1. Instructional Program Criteria and Template

Name of Person Completing this Report: Kim Geron
Title of Person Completing this Report: Chair and Professor
College or Unit: CLASS

Total number of service courses
3

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

I. Political Science is a long standing program at CSUEB dating back since its founding. Program was significantly larger during earlier years. Current configuration, we have 3 options in major and a minor. Options include: Traditional, Pre-Law, Public Affairs & Administration. Largest option is Traditional option which we guarantee to students can be completed by a working adults who can only attend night classes. We offer 18-20% of courses at night including required subfields and 2 mandatory courses, other courses take place in day and we strive to place them on Mon/Wed or Tues/Thurs. modules, we have also added hybrid and online courses to enhance flexibility in course times and offerings for majors.

Faculty Headcount declined from 11 in F08 to 8 in F12, FTEF declined from 7 in F08 to 6.02 in F12. The situation gotten worse with 2 retirements in F2013

II. 68.5% of all courses we offer satisfy UD or LD GE requirements.

III. Graduation requirements are: 56 units=Traditional Major, 64 units=Pre-Law, 61 units=Public Adm. Option.

IV. We have two LD service courses: 1201 and 1202 which meet U.S. History Code Requirements for all CSU students. Also, there are 32 UD courses can be used for GE Areas(C4/D4), POSC 3410-Law and Society is most popular course for non-majors, we fill 3 sections every quarter.

V. Increased proportion Hybrid/online from < 2% in 2009-10 to 20% in 2011-12. Most students prefer in-person, but we offer 3 methods.

VI. 16% UD individual supervision, 9% seminar, 75% lecture

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

<p>| 1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems | Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO) |
| 1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems | SLO 2 “demonstrates through oral and written competency, an understanding of the the theories, concepts, empirical content, and research agendas of the fields of political science with advanced understanding in the selected option and the use of critical thinking” all lower and upper division POSC courses. |</p>
<table>
<thead>
<tr>
<th>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</th>
<th>SLO 2 “demonstrates...oral and written competency” All upper-division courses. SLO 3 “demonstrate an understanding of political institutions, processes, and culture in the U.S. and around the world including the economic, ideological, ethnic, and cultural groups and movements that engage the political process” All POSC courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities</td>
<td>SLO 3a “understand the relationship between ethnic, racial, religious, and socio-economic diversity and national political cultures” All upper-division POSC courses. SLO 3b “understand the relationship between political culture and political institutions and processes” All American Government, Law, Public Policy, Comparative and some International Relations courses.</td>
</tr>
<tr>
<td>4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities</td>
<td>SLO 5 “demonstrate the ability to apply knowledge through collaborative learning and teamwork” Selected POSC courses especially POSC 3550, POSC 3030, POSC 4910 and the internship/cooperative education courses. Service learning is included in selective courses. Dept. sponsors 2 POSC clubs, students involved with ASI, volunteering in political campaigns.</td>
</tr>
<tr>
<td>5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels</td>
<td>SLO 1a (understand theory and practice of political systems” All POSC courses. Department offers 3 courses on the environment and include sustainability. SLO 1 b “involvement in practical experience/civic engagement” Students do Political Internships where they are engaged in politics at local, state, national and global level.</td>
</tr>
<tr>
<td>6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</td>
<td>SLO 1a “theory and practice” SLO 2 “theories, concepts, empirical content, and research agenda” All upper-division American Government, Public Policy, Law, Comparative, and IR) SLO 1 “gain practical experience in politics, public policy, and civic engagement in a democracy” internships and selected courses with service learning.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

**II. Shared Strategic Commitments: (30%)**

SSC 1 faculty scholarship focuses on gender, ethnicity, civil liberties and rights, international organizations, human rights, environmental governance, scholarship of teaching.

SSC 2 Courses address diversity and political process, embrace inclusiveness, promote political engagement.

SSC 3 Strong commitment to help students improve skills. Active assessment 10 years. Curricular revision to improve student success.

SSC 4: student journal; two clubs; campus events with government representatives, foreign and elected officials.

SSC 5 - 3 dedicated environmental courses POSC 1171, 4171, 3460.

SSC 7 Support community through courses, co-curricular programming, ties with government, elected officials, community organizations.

SSC 8 POSC studies the political ramifications of STEM for communities and government, help students and future policy makers make informed decisions about STEM related policies.

**5. Criterion 2**

**Link to Scoring Rubric**

**I. FTES, Number of Majors, and Number of Degrees Awarded**

POSC

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.
<table>
<thead>
<tr>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>n/a</td>
</tr>
<tr>
<td>Lower Division</td>
<td>63.41</td>
</tr>
<tr>
<td>Upper Division</td>
<td>163.79</td>
</tr>
<tr>
<td>Graduate</td>
<td>0.58</td>
</tr>
<tr>
<td>TOTAL FTES</td>
<td>227.78</td>
</tr>
</tbody>
</table>

B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>POSC</td>
<td>191.4</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>POSC</td>
<td>196.8</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>POSC</td>
<td>no optionq</td>
<td>89</td>
</tr>
<tr>
<td>4</td>
<td>POSC</td>
<td>Pre-Law</td>
<td>77.6</td>
</tr>
<tr>
<td>5</td>
<td>POSC</td>
<td>Pub. Adm.</td>
<td>30.2</td>
</tr>
<tr>
<td>6</td>
<td>POSC</td>
<td>MINOR</td>
<td>19.8</td>
</tr>
</tbody>
</table>

C. Number of Degrees Awarded (30%)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>POSC</td>
<td>47</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>POSC</td>
<td>47</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>POSC</td>
<td>No Option</td>
<td>22.4</td>
</tr>
<tr>
<td>4</td>
<td>POSC</td>
<td>Pre-Law</td>
<td>17.4</td>
</tr>
<tr>
<td>5</td>
<td>POSC</td>
<td>Public Adm.</td>
<td>7.2</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric
D.

Internal demand is strong. FTES=227, 191 majors, 19 minors, 47 graduates per year. are all in top 3 or 4 quartile. Dept. has strong pre-law program to prepare students to enter law school. We participate in GE Cluster and offer various LD and UD courses to meet U.S. History/Government Requirement for all students. Internal demand is not fully realized due to limited course offerings for LD and UD GE/Code courses which could increase our FTES.

External demand—students with Political Science degree are in high demand to work for elected officials, government agencies, non-profits. Many students are hired to work in law related jobs. Others attend law school and graduate school, mainly in Master in Public Adm. programs, or MA/PhD in Political Science. Also demand for our students to work in public sector in Human Resources and as analysts and government employees. Students also in demand to work in private sector in management and analyst positions.

II. California State Jobs Projections for Each Program (35%)

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  PS-No Option</td>
<td>8260</td>
</tr>
<tr>
<td>2  PRE-LAW</td>
<td>4630</td>
</tr>
<tr>
<td>3  PUBADM</td>
<td>1910</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

For traditional Political Science majors students indicate they work as social scientists and related workers, community specialists, and Supervisors of Office and Adm. workers, writers and authors.

For Pre-Law Option, students report working as lawyers, legal support workers, and paralegals.

For Public Affairs and Administration Option students they report they work in Human Resources and government, non-profit organizations.

However, the COEP is not clear where people who work for elected officials and other government positions are categorized and we know many of our students are in these positions and there is demand for more. Others work for non-profit agencies in various capacities which it is not easy to identify on COEP list and there is also strong demand in this field for our majors.

6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8) from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>139</td>
<td>1.82</td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td>1.44</td>
<td>1.64</td>
</tr>
<tr>
<td>Spring 2013 Dept</td>
<td>1.37</td>
<td>1.64</td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

POSC has tracked aggregate SLO achievement for 10 years. Results led to changes in UD courses and redesign of POSC 3030 (Intro. to PoliSci) and POSC 4910 (capstone). POSC administers an exit survey to all graduating seniors to evaluate entire program. Results led to programmatic changes including redesign of major advising.

Faculty take seriously written comments of students in formal evaluations and other individual comments or suggestions. For example, including recommended videos and other reading material in syllabus; or some suggestions like slowing down pace or making it more friendly for non-political science majors (conduct of teaching).

2. Teaching awards, teaching grants, and recognitions

Our POSC annual exit survey indicates very high program satisfaction among students graduating in POSC with the instruction they receive in our department.
Recognitions given to Dr. Ortuoste:
- "Outstanding Instruction and Commitment to the Students of the University Honors Program." The certificate was presented during UHP's annual banquet held on May 29, 2012
- Certificates of appreciation from Accessibility Resources during the 2012-13 academic year
Dr. Baggins recognized for his work on Constitution Day annually.
Dr. Bowen recognized for work with Model United Nations.
Dr. Geron recognized for serving as faculty advisor for McNair student Scholars Program 2010-12.

3. Faculty-supervised student projects
TT Faculty all do academic advising of majors and direct students on research.

Professor Bergman’s POSC 3330 – students conducted research for National Conference of State Legislatures as part of their coursework in Sp. ’13.
Bergman’s POSC 1202 classes (Wtr ’13 & Sp.’13) 84 students did research for a service learning project on OST STEM programs in Livermore & Oakland Unified school districts for CSUEB STEM Institute.

Dr. Ortuoste is faculty advisor for Politica Online journal since 2011. An innovation is addition of personal viewpoints of students in journal, one student attended 2008 Presidential Inauguration, Washington, D.C. and wrote article.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program
Dr. Bergman and Baggins are recognized for their online teaching in POSC 3410 (Law and Society)
Dr. Collins is known for rigor of his syllabi and assignments.
Dr. Bergman’s writing assignments clearly map with department’s SLOs. She strengthened writing component of POSC-3410 by requiring students to write a legal brief and prepare a legal research memo on a current legal issue.
In POSC 3030, Dr. Ortuoste builds students' writing skills incrementally throughout the quarter, and provides detailed comments and feedback to students' written outputs.
Bowen and Ortuoste's syllabi are also constantly updated to reflect the most recent political events.

1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
<th>2012 - Total Number</th>
<th>2012 - Average per TT</th>
<th>2011 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>6</td>
<td>1.00</td>
<td>2</td>
<td>0.33</td>
<td>2</td>
<td>0.33</td>
<td>4</td>
<td>0.67</td>
<td>5</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>5</td>
<td>0.83</td>
<td>8</td>
<td>1.33</td>
<td>5</td>
<td>0.83</td>
<td>4</td>
<td>0.67</td>
<td>6</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

Number of TT faculty in
1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

TT faculty have published in peer review journals, written books, serve on professional association boards, section heads, panel chairs and discussants for Pol. Science Association conferences; journal article reviewers, consultants, earn research grants and are sought by local media on political topics.

1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)

Lecturers in POSC Dept. are active in research, publication, conference participation, and civic engagement: Dr. Collins published “Toxic Loopholes” with Cambridge Press 2010 on Environmental Policy. Prof. Salinas is Hayward City Council member. Prof. Crain is a violence prevention, diversity, and leadership trainer. Mr. Bensky is renowned local radio commentator.

2. List significant examples for the following (up to 100 words):

Dr. Geron is co-PI on Grant from U.S. Dept of Education focused on Retention and Increased Graduation program at CSUEB for underrepresented Asian Pacific Islander students. 5 Year Grant, for $1.75 million.
Dr. Ortuoste received Faculty Support Grant in 2009
Dr. Bergman received more than $46,000 in grants since ’08 including Pew Center.
Dr. Bergman consulting with Northern California Counties on elections since ’08.

Dr. Geron awarded Phillip Vera Cruz Award by APALA in 2013

3. List significant professional activities (up to 100 words)

Dr. Geron is reviewer for Journal of Politics and 2 other Political Science Journals, member of Status Comm. of Asian Pacific Americans, Western Political Science Association, Ortuoste is Assoc. Editor of Asian Politics and Policy. Served as Chair and Discussant at International Studies Association conferences. Reviewer for 3 major PS journals.
Bergman is Chair , Voting & Elections , Western Political Science Association 2013.
Bergman is reviewer for 5 major political science journals.
Bergman is visiting Research Fellow, Institute on Politics of Inequality, Race and Ethnicity, Stanford University.

1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:

POSC 5-Year Plan responses to student interest in an Applied Politics option and a joint POSC major/Paralegal certificate but unable to implement either suggestion although professional opportunities are growing in both areas.
Dr. Bergman: partnered with CSUEB STEM Institute on OST project.
Dr. Bergman: developed mobile elections app to help disadvantaged voters in tri-county region.

Department does not have in place a systematic alumni tracking survey, but plan to do so with next Alumni newsletter via survey monkey.

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

POSC was an early convert to assessment and used the assessment process to revise curricular offerings.
POSC has strong internship program with 30 students per year.
Bergman incorporated service learning in courses & created highly rated online & hybrid courses.

Baggins developed online version of 3410 (Law and Society) as service course for UD GE.

Dr. Ortuoste received grant related to University’s “Alternatives to Textbooks” Project & created website POSC 1500 students
access. Website contains instructional material with no copyright restrictions thus saves students money.

Ortuoste created simulations for courses: Political Systems of Asia, American Foreign Policy, War and Peace.

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

   This department does not have outside accreditation or license requirements.

   Our most recent outside review noted “the department should be commended for offering a broad and innovative curriculum” sadly much of our catalog has not been taught regularly due to budget reductions.

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

   POSC relies heavily on library for information sources for all our courses. Need for greater interaction and training on how to use the services. SCAA is underutilized by our students. Need for additional discipline specific tutoring in writing for UD students.

   POSC has pared its offerings in recent years due to budget constraints. Some specialized courses highly prized by students with particular career goals (law courses, public administration courses, state and local politics courses) cannot be fit regularly into rotation. Two major programmatic goals are on hold (Practical politics, STEM related) despite the interest and the career outlets.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

   There are 3 Options in POSC major. Each Option has its own Roadmap students receive when becoming a major. Students select faculty advisers based on their Options. Dept. has active internship and Co-op Ed. (up to 30 per year).

   Three years ago POSC developed a comprehensive advising brochure that goes to all new majors. The advising system was revised to ensure all majors have a major advisor and are invited for a meeting. Advising worksheets were revised to make them more user friendly. POSC hosts regular career exploration events.

   Service learning: Bergman incorporates service learning into POSC 1202-CALIF.Politics.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

   Assessment plan in place for 10 years. Tracks aggregate results for all majors. Used to adapt all upper-division courses and to revise POSC 3030 and POSC 4910 (courses all students take upon entering the major and graduating). Assessment results and annual exit survey of all seniors have led to programmatic change, for example new advising program, and course revisions.

   POSC administers exit survey to all graduating seniors along with open-ended focus group. Selected results in Spring 2012: 13/17 students agreed or strongly agreed POSC curriculum challenged them to be the best student they could be. 11/17 agreed or strongly agreed POSC 4910 worked well as a capstone experience. 11/17 students thought they had been well or very well prepared for senior seminar. 1/2 of students said POSC program had increased their political engagement.

   The POSC assessment program was praised by CAPR during our most recent 5-year review.

5. Student success; list/describe the following (up to 100 words):

   Students annually intern in legislative, law, government, non-profit offices.

   Dept. awards 3 student scholarships per year.

   Several majors were selected for Panetta Institute Wash.D.C. Internship.

   The 2012 CSU Alumni Survey POSC graduates (Table 12) rated our program 3.33 out of 4. Students indicated education received from CSUEB prepared them for work and graduate school.

   52% reported they’re working full time, 81% reported their employment is directly or somewhat related to the POSC major.
31% reported “subsequent education” after completing the POSC Degree.

We have database of 1800+ alumni. Many are successful as attorneys, legislators, leg. staffers, business.

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>- 42%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>+ 15%</td>
</tr>
<tr>
<td>Graduate</td>
<td>n/a</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>0</td>
</tr>
<tr>
<td>Upper Division</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>n/a</td>
</tr>
</tbody>
</table>

II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th></th>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>POSC</td>
<td>$2,774</td>
<td>- 2.77%</td>
</tr>
</tbody>
</table>

II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)
While our LD SFR is lower than systemwide average, the UD SFR is higher than systemwide average. In comparison to other departments on campus, our LD SFR is higher than campus SFR, our Dept. SFR average was 38.1 during the years under review compared to campuswide SFR average of 29.8.

Our UD SFR is higher than systemwide SFR, Dept. SFR is 25.8 and systemwide SFR is 23.5 and similar to the campuswide SFR of 26.

Regarding instructional costs per FTES, we have reduced instruction cost overall per FTES by nearly 3% by reducing our labor costs. Dept. Instructional salaries were reduced from $553,557 to $463,452 and Dept. FTES only declined from 171.7 to 161.9. We have less TT faculty and Lecturers during 2008-2011 and a similar number of FTESs which resulted in less course offerings and larger class sections.

In summary, the data provided is for the whole department, we are unable to break down the specific Options. Overall, the Political Science Department is a productive and efficient program that has suffered through past years of budget reductions which forced department to reduce its course offerings and reduce the number of instructors while maintaining a high quality program.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

We have experienced sudden and permanent decrease in number of full-time faculty. To date, we have lost 3 faculty due to resignation and retirement in past 3 years. Another scheduled to FERP Fall 2014 which would leave three full-time faculty members to instruct and advise more than 200 majors/minors.

Department meets our enrollment target, offered 54 +/- courses every year. We offer most core courses needed for Traditional Major, Pre-Law Options, but fulfilling Public Administration Option is challenging.

Except for POSC 3030/4910, most courses satisfy GE requirements. Thus, we serve our majors and rest of student population. Faculty members also provide academic advising and mentoring to students.

With current set-up, we cannot implement five-year plan and develop newer programs that would appeal to more students.

II. Impact of Declining Resources (Up to 125 words)

Impact of Reduction would result in further decline in course offerings, slow graduation rates, not offer required courses for university. Even though we have one of lowest unit requirements in our College, we cannot implement our 5-Year Plan to create a Practical Politics Option. Also we can’t implement university’s goal to increase graduation rates due to limited course offerings that slow graduation.

We have reduced #s of LD service courses (POSC 1201, 1202) required of CSU students for U.S. History Code requirement, even though they have wait lists, so we can instead offer bare minimum of UD major courses required to complete our major. Further reduction would exacerbate limited offerings and puts off hiring badly needed faculty in major sub-fields critical for students.

III. Impact of Augmentation (Up to 125 words)

Increase in resources would enable dept. to create a long overdue Practical Politics focus and create more opportunities to train our students to work in the growing political campaign business which continues to grow as a career path and our students express interest in pursuing.

2nd need is for a position in public law as 41% of majors are pre-law; and the prelaw advisor is beginning FERP in Fall 14. This role requires a person on campus the entire academic year and is vital to the student and as a contact to local law schools.

A third area is for additional International Relations/Comparative Politics position. Need TT to teach Latin American politics, co-
IV. Additional Information (Up to 250 words)

The Political Science Department is going through a major transition with 3 senior tenured faculty retiring this year (2) and one more in Fall 14. We had an Assoc. Professor leave 2 years ago as well. This will leave the Dept. with 3 TT faculty, 2 are Assistants and 1 full professor (who has not taught for years in dept. due to other obligations). We have substantial number of majors and minors (more than 200+) and without additional resources, our department will be unable to provide the advising, mentoring to our students and the service to the campus and community our department has traditionally provided such as campus programming with key local elected leaders and topical programs around events in the world.

We believe with additional resources, the department can offer a first rate practical politics program for students who seek civic engagement and political involvement. Our department is poised to offer students service learning and greater community interaction our university encourages and students want. Also, our internship program only scratches the service of its potential to build strong ongoing placements of students that will lead to jobs and careers in public policy, politics, and non-profit agencies. These efforts have been stalled due to lack of resources.

With additional resources we can sustain our pre-law program and possibly create an interdisciplinary law minor program and link our major to a paralegal certificate in the future to enhance students job opportunities as field of law evolves.