian/Pacific Is. Faculty	0	0	0
% American Indian/Alaskan Native	0	0	0
% Hispanic Staff	0	0	0
% Caucasian Staff	0	0	0
% Multiracial Staff			

D. Curriculum

List the courses required in the curriculum. Discuss coherence, currency, relevance to program learning outcomes effectiveness in relation to the findings of learning outcomes, relevance to student needs, course sequencing or frequency of course offerings, and enrollment patterns.

Courses offered in the Department of Political Science curriculum fall into the following area of studies within the discipline of Political Science: Political Theory, American Government and Politics, Comparative and International Relations, Public Law, and Public Administrations. Students may satisfy the baccalaureate degree requirements in Political Science by taking and completing the required 3000-4000 level courses in any the listed sub-field area.

List of Courses required in Political Science curriculum (In sequential order)

General Introductory courses

POLS 1101 American Government

POLS 1 IOIH Honors American Government

POLS 2101 Introduction To Political Science

POLS 2200 The Development of American Democracy

POLS 2401 Introduction To Global Issues

POLS 2401H Honors Introduction To Global Issues

POLS 2501 Current Issues in American Politics

Political Theory and Methods

POLS 3100 Scope and Methods of Political Science

POLS 3500 Western Political Theory I

POLS 3510 Western Political Theory II

POLS 3520 Modern Political Ideologies

POLS 3530 American Political Thought

POLS 4100 Political Science Capstone Course

POLS 4850 Special Topics in Political Theory

POLS 4850H Honors Special Topics in Political Theory

Studies In US Government

POLS 3200 American State and Local Government and Politics

POLS 3210 The American Legislative Process

POLS 3220 The American Political Process: Campaigns, Elections and Voters

POLS 3230 Political Parties, Interest Groups and the Media

POLS 3270 Public Opinion and Political Socialization

Valdosta State University—Political Science---College of the Arts and Sciences

POLS 3280 Women and Politics

POLS 3290 The American Presidency

POLS 4210 Separation of Powers in the American Political System

POLS 4270 Southern Politics

POLS 4820 Special Topics in US Government and Politics.

Public Law

POLS 3240 American Judicial Process and Behavior

POLS 3250 Introduction to Law in Anglo-American Society

POLS 3260 Jurisprudence: Theories of Law and Legal Thought

POLS 4200 American Constitutional Law I

POLS 4202 American Constitutional Law II

POLS 4203 American Constitutional Law III

POIS 4220 Administrative Law and Government

POLS 4230 Legal Research

POLS 4240 Politics and the Supreme Court

POLS 4250 Trial Advocacy

POLS 4260 Women, Minorities, and Law

POLS 4700 Directed Study in Political Science

POLS 4900 Internship in Political Science (3-12 hours)

Comparative Politics

POLS 3300 Comparative Politics

POLS 3400 International Politics

POLS 4300 European Politics

POLS 4310 Politics in Russia

POLS 4320 Latin American Politics

POLS 4330 African Politics

POLS 4340 Comparative Political Leadership

POLS 4350 Politics in Developing Nations

POLS 4360 Politics of Post-Communism

POLS 4370 Comparative Constitutional Law and Judicial Politics

POLS 4400 International Organization and Law

Valdosta State University—Political Science---College of the Arts and Sciences

POLS 4410 American Foreign Policy
POLS 4420 Global Security Policy
POLS 4430 National Security Administration and Policy
POLS 4440 Model United Nations
POLS 4700 Directed Study in Political Science
POLS 4830H Honors Special Topics in Comparative Politics
POLS 4840 Special Topics in International Politics
POLS 4900 Internship in Political Science (3-12 hours)

Public Administration

POLS 3600 Introduction to Public Administration
POLS 3610 Public Administration and Public Policy Formation
POLS 4600 Government Organization and Administrative Theory
POLS 4610 Public Personnel Administration
POLS 4620 Public Finance Administration
POLS 4630 Techniques and Processes of Public Management
POIS 4640 Urban Politics and Administration
POLS 4650 Intergovernmental Relations
POLS 4660 State Executive Politics and Management
POIS 4670 Quality Management in Public Administration
POLS 4720 Ethics and Public Administration
POLS 4860 Special Topics in Public Administration

Honors Courses:

POLS 4820 H Honors Special Topics in US Government and Politics
POLS 4830 Special Topics in Comparative Politics
POLS 4830H Honors Special Topics in Comparative Politics
POLS 4840H Honors Special Topics in International Politics
POLS 4850 Special Topics in Political Theory
POLS 4860H Honors Special Topics in Public Administration
POLS 4700H Honors Directed Study in Political Science (Thesis

Discussion of Coherence, Currency, Relevance to Program Learning Outcomes Effectiveness:

The division of course offering in political science and within each sub-discipline provides clarity and coherency to students seeking a major in Political Science. In 1998 the entire course offerings in political science were reviewed and many additions made, and since then other changes and additions have been made. For example, in 2001 several Honors sections were included into the existing pool of courses in Political Science to provide students with an honors track within the existing political science degree sequence.

To provide students with individual programs of study toward their degree in the various sub-field in Political Science, individualized programs are developed, in consultation with students, to meet their particularized degree needs. The discipline of Political Science in general and the choices of the various sub-fields provide ample flexibility to faculty advisers to tailor an individualized program to respond to individualized student preferences that may include courses from a single sub-field or from all of the sub-fields. A thirty-nine to 40 hours course requirement in the program is typical, however, students may obtain a second major or minor in other areas of personal and professional interest by following the requirements of that program.

Students who pursue the major in Political Science develop a clear understanding of issues that affect and shape the society from the local, national, and global perspective. The ability to communicate effectively through written and spoken forms about politics is encouraged; all which are expected to assist in preparing students for a variety of life and career experiences. More importantly, their analytical and research skills are developed in many ways that make their study of liberal arts education at VSU worthwhile. The Bachelor of Arts degree with a major in Political Science is predicated on the following education outcome expectations for students who complete the program. It is expected that upon completion of the program requirements, political science majors will:

Possess the requisite knowledge of the American political system, including an understanding of the structure and process of the federal, state, and local governments, enabling them to become informed and responsible citizens.

Demonstrate knowledge of computer concepts and terminology, enabling them to use at least two software tools, such as word processors, spreadsheets, database management systems, or statistical packages.

Be skilled in inquiry, logical reasoning, and critical analysis, enabling arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.

Recognize and understand issues in applied ethics as well as understand their personal value in relation to other value systems.

Overall, courses in political science are aimed at developing and in turn enabling students to develop analytical, evaluative and intellectual skills relevant that will smooth their transition to adult life.

Outcomes Effectiveness Relationship to Findings of Learning Outcomes & Relevance to Student Needs.

Political scientists study governments at all stages and more importantly, the process by which political decisions are made. Students pursuing the major in Political Science develop a clear understanding and articulation of the relationships in politics from the local, national, and global political perspective. The Department assesses the extent to which the program requirements create or attain the desired outcomes by using a variety of techniques among which include classroom course assessment. Other examples of assessments (of related educational outcomes) include the following:

1. Mastery of the material in all required and elective courses in the political science major. As each level serves as a foundation for higher levels, mastery of the core material is requisite to mastery of the major. Outcome #1 (i.e., possession the requisite knowledge of the American political system as listed above) is met by successful completion of these courses.
2. Completion of the capstone experience certifies that student majoring in Political Science has met course outcome #2, #3, and #4 respectfully (“i.e., in demonstrating knowledge of computer concepts and terminology;” “acquiring skills in inquiry, logical reasoning, and critical analysis;” and in “recognizing and understanding issues in applied ethics”) all of which are parts of the program outcome.
3. Undergraduate Political Science Major Exit Questionnaire administered to majors by their advisors at the time the majors "check out" for graduation is another source for “outcome assessments.”
4. Information from published surveys of students’ opinions and alumni perceptions of VSU programs and services conducted by the Office of Institutional Research and Planning as well as information from alumni surveys conducted by the Department of Political Science are other sources of for outcome assessment.

Course Sequencing/Frequency of Course Offerings:

A review of course listing and offering in the last three years show that almost 70% of the courses have been offered in the last 3 years. This may be due to several reasons: first, the faculty expertise in the Department in the various sub-fields, and second, the individualized nature of program of study designed to meet each student’s particular interest or career needs. Student preference and program of study may consist of courses drawn from a single subfield, several subfields, or all of the subfields that in turn allow for several course offering meeting those needs. Thus, course offering in the department does not rely on a particular set of sequence or focus on anyone sub-discipline of Political Science.

Enrollment patterns:

Enrollment patterns of majors in major course political science vary from one semester to another and from year to year (see enrollment data elsewhere in this report).

E. Other Learning and Service Activities

Cover advising, tutoring, internships, service learning, practical, study abroad, and career planning and placement.

Advising:

The Department of Political Science has an outstanding process of advising students that have opted for a major in the discipline. Student receive personalized advising from faculty on a year round basis especially prior to and during registration. Students are assigned to faculty by the department head based on their elected sub-field specialization in Political Science in congruence with faculty expertise.

An individual program of study, developed in consultation with the student's political science advisor, is designed to meet each student's particular interest or career needs. This personal program of study may consist of courses drawn from a single subfield, several subfields, or all of them, as well as courses outside the discipline of Political Science as student choice may dictate.

Tutoring, internships, Service learning and Practical:

Eligible students are able to earn college credit up to 9 hours in POLS 4900, Internship in Political Science. Supervised practical experience is available from the Georgia Governor's Internship Program, the Georgia Legislative Internship Program, legal internships with practicing attorneys, and administrative internships with governmental agencies. Furthermore, European Union certification program provide opportunity for students to earn a Certificate in EU Politics and also an internship in Germany or any country of the European Union.

Students who take part in internship program under any of the various internship courses offered derives benefit in the diverse nature from their participation. All students partaking in internship in the Department of Political Science are assigned a faculty supervisor in whose internship course the student enroll. The faculty takes direct responsibility for student(s) under their supervision by working out in advance a plan for the proposed internship with the student.

Finally, students majoring in Political Science are able to gain work experience related to their major through the VSU Co-op Program. Such experiences are valuable in terms of career exploration, acquisition of new skills, and career development. Faculty advisers encourage students to seek information from the Office of Cooperative Education as student gain junior and senior standing in the discipline.

Study abroad:

Valdosta State University offers a variety of study abroad and exchange programs. In 2001 the Department of Political Science initiated its own study abroad program with Palarky University in the Czech Republic. This program is also open to all students in the University. Summer programs are offered directly by the University, with VSU faculty as group leaders and in cooperation with other institutions and organizations in providing group study abroad experiences. Students may also participate in exchange programs, which allow them to attend overseas universities as regular students for a semester or an academic year. Also, the European Union certification program noted above provide opportunity for students to earn a Certificate in EU Politics and also an extensive study abroad internship in any country in the European Union.

Career planning and placement:

Students enrolled in a major or minor course of study in Political Science or Public Administration have usually pursued careers in law, government, business, teaching, and journalism. Political Science is of value because persons need to understand the political system that governs their lives. Public Administration is an area of study that prepares students for careers in public service. Most students earning a major within the Department of Political Science seek careers in law or government. The University Career service maintains a list of potential employers and dates of routine visitation for on-campus interviews. That service also provides resume writing assistance to students as part of the career services directed to the student body of VSU.

F. Research, Scholarship and Creative Endeavors:

The political science program in the Department of Political Science had 8 full-time faculty members in 1999-2000 and 9 in both 2000-2001 and 2001-2002.

In the three-year period under review, program faculty members have published, or had accepted for publication:

- 3 books (1 monograph; 1 co-authored; 1 co-edited)
- 8 articles in refereed academic journals
- 11 chapters in edited books or collections
- 1 working paper
- 1 newsletter article
- 1 web essay

Program members have also submitted 3 article manuscripts to journals that were under review at the end of this period. Numerous other article and book manuscripts were in progress at the end of the review period.

In the same three-year period, program members have written and presented 21 papers at professional academic conferences, and made 6 presentations at other discipline-related conferences, workshops, or symposia. The professional academic conferences have been at the state, regional, and national levels.

One program faculty co-authored a major “Citizen Satisfaction” survey for the City of Valdosta.

Given the normal 4-class per semester teaching load at VSU, the possibility of course reductions through “reassigned time” is an important means of supporting research and scholarship by program faculty. In 1999-2000 a total of 27 semester hours of reassigned time (9 courses) was approved for program faculty; in 2000-2001 a total of 15 hours (5 courses); and in 2001-2002 a total of 24 hours (8 courses). Reassigned time was approved for 6 different program faculty in the three-year period.

Research and scholarly activity by program faculty is also supported by internal university grants. The two main instruments of institutional support are: 1) Faculty Development Grants - maximum of two \$500 grants per faculty per year, for an annual maximum total of \$1,000; and 2) Graduate Faculty Research Grants - maximum support of \$900 per calendar year). Departmental travel money (about \$250 per year per faculty member) is also normally available to support

professional activities. The Pizer Chair in International Relations has its own \$2,500 per year budget for research-related expenses.

Research and scholarly productivity has remained high in the three-year period despite the reduction of institutional support after 1999. The department had its travel money eliminated in both 2000-2001 and 2001-2002, and budget freezes and cutbacks (“holdbacks”) have created uncertainty about university faculty development support. Program faculty have made considerable use of available internal grant support, however: Program faculty were awarded a total of 14 Faculty Development Grants for research purposes over the three year period, and one Graduate Faculty Research Grant.

Program members were also awarded 3 research grants from external sources: the EU Center of the University System of Georgia (2) and the German Academic Exchange Service/American Institute for Contemporary German Studies. A major U.S. State Department (CUAP) grant (\$120,000) that was awarded the department in 1999-2002 to promote an exchange relationship with Palacky University in the Czech Republic also created and supported research opportunities for some program faculty.

Program faculty also received grant money for program and course development purposes, including a VSU Faculty Internationalization Fund Grant, a VSU Center for the Advancement of Teaching and Learning Fellowship, and an EU Center Policy Network Grant. Some of this funding also had implications for faculty research.

Some program members have achieved national and international recognition for their scholarly work, bolstering the department’s reputation for research and scholarship, although its overall focus remains teaching and service.

Many program members have worked with students to encourage and support extra-curricular research and scholarly activity. In the three-year period under review, political science students presented one paper at a national conference, made numerous presentations of research at the annual College of Arts and Sciences Undergraduate Research Symposium, and several presentations in the student “Brown Bag” series. The department-sponsored Model UN team has also competed successfully at the regional and national competitions in each of the three years.

The Political Science department has created a small fund to support student travel to conferences utilizing the royalties from its jointly written introductory text, *Political Science: An Overview of the Fields*. Several program students have benefited from this support. Limited support for such travel is also available from university and student government sources.

New program faculty are given the opportunity for course reductions (reassigned time) to support their research and scholarly activities. They otherwise have available the usual means of research support (i.e. Faculty Development Grants and Graduate Faculty Research Grants, department travel money) that are available to all full-time faculty. The department also assigns a mentor to new faculty members.

G. Service:

The VSU and departmental Mission Statements set as a core characteristic or operating tenet: “A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improves the quality of life, and raises the educational level within the university’s scope of influence.”

In the past three years, program faculty members have engaged in numerous activities that have contributed to fulfillment of this mission.

In the three-year period under review, program members have delivered 15 public lectures to diverse audiences, including university gatherings and church and civic organizations. Program members have been interviewed by the local or regional media or assisted with the media’s election coverage on 9 different occasions. They have also conducted or helped deliver 13 different workshops, seminars, symposia, or educational programs in the university and Valdosta communities.

Program members have taught 6 continuing education courses (Learning in Retirement Program), and made 3 presentations in continuing education courses taught by others.

Program members have served as consultants to government or public agencies on 5 different occasions. A program member also helped draft a Citizen Satisfaction Survey for the Valdosta City government.

Program faculty members have also lent their expertise as officers or board members in community civic organizations in 20 different instances. These organizations include the Brookwood North Neighborhood Association, Valdosta Heritage Foundation, Historic Preservation Commission, Roberts House Restoration Fundraising Committee, Habitat for Humanity, Valdosta Choral Guild, and the Lowndes County Democratic Party. Program members have also served as officers or representatives in state, regional, and national professional associations on 13 different occasions, including the Georgia Political Science Association (President, Vice President and Program Chair), American Association for University Professors (AAUP), and the National Council for Undergraduate Research.

Program members have also served on numerous committees at the department, college, and university level. At the college level, these include the Executive Committee, Promotion and Tenure Committee, Student Retention Committee, Dean’s Advisory Committee for Technology, and the Committee to Revise Promotion and Tenure Guidelines. A program member chaired the College Committee on Performance Review. At the university level, program members have served in the Faculty Senate, and also on the Social Sciences Discipline Committee, Sexual

Harassment Committee, Minority and Diversity Issues Committee, Mediation Committee, Library Affairs Committee, Grievance Committee (chair), Institutional Review Board, and the Faculty Research and Development Committee.

Program members have made other significant contributions to the department, college, and university. At the department level, several program members played key roles in the department's SACS review process in 1999-2000. Most program faculty members were involved in the VSU-Palacky University exchange grant program in 1999-2002, with several traveling to the Czech Republic to teach classes and help develop a public administration program at Palacky University. A program member chaired the committee that created the new Honors Track major in political science that took effect in 2001-2002.

At the college level, a program member chaired the Council on Undergraduate Research, and coordinated the "Brown Bag" faculty and student presentation series.

At the university level, program members have served as external readers on several College of Education doctoral dissertation committees. A program member has served as the VSU Pre-Law Adviser for each of the last three years. Program members have been faculty sponsors or advisors for several student or campus organizations and given guest lectures in classes taught by others.

Program faculty members have made numerous contributions to VSU's internationalization goal. A program member sponsored a visiting Fulbright Research Scholar from Kazakhstan in fall 2001. Program members have also served on the International Students Committee, and assisted the Center for International Programs in planning its annual Focus lecture series on international affairs. Program members helped develop a new VSU-sponsored Maymester study abroad program in the Czech Republic, with two faculty members serving as program co-directors in 2002. A program member is campus representative for the USG's EU Studies certificate program.

At the state and university system level, a program member has served on the steering committees for the European Union Center of the USG and the EU Studies certificate program. A program member has also directed the USG-University of Munich program to develop a curriculum of jointly taught web-based courses for the EU Studies program. A program member participated in the USG Study Abroad program in Paris, and another contributed to development of the USG's new Maymester Study Abroad program in Strasbourg, France for the EU Studies program.

Overall, the Political Science Department promotes and awards service activities at all levels, and engagement in such activities has been strong among all program faculty members over the last three years.

H. Facilities, Budget, and Resources

In this section we assess the facilities, resources, and budget available to the department. Based on our review, we believe that, while not optimal, our resources are appropriate for a department of this size. We have sufficient classroom space to conduct classes for majors and non-majors and each instructor has access to up-to-date instructional technology. We also have sufficient space for faculty and staff, and each faculty and staff member has a personal computer and printer. Our budget is consistent with comparable departments, and finally our faculty and students have access to our library which provides a wide range of in-library and on-line services.

Classroom Space and Instructional Technology

Table 1 Classroom Space

	West Hall 250	West Hall 256	West Hall 305	West Hall 140 (Lab)
Seats	80	40	40	21
Computer *	0	1	0	22

*Rooms 250 and 305 should have computers by the beginning of the spring semester 2003. The computer in West Hall 256 and one computer in the computer lab (West Hall 140) are both for instructional use.

All three of our classrooms have adequate space for teaching and learning and are in good condition. The computer in West Hall 256 is loaded with the software necessary for instructional presentations such as PowerPoint and is also connected to the internet. This computer can then be projected onto a screen in front of the room for classroom presentations. When rooms 250 and 305 are equipped with computers they will also be loaded with the software necessary for instruction.

Our lab, West Hall 140, has a sufficient number (21) of computers for a classroom, and the instructor’s computer at the front of the room can be projected onto a screen. This enables the instructor to not only make presentations to the class, but to also lead students through computer exercises. The lab also has a scanner, printer, and copier. The drawback to WH 140 is that the computers ring the outer perimeter of the classroom and face the walls. This arrangement is not conducive to effective instruction as the students must turn away from their computers in order to watch and listen to the instructor.

We have also reached an agreement with the Chemistry (department) to schedule classes in Science Building, Room 3910. This lab has 24 new computers arranged in rows facing the front of the class which is more suitable for instruction. The drawback to this lab is that it does not have a projector which would enable the instructor to project his or her work on a screen for instruction. The estimated cost for installing a projector is \$3,000. It would also cost additional dollars to have SPSS (statistics software) installed on these computers.

NSB King’s Bay: Classroom Space

We also have a limited undergraduate program at NSB King’s Bay. Classes are held in a variety of classrooms within the base. The range of classroom size is from 12-30 students and each class is limited to 28 students. If instructors need or desire to use computers extensively in their classes, then the classes are held in one of three computer labs.

Each of the three labs at King’s Bay is maintained by VSU and is on the same replacement schedule as the labs at the VSU main campus. Each of the computers is loaded with up to date software needed for instruction and learning. The largest of the three labs has 25 computers and the other two ranges between 11 and 20 computers.

Table 2 Instructional Technology

Equipment	#
TV/VCR Cart*	2
DVD Player	1
Laptop Cart	1

*We also have access to an additional cart through the Governor’s Honor Program

The departmental faculty have access to two carts with TV/VCR combination, and one cart with a DVD/TV combination. We also have a cart with a laptop and a projector which can project a computer presentation onto the screen in front of the room. All of these pieces of equipment are stored in a central location and can be reserved by faculty for use in the classroom.

King’s Bay Instructional Technology

Each instructor at Kings Bay has access to instructional technology to be used in the classroom. The campus has computer carts with laptops and projectors; overhead projectors; and VCR/TV combos. Each of these must be reserved for use in the classroom ahead of time.

Office Space and Computer Resources

All 8 of our full-time faculty members have their own office equipped with a personal computer and a printer. Three of our four part-time faculty members share West Hall 301 as an office. This office includes three personal computers for these faculty members. An additional part-time faculty member, Bonnie Stith, is located in WH 237, which is also equipped with a personal computer. Our departmental secretary has a computer, and we also have one computer to be shared by our three student assistants. In addition to the printer for each full-time faculty member, we have two Hewlett-Packard black and white LaserJet printers and a Hewlett-Packard color LaserJet printer. We have an up to date Xerox copier capable of performing a wide range of copying tasks and also a scanner. All of this office equipment is available for use by faculty and staff.

All of the computers used by faculty and staff are relatively up to date in terms their age. Of the 8 computers used by full time faculty members 2 are Pentium IIs and 5 are Pentium IIIs and one is a Pentium IV. Our departmental secretary has a Pentium IV and our three student assistants have access to a Pentium III. Our adjunct faculty share three Pentium IIs and an older Pentium Celeron.

King's Bay Office Space:

Each full time faculty member at King's Bay has his or her own office equipped with a computer and printer.

Departmental Budget

Table 3 (H.1) Financial Resources Available to the Program

Political Science	1999/2000 Actual Expenditures	2000/2001 Actual Expenditures	2001/2002 Actual Expenditures
Personal Services	\$1,179,833.40	\$1,185,227.84	\$1,294,577.92

Valdosta State University—Political Science---College of the Arts and Sciences

Operating Expenses	\$5,939.00	\$6,338.51	\$11,979.93
Equipment	\$.00	\$11,411.51	\$.00
Total Resources	\$1,185,773.21	\$1,202,977.86	\$1,306,557.85

Across the three years of the assessment period our total expenditures have increase by \$120, 784.64 or a little over 10%. Each year the approximately 99% of our budget expenditures go to the Personal Services Budget portion of the overall departmental budget.

Table 4 (H.2) Costs of the Program

Political Science	1999/2000 Actual Expenditures	2000/2001 Actual Expenditures	2001/2002 Actual Expenditures
Total Cost Per Degree	\$34875.68	\$50124.07	\$68766.20
Total Cost Per Major	\$9981.44	\$10370.50	\$9823.74
Total Cost Per Credit Hour	\$147.74	\$153.85	\$141.43

The cost per degree conferred by the department over the three year assessment period has increased by \$33, 890.52 or 97%. The cost per enrolled major (full and part-time) has remained relatively stable across the three year period ranging from \$9,981.44 in the 1999/2000 academic year to \$10,370.50 in 2000/2001, and dropping to \$9823.74 in 2001/2002. The cost per credit hour generated in the department has also remained relatively stable with a cost per credit hour of \$147.74 in 1999/2000, \$153.85 in 2000/2001, and a drop to \$141.43 per credit hour in 2001/2002.

Library Resources

In addition to a wide range of books and reference texts pertaining to the various fields of political science and public administration, the library has subscriptions to 78 professional journals in the fields of general political science, American politics, comparative politics, international relations, political theory, public administration, public policy, and legal studies

(See attached list). The library also owns professional journals in fields related to political science, such as criminal justice, economics, sociology, and history. All of these journals are up to date and archived back in time to varying lengths. Additionally, the periodicals department of the library has up to date and archived holdings of major newspapers and news periodicals.

In addition to hard copy holdings of professional journals, students and faculty have access to full-text online sources of professional journals (many of which we do not own locally) through GALILEO, the virtual library of the University System of Georgia. A World Wide Web-based virtual library, GALILEO provides access to multiple information resources, including secured access to licensed products. Faculty and students at participating institutions may access over 100 databases indexing thousands of periodicals and scholarly journals. Over 2000 journal titles are provided in full text.

GALILEO can be accessed from faculty office, student labs, the library, or remote access from home.

Through the library website faculty and students can access on-line full-text journals through JSTOR (Journal Storage). JSTOR currently holds nine professional political science journals in the fields of general political science, public opinion, and international relations. The service also has significant holdings in African-American Studies, Asian Studies, Economics, History, Philosophy, Sociology, and Statistics, all of which can prove helpful to political science research.

Faculty and students can also access the *Social Science Citation Index*, which is a bibliographic index providing citations for hundreds of professional journals in the social sciences. The library also provides access to *Lexis-Nexis*, which is an academic search engine to thousands of newspapers and periodicals from around the world. *Lexis-Nexis* can only be accessed through the library computers.

The library also has *Georgia Law on Disc*, which is the collection of Georgia statutes on CD-Rom. Finally, the library is Government Document Repository, which means the library has

extensive holdings of documents produced by the federal government. While, most of the holdings are some interest to political science, Census Bureau documents, congressional reports, presidential speeches, State Department publications and releases, and treaties are of particular interest in political science. In terms of physical resources available to faculty and students, the computer has 150 computer terminals (including a lab) for research within the physical space of the library.

King's Bay Library Resources

Valdosta State University has primary responsibility for operation of the Base Library. VSU maintains a full-time research librarian on site, and the library facility at Kings Bay is maintained as a branch library of the Odum Library on the home campus. The Kings Bay facility is connected via Internet with the Odum Library, allowing students at Kings Bay the same access to data base searches, etc. as students at the home campus.

Faculty and Staff Computers

Michael Baun: Pentium III
Jane Elza: Pentium II
David Hill: Pentium III
James Laplant: Pentium III
Jim Peterson: Pentium IV
Marc Pufong: Pentium III
Dick Saeger: Pentium II
David Winder: Pentium III
Deborah Holley: Pentium IV
Adjunct and Visiting Faculty: 3 Pentium II's and 1 Pentium Celeron
Student Assistants: Pentium III

Political Science Journals Owned by the Library

Academy of Political Science Membership
Africa Today
Africa
The Almanac of American Politics
American International Law Cases
The American Journal of International Law
American Journal of Political Science
The American Political Science Review
American Prospect
American Review of Public Administration
Annals of the American Academy of Political and Social Science
Canadian Journal of Economics and Political Science
The College Administrator and the Courts
Commentary
Comparative Politics
Constitutional Commentary
Current Politics and Economics of Russia
Economic Development Quarterly
European Union Politics
Foreign Affairs
Genders
Georgia Bar Journal
Georgia Cities
Georgia Political Science Association Journal
Governing
International Organization
Journal of Common Market Studies
Journal of European Public Policy
The Journal of Conflict Resolution
Journal of Health and Human Resources Administration
The Journal of Politics
Journal of Public Administration
Journal of Public Administration Research and Theory

Judicature
Law and Contemporary Problems
The National Law Journal
National Paralegal Reporter
New Perspectives Quarterly
Political Research Quarterly
Political Science Annual
Political Science Quarterly
Political Studies
Political Theory
Politics: Political Studies Association of the United Kingdom
Politics and Policy
Politics and Society
Policy Review
PS: Political Science and Politics
Public Administration Review
Public Budgeting and Finance
Public Interest
Public Opinion Quarterly
Public Personnel Management
Public Policy
Public Voices
Publius: Journal of Federalism
Research and Theory
Review of Politics
Review of Public Personnel Administration
Social Science Quarterly
Southeastern Political Review
Spectrum: The Journal of State Government
State and Local Government Review
State Legislatures
State Politics and Policy
The Supreme Court Review
Third World Quarterly
Trial Handbook for Florida Lawyers
Trial Handbook for Georgia Lawyers
Urban Affairs Review
The Washington Monthly
West Africa
West European Politics
Western Political Quarterly
West's Federal Administration Practice
Women's Studies Quarterly
World Politics

I. Conclusions

1) Centrality of program to VSU mission

The BA Degree in Political Science serves VSU mission goals in a number of ways. Within the framework of a regional university, the program faculty provides a degree program characterized by “excellence and responsiveness.” For example, the program is the only one at VSU that challenges its majors through an opportunity to pursue an honors track within the major. That program responds also to the diversity that characterizes the region. Fully one quarter of the students majoring in political science is African-American in heritage. Program faculty members are equally committed to regional service. For example, program faculty served as officers or board members on twenty different occasions in community civic organizations. In addition, the faculty accomplished a number of important research projects, many of which reflected regional themes. Those projects included three books, eight published professional articles, eleven book chapters, and twenty-one convention papers. All of these activities nurtured growth of a “teaching/learning environment” both within the classroom and throughout the region.

2) Productivity of program

The program has generated a steady flow of graduates through the pipe-line of its coursework in the major. The average number of graduates per year in the 1999-2002 period was twenty-six. These graduates move on to graduate school and to careers that often are within the governmental sector. For the period the average number of majors was one hundred six. In fact, there was a twenty-nine per cent increase in declared majors between the 2000-2001 year and the 2001-2002 year. These productivity figures are promising for the future development of the program.

3) Quality of program outcomes

Student attitudes, as revealed in “exit surveys,” demonstrate general satisfaction with learning outcomes. Average student ratings range between “good” and “excellent.” High student ratings also occur for helpfulness of faculty advisors, opportunities to interact with faculty, quality of instruction, acquisition of critical thinking and liberal arts knowledge, and ability to freely and openly exchange ideas. The program also has assisted with the VSU outcome/goal of increasing student retention by working each semester with OASIS in the Freshman Year Experience (FYE). At least three sections of POLS 1101 each semester have been learning cohort sections and thus part of FYE.

4) Viability of program

Data both on average number of declared majors and on average number of degree recipients in the 1999-2002 period demonstrate considerable strength within the degree program. Both averages are well above the “triggered” minima. In addition, the noticeable increase in the number of declared majors in the third year of the period under examination is a harbinger of increased numbers of degree recipients in future years.