



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT**

College	CLASS
Department	POSC
Program Unit	
Reporting for Academic Year	2012-2013
Department Chair	Kim Geron
Date Submitted	6/17/2013

**1. SELF-STUDY**

**A. Five-year Review Planning Goals**

The POSC Department's 5 Year Plan in 2008 included the following broad goals:

- Continue to teach as many students on limited resources
- Avoid, if possible, losing ground and moving back to a cafeteria approach to course offerings
- Settle new hires into a long and productive relationship with the Department and University
- Visit the possibility of offering online and hybrid courses
- Secure a new faculty hire in American Government and Law
- Continue to improve advising

**B. Five-year Review Planning Goals Progress**

Department has made significant progress in implementing the Department's 5 Year Goals since 2008:

1. Using a structured and assessed curriculum, we have been 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 leaning outcomes continue to be incorporated into our course syllabi.
2. Shortly after our Five Year Plan was written the economic crisis precipitated a budget crisis in the state and forced the university to reduce enrollments and reduce our resources. While the number of majors grew from 184 in 2008 to 204 in Fall12, the department has reduced the number of courses offered by 20% from F08 to F12 and students are finding it difficult to get the courses they need to graduate, particularly in the Public Affairs Option, where there are very limited course offerings. Also, the section size has grown from nearly 24 in Spr08 to 34 in Spr12.
3. As of Fall 2008, the Department had hired 3 new faculty members since the previous 5 Year Plan. Since then, one of these 3 colleagues left to another university in 2011 and the other two colleagues have continued to settle into the POSC program. Our lecturer pool was devastated in 2010 by budget cuts, and we were reduced to only one 3 year lecturer. In the past year, we have added an additional 1 year lecturer. In Fall 2012, another colleague became ill and we had to fill his courses with part-time lecturers, which limited our student advising, an ongoing challenge to advise all our majors effectively so they do not delay their graduation plans.

### **C. Program Changes and Needs**

Curriculum modifications: our program has not changed its curriculum, however as discussed below we continue to revise our student learning outcomes to align with the University's Institutional Learning Outcomes. The Dept. has also significantly increased its online and hybrid offerings, however, with the heavy emphasis on high quality writing, we have limited our online courses so faculty can work closely with students to improve their writing and critical thinking skills. We will continue to use various options of educational delivery where appropriate and to address student concerns to have courses offered that meet their hectic schedules.

Plans for curricular change are on hold. We are unable to move forward with plan for a Practical/Applied Politics. Faculty resources had to be shifted to existing Options in the face of budget/section cuts. There is strong student support for Practical/Applied Politics options (9/18 in focus group POSC 4910-01, spring 2013). Another plan, to work with Extended Education to develop a joint POSC/Para-Legal degree and certificate has also stalled due to the loss of faculty resources. Student support for this program is high (18/18 students in Focus Group POSC 4910-01, spring 2013).

Resource needs: With the full retirement of one colleague this fall and another senior faculty member starting FERP this fall, we are going from 6 permanent faculty at the beginning of Fall 2012 to only 4 faculty. The Dept. Chair also has not taught courses for two years, due to other service requirements, which means we have 3 permanent faculty for more than 200 Majors. The need for 2 additional positions in the department to provide the necessary advising and course coverage is vital for the POSC program's continued success.

## 2. SUMMARY OF ASSESSMENT

### **A. Program Student Learning Outcomes**

The following summary of assessment information is based on data from 2011-12 as we have not yet analyzed the Spring 2013 results.

POSC SLOs are introduced in POSC 3030 the upper-division gateway course and developed in the upper-division courses, all designed to prepare students for the senior seminar capstone in which the SLOs are measured. In 2011-2012, one direct and one indirect form of assessment were employed. Student achievement of four SLOs was measured in the senior seminar: ability to develop a thesis statement; effective research skills; academic writing skills; understanding and use of concepts/theories; professional oral communication; ability to read and understand non-quantitative academic POSC articles. All upper-division courses teach research skills in their respective fields, and identify students in need and provide or seek tutoring assistance as needed. POSC also asks all graduating seniors to complete an extensive exit questionnaire that asks students to evaluate all departmental objectives.

### **B. Program Student Learning Outcome(s) Assessed**

POSC Assessment Grid	POOR	FAIR	GOOD	EXCELLENT
SLO1: Ability, with minimum prompting, to develop a strong thesis statement. Indicator: research paper rubric:	Unable	With much help	With some help	Independently
SLO2: Ability, with minimum guidance and suggestion of materials to develop a strong bibliography using appropriate academic, governmental, and other sources. Indicator: paper preparation and bibliography Rubric:	Weak prep even with help	Inconsistent strong	Generally independent	Strong
SLO3: Ability, independently, to write a well structured research paper with a sustained argument in error-free college-level English. Indicator: research paper Rubric:	weak structure/argument	some structure/argument	mostly sustained	Strong all areas
SLO4: Ability to understand and critique the concepts and theories of political science Indicator: seminar discussion and roundtables Rubric:	none	partial	mostly	understand and critique
SLO5: Ability orally to communicate course material and academic research in persuasive professional English. Indicator: formal presentation Rubric:	limited or poor	some	mostly	strong
SLO6: Ability to read, understand, and critique non-quantitative academic POSC articles. Indicator: seminar presentation Rubric:	none	partial	grasps basics	strong and critique

### C. Summary of Assessment Process

POSC Assessment Grid: POSC 4910 Spring Quarter 2012 (most current data available) 2 sections (40 students)				
SLO	POOR	FAIR	GOOD	EXCELLENT
SLO: Ability to develop a strong thesis statement Indicator: research paper Results:	8	15	12	1
SLO: Research Skills Indicator: Seminar paper preparation Results:	8	17	11	3
SLO: Writings Skills Indicator: 20-page seminar research paper Results:	8	7	19	3
SLO: Concepts/Theories Indicator: Seminar discussion/roundtables Results:	8	16	13	2
SLO: Oral Skills Indicator: formal seminar presentation Results:	7	11	17	4
SLO: Ability to read and to understand non-quantitative academic POSC articles Indicator: Seminar discussion/roundtables Results:	8	16	9	3

### D. Summary of Assessment Results

Similar assessment distribution in the two sections of the seminar in Spring 2012 suggests that the SLO rubrics are being applied in a roughly equivalent way. There is close collaboration between the two seminar instructors and between the seminar team and the instructor in the integrative upper-division gateway course, POSC 3030. In 2011-2012, POSC 3030 was redesigned to better prepare students for the seminar. In turn, the assignments and terminology used in the seminar were aligned with POSC 3030. This integration of the two assessed courses began to bear fruit in spring 2012 when both seminar instructors saw an improvement in student use of formatting and in their understanding of the assignment. The effort will continue.

POSC administers an exit survey to all graduating seniors along with an open-ended focus group. Selected results (due to space limitations) follow. 13/17 students agreed or strongly agreed the POSC curriculum challenged them to be the best student they could be. (Q) 11/17 agreed or strongly agreed that POSC 4910 worked well as a capstone experience. (Q) 11/17 students thought they had been well or very well prepared for the seminar. (Q) 10/17 students found the structure and format of POSC 4910 conducive to preparing a quality research paper. (Q) 6/12 said the POSC program had increased their political engagement. 3/12 said they were already engaged and would remain politically active. Focus groups 2012 and 2013: Graduating seniors oppose POSC on-line. Not pedagogically sound. Some support for hybrid courses (Focus groups POSC 4910-01 and 02, spring 2013).

### **3. STATISTICAL DATA**

Most of the department demographics are listed in the Annual Program Review lined below. Note this summary information includes both POSC and International Studies Majors in some places:

<http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20temp%20late%20nolink.htm>

The following tables address essential program information:

POSC Student Demographics (Source: CAPR Table 1)

Fall 11	AfAm	Amer. Indian	Asian	PacIsland	Latino	White	Multiple	Unknown	Non-resident	All
Female	18	0	10	0	31	18	5	12	3	97
Male	14	1	9	1	21	22	4	11	3	86
Total	32	1	19	1	52	40	9	33	6	183

POSC BA Degrees Conferred (Source: SASS System)

CY11-12 YTD	AfAm	Amer. Indian	Asian	PacIsland	Latino	White	Multiple	Unknown	Non-resident	All
Female	2	0	6	1	4	7	3	5	2	30
Male	2	1	3	0	3	5	2	3	1	20
Total	4	1	9	1	7	12	5	8	3	50

Student Faculty Ratios (Source: APR Summary Data Fall 08-12)

Fall Quarter	2008	2009	2010	2011	2012
Tenure/ Track	23.8	27.0	28.7	25.5	26.1
Lecturer	25.4	35.9	40.3	33.2	36.8
SFR by Level (all Faculty)	24.5	29.5	30.7	27.9	27.9
Lower Division	30.1	38.4	49.9	39.5	37.4
Upper Division	22.8	26.7	26.0	24.6	26.9

Sections Offered/Course History (Source: APR Summary Data Fall 08-12)

Fall Qtr	2008	2009	2010	2011	2012
# Sections	25	21	20	20	19
Aver. Section Size	30.2	36.3	38.3	33.4	35.1
Aver. Sec. LD	38.0	44.2	55.8	47.0	42.0
Aver. Sec. UD	27.8	33.5	33.3	29.5	34.3