



CALIFORNIA STATE UNIVERSITY, FULLERTON

Dr. Stacy L. Mallicoat

Division of Politics, Administration and Justice

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Date: August 30, 2017

To: Sheryl Fontaine, H&SS Dean

From: Stacy Mallicoat, Division Chair, Politics, Administration and Justice

We thank the Dean for their feedback from the external committee report from the program performance review in Political Science. We concur with many of their recommendations and have identified several areas where the Division would require some additional resources in order to carry out these tasks.

1. One of the strengths of the Division is our engagement in high impact practices (HIPs). However, it has been acknowledged by both the external review committee as well as the H&SS Dean's office that the success of these programs is dependent on the support of campus financial resources. We greatly appreciate the contributions of the Dean's office in providing additional miscellaneous course fees during 16-17 and 17-18 to help support two of our programs: Journey in Advocacy and Moot Court. However, due to the changes in the campus funding model for IRA money, there is still a significant deficit in the funding for these programs, which limits the participation of many of our students, particularly amongst our underrepresented and first generation student populations. Given the data that demonstrates the impact that high impact practices have on graduation rates, we hope that there will be additional opportunities from the campus to support Division HIPs as part of the GI 2025 initiative
2. As part of our commitment to the work to increase graduation and retention rates, we have incorporated the Dashboard work into the job description for one of our POSC advisors. This allows for this work to continue on a consistent basis. In addition, we have identified Dr. Rob Robinson (POSC) and Dr. Meriem Hodge Doucette (PA) for the college funded initiative on student success for the 17-18 AY. It is unclear at this time how these efforts will be supported in the future as part of our GI2025 efforts.
3. During the 16-17 AY, the program began conversations about a revision of the POSC curriculum. These conversations generated several questions for which we had hoped to receive guidance from the external review committee. However, their report did not provide the program with much direction on these issues. We are still discussing the implications of adding concentrations and capstone courses to the undergraduate major. In particular, the diverse nature of our field makes a single capstone course impossible. Our concern is that moving towards multiple capstones would prove very difficult, as student demand would likely be very unequally distributed. Moreover, we would likely need to offer

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approximately 5-6 capstone sections per year, and doing so would reduce our other elective offerings. Concentrations, on the other hand, seem to have promise for alleviating the 'schedule-fitting' problem, and could perhaps be a step towards adding capstones (as we would then have data on how popular each option was over some period of time). Over the next academic year, the program will be exploring whether this model would be a good fit given faculty expertise and student enrollment.

4. We acknowledge that there is work to be done on our assessment plan. However, our future directions here are tied to the curricular decisions referenced above. Once we determine the best direction for the BAPS program, we will schedule time to meet with the college and campus assessment liaisons to discuss the best opportunities to assess student learning for the BAPS, BAPA, and MAPS programs. Assessment for the MPA program is tied to its external accreditation through NASPAA. Given NASPAA's focus on assessment, it is crucial that this program receive annual support for one faculty member to attend the NASPAA conference each year. In the year of the self-study and the year prior, it would be advisable to send two faculty. In addition, the MPA program would greatly benefit from an annual allocation of 6 WTU's of assigned time to manage the program assessment for the MPA program.
5. We are sensitive to the issue of workload equity for teaching assignments. One of the key concerns is our use of the "mega" sections of POSC 100, which enroll 200+ students in each section. Prior to 2010, POSC 100 enrollment was split within the K2 category: based on room availability, some sections enrolled 95-125 students for 6 WTU's and some sections enrolled 215 students for the same 6 WTU assignment. Recognizing the inherent workload inequity, and after a discussion on the pedagogical implications, the Division moved to have all K2 sections of POSC 100 to an enrollment of 215 for 6 WTU's and provides a graduate assistant to support these classes. In order to reduce these classes to a 110 enrollment per section and maintain workload equity across all sections, we would need an allocated classroom Monday-Thursday from 7am to 10pm that seats more than 110 (as the roll-off in these courses can be quite high, as seats open up in more desirable times). If we were to move to sections with 50-60 students, we would need two additional dedicated classrooms of that size across the same timeframe in order to match the student demand that is met through our current use of these mega sections. In addition, staffing these sections would require significantly larger proportions of both our part-time faculty budget and our full-time faculty's time, which could have an impact on other areas of our curriculum. This move would also eliminate the opportunity for our graduate students to get experience as graduate assistants, which is helpful for them as many go on to jobs in education at either the community college or high school level.



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6. We will work with the H&SS marketing team to revise our website. As part of our recruitment efforts for the BAPS program, we have tasked one of our POSC faculty advisors with developing some outreach events to local feeder schools to increase the number of transfer students to CSUF. For the MAPS program, the coordinator is hosting an information session each semester and has reached out to new populations for recruitment, such as local teachers and legislative staffers.

7. As the Dean notes, issues around the climate and community in the department have come up, and these issues have placed some of our other efforts—including revision of our Division Personnel Standards and some discussions of curriculum—on hold as we work through the process with outside organizational facilitation professionals.

We look forward to discussing these ideas during the PPR culmination meeting in the Spring 2018 semester.

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