



College	CLASS
Department	POSC
Reporting for Academic Year	2017-18
Department Chair	Elizabeth Bergman
Date Submitted	October 15, 2018

ANNUAL PROGRAM REPORT

I. SELF-STUDY

A. Five-Year Review Planning Goals

1. Better department “service” for political science majors; specifically regarding the content/courses of major options and advising.
2. Providing department efforts that will be useful to our majors professional objectives.
3. Exploring partnerships on campus, to develop synergies and enhance our visibility and reach, as well as off campus, to build relationships with local community college Political Science departments and their students.
4. Rebrand POSC as a department offering a major that provides education and skills that make our students competitive in today’s job market.

B. Progress Toward Five-Year Review Planning Goals as of end of Spring 2018

Progress on Goal Attainment:

1. Service: courses and advising

- The department completed preparations for the Fall conversion to semester of all three major options; 1) Traditional, 2) Pre-Law, and 3) Public Affairs and Administration. Each option requires the same number of courses (13) and units (39) to complete the major. In addition, the course requirements for each option have been aligned so that students have more course possibilities to select from to complete their major option.
- The department has also focused on major advising by assigning faculty advisors to students according to an alphabetical list. This advising schema is, and was, heavily promoted. More faculty are seeing more students. In addition, department faculty advisors have received in-person training on advising, with a focus on making every class

count and using the DAR. Finally, the department switched to online major checks making the process more transparent and efficient for students and staff.

2. Helping majors reach professional objectives

- Last year the department placed and supervised 20 majors in internships – that’s 11% of our majors. These students also earned course credit toward the major.
- The department is pursuing an idea to collaborate with Continuing Education (CE) to try to establish a link between the political science department and the CE paralegal program so that the departments Pre-Law majors could complete the CE paralegal certificate at reduced time and cost. We will continue to explore this idea.
- The department has also hosted alumni who are currently in law school or just graduated from law school. Their talks focus on helping students plan to enter, and thrive in, law school. The department received positive feedback from these talks.
- There are two majors who are on study abroad programs. These programs help student build important professional skills that can help them in their future careers.
- Majors who attend the Model UN of the Far West (MUNFW) Conference are able to talk with diplomats from the U.S. and from abroad regarding careers in the State Department, international government and non-government organizations, and in the private sector. These career talks are given every year in the MUNFW Conference.

3. Partnerships

On campus

Working with the Office of the President, Government and Community Relations, the political science department will be putting together an informational workshop to be held on campus after the November election for students who are interested in learning more about opportunities such as the Panetta Internship Program, Capital Fellows Program, Coro Fellowship, and other similar programs.

The department also began establishing closer relations with the Center for International Education (CIE) in order to help our majors become aware of opportunities for study, internship and careers abroad.

Off Campus

- Faculty have responded to, and continue to fulfill, media requests—for speaking engagements, television interviews, radio interviews and participating in local area conferences to collaborate with allies and build diverse coalitions. The department works in concert with the University Communications personnel on these efforts.
- We are also working to re-establish relationships with local area community college partners. We have had ongoing discussions and are making plans with Chabot College’s Dean of Social Sciences, Sara Parker, among others. Dean Parker has suggested ways that Chabot might better connect with East Bay Political Science, including an Open House in early spring, possible campus tours, and other kinds of outreach—e.g. meetings and/or

guest lectures by East Bay faculty at Chabot. We will continue the conversation and brainstorming with Chabot and other community colleges.

- We have developed a strong working relationship with the Diplomat-in-Residence, Ambassador Dorothy Ngutter, based in UC Berkeley. Since 2016, Ambassador Ngutter has been giving talks to students regarding State Department internships, scholarship programs for graduate school, and careers in the department.
- Faculty are working with San Francisco-based non-government organizations, such as the World Affairs Council and the Asia Society, either as resource persons, guest speakers or moderators.
- Faculty have made connections with student organizations and groups based in other universities. These include the Center for Asian Studies and the Filipino Study Group in UC Berkeley and the New York Southeast Asian Network in Columbia University. Faculty have been invited to give lectures and participate in conferences in their campuses.

4. Rebranding the department as making our majors job market competitive

This is discussed in section III.A.

C. Program Changes and Needs

Overview:

Program Demand Projections: After peaking with 204 majors in 2012, the department experienced a decline in enrollment. Majors dropped year-over-year from 193 in 2013 to 156 in 2014, 145 in 2015, 193 in 2016, and 178 in 2017, for an overall five-year decline in majors of 12.75% over five years. We know that part of this decline is due to the fact that 1/4 of our majors were not enrolled due to various reasons, e.g. work-related issues, financial issues, health and family issues, and some classes not being offered. Finally, as we noted in our report last year, declining interest in attending law school impacts political science negatively.

The declining interest in political science as a major is not unique to CSU East Bay. Indeed, even the best, most prestigious universities in the country have seen declines in the political science major. Stanford University has slightly more than 200 political science majors, out of an undergraduate student body of a bit more than 7,000—or 2.9%. For CSU East Bay the percentage of political science majors in the undergraduate student body of 13,000 is 1.5%. Stanford graduated 66 majors in 2009, 74 in 2011, 58 in 2013, 47 in 2015. Other political science departments have reported declines in numbers of majors and a 4.5% drop in degrees conferred between 2008 and 2013 according to data from the American Political Science Association.

Faculty Resources: We have five tenure-line faculty in the department presently; another will be starting in Fall 2018.

I. **SUMMARY OF ASSESSMENT –**

A. Program Learning Outcomes (PLO)

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

PLO 1 POSC majors will be able to apply analytical and quantitative reasoning to theory and practice of political systems.

PLO 2 POSC majors will articulate through oral and written competency the advanced elements of the political science field.

PLO 3 POSC majors will describe political institutions, processes, and culture in the U.S. and around the world including the diversity of socio-demographic factors and actors.

PLO 4 POSC majors will act responsibly; individually by exploring career options, and locally, nationally, globally through involvement in practical politics experience and/or civic engagement.

PLO 5 POSC majors will demonstrate the ability to apply knowledge through collaborative learning and teamwork.

University ILOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems	X	X			
Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.		X			
Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.			X		
Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.					X
Sustainability: act responsibly and sustainable at local, national, and global levels.	X			X	

B. Program Learning Outcome(S) Assessed

PLO 1 (apply analytic and quantitative reasoning) and PLO 2 (articulate through oral and written competency the advanced elements of the political science field) are assessed through an evaluation of POSC 3030 (quarter system) / POSC 300 (semester system). In particular, the usefulness of the class's core assignment, the writing of a formal research design, in advancing the PLOs was assessed.

Background: POSC3030/300 (Introduction to Political Science) is the core topical class taken by political science majors. Traditionally, this class involves coverage of basic research methods used in the field including hypothesis construction, hypothesis testing, and qualitative/quantitative methods. As this class covers methodology, rather than specific topics or content, it is qualitatively different than the other political science classes taken by our students. Because students often feel uncomfortable with research methods, especially quantitative methods, this specific class has a reputation as being a challenging class to teach across the entire discipline. Students often use and apply the methods learned in POSC 3030/300 in our capstone class, POSC 4910/499. These two classes form the two core upper division classes taken by our majors. They also serve the purpose of socializing our majors into the discipline of political science and career options.

In the past, the core assignment of POSC3030/300 has been a full-length research design which serves SLOs 2 and 3 (see below), and (primarily) PLOs 1 and 2. The traditional inclusion of this assignment has introduced a significant writing component to the class, which already covers a large amount of methodological material. As the class already includes this more challenging topical material on research methods, that significant writing component often takes time away from coverage of the research methods in the class.

POSC 3030/300 SLOs:

SLO 1 – To gain and demonstrate knowledge of how to read, interpret, and understand political science articles, the field of political science, and the outlines of the larger political science literature.

SLO 2 – To gain an understanding of the research process in political science, how knowledge is constructed in political science, and why that knowledge is in most situations, superior to common sense or folk understandings of politics and to demonstrate that through assignments and classroom activities.

SLO 3 - To start the process of learning how to construct and complete a research project based on either the student's interests or potential career path, including issues involved in research design and accurate casual inference.

Department PLOs	POSC 3030/300		
	<i>SLO 1</i>	<i>SLO 2</i>	<i>SLO 3</i>
PLO 1: apply analytical and quantitative reasoning to theory and practice of political systems		X	X
PLO 2: articulate through oral and written competency the advanced elements of the political science field		X	X
PLO 3: describe political institutions, processes, and culture in the U.S. and around the world including the diversity of socio-demographic factors and actors	X		X
PLO 4: act responsibly – individually by exploring career options, and locally, nationally, globally through involvement in practical politics experience and/or civic engagement			X
PLO 5: demonstrate the ability to apply knowledge through collaborative learning and teamwork		X	

C. Summary of Assessment Process

INSTRUMENT	3030/300 Exit Questionnaire I (Winter 2018 Section)	3030/300 Coursework	3030/300 Questionnaire II (Subsequent Section)
SAMPLING PROCEDURE	None, all students asked to complete survey	No sampling: all students enrolled	None, all students asked to complete survey
SAMPLE CHARACTERISTICS	Students enrolled in class	Students enrolled in class	Students enrolled in class
DATA COLLECTION	Anonymous survey deployed via Blackboard	Submission through Blackboard; course participation	Anonymous survey deployed via Blackboard
DATA ANALYSIS	% breakdown of responses	Grading criteria	% breakdown of Responses

In two sections of POSC3030/300, two different surveys were given to assess the PLOs listed above. The first focused specifically on the usefulness of the Research Design assignment and student perceptions of its usefulness in advancing the PLOs. The second survey, given in a subsequent section of POSC3030/300, asked more general questions about the political science program based on questions asked in last year's assessment on our capstone class: POSC4910/499.

1st Survey (N=20)

Data from 17-18 Assessment of POSC 3030/300 (N=20)	Strongly Agree/ Very Comfortable	Agree/ Comfortable	Neither Agree nor Disagree/ Neutral	Disagree/ Uncomfortable	Strongly Disagree/ Very Uncomfortable	Not Applicable/ Don't Know
1. How would you rate your degree of comfort with methodological or mathematical analyses in political science <i>before</i> taking this class?	15%	10%	20%	35%	15%	5%
2. How would you rate your degree of comfort with methodological or mathematical analyses in political science <i>after</i> taking this class?	5%	30%	45%	5%	15%	0%
3. The Research Design was a useful assignment in improving my writing ability.	20%	40%	15%	15%	10%	0%
4. The Research Design was a useful assignment when learning specifics about hypotheses, variables, and other aspects of research.	30%	50%	10%	0%	10%	0%
5. The Research Design should be changed into a Research Design outline, and the emphasis on writing should be dropped.	15%	20%	35%	30%	0%	0%
6. This class was a valuable learning experience.	25%	50%	15%	5%	5%	0%

Coursework from POSC3030/300

1. Research Design Paper/Outline and Drafts of this Assignment (8-10 pages). This includes writing or outlining an abstract, introduction, literature review, theory/hypothesis section, and a proposed method of gathering data and testing the proposed hypothesis of the Research Design. Students must construct their own hypothesis and apply the material learned in class to outline a method to test it. It serves SLO 3, and PLOs 1-4. (35% of course grade).
2. Midterm and Final Exams. These exams cover the main topical material in the class: political science research methods and their applications. They serve SLO 1 and 2 and PLO 1. (35% of course grade).
3. Worksheets. Students complete 4-5 worksheets over various topics covered in the class including hypothesis construction, measurement, and interpreting quantitative methods. They serve SLO 1 and 2, and PLO 1. (20% of Course Grade).
4. Attendance and Participation: This includes classroom activities and participation in group discussions. It serves PLO 5. (10% of course grade).

Final Grade breakdown from Winter 2018 POSC3030/300:

A 13, A- 1, B+ 2, B 1, B- 5, C+ 1, C 1, C- 1, D 3, F 2

2nd Survey (subsequent section of POSC3030/300, N=6)

Data from 17-18 Assessment of POSC 3030/300 (N=6) My political science courses have ...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
Enabled me to improve my <i>writing skills</i>	0%	100%	0%	0%	0%	0%
Enabled me to improve my <i>research skills</i>	16.7%	66.7%	16.7%	0%	0%	0%
Helped me develop my <i>critical and analytical capabilities</i>	33.3%	66.7%	0%	0%	0%	0%
Diverse perspectives are often shared in my political science classes.	33.3%	33.3%	0%	33.3%	0%	0%
I have learned different <i>political science theories</i> in my political science courses	33.3%	33.3%	16.7%	0%	0%	16.7%
My political science courses helped me understand the <i>practical application or impact</i> of theories, concepts and other issues we discussed in class.	0%	67.7%	16.7%	16.7%	0%	0%
This class is a valuable learning experience	33.3%	66.7%	0%	0%	0%	0%

Data from 16-17 PLO Assessment of POSC4910/499 (for comparison purposes).

Data from 16-17 Assessment of POSC 4910/499 (N=28) My political science courses have ...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
Enabled me to improve my <i>writing skills</i>	71.4%	25.0%	0%	3.6%	0%	0%
Enabled me to improve my <i>oral communication skills</i>	53.6%	39.3%	7.1%	0%	0%	0%
Enabled me to improve my <i>research skills</i>	85.7%	14.3%	0%	0%	0%	0%
Helped me develop my <i>critical and analytical capabilities</i>	75.0%	21.4%	3.6%	0%	0%	0%
Enabled me to understand <i>political and social diversity</i> (e.g. governments, cultures, religions, identities)	71.4%	28.6%	0%	0%	0%	0%
I have learned about the concept of <i>sustainability</i> in my political science courses	32.1%	39.3%	17.9%	3.6%	3.6%	3.6%
Enabled me to work <i>collaboratively</i> with other students	50.0%	35.7%	10.7%	3.6%	0%	0%
I have learned different <i>political science theories</i> in my political science courses	67.6%	28.6%	3.6%	0%	0%	0%
My political science courses helped me understand the <i>practical application or impact</i> of theories, concepts and other issues we discussed in class.	57.1%	42.9%	0%	0%	0%	0%
TOTAL	158	77	12	3		1

D. Summary of Assessment Results

Main Findings: The survey results from the Winter 2018 section of POSC3030/300 indicate that the class is having a positive impact on PLO1 by allowing students to apply research methods via the research design assignment. The number of students who indicated discomfort with methodological material dropped from 50% to 20% through the course of class according to self-reports. Furthermore, students reflected this competency through the completion of the research design other classroom assignments. More students agreed that the research design helped with the teaching of hypotheses, variables, and other aspects of research than with writing. This suggests that changing the assignment from a full paper from to an outline may benefit student learning (PLO 1) by allowing students more time to focus on gaining additional

comfort with political science research methods. The grade breakdown does indicate that there are still several students struggling with the more challenging material.

The second survey, designed to be similar to last year's assessment of POSC4910, suffered from a small response rate. Thus, the results should be interpreted with caution. That said, most students indicated that they agree that their political science classes have helped them develop their research, writing, communication, and analytic skills consistent with the PLOs. Although more students were picking 'agree' than 'strongly agree' in 3030/300 as compared to 4910/499, this is likely a reflection of the tendency of students to take POSC 3010/300 earlier than POSC 4910/499 and reflects the greater number of their other POSC classes the 4910/499 student would have completed (in addition to the low sample size).

E. Assessment Plans for Next Year

Recommendations for Program Improvement:

1. POSC3030/300 and POSC4910/499. As the two classes required by all political science majors, POSC3030/300 and POSC4910/499 must cover a large amount of topical material necessary for the political science major that may not be a component of other classes. This material is also some of the most challenging for students. Furthermore, these classes have required a significant writing component in the past. This has made these classes very challenging and time consuming to teach when compared to other political science classes. During the next assessment of the political science program, looking into increasing the number of credit hours these classes involve, to be commiserate with the greater investment that students and faculty put into these courses, may be prudent. The workload involved seems more consistent with a 4 or 5 credit hours class rather than a traditional 3 credit hour class (under the semester system). Specializing 3030/300 into different versions based on student interest (qualitative methods, quantitative methods, legal research, theory construction, a writing focused section) may also be a possibility in order to motivate student engagement.

Some students have expressed interest in more quantitative methods, but they remain difficult to add to the class given the discomfort with mathematical content expressed on the 1st survey.

2. A writing coach, as mentioned on last year's assessment, remains a prudent idea.

Keeping with these themes, it is suggested for next year (or in a future year) that a more thorough assessment of how POSC3030/300 and POSC4910/499 contribute to the PLOs be undertaken. Potential Issues to assess:

1. Can the material covered in these classes (research methods, writing improvement, socialization into political science, career options) be presented more efficiently with a redesigned sequence of classes, a greater number of core major classes, or

with classes with an increased number of credit hours? Since students often find the methodological material presented in these classes more challenging, are there alternative ways to present this material that add in student learning (like with sections focused on specific topics of student interest, either topically or methodologically)?

2. How do other CSUs or peer institutions implement their research methods/capstone sequence to more efficiently serve student learning? Is East Bay similar in offering these two classes or requiring them of majors?

II. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

A. Discussion of Trends & Reflections

Reflections on Trends and Program Statistics:

The CSU East Bay department of political science has been making efforts to increase the number of majors to the extent that is possible. There are three possible ways for political science to get majors: 1) transfer students via off campus recruitment at local area community colleges, 2) on campus freshman recruitment via the departments' introductory course offerings, e.g. POSC 1201 and 1202, and 3) on campus recruitment of students interested in law school. In support of #1 and #2, the department produced a brochure describing the major for use at recruitment events. In support of #2, the department created and implemented a campus marketing program designed to educate students about the benefits of being a political science major. Three hundred cards were created and distributed in the introductory courses by department faculty. (See Appendix A.) In support of #3, the department posted flyers in key locations answering the question: "What's the Best Major for Law School? The data says Political Science: more than 80,000 Law School students were political science majors."

Of course major recruitment efforts are reliant on faculty willingness and capability, which varies greatly due to exigent circumstances. Again, it is worth noting that recruiting majors is well outside the normal (if there is such a thing) tasks a department can regularly expect faculty to place on high priority. Without dedicated resources for such activities, such as off campus recruitment and/or updating courses with the goal of recruiting majors, these efforts will continue to be sporadic and likewise their results unpredictable.

B. Request for Resources

Request for Tenure-Track Hires - no resources requested this year. We hired one new faculty in 2018-19 (Comparative). Our current TT faculty are 6 + 1 FERP. However, our Pre-Law faculty member is ending FERP soon and this will need to be addressed next year.

Appendix A



**CAL STATE
EAST BAY** Rising in the East



We can help make people like you!



Become a Political Science major.

What?!



Our majors work at
Facebook, Google,
Amazon, Apple, GE,
Tesla, Salesforce,
Genentech, Hyatt, Deloitte,
Quicken, Capitol One,
Adobe, Cisco, KPMG,
NVIDIA, CarMax, REI, and
lots more companies!

(Google it! -
e.g. "corporate government
relations jobs." Yup!)



Yes! We teach you the 6 essential elements of
how to win friends and influence people*:

1. Become genuinely interested in other peoples and culture.
2. Understand why remembering a person's name is, to that person, the sweetest and most important sound in any language and culture.
3. Learn to talk in terms of the other person's interests.
4. Make the other person feel important – and do it sincerely – it's important.
5. Be a good listener.
6. Smile- in spite of, and because of, differences in beliefs, values, and identity.

*Invented by Dale Carnegie. These are the six ways he described.
It's true! Google it.

POLITICAL SCIENCE

LOCATED IN SF 402

Left to right: Political Science Majors and Dr. Ortuoste

Want to be the
BEST major?
Become a
Political Science major!

Fill out a "Change of Major, Minor, or Option" form available online at:
<http://www.csueastbay.edu/registrar/forms/student-records-forms.html>

Why?
Why not!

Our major is only 39 units; that's just 13 classes in the semester catalog.



Semester catalog?
Yes! It's fewer classes!

Confused?
We have the answers!

And the form you need
"Request to Update Major Catalog Year"

Come see us for help.
We are located in SF 402 and
available Monday - Friday from 9-4:30



**CAL STATE
EAST BAY**
POLITICAL SCIENCE



We are in the TOP 25
Best paying jobs

Political Scientists are ranked:

#9 in Best Social Services Jobs

#23 in Best Paying Jobs

In 2016, political scientists
made a median wage of
\$114,290.

The best-paid made \$160,290,
while the lowest-paid
earned \$57,750.



(According to US News & World)

For more information call: 510.885.3221 | Visit us online : csueastbay.edu/ps/