



College	CLASS
Department	POSC
Reporting for Academic Year	2016-17
Department Chair	Elizabeth Bergman
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ANNUAL PROGRAM REPORT

I. SELF-STUDY

A. Five-Year Review Planning Goals

1. More cohesion in course offerings in order to better package our major options.
2. Determine department projects that will be most useful to our students' education such as applied politics.
3. We will explore partnerships with other CSUEB departments to develop synergies and enhance our limited resources. Also build relationships with local community college Political Science departments and their students
4. Rebrand ourselves as a department offering a major that provides education and skills that make our students competitive in today's job market. Two things to accomplish this goal: a. create an Internship Director to focus on placing students in internships (50% of all majors) b. create a database of jobs with contact names to help facilitate acquisition of internships and potential future employment for our majors.

B. Progress Toward Five-Year Review Planning Goals as of end of Spring 2016

Progress on Goal Attainment:

1. In terms of our first key goal, we have made progress toward streamlining the major. We have continued to revise our course curriculum in preparation for semester conversion and simplify requirements to complete the POSC major. Importantly, to limit student confusion and promote progress toward completion all three of our major options will have same the same number of units (39) to complete the major.

2. Due to continued resource challenges we have not been able to make progress finding applied learning opportunities for our major students. It is our hope that the longer semester term will provide more time to develop these ideas into action, and we plan to reassess this year 2017-18 what we can develop in the area of department projects.
3. While we supported a number of interdepartmental activities and events in 2016, we had less success in 2017. In terms of relationship building with local area community colleges, e.g. Chabot and Alameda, those efforts have proved fruitful as our major numbers have begun to trend upward. We will make efforts to continue to maintain those existing relationships and try to expand to include more local area community colleges.
4. Due to limited human resources we have not made progress on this goal in 16-17. It is unlikely that we will make any headway in increasing the number of internships and building a database of locations and contacts until after semester conversion. In terms of initiating ties with community partnerships, our 16-17 Affinity Hire in Race and Ethnic Politics & Civic Engagement has taken steps toward this objective. In addition, the department also received a distinct grant from the CSU Chancellor's Office for Promising Course Redesign in 2016-2017; the grant pertained to incorporating student engagement in introductory political sciences courses in order to increase student success rates.

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 and 146 in 2015. After conducting an investigation in 2016, the department discovered that approximately 1/4 of majors were not enrolled due to various reasons, e.g. class they needed was not offered, financial issues, health issues. In addition, during that time period the department had faculty on leave in each year, constraining the course offerings and student recruitment abilities of an already very small department. Finally, there has been and continues to be a significant decline in student enrollment in law schools nationally. The lack of jobs for law school graduates and the high cost of attending have been well documented. The department expects major enrollment will continue to fluctuate +/- 20% in the coming years due to these conditions.

Faculty Resources: Office space need: we are currently conducting a search for a TT Comparative position, this new faculty member will need an office Fall 2018 and we are currently at full capacity in the SF building (no faculty are in Meiklejohn).

II. **SUMMARY OF ASSESSMENT**

A. Program Learning Outcomes (PLO)

B.A. in Political Science (all options)

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

Prior department practice was to try to track students' progress from POSC 3030 to 4910. However, this has proven to be a difficult process mainly because students do not take courses in the order that they are recommended due to their work schedules or time conflict with other classes. The course student learning objectives (SLO) for POSC 4910 are the following:

- SLO-1: Apply analytical, quantitative and critical reasoning to political science theories through the conduct of research on real-world political problems;
- SLO-2: Articulate through oral and written competency, as well as through the conduct of an independent research project, the theories, concepts, empirical content, research agendas and methodologies used in political science;
- SLO-3: Describe the relevant political institutions, processes and culture either in the U.S. or around the world that are implicated in their research project;
- SLO-4: Become aware of career options for political science graduates
- SLO-5: Provide constructive feedback to other students in small workshop groups with the goal of improving individual research projects

Department PLOs	POSC 4910				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
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	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	1. 4910 Exit Questionnaire	2. 4910 Coursework
SAMPLING PROCEDURE	Random	No sampling: all students enrolled
SAMPLE CHARACTERISTICS	Students enrolled in 4910	Students enrolled in 4910
DATA COLLECTION	Anonymous survey deployed via Blackboard or in class	Submission through Blackboard; course participation and participation
DATA ANALYSIS	Frequency count	Grading criteria

1. 4910 Exit Questionnaire

- Instrument: The questionnaire requires the students to assess how their skills – as aligned with ILOs – were improved throughout their academic career in the political science department.

Students were also asked for their recommendations on how to improve the program. The responses to key questions were measured using a Likert scale (as seen below).

- Sampling Procedure: Random.
- Sample Characteristics: Students enrolled in 4910, specifically political science students with senior standing
- Data Collection: The questionnaire was distributed to 4910 students either randomly or in person. 28 students responded to the questionnaire and their responses tabulated
- Data Analysis: Frequency count (see table below)

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>	20	7	0	1	0	0
Enabled me to improve my <i>oral communication skills</i>	15	11	2	0	0	0
Enabled me to improve my <i>research skills</i>	24	4	0	0	0	0
Helped me develop my <i>critical and analytical capabilities</i>	21	6	1	0	0	0
Enabled me to understand <i>political and social diversity</i> (e.g. governments, cultures, religions, identities)	20	8				
I have learned about the concept of <i>sustainability</i> in my political science courses	9	11	5	1	1	1
Enabled me to work <i>collaboratively</i> with other students	14	10	3	1	0	0
I have learned different <i>political science theories</i> in my political science courses	19	8	1			
My political science courses helped me understand the <i>practical application or impact</i> of theories, concepts and other issues we discussed in class.	16	12	0	0	0	0
TOTAL	158	77	12	3	1	1

Student Suggestions:

- Broader coverage of geographic regions, e.g. Europe, Latin America;
- More courses on international relations, race and diversity, public policy;
- Work with cities or counties, city hall, law firms;
- Field trips, debate teams; and
- Providing students with more law school resources.

2. POSC 4910 COURSEWORK

- Instrument: Coursework in class
- Sampling Procedure: None
- Sample: Students enrolled in 4910
- Data Collection: submission through blackboard; course participation
- Data Analysis: use of grading criteria
- Assessment Methods for Students' Coursework

	Weekly Research Journal: 250+ wordentry	In-class participation	Small group workshops	Research presentation (8-10 minutes w/Q&A)	Final Research Paper
SLO-1: Analytical, quantitative and critical reasoning	X		X		X
SLO-2: Oral and written competency	X	X		X	X
SLO-3: Relevant political institutions, processes and culture	X	X	X	X	X
SLO-4: Career options			X		
SLO-5: Teamwork			X		

- Weekly journal entries (*75 points*): minimum of 250 words per entry; includes- topic selection, development of research problem, review of literature, methods, data collection and preliminary analysis; the goals are to sharpen the students' research and writing skills, as well to make sure that the students make incremental progress towards their final research paper
- In-class participation and small-group workshops (*75 points*): students participate in class discussions centered on our course readings and other activities that will help them in their research; students are also placed into thematic groups where they share their progress and challenges in their research projects
- Research presentation (*50 points*): Students will make an 8-10 minute formal presentation of their research using any presentation medium that is appropriate; they will present their research problem, theory/hypothesis, concepts, data collection, the data they gathered, and their preliminary findings; they will also have to answer questions from the audience.
- Final research paper (*110 points*): Parts of the paper are – Introduction and research question, significance of the problem, review of literature, theory and hypotheses, concepts and operationalization, data collection methods and sources, data presentation, data analysis, conclusion; students are required to have a formal list of bibliographic sources at the end of the paper; required pages – between 15-20 pages.

D. Summary of Assessment Results

1. 4910 Exit Questionnaire

- **Main Findings:** For the most part, political science students believe that the political science program has improved their writing, oral communication, research and teamwork skills, as well as their critical and analytical capabilities. They have also learned about political science theories and the practice of politics, as well as learned about the concept of sustainability and became more aware of political social diversity. These show that the department PLOs, and by extension university ILOs, are being achieved in our political science courses.
- **Recommendations for Program Improvement:** By hiring additional tenure-track faculty, we can provide more courses in comparative politics and international relations, as well as courses with components of community engagement. Develop law school resources by

2. POSC 4910 Course Outcomes

- **Main Findings:** Based on one section of POSC 4910, it was observed that students struggled most with theories and concepts. The scaffolding approach helped them stay on track on their research projects and complete the requirements. Several students started the course already with a solid grasp of research while others struggled so re-visiting POSC 3030 courses were important. The students responded well to being able to work on their research projects including developing their own bibliographies for their own reading program for the course. Small-group workshops also helped people get over their fear of public speaking as well as helped them clarify their thoughts and ideas about their research project.

Final grade breakdown for one section of POSC 4910:

A	A-	B+	B	B-	C+	C	Incomplete
8	5	2	3	3	1	1	2

- **Recommendations for Program Improvement:**
 - Need better explanation of theories and concepts. This can be done in coordination with the development of other political science courses (e.g. a guideline would be for instructors to include theories and concepts in their courses if they do not already do so)
 - Need for a writing coach to help the students
 - Use of computer labs especially when it comes to article and data searches
 - During the quarter system, 1 section of 4910 is offered in winter and 2 sections in spring. In a semester system, the department has to determine how many sections of 4910 at any one semester (or if it will only be offered in spring semester) will be offered considering the number of students who might be graduating.

E. **Assessment Plans for Next Year**

The department is working on this; currently we have no assessment coordinator.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Reflections on Trends and Program Statistics:

While the department cannot do much about the reasons cited above (section I.C.) for the decline in majors over the past few years, we did make efforts in other areas where we can have an impact, and these have begun to show early promise. The two main areas are: 1) off campus recruitment at local area community colleges, and 2) on campus freshman recruitment via the departments' introductory course offerings, e.g. POSC 1201 and 1202. In support of #1 and #2, the department produced a simple brochure describing the major for use at recruitment events. We also updated our University web site and Facebook page; we continue to try to update the Facebook page. One faculty member offered a special topics course to offer current event appeal and engagement opportunity to students. 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 not generally the norm that can regularly be expected of faculty in terms of priority. Without dedicated resources for such activities as off campus recruitment and/or updating courses with the goal of recruiting majors, these effort will continue to be sporadic and likewise their results unpredictable. Growing the political science major on campus is difficult as the pool of undeclared is small and "poaching" from other majors is also difficult; though perhaps necessary as anecdotal information indicates that about 1/3 of criminal justice majors plan to apply to law school, that would equate to approximately 200 additional majors (estimating CRJ has 600 majors).

B. Request for Resources

1. Request for Tenure-Track Hires - no resources requested this year. We are currently conducting a search for an IR/Comparative faculty to replace a retired faculty member and we have hired two new faculty in 15-16 (American Political Institutions) and 16-17 (Race and Ethnic Politics/Civic Engagement). So our current TT faculty are 5 current + 1 starting in 2018 + 1 FERP. However, our Pre-Law faculty member is the FERPer and this will need to be addressed in the coming years.

2. Request for Other Resources - a) request CLASS create a college-wide Internship Director to find and assist with placing students in internships. The political science department goal would be to place 50% of our Senior Seminar majors in internships their final year at CSU East Bay; b) create a database of internships and potential employers for CLASS students.

APR Faculty & Courses (Fall Terms)**College of Letters, Arts and Social Science****Department Political Science****DeptID 10850****Subjects POSC****Faculty Data**

Instructor Type	<i>Headcount</i>			<i>FTEF</i>		
	Fall 2014	Fall 2015	Fall 2016	Fall 2014	Fall 2015	Fall 2016
Professor	3	2	2	2.5	2.0	1.8
Associate Professor	1	1	2	1.0	1.0	2.0
Assistant Professor	1	1	2	1.0	1.0	2.0
Lecturer: Full-time	--	--	--	--	--	--
Lecturer: Part-time	7	7	5	2.7	2.9	2.1
Total	12	11	11	7.2	6.9	7.9

% Breakdown by Type

Instructor Type	<i>Headcount</i>			<i>FTEF</i>		
	Fall 2014	Fall 2015	Fall 2016	Fall 2014	Fall 2015	Fall 2016
Lecturer	58.3%	63.6%	45.5%	37.2%	42.3%	27.1%
Tenure Track	41.7%	36.4%	54.5%	62.8%	57.7%	72.9%

Full-time Equivalent Students (FTES)

Instructor Type	<i>FTES</i>		
	Fall 2014	Fall 2015	Fall 2016
Lecturer	83.5	86.7	68.5
Tenure Track	60.0	52.4	103.3
Total	143.5	139.1	171.8

Additional Categories

	<i>FTES</i>		
	Fall 2014	Fall 2015	Fall 2016
Major FTES	53	44	62
GE FTES	114	114	135
Waitlist FTES	6	12	7

Student-Faculty Ratios (SFR)**Overall SFR (All FTES / All appointed FTEF)**

Instructor Type			
	Fall 2014	Fall 2015	Fall 2016

Lecturer	31.3	29.5	32.1
Tenure Track	13.3	13.1	18.0
Total	20.0	20.1	21.8

Instructional SFR (All FTES / Course assignment FTEF for given subjects)

Instructor Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Lecturer	36.8	36.4	29.8	29.5	32.1
Tenure Track	26.1	25.5	26.5	13.0	21.1
Total	27.9	29.7	28.3	20.0	24.4

Total Instructional SFR by Course Level

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Pre-College	--	--	--	--	--
Lower Division	37.4	41.9	37.6	30.3	26.3
Upper Division	26.9	27.6	25.5	17.0	23.7
Graduate Division	--	--	--	--	--

Average Instructional SFR by Course Type

Activity	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Activity	--	--	--	--	--
Lab	--	--	--	--	--
Lecture	28.2	29.2	28.5	23.1	24.4
Seminar	29.8	33.0	22.1	23.0	22.7
Supervision	15.0	48.5	41.4	1.8	35.9

Course Information Sections

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total	21	22	22	21	27

Average Enrollment

Class Type	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Activity	0.0	0.0	0.0	0.0	0.0
Lab	0.0	0.0	0.0	0.0	0.0
Lecture	35.3	33.4	31.7	28.9	30.5
Seminar	33.5	33.0	22.0	23.0	25.5
Supervision	3.3	2.0	1.8	2.3	2.5
Total	30.6	27.7	24.5	24.8	23.9

Majors

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollment Count	266	217	197	166	233
% of Enrollment	41.4%	35.6%	36.6%	31.9%	36.1%

General Education

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Enrollment Count	488	505	428	426	507
% of Enrollment	76.0%	82.9%	79.6%	81.8%	78.6%

Repeat Enrollments

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Repeats	29	20	31	19	38
% of Enrollment	4.5%	3.3%	5.8%	3.6%	5.9%

Waitlist (unduplicated by course)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Waitlist	40	92	23	46	28
% of Enrollment	6.2%	15.1%	4.3%	8.8%	4.3%