

**CSUEB Department of Political Science
CAPR Annual Report 2011-2012**

Self-Study

With limited resources, the Political Science Department is working to implement some of the goals of the department's Five Year Plan we set in 2008-09. In the Five Year Plan the goals included, "the immediate priority is to continue to teach many students on limited resources," and "provide them with opportunities to develop fully through various means." We also highlighted the existing assessment tools we had created and planned to use. We articulated the need to integrate new faculty members into the Department and University, and "improve our advising system of students" to retain and graduate them in a timely fashion. We also highlighted the need to hire a Tenure Track line in American Government and Law. The following are some of the highlights of our efforts since 2008, focused on AY 2011-2012 (except for the Assessment Report which must use data from 2010-2011 based on when the data is gathered and analyzed).

Using a structured and assessed curriculum, we have been able to develop student learning outcomes for all our sub-fields of American Government, Comparative Politics, International Relations, Political Theory, Public Law, and Public Policy and Administration. These learning outcomes continue to be incorporated into our course syllabi.

Our Five Year Plan was written shortly before the economic crisis which precipitated a major budget crisis in our state and forced the university to reduce enrollments and reduce our resources. Sadly, we had to reduce the number of courses offered compared to a few years ago. We lost one of our three new hires to another university and our 3 year lecturer pool was also reduced to 1 person. We have also not been approved to hire a new TT position. So in the area of faculty staffing we are significantly reduced since our Five Year Plan was developed and there was no change in the past year. Also our support staff continues to cover both the Political Science and International Studies programs.

One of our goals was to integrate our new colleagues into the department. This has taken the form of them expanding their repertoire of courses to meet the needs of our students in areas of pre-law and our core courses of upper division *Introduction to Political Science* and *Senior Seminar* as they must teach these required courses as other faculty are no longer available. They have taken on this challenge along with working on other aspects of their responsibilities as junior faculty in the university.

In terms of our efforts to provide assistance to our students so they can achieve their academic and career goals, we have provided students with opportunities for internships in political campaigns and in the public policy arena. We also organized students to travel to Sacramento to visit the state legislature and the regional Model United Nations conference again this year with more than 35 student participants. We have also sent a student annually each summer to Washington D.C. to intern in one of the 3 branches of the U.S. Government or the non-profit sector. Unfortunately, we have had to

discontinue the publication, for the time being, of the Political Science Department's student edited journal, *Politica*. When one of our professors has time to take up the faculty advisor role, we will re-start this publication.

We have made some progress on our student assessment plans which is focused on measuring student achievement of the department's student learning outcomes in two required courses for all majors: POSC 3030-the Study of Political Science, and POSC 4910- the Senior Seminar. This issue is discussed in the separate report on *Student Assessment 2010-2011*. Also, the Student Learning Outcomes for each sub-field have helped give students a guide to what they will learn in their sub-field and overall.

We continue to teach roughly the same number of majors since the 5 year review in 2008 when we had 187 majors and currently we have 186 majors in Fall 2011 (see attached CLASS Department headcount Fall 2007-2011), We also have significantly fewer faculty (our FTEF has declined from 10.6 to 5.8 in Fall 2011), and still try to maintain a high quality learning environment for the students we serve. This has been extremely challenging, for example, the SFR for the Department doubled from Fall 2007-2011 from 15 to 30 (see chart below). Our department prides itself on graduating high quality students with excellent writing skills, but this has been a challenging 5 years. Students, faculty and staff are frustrated by the continuing difficulties we face to do more with less resources which has delayed graduation for some students and forced the department to modify what courses it accepts to substitute for POSC courses that we have not taught in years.

Looking forward, we need to find real solutions to:

- 1) the limited course offerings in some sub-fields, such as Public Administration and Public Affairs Option or find some other way to deliver this option's content;
- 2) filling the department need for a tenure track position in American Government Institutions, a key position and major hole in the core offerings of the major.
- 3) improve our advising system for current students by providing more information on our department's course requirements to them in a timely basis.
- 4) getting more students to participate in internships as this is one area identified by the majors as something they would like to know more about and participate in.
- 5) market our major through our website and through social media tools to reach potential students, particularly the pre-law option and to increase enrollment in the major.

California State University, East Bay

**SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL
FACULTY AND LECTURERS**

Fall 2007 through Fall 2011

Political Science	term_ftes					term_ftef					term_sfr				
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Tenured & Tenure Track	58.13	92.00	120.53	144.27	102.13	3.80	3.87	4.47	5.04	4.00	15.30	23.79	26.99	28.65	25.53
Lecturer	102.67	79.73	64.53	42.93	59.73	6.87	3.13	1.80	1.07	1.80	14.95	25.44	35.85	40.28	33.17
Total	160.80	171.73	185.07	187.20	161.87	10.67	7.00	6.27	6.10	5.80	15.07	24.53	29.54	30.68	27.90
Lower Division	48.00	50.67	58.93	59.47	50.13	3.17	1.68	1.54	1.19	1.27	15.15	30.14	38.39	49.89	39.54
Upper Division	112.80	121.07	126.13	127.73	111.73	7.50	5.32	4.73	4.91	4.53	15.04	22.76	26.66	26.02	24.64
Graduate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File (BKPD FMF)

TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.

TERM FTES: Student Credit Units/15; FTEF: Instructional Faculty FTE only. Administrative and Other support fractions excluded.

Student Faculty Ratio(SFR) = TERM FTES / TERM FTEF

FTES generated is assigned to the department of record for the course subject area.

Document: Cal State East Bay Fact Book, Planning and Institutional Research

POSC Assessment 2010-2011

Norman Bowen, Assessment Coordinator

The assessment program in Political Science is focused on measuring student achievement of the department's student learning outcomes in POSC 3030 (The Study of Political Science), the introduction to the upper division, and POSC 4910 (Senior Seminar). The student learning outcomes involve oral English, written English, library and data-base research skills, and the ability to use the concepts and theories of political science. All other courses in the department identify specific student learning outcomes and are designed to help prepare students for the capstone experience of the seminar. The Department also asks graduating seniors to complete an extensive exit survey to evaluate the program and its courses.

Student learning outcomes in POSC 3030, based on two of three sections taught in 2010-2011 indicated that a majority of POSC majors were competent in the four skill areas but that virtually none of them excellent at any of the student learning outcomes. However, nearly as many needed to improve or were recommended for tutoring. The results in the senior seminar showed considerable improvement. Between one-quarter and one-third of students in the seminar (based on results in one of three sections) had achieved the category "area of strength" in the four SLOs. In addition, the number of students recommended for tutoring had dropped to zero (except for two ESL students who were required to consult regularly with the SCAA in order to pass the class). Most students required extensive support from the instructor in order to complete the seminar project satisfactorily. (Assessment grid results available upon request.)

Based on the results of the senior seminar exit survey, political science students are overwhelmingly enthusiastic about the program, the courses, and the faculty (student answers from one of three sections). Students believe that the program is achieving its stated goals. Ten of ten students affirmed that they had a clear understanding of the discipline and its sub-fields and could identify core issues and theoretical frameworks. Eight of ten felt that they had developed strong reading skills. Ten of ten felt that they had developed strong data-base research skills. Eight of ten believed that they were skilled in social science methods of analysis. Eight of ten confirmed that the POSC instructors had taught them how to avoid plagiarism. Seven of ten felt confident about being able to make an oral presentation. Eight of ten students said that they had written five or more academic papers in preparation for the seminar. Nine of ten students agreed that the political science curriculum challenged them to be "the best student that they could be."

The Department has a very active internship program. However, only one of eleven students agreed that there was adequate opportunity to participate in internships, fieldwork and service learning. Three of eleven found their internship, fieldwork or service learning experience to be valuable. The department should review the internship program.

The Department has an advising system in place that informs students about advising when they enter the program and encourages them to select an advisor. If they have no preference, they are assigned an

advisor. Five of ten students were satisfied with the assistance that they had received from their advisor. Seven of ten were satisfied with the career counseling and counseling for graduate school that they received from department faculty. Four of ten were satisfied with their experience with the department's student clubs. Seven of ten were satisfied with the assistance that they received from the Political Science office.

Political science leads students to select politically-related careers, become better informed about politics and to commit to being active in the political process. Six of ten students said that the political science major had helped them to make a career choice. Two of nine said that they had changed their political opinions as a result of the major. Two said that their opinions were reinforced. Three said that they had not changed. Three said that their views had broadened of that they had become better informed. Ten of ten students said that they planned to be active in politics after they graduated.

Students are very flattering in their characterizations of the political science program. None of the students had negative comments. For the graduating seniors the major is great, enjoyable, challenging, interesting, with very knowledgeable and passionate instructors.

Enrollment Table 1.2
California State University, East Bay
HEADCOUNT ENROLLMENT BY CSU DEGREE PROGRAM AND DEGREE LEVEL
Fall 2007, 2008, 2009, 2010 and 2011

CSU DEGREE PROGRAM	Bachelor					PostBaccalaureate					Master					Ed. Doctor				TOTAL				
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Anthropology	40	53	53	32	47	1					21	22	22	27	28					62	75	75	59	75
Art	319	347	378	336	324	10	9	12	5	1										329	356	390	341	325
Art (BFA)	16	16	20	16	14		1	1		1										16	17	21	16	15
Arts Administration (Inactive)	4	1	1																	4	1	1		
Biochemistry	84	80	92	88	104	6	5	6	4	2										90	85	98	92	106
Biological Science	472	533	553	525	574	19	29	43	28	9	50	43	54	49	35					541	605	650	602	618
Biostatistics											15	37	38	41	37					15	37	38	41	37
Business Administration	2,554	2,708	2,910	2,133	1,716	40	61	71	35	15	483	382	357	254	220					3,077	3,151	3,338	2,422	1,951
Chemistry	56	66	56	62	76	3	4	6	4		47	57	43	44	54					106	127	105	110	130
Communication	350	393	410	343	366	2	3	3	2	1										352	396	413	345	367
Computer Information Systems											7	10	16	5	1					7	10	16	5	1
Computer Network											1	23	35	25							1	23	35	25
Computer Science	255	266	281	260	290	10	12	19	8	4	128	179	183	184	148					393	457	483	452	442
Construction Management				7	17								19	46	57							19	53	74
Counseling											114	114	130	133	104					114	114	130	133	104
Credential Program						435	405	332	256	273										435	405	332	256	273
Criminal Justice Administration	375	420	459	416	495		2	4	3	1										375	422	463	419	496
Economics	89	96	108	97	140	6	5	14	5	3	44	38	54	40	30					139	139	176	142	173
Education											218	222	138	159	119					218	222	138	159	119
Educational Leadership											189	172	138	93	90	10	20	38	41	189	182	158	131	131
Engineering	106	131	152	142	155	2	1	4	3	1										108	132	156	145	156
Engineering Management											23	45	66	46	40					23	45	66	46	40
English	199	220	207	178	179	4	2	3	1		82	78	85	63	79					285	300	295	242	258
Environmental Science	25	26	36	30	34	3	1	2	1											28	27	38	31	34
Environmental Studies	24	27	40	38	44					1										24	27	41	38	45
Ethnic Studies	29	35	41	31	26	1	2	3												30	37	44	31	26
French	2	1	4	5	4				1	1	1									2	1	5	6	5

(Continued)

Source: CSU ERSS Statistical Extract
A postbaccalaureate student holds a baccalaureate degree and has not been admitted to a Master's program. Postbaccalaureate includes students seeking a second Bachelor's degree or credential or subject waiver programs.
Document: Cal State East Bay Fact Book
Office of Planning and Institutional Research jahang