



College	CLASS
Department	POSC
Reporting for Academic Year	2018-19
Department Chair	Elizabeth Bergman
Date Submitted	October 1, 2019

ANNUAL PROGRAM REPORT

I. SELF-STUDY

A. Five-Year Review Planning Goals

1. To meet the needs of our majors through attention to advising (including improved major roadmap materials) and careful scheduling of courses;
2. To offer strong academic programs in the 5 subfields of the major: American Politics and Policy, Public Law, Comparative Politics, International Relations and Political Theory;
3. To maintain high standards of teaching, with support for innovation and improvement;
4. To make ongoing contributions to the field of political science;
5. To promote active citizenship through our instructional offerings, student activities, and sponsorship of campus events;
6. To attract new majors by developing new curricula and promotional materials and by doing outreach to community colleges.

B. Progress Toward Five-Year Review Planning Goals as of end of Spring 2019

1. To meet the needs of our majors through attention to advising (including improved materials) and careful scheduling of courses;

After successful implementation of dividing advisees up by alphabetical last names, we continue to use this system. Advisor lists posted are on the department website, department office, and faculty doors. With faculty sabbaticals and a new hire, there may be need to reconfigure the list in an equitable manner. Furthermore, the department would like to encourage incoming first year and transfer students to meet with their assigned advisor. Additionally, the department would like to encourage all majors to meet with their advisor at least once per academic year.

Course schedules are designed to promote maximum flexibility in student schedules, for example, courses are spread throughout various days and time slots, including evening courses; courses are also offered in hybrid and online format.

2. To offer strong academic programs in the 5 subfields of the major: American Politics, Policy and Public Law, Comparative Politics, International Relations and Political Theory;

In Fall 2018, the department added a new faculty member in the field of International Relations and Comparative politics. The new faculty hire offered courses regarding Latin America as well as the Environment, topics that students have expressed interest in. Additionally, the department has added to our lecturer pool so that we may increase our course offerings, including US Code courses. While the department is currently able to offer courses in all the five subfields, there may be a need to fill Public Law, as well as Political Theory due to current FERP faculty.

3. To maintain high standards of teaching, with support for innovation and constant improvement;

Our faculty have continued to offer rich and varied pedagogies in the classroom and “out of the classroom” learning environments, including; negotiation simulations about global climate change and the U.S. Congress; the successful Model UN club that has been nominated for multiple awards (both for the students and our faculty advisor) by Student Organization Leadership and Recognition (SOLAR). Additional examples include students simulating a complete political campaign and engaging in a simulation used by the State Department to train foreign service officers (run by Ambassador Dorothy Ngutter). We also have faculty participating in pedagogical education in a key professional associations as a member of the International Studies Association Innovative Pedagogy Conference Committee, and conducting a conference workshop on faculty-led study abroad programs for the association. Faculty are also involved with the Faculty Development Office, attending pedagogical workshops, as well as participating in Faculty Learning Communities.

4. To make ongoing contributions to the field of political science;

Our faculty continue to be active in the discipline presenting research at conferences such as the American Political Science Association, Midwest Political Science Association, International Studies Association (regional and main conferences) as well as serving in these venues as chairs, discussants, and as members of roundtable discussions. Our faculty have published their work in numerous journals, as well as book chapters in edited books with reputable publishers on such relevant topics as: maritime security challenges in Southeast Asia; election administration challenges and voter ID issues in the United States; and climate change as an existential security threat throughout the world.

5. To promote the values of citizenship through our instructional offerings, student activities and sponsorship of campus events;

All of our Introduction to American Government courses emphasize the importance of political participation, as well as our courses in Practical Politics, Ethnic and Minority Politics, Congress, and Immigration Policy. In Spring 2019, the department took steps to reinstate our political science club in an effort to build community in the department, provide outlets for our students to engage in the department, and to better position our students to both a) attain skills necessary to move successfully towards graduation and b) help with career-building skills valuable post-graduation.

Our faculty have also built connections between our campus and others in the Bay Area. For example, one of our faculty was a primary member of the planning committee for an AAPI Women Lead conference in Oakland; some of our students attended the conference and were able to network with local activists and policymakers. Our Model UN faculty advisor also facilitated the visit of regional Diplomat in Residence, Ambassador Dorothy Ngutter, to give a public talk and career advice to political science majors and other interested students on campus. Another faculty member facilitated the Women on the Rise event sponsored by CSUEB. Faculty continue to mentor students and facilitate the internship experience.

6. To attract new majors by developing new curricula and promotional materials and by doing outreach to community colleges.

Our faculty continue to attract new majors by participating in events such as Freshman Orientation and, Al Fresco. The department also started a social media Instagram page to promote faculty, students, and events. At the end of last academic year, faculty held an informational session regarding revitalizing the POSC Club. Currently, we are recruiting

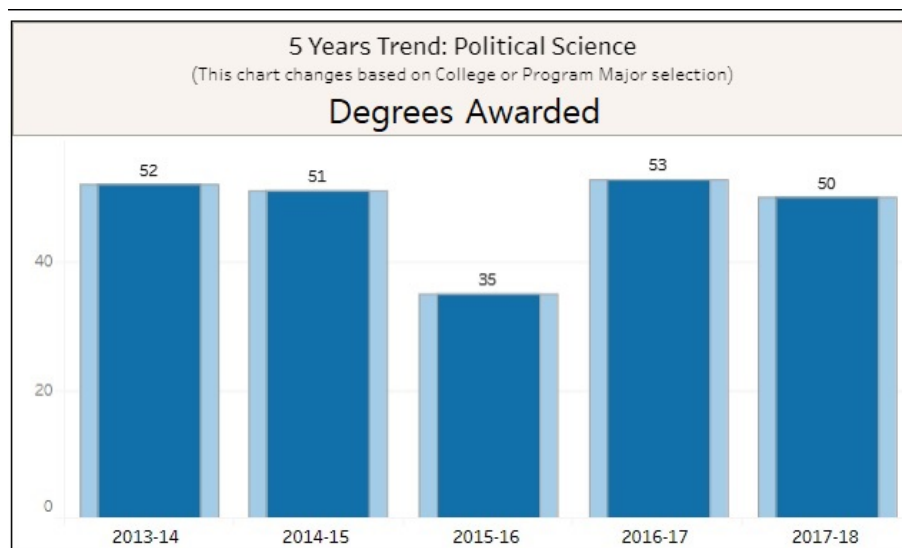
members from all majors for the Political Science Club, with the intent of attracting new majors. Additionally, we recognize the need to update the POSC course catalog to be more relevant to changing student demographics. Our faculty are in the process of making progress toward this goal by updating course titles and descriptions as well as creating overlays and designating courses as GE. Finally, working with the Government Affairs office on campus, the department hosted an Internship Workshop to expose students from around the campus the utility of a Political Science degree.

We have ongoing relationships with Chabot College. Dr. Sara Parker, Dean of Social Sciences at Chabot College, was an instructor for a course in the department in Spring 2019. Dr. Jessica Gallucci, Political Science faculty, has expressed interest in doing a CSUEB tour with Chabot College students. If this is successful, we will pursue this as an annual event. As the department continues to strengthen our relationship with Chabot College, we recognize there is a need to do outreach to other local community colleges such as Los Positas, Laney College, and Diablo Valley College.

C. Program Changes and Needs

Program Demand Projections: The Political Science Department continues to make efforts towards our five-year goals. While we face difficulty due to (small) department size and administrative support issues to efficiently carry out these goals, we have made progress since the last five-year review. To continue to meet our goals, the POSC Department aims to recast curriculum offerings, hire new faculty, and increase administrative efficiency.

Students: University Dashboard Data



As shown in Table 1 on the previous page, the Political Science Department continues to award approximately the same number of degrees over the last five academic years (with the exception of AY 2015-16).

In terms of student enrollment, Table 2 on the next page tells an informative and important story of the changing nature of who political science majors are. The Political Science Department has seen an increase in URM students as a proportion of majors from 49% in Fall 2014 to 60% in Fall 2018. Additional data obtained from the University Dashboard¹ shows that the proportion of majors who are FirstGen increased during the 2014 to 2018 period from 58% to 61%. In the same period, Freshman majors increased from 44% to 56% and political science transfer student majors declined similarly (from 56% to 44%).

This means that our incoming political science majors are increasingly FirstGen Freshman from underrepresented minorities. FirstGen, Freshman, and URM students face significant challenges in retention and timely graduation (6-years or less). We will continue to have a positive impact on retention and graduation rates of majors through high-touch advising and 1-on-1 support provided by department faculty, including meeting with struggling students who might be in danger of failing a course.

In terms of DFW rates, political science courses are **not** among the Top 25 courses in CLASS with the highest DFW rates; among that Top 25, DFW rates exceed 42%. As shown in Table 3 (page 7), of the approximately two dozen political science courses listed, the highest rate is 30% but the overall median rate for political science is 10% DFW.

The Political Science Department received the Provost's "Exceptional Effort Award" in 2018 for our efforts related to DFW and graduation rates.

Curriculum:

Our curriculum offers three major concentrations: traditional, pre-law, and public administration. There is a growing interest in how the United States interacts with other nations, and since we recently hired a tenure track faculty specializing in international relations, the department may consider adding international and comparative studies as a major option. To inspire students to be civically engaged, the department is encouraging faculty to consider adding a service-learning element as a pedagogical approach.

¹ https://data.csueastbay.edu/#/apr/program_data/program_enrollment

Table 2

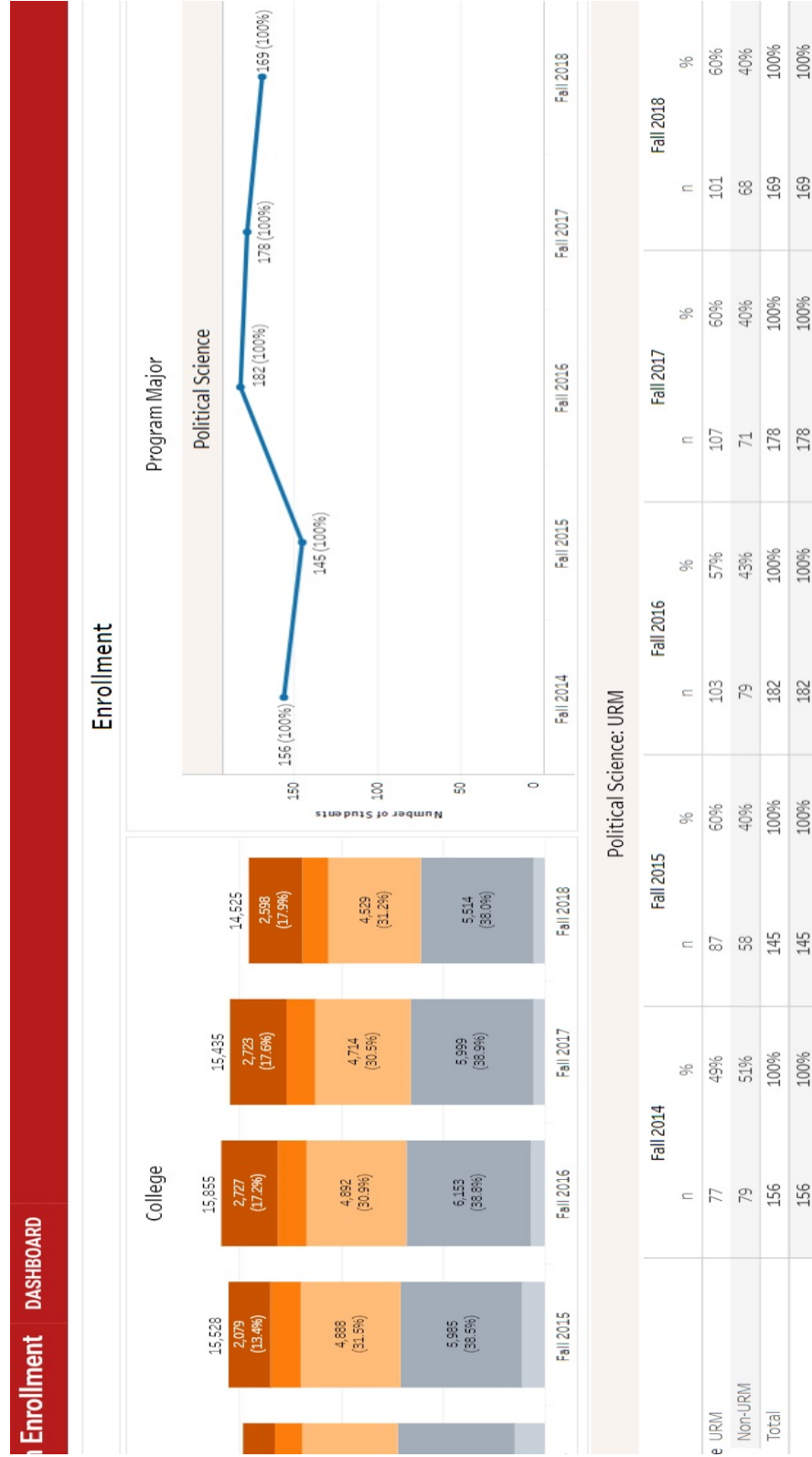


Table 3

				Course Outcomes			
Spring 2019 Letters, Arts & Social Science - Political Science							
Click on an individual course below to view additional student characteristics (Sections with less than 10 enrollment will not be shown)							
Course #	Course Name	n					
POSC 344 01	Environmental Law	30	23%	23%	20%	3%	30%
POSC 150 01	Conflict in World Politics	28	36%	11%	29%		25%
POSC 340 04	Law and Society	29	17%	24%	24%	10%	24%
POSC 300 01	Study of Political Science	30	43%	27%	7%		23%
POSC 101 01	Amer Political Institutions	40	10%	45%	18%	5%	23%
POSC 102 04	Public Policy/CA Politics	38	47%	24%	3%	5%	21%
POSC 102 01	Public Policy/CA Politics	39	18%	54%	8%		21%
POSC 330 01	Voting and Public Opinion	28	50%	25%	7%		18%
POSC 101 05	Amer Political Institutions	45	62%	11%	7%	4%	16%
POSC 101 02	Amer Political Institutions	40	8%	35%	43%		15%
POSC 350 01	World Problems	25	24%	48%	16%		12%
POSC 102 03	Public Policy/CA Politics	36	28%	31%	17%	14%	11%
POSC 499 01	Capstone	30	60%	27%	3%		10%

Grades

- Non-passing
- Credit
- C
- B
- A

Faculty Resources: The department has six full time faculty. One member is currently FERP'ing and another is expected to FERP within the next year. A small department such as the Political Science Department has an extra burden placed on faculty to accomplish bureaucratic and administrative duties while making progress to grow the major. The five full time faculty, three of whom are assistant professors, have been successful in accomplishing these activities in addition to teaching, research, and University service. However, we recognize the need to begin the process of hiring full time faculty to take over duties of faculty who are and will be FERPing as well as to ease the burdens endemic to a small department.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes

PLO 1. Political Science majors will be able to apply analytical and quantitative reasoning to theory and practice of political systems. (ILO 1, 4, 6)

PLO 2. Political Science majors will articulate through oral and written competency the advanced elements of the political science field. (ILO 1, 2, 6)

PLO 3. Political Science majors will describe political institutions, processes, and culture in the US and around the world including the diversity of socio-demographic factors and actors. (ILO 2, 3, 5, 6)

PLO 4. Political Science majors will act responsibly; individually by exploring career options, and locally, nationally, globally through involvement in practical politics experience and/or civic engagement. (ILO 5)

PLO 5. Political Science majors will demonstrate the ability to apply knowledge through collaborative learning and teamwork. (ILO 2, 3, 4)²

B. Program Learning Outcome(s) Assessed

We assessed **PLOs 1 and 2** which are assessed annually in two courses – POSC 3030/300 (Study of Political Science) and POSC 4910/499 (Capstone). These courses are supposed to be taken sequentially by all political science majors. This is not a GE course. POSC 300 provides a background on conducting political science research – problem statement, review of articles in scholarly journals, use of primary sources, theories and research methods. Depending on the instructor, the final requirement is either a research design (8 pages) or an advanced annotated bibliography (typically 15 pages, single-spaced) – both of these requirements contain all of the necessary preparatory work for POSC 499 where the students gain a refresher on the above topics as well as actually conduct their research. In POSC 499, students write their final research paper (typically 15-20 pages, double-spaced) and do a 5-minute oral presentation of their project.

² There are 6 ILOs: Those highlighted added since our submission last year:

1. Thinking and reasoning
2. Communication
3. Diversity
4. Collaboration
5. Sustainability
6. “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study”

In order to build student confidence and knowledge, assignments are scaffolded so that students are slowly making progress towards fulfilling the final requirement as well as allowing instructors to guide students with specific and timely feedback on their work.

C. Summary of Assessment Process

In order to determine the effectiveness of POSC 300 and 499 as sequential courses and their effectiveness in developing students' research skills, we have been experimenting with various instruments.

Instrument 1: Survey Assessment administered in POSC 3030 (now POSC 300). This survey was developed two years ago. The survey only has 6 questions asking their degree of comfort with research methodologies before and after taking the class, whether or not the research design was useful in improving their writing abilities, learning about all aspects of research.

Sampling Procedure: None, all students asked to complete survey.

Sample Characteristics: Students enrolled in the course. Demographic data are not collected.

Data Collection: Anonymous survey deployed via Blackboard

Data Analysis: Percentage breakdown of responses.

Instrument 2: Exit Survey administered in POSC 4910 (now POSC 499). This survey was similarly developed two years ago. Although it is a longer survey than the one in POSC 300, one section asks similar questions as Instrument 1. Instrument 2 also asks students their degree of satisfaction with the curriculum of the three options offered by the department – Traditional, Pre-Law and Public Administration. It also asks for some suggestions from the students.

Sampling Procedure: None, all students asked to complete survey.

Sample Characteristics: Students enrolled in the course. Demographic data are not collected.

Data Collection: Anonymous survey deployed via Blackboard

Data Analysis: Percentage breakdown of responses.

Instrument 3: Quiz administered at the end of POSC 400. This quiz was deployed one year ago by a different faculty member. The quiz tests the students' understanding of the field of Political Science and assesses the application of knowledge and skills gained from POSC 300 and

POSC 499. These skills are: problem and hypothesis formulation, strengths and weaknesses of research methods, data interpretation, and review of literature.

Sampling Procedure: None, all students asked to complete survey.

Sample Characteristics: Students enrolled in the course. Demographic data are not collected.

Data Collection: Quiz given in class

Data Analysis: Percentage breakdown of responses.

Instrument 4: In the last annual report, it was suggested that a survey of required methods sequences at other CSUs be undertaken. As suggested above, at CSU East Bay two classes comprise the methods sequence: 1) POSC300: Into to Pol Sci, which covers the scientific method, hypothesis construction, and basic research methods and 2) POSC499: Capstone, where students apply these methods on a research project. The goal of this CSU political science major requirement survey was to provide data on how other CSUs structure their political science methods sequences, given that these classes are generally both more challenging for students, and as a consequence, require more out-of-classroom student contact for faculty to teach. In the attached Appendix I, that survey is contained. Data were gathered from 19 other CSUs, with an emphasis on determining if equivalent or similar classes were required in their traditional Political Science BA.

D. Summary of Assessment Results

Main Findings	Recommendations for Improvement and Closing the Loop
There are still students who have taken POSC 300 and 499 at the same time. In general, this has resulted in the student getting low grades in both courses.	POSC 300 is currently identified as a PREREQUISITE for 499 in the University Catalog but that is not reflected during enrollment / registration for classes. -Remind all academic advisors to emphasize the sequence of courses. -Reserve at least four seats in the class during enrollment to accommodate transfer students.
For both 300 and 499, students replied that their writing and presentation skills have improved because of the requirements of the courses.	Have more consistency in the course requirements in POSC 300 and 499 regardless of the instructor. -Use the same survey/assessment instruments in the courses regardless of the instructor in order to have a better long-term

	view of whether or not the PLOs are being achieved.
Instrument 3 results shows that most students do finish their political science major with a good understanding of the field and research methods. A majority of the students demonstrated that they have acquired skills in problem formulation, the use of research methods, data interpretation, and identifying the key arguments and counter-arguments in academic journal articles. Around half or less than half of the students surveyed have improved their knowledge of theories, hypotheses and data interpretation.	Continue to improve the course materials for the courses. -Regular consultations among instructors of the two courses. -Continue with scaffolding requirements and develop additional worksheets and assignments. -Request to change the two courses from 3 units to 4 units. This will give students more time to develop their skills through application. This will also reflect the actual workload for the instructors.
Almost all students recommend “field trips”. We interpret this as students wanting to see politics in action. Some students have also asked for guidance in finding and placement in internships.	Explore more opportunities for community engagement, visits to state and local political centers, political party headquarters, non-profits. Try to identify possible internship opportunities and study how other CSU political science departments are handling internships.
The survey of CSU methods sequences revealed a wide diversity. At CSU – San Bernardino, no methods class or senior capstone were required (although two, topical ‘senior seminars’ are). At Cal Poly – San Luis Obispo, 5 distinct classes are required: Political Inquiry, Research Methods, Data Analysis, and a 2-semester Senior Project. Most CSUs (13 of 19) <i>do</i> have a required equivalent of POSC300, but it is often 4 credits instead of 3 credits when it is the only required methods class (or the only required methods class with a capstone class). Only CSU San Marcos and San Jose State appear to have nearly identical sequences to East Bay. 8 of 19 CSUs require a Senior Capstone (or Thesis or Project), but 3 have students complete this Capstone in two semesters rather than one. Students at San Francisco State can complete their major taking <i>any</i> methods class. A Research Methods Seminar is one of many <i>options</i> that can use to complete a senior seminar requirement at SFSU. Given the diversity in required methods sequences, there are many precedents for revisions to the POSC300/499 sequence.	Given that students have expressed discomfort about the density of topical material in these classes, the following two options appear consistent with other CSUs: 1) expanding POSC300 to a 4 (or even 5 credit hour class) given its content, or 2) making 499 two semesters (and perhaps shifting some content from 300 to 499.) Of course, the impact of these changes on major credit hour requirements and time to degree would need to be evaluated before a final suggestion.

E. Assessment Plans for Next Year

There is a need to fine tune the assessment of POSC 300 and 499 specifically PLOs 1 and 2. The plan is to:

- Ensure that the enrollment system clearly shows that POSC 300 is a prerequisite for POSC 499;
- Improve and standardize the surveys / assessments for all POSC 300 and 499 courses regardless of the instructor teaching the course;
- Determine when the surveys will be deployed (e.g., at the beginning, middle or end of the term);
- Build a shared folder so instructors can exchange material, pedagogy, worksheets, etc.;
- Discuss Methods Sequence Revisions at Department Meeting

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Reflections on Trends and Program Statistics:

Table 2 shows the number of political science majors since 2014. The data and trends regarding political science major numbers, both at CSU East Bay and nationally at other similar institutions, have not changed meaningfully since our report last year. The department continues to make efforts to increase the number of majors to the extent possible.

B. Request for Resources

Request for Tenure-Track Hires – YES

POSC is requesting a faculty hire this year for the AY 2020-21 with a specialization in law. 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 mean that there is no faculty member to support the political science Pre-Law option in the major. At least 50% of political science majors are Pre-Law.

Appendix I – Survey of Required Political Science Major Methods/Capstone Sequences of Other CSUs

	Research Methods - (No Stats)	Capstone (Senior Project)	Statistics/Data Science	Other 'Intro to Pol Sci'	Senior Seminar (Topical)	Note
CSU East Bay	x - 'POSC300: Intro to Pol Sci'	x - 'POSC499: Senior Capstone'				
San Francisco State					x - Note: 'Research Methods is an *option*, others = American, Comparative, Study Abroad, etc.'	
San Jose State	x - 'Political Inquiry'	x - 'Senior Seminar' (Really a Capstone)				
Sacramento State	x - 'Introduction to Research Methods in Political Science'					
Humboldt State	x - 'Political Research & Analysis', Lower Division*	x - 'Capstone Seminar in Politics'	Note: Included in Research Methods Class	x - 'Core Discussion Seminar' (1 Credit, Lower Division)		

Sonoma State	x - 'Social Science Research Methods'				x - 'Senior Seminar'	
CSU Chico	x - 'Intro to Research Methods/Tech. of Research'	x2 - 'Capstone' plus two 1-credit courses				
CSU Long Beach	x - 'Scope and Methods of Pol Sci'				x - 'Senior Seminar'	
Cal Poly - SLO	x - 'Research Design'	x2 - 'Senior Project I and II'	x - 'Data Analysis in Pol Sci'	x - 'Political Inquiry'		
Cal Poly - Pomona	x - 'Intro to Research Methods'+ 'Lab/activity'	x2 - 'Senior Thesis' or 'Senior Internship'	Note: Included in Research Methods Class	x - 'Resources in Political Sci.' (2 credits)		
CSU San Marcos	x - 'The Practice of Political Research'	x - 'Senior Seminar' (Really a Capstone)				
CSU Stanislaus	x(option) - 'Intro to Poli Sci' (or 'global politics' instead)					
CSU San Bernardino					x2 - Two Topical Seminars Required	

CSU Northridge	x - 'Principles and Methods of Political Science'					
CSU Los Angeles		x - 'Senior Capstone'	x - 'Quantitative Methods in Political Science'			
CSU Fullerton	x(option) - 'Methods and Skills in Political Science' (or 'Into to the Study of Politics (non-methods)')			x(option) - 'Into to the Study of Politics (non-methods)'		Note: Also a 'Research Methods' requirement with three options - (Legal Research, Polling/Statistics, or Public Management Research)
CSU Fresno	x - 'Methods of Analysis' (Lower Division)					
CSU Dominguez Hills		No Class, 15 Page Paper Wirtten in an Elective	x - 'Quantitative Methods of Political Analysis'			

CSU Channel Islands	x - 'Research Methods in Political Science'	x - 'Capstone'	x - 'Statistical Applications in Social Sciences'			
CSU Bakersfield	x - 'Political Inquiry'		Note: Included in Research Methods Class		x - 'Senior Seminar'	

x - one required class
or equivalent

x2 - two required
classes or equivalent