



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

College	CLASS
Department	Political Science
Program Unit	
Reporting for Academic Year	2013-2014
Department Chair	Kim Geron
Date Submitted	8/26/2014

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

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

- Continue to teach as many students on limited resources
- Avoid 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 it'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 YR Lecturer. In the past year, we added a 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 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 a 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 in Fall 13, and another colleague starting the Faculty Early Retirement Program, we went from 6 permanent faculty in Fall 2012 to only 4 fulltime faculty. The Dept. Chair also has not taught courses for four years, due to other service requirements, which means we have 3 permanent faculty for more than 200 Majors. The Department received approval for one additional position for Fall 2015 in American Government which will address a major need to teach courses in American Government institutions and hopefully in Practical/Applied politics. The need for 1 additional position in the department to provide the necessary advising and course coverage is vital for the POSC program's continued success.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Summary of Assessment: Program Student Learning Outcomes

Students graduating with a B.A. in Political Science from CSU East Bay will be able to:

1. Develop and articulate an understanding of democratic theory and practice and gain practical experience in politics, public policy, and civic engagement;
2. Demonstrate thorough oral and written competency, an understanding of the theories, concepts, and empirical content, and research agenda of the fields of political science with advanced understanding in the selected option;
3. Demonstrate an understanding of political culture in the U.S. and around the world including the economic, ideological, ethnic and cultural groups and movements that engage the political process.
4. Articulate career goals, demonstrate knowledge of how to achieve those goals, and produce evidence of working to achieve the goals; and
5. Demonstrate the ability to apply knowledge through collaborative learning and teamwork (see curriculum map at end of document)

B. Program Student Learning Outcomes Assessed

POSC Assessment Grid POSC 3030 Section: 01 Quarter F12/W13/Spr13

	POOR	FAIR	GOOD	EXCELLENT
PSL02a) Course SLO1: Ability, with minimum prompting, to develop a strong thesis statement. Indicator: research plan and annotated bibliography				
Rubric:	Unable	With much help	With some help	Independently
	11	22	36	23
(PSL02b) Course SLO2: Ability, with minimum guidance and suggestion of materials to develop a strong bibliography using appropriate academic, governmental, and other sources. Indicator: research plan and annotated bibliography				
Rubric:	Unable	With much help	With some help	Independently
	11	22	36	23
(PSL01a, 2a) Course SLO3: Ability, independently, to write a well structured research paper with a sustained argument in error-free college-level English. Indicator: research plan and annotated bibliography				
Rubric:	weak structure/argument	some structure	mostly sustained	Strong all areas
	11	22	36	23
(PSL02a) Course SLO4: Ability to understand and critique the concepts and theories of political science Indicator: group presentations				
Rubric:	none	partial	mostly	understand and critique
	11	22	36	23
(PSL02a) Course SLO5: Ability orally to communicate course material and academic research in persuasive professional English. Indicator: group presentation				
Rubric:	limited or poor	some	mostly	strong

	11	22	36	23
(PSL02b) Course SLO6: Ability to read, understand, and critique non-quantitative academic POSC articles.				
Indicator: research plan and annotated bibliography				
Rubric:	weak	partial	grasps basics	strong and critique
	11	22	36	23
(PSL06) Course SLO7: Ability to apply knowledge through collaborative learning and teamwork.				
Indicator: Group projects and presentations				
Rubric:	weak	some	good insight/assistance	excellent insight/assistance
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POSC 49110 (Senior Seminar) Sections 1 & 2 Quarter: Spring 2013				
	POOR	FAIR	GOOD	EXCELLENT
(PSL02a) Course SLO1: Ability, with minimum prompting to develop a strong thesis statement.				
Indicator: research paper				
Rubric:	Unable	with much Help	with some help	Independently
	9	16	17	7
(PSL02b) Course 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	Inconsistently strong	Generally independent	Strong
	8	14	12	15
PSL01a, 2a Course 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
	6	18	10	15
(PSL02a) Course SLO4: Ability to understand and critique the concepts and theories of political science				
Indicator: seminar discussions and roundtables				
Rubric:	none	partial	mostly	understand
	7	17	16	8
(PSL02a) Course SLO5: Ability orally to communicate course material and academic research in persuasive professional English				
Indicator: formal presentation				
Rubric:	limited or poor	some	mostly	strong
	6	14	14	14
(PSL02b) Course SLO6: Ability to read, understand and critique non-quantitative academic POSC articles				

Indicator: seminar presentation				
Rubric:	weak	partial	grasps basics	strong and with a critique
	7	12	13	8
(PSL05 Course SLO 7: Ability to apply knowledge through collaborative learning and teamwork				
Indicator: seminar groups/roundtables/peer assessment				
Rubric:	weak	partial	grasps basics	strong and with a critique

C. Summary of Assessment Process

POSC SLOs are introduced in POSC 3030, the upper-division gateway survey of the major. They are developed in all upper-division POSC courses, which are expected to practice all SLOs that are appropriate to the individual subject matter. All upper-division course syllabi now contain SLOs aligned with the program SLOs. In particular, all upper-division courses are expected to introduce and practice research, analytic, writing, and oral skills in the POSC sub-fields, identify students struggling academically and seek appropriate assistance for them and notify the department. SLO measurement occurs in POSC 3030 and the capstone Political Science Seminar (POSC 4910). Students are expected to achieve mastery of the SLOs in the seminar, which involves an extensive research plan, a 20-page research paper, a formal oral presentation, and participation in a seminar reading and analysis exercise. All POSC majors are assessed. However, the results are all aggregates. Assessment results are shared with the department faculty. Expectations of individual faculty in support of assessment are renewed regularly. The instructors in POSC 3030 and POSC 4910 work closely together. Both courses have been adapted extensively over the past few years to focus on the SLOs. POSC 3030 introduces and practices the various components that go into the seminar project. The seminar instructors use a highly detailed process approach to the research project whereby weekly preliminary assignments provide incremental development of the final paper and multiple indicators of the SLOs. The rubric for 4910 reflects this developmental approach and indicates how close students come to mastery of the SLOs.

D. Summary of Assessment Results

The results of the direct indicators of student success are included in the charts above. A comparison of the results in POSC 3030 and POSC 4910 show that students rate higher in 3030. 3030 introduces the components of an academic research project. Students are expected to practice the skills and write shorter papers in the upper-division courses and then demonstrate mastery in the longer seminar paper and formal presentation. The department also administers an anonymous exit survey to all graduating seniors. Students find the seminar to be a more challenging course, as it is designed to be. 13/15 graduating seniors found the seminar to be challenging. 8/18 found the seminar to be too challenging, including 4 of the 8 that said that the seminar was challenging in a good way (“a good intellectual challenge,” “rewarding,” “a great learning experience”). One student commented the need for more ‘prior extensive prep and more emphasis on scholarly research.’ [Exit survey Sp 2013]

In general, students find that the seminar “works well as a capstone experience.” 19/31 strongly agreed or agree while 11/31 disagree or strongly disagreed. 20/31 agreed that they were well prepared

for the seminar project, while 9/31 disagreed. 16/31 students agreed whereas 12/31 disagreed that “the format and structure of the seminar was conducive to the preparation of a quality research paper.” One student commented, in response to this question, that there should be “much better preparation for research and writing. “I felt very unprepared for the Senior Seminar. Most professors do not push this and it is very important to success in the field.” In the follow-up 4910 focus group in W 2014 several students felt there were excessive seminar readings in addition to the research project. In Spring of 2014, 9/23 students fell three or more weeks behind in the assignments. Five cited illness or injury. Four cited their work schedule (including several working full time and taking a full load). Many noted the high number of units they were taking. No student in the class was aware of the amount of work outside of class that is expected of students according to the university catalogue. The department plans to address the issue of course work load and the level of assignments in POSC courses.

The department introduced a comprehensive advising plan several years ago in which each student selects or is assigned an academic advisor according to student interest or option when entering the major. The annual exit survey reveals a less than complete implementation of the plan. Some students still comment that they have never seen an advisor. 15/31 seniors said that they were “satisfied” with their major advisor. 16/31 students were neutral or dissatisfied. In response to previous focus group demands the department develop better career advising, the new department SLOs include career advising. 14/31 graduating seniors were satisfied with “the assistance I received from POSC faculty in the area of career counseling or preparation for graduate school,” while 17/31 were either neutral or dissatisfied. The department is discussing plans to strengthen career advising. [Exit Survey]

As in past years, the overwhelming majority of POSC majors are satisfied with the major. 19/30 agreed that the major “fulfilled their expectations, while 5/31 disagreed and six were neutral. [Exit Survey]

3. STATISTICAL DATA

Political Science

APR Summary Data 2009-2013

Fall Quarter

Headcount Enrollment	2009	2010	2011	2012	2013
Undergraduate	190	164	183	204	193
Postbaccalaureate	4	2	3	0	0
Graduate	0	0	0	0	0
Total Number of Majors	194	166	186	204	193

Degrees Awarded	08-09	09-10	10-11	11-12	12-13
Undergraduate	48	50	37	50	51
Graduate	0	0	0	0	0
Total Number of Majors	48	50	37	50	51

Student Faculty Ratios

Political Science

Tenured/Track	27.23	29.68	25.53	26.49	25.64
Lecturer	35.85	40.28	33.17	36.77	36.33
SFR By Level (All Faculty)	29.73	31.61	27.9	28.31	29.85
Lower Division	38.39	49.89	39.54	37.4	41.95
Upper Division	26.88	26.94	24.64	27.31	27.75

Section Size

Number of Sections Offered	21	20	20	19	20
SCU taught	2768	2776	2428	2556	2428
Average Section Size	36.3	38.3	33.4	35.1	31.7
Average Section Size for LD	44.2	55.8	47	42	42
Average Section Size for UD	33.5	33.3	29.5	34.3	29.8
LD Section taught by Tenured/Track	2	2	1	1	0
UD Section taught by Tenured/Track	13	14	12	14	12
LD Section taught by Lecturer	3	2	3	1	3

POSC Student Demographics Fall 13	Male	Female	Total
Black	9	18	27
Asian	17	10	27
Pacific Islander	2	0	2
Hispanic/Latino	28	38	66
White	29	14	43
Multiply Ethnicity	6	10	16
Race/Ethnicity unknown	4	4	8
Nonresident Alien	1	3	4
American Indian			0
total			193

