Section-I  Mission Statement, Goals and Objectives

1.a: Mission and Goals
The committee felt that the mission and goals seem well written and worthwhile. The report states that one of the fundamental goals is to assist students in becoming aware of “the political aspects of the human endeavor” and through that experience are encouraged to become engaged citizens prepared to “meet global and social needs.”

1.b: Goal Alignment
The committee felt that the program goals were well aligned with the campus strategic plan and support the campus learning outcomes.

1.c: Goal Monitoring
The political science program appears to do an excellent job of monitoring program progress and that extends to how individual faculty members are contributing to that advancement. SAFARI document is clear and appears to effectively monitor goal in terms of tabulating activities. The committee wondered if it might be wise to make note of significant activities that have impact on the program, campus, or university.

There was some surprise that the expectations for teaching and service loads differed between lecturer and tenure-track faculty. IU East has implemented this practice effectively for many years.

Section-II  Program Resources

2-1.a: Faculty and Staff
The committee felt that the faculty are extremely well qualified to serve these students. The three full-time faculty have Ph.D.’s from highly respected universities, and indeed one of them has
two Ph.Ds. The two regular adjunct faculty are similarly well-credentialed. One is a Ph.D. candidate and the other has an MS and a terminal JD degree. Two of these five faculty hold MPA degrees, while the other three hold MA or MS degrees. Students in the Program are thus taught by a faculty that is prepared to offer them a complete and rich political science education.

2-1.b: Instructional Quality
Students and outside evaluators have responded positively to the Program’s teaching activities. From the Spring of 2014 to the Spring of 2015, for instance, the number of Program majors grew from 39-to-48. In that same time period the number of online students almost doubled, from 16-to-30, while the number of seated students declined slightly, from 23-to-18. Part of the reason for this success is that these faculty are incredibly dedicated to their teaching craft. Their dedication shows in a number of ways. (1) Three of the Program’s faculty have successfully completed several courses centering on delivering high quality online courses, and one of them is so advanced that she is now a Fellow at the University’s Center for Teaching and Learning; (2) in the Fall of 2013 the faculty instituted a major curriculum revision, in order to expand the number of electives students have and to accommodate the new expertise of an expected new faculty position; (3) each Program student is assigned a faculty mentor, and faculty meet with their protégés at least once each semester, to discuss course scheduling, career options and any other questions or concerns that the students might to explore. Given the care and attention students receive, and the willingness of faculty to enhance their pedagogical skills, it is not surprising that the Program has been named one of the 20 Best Online Bachelor in Political Science Degree Programs in the country.

2-1.c: Faculty Staffing
As the program supports additional initiatives, such as proposed certificate and degree program, it could develop a need for additional faculty. If the campus is confident in the success of these programs and has the financial ability, I am sure it would be useful to add a faculty member soon to help build the programs and be present to meet demands within the new programs. Otherwise, it might be necessary to wait until the new programs can achieve sufficient success to justify the new hire. Ideally, a new faculty member would be hired first—in my experience, it is much easier to launch a successful program if one devotes the resources earlier in the process. Teaching overloads appear to be rare, especially for Assistant Professors, who need supported in developing their research agendas.

2-1.d: Support Staff
There are two administrative assistants in HSS. The advising staff is commendable—professional advisors can make a huge impact on student success. The committee had no concerns about the support staff.

2-1.e: Faculty Teaching Load
The committee believed that the traditional three (3) course a semester teaching load is appropriate. IU East is first and foremost still regarded as a teaching institution but the expectations for research have been increased. The faculty in political science are also heavily engaged in the community which shall be discussed later in this report.
2-1.f: Faculty Scholarship Involvement

The committee agreed that the faculty as a whole are active in scholarship. Given their teaching and service loads, this amount of productivity should be commended. The program requires its faculty to engage in scholarly activity, and has incorporated scholarly activity into its annual assessment reports under two categories: Scholarly Work and Publications. This assessment rubric reflects the fact that the discipline is both a theoretical and an applied one, and it tracks published research as well as the various kinds of scholarly output that mark the existence of an on-going research agenda.

In the last three full academic years (2012 – 2015), the faculty has produced five peer-reviewed products, participated and presented at twenty-five professional conferences, delivered eighteen community-based presentations, served as an academic reviewer four times and published in two newsletters and book reviews.

2-1.f: Faculty Service Involvement

The committee was impressed with the amount and variety of service completed by the faculty. The faculty employs its expertise, its time and its resources to serve the discipline, the program, the campus and the larger public. The program monitors and assesses faculty service in much the same way it does faculty scholarly activity, and the faculty have energetically responded to this programmatic initiative.

Its internship course, discussed above, provides students with an experiential learning opportunity that can also be a stepping-stone to post-graduate employment, even as it helps community partners advance their efforts through the support of the faculty-guided intern’s work. The Program contributes two courses (POLS-Y 107, Introduction to Comparative Politics and POLS-Y 345, Contemporary Revolutions) to the core requirements of the University’s Minor in International Studies. All of the faculty are members of professional organizations, and as noted above some of them serve as reviewers of academic journals and publish book reviews of interest to other academics. In addition, in the last three full academic years (2012 – 2015) the faculty has engaged in three department service projects, thirty-three university endeavors and ten projects for the benefit of either the political science profession or the external community. It is also appropriate to consider the large number of community-based talks and lectures the faculty give when assessing the Program’s service productivity.

2-2.a: Physical Facilities

The physical facilities were adequate. IU East provides the faculty with the physical space and equipment they need to teach their students. Each faculty member has a private office, an individual printer, and their choice of a laptop or a desktop computer.
2-2.b: Technology Infrastructure
There were no concerns about the technology available to faculty. Most of the classes are held in the same building as their offices, and most of the classrooms are “smart rooms” equipped with the kind of technology infrastructure typical in a contemporary academic setting.

2-2.c: Equipment Inventory
The committee felt the equipment inventory was adequate.

2-3.a: Budget
The committee felt the budget was appropriate. The fact that HSS and the program have been allocated funds generated by their successes within the IUOCC program is an excellent budgetary model designed to allow for growth. This financial structure also encourages cooperation between units and faculty.

2-3.b: Enrollment and Retention Budgetary Contribution
The committee was impressed with enrollment and retention on the program. The following italicized text is taken directly from the self-study: Steady, incremental growth in the Political Science program over the past several fiscal years has provided budgetary and programmatic health that has enabled the faculty, Chair, and Dean to plan strategically to ensure the long-term success of the program.

2-3.c: External Funding Sources
While student enrollment is the primary source of budgetary stability, the Political Science faculty are also pursuing additional revenue streams. The faculty are currently developing a graduate certificate program in Public Sector management. This graduate certificate program will be marketed to various public service professionals.

The committee felt that the pursuit of graduate certificates was an excellent means of securing additional funding.

2-4.a: Library Resources
The IU East library contains both books and DVDs in its catalogue. The library has approximately 30,000 physical books on its shelves and an additional 152,809 digital E-books. Between July 2014 and June 2015, the IU East library recorded 179 virtual transactions.

The committee was confident that the library resources were adequate.

2-4.b: Library Technology
The technology available in the library for students and faculty was appropriate.

2-5.a: Instructional Programs- Curriculum
The program’s curriculum is an important part of its success. It offers twenty-five courses at the introductory, intermediate and advanced levels, in all of the discipline’s four major subfields.
There is a high degree of parity with other Political Science curriculums on other campuses. The curriculum contains four (4) core courses which are taken by all majors. The additional 48 credit hours are selected from a contingent of political science courses that compliments the student’s focus area.

2-5.b: Ongoing Curriculum Revision

Curriculum development is an ongoing process in the Political Science program. Major curriculum revision was instituted in the Fall of 2013, which increased both the breadth and depth of courses required for the political science major. Students continued to take a total of 120 credit hours for the degree, but major requirements were increased from 30 to 36 hours. This includes five major core courses, as well as a minimum of 18 credit hours at the 300-400 level. Furthermore, the new structure of the advanced core allows students to take up to 24 hours of electives of their choosing, compared to just 9 hours of electives under the previous major requirements. The revisions were imperative given the growing need to balance both online and on-campus students. The revisions brought the program into alignment with other majors on campus, as well as other political science degree programs in the Indiana University system.

The committee agreed that these revisions were logical and appropriate.

2-5.c: Advising and Mentoring

The committee supported the professional advising model and felt that it is a much better way to ensure consistent, accessible, high quality advising to students.

Political Science students are also assigned a faculty mentor. Faculty mentors help prepare students for both college and career success. Political Science faculty members are assigned approximately 31 student protégés for which they are responsible. The mentoring responsibilities include meeting with the students in person or virtually, each semester, discussing courses, career options, internships and answering other questions that the student may have. This mentoring of students was also commendable and will benefit the students and the program in numerous ways.

2-5.d: Course Scheduling

The committee felt the model of course scheduling was appropriate.

2-5.e: General Education Course Offerings

It appears that the general education course offerings seem appropriate for this program. The program offers five general education courses: Y-103 (Introduction to American Politics), Y-105 (Introduction to Political Theory), Y-107 (Introduction to Comparative Politics), Y-109 (Introduction to International Relations), Y-212 (Making Democracy Work).

2-5.f: Co-curricular Student Activities

The program has an impressive start in offering co-curricular activities. Students have the opportunity to join the Criminal Justice-Political Science Club. Additionally, the faculty are
attempting to sponsor a chapter of Pi Sigma Alpha the National Political Science Honor Society. Students also have opportunities to participate in as internships and department-sponsored trips.

2-6.a: Program Assessment
The committee felt that the program assessment system appears to be acceptable but would encourage additional assessments earlier in the program. Gathering data to assess majors at other points in the program instead of waiting until the end might be beneficial. It might inform the faculty about problems in the program which could be ameliorated. For example, perhaps some students are not learning what they need to in lower level courses, struggling as they progress due to the lack of knowledge, and then are not able to be successful in upper level courses. Only assessing students in the senior course would miss the issues with students who never make it that far.

2-6.b: Assessment-based Program Revisions
For the academic year 2014-2015, the senior capstone project was used as a direct assessment measure for the Political Science program PLOs. While this type of universal measure is less than optimal, it did provide a baseline of data from which to begin to examine the PLO attainment. According to performance on the senior capstone, only 70 percent of the Political Science students scored in the proficient or above category.

Based on the data and ongoing revisions to the assessment plan, several recommendations were made for the Political Science program. Those recommendations are listed below.
1. Develop Common exams for Political Science General Education courses.
2. Revise the Political Science indirect assessment measure (Exit Survey) to reflect the new departmental PLOs.
3. Revise the Political Science direct assessment measure to reflect a Student Learning Portfolio.

The revisions make sense given that only 70% scored in the proficient or above category.

2-7.a: Outreach and Community Involvement- External Constituencies
The committee agreed that the program could seek additional means of connecting with the community. The outreach is limited to stakeholder feedback delivered through the HSS advisory board.

2-7.b: Publicity and Marketing
The committee agreed that the publicity and marketing strategies are exceptionally well done.

The program uses both internal and external to the university. Ongoing initiatives such as “Research Fridays” are publicized using internal email campaigns to other HSS faculty and staff. Additionally, programs such as the “Community Outreach Series” is publicized through external affairs and marketing resources at the university. In 2014-2015, the Political Science program also began a marketing campaign to inform local public-sector agencies about our online degree completion program in Political Science. This marketing effort was designed to target practitioners in public-sector agencies who may be interested in seeking career advancement and may need a Bachelor’s degree to do so.
2-7.c: Professional Association Involvement and Community Organizations

All of the Political Science faculty are members of professional organizations. The IU East Political Science faculty are represented both at the national and local levels. This is suitable involvement for the program.

| Section 2-8 | Summary |

2-8.a: Program Strengths

The program has a variety of strengths. It should be commended on the quality of its faculty and its curriculum, including the emphasis on ensuring faculty receive high quality training. It also has well defined goals.

The program already offers its students a rich curricular experience. There are three new curricular initiatives under consideration: (1) a new Public Sector Management certificate program, (2) a graduate certificate in Public Sector Management and (3) an undergraduate degree in Global and International Studies. All three of these initiatives merit serious consideration for a number of reasons, as they seem particularly well-suited to what we know about the pool of contemporary higher education students and to the Program’s and the University’s enrollment needs.

The initiatives all focus on the public sector and the international community, which matches the concerns that many public opinion surveys reveal animate the millennial generation. Millennials are as interested in public questions as previous generations, yet they are far less interested in pursuing those questions in traditional political ways. Instead, they are more likely to engage public issues through the not-for-profit sector. And not-for-profit organizations face many of the same challenges that other organizations do – personnel issues, budgets, marketing, fund-raising, etc. Millennials are also interested in the broader global community and have a keen understanding that their world is interconnected in a variety of ways. Moreover, two of these initiatives are certificate programs. Many certificate programs are extremely attractive to students who need to upgrade their professional skills yet do not need to pursue a full academic degree.

These new curricular offerings thus offer the chance to stabilize and increase student enrollment, to better serve the educational goals of contemporary students, to better equip public sector employers with the skilled workforce it needs, and to create a new revenue source for HSS.

2-8.b: Areas for Improvement

The program likely needs to add a new, additional full time faculty member, in addition to replacing a recently retired faculty member. The faculty in place are already incredibly active in their teaching, research and service activities. Indeed, in recent years some political science
faculty have had to teach overloads. It would be unfair to ask them to take on these new responsibilities in addition to those they already bear.

Second, while the program does an excellent job of teaching students in the classroom, it seeks to be more successful engaging them outside of the classroom – in what its self-study calls “professional activities” or “co-curricular activities”. Toward that end, the program might seek to build on some of its existing efforts. For instance, it already offers a *Paul Kriese Political Science Essay Contest* that offers a monetary prize for the best undergraduate essay. Perhaps this could be expanded – for instance, the Program could offer an award certificate that honors the best undergraduate essay in each subfield (American Politics, Comparative Politics, International Relations and Theory), and then choose the best of those four award winners for the *Paul Kriese* prize.

Finally, as was previously mentioned, completing the revision of assessment would be beneficial. Revising the assessment system in a way that could identify issues in students before the senior year could help improve retention and student success.

2-8.c: Key Issues Facing the Program
The committee identified the following key issues facing the program.

1. Increase staffing
   The addition of faculty members would allow for increased flexibility in programming.

2. Assessment Revision
   As has been mentioned previously in this report, the program has a good start on an assessment and evaluation system. The next steps are including measures of student learning outcomes and conducting assessments at multiple points throughout the program.

3. Expand upon co-curricular student activities
   There are valuable co-curricular activities within the program and ideas for new initiatives. The faculty and staff need time and resources to make these a reality.