

Department of Political Science

Division of Politics, Administration, and Justice

College of Humanities and Social Sciences

California State University, Fullerton

Program Performance Review

2017 – 2023

Department Self-Study

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I. Department/Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.

The Political Science department at CSUF explores the study of behavior as it relates to power, public organizations, and public life. We take pride in both being a liberal arts program that seeks to inculcate clear and critical thinking and writing about these subjects while also providing numerous internship and experiential opportunities for our students, connecting them to the broader political world and improving their prospects.

Our major and its components are as diverse as our students. The major's subfields include the study of political philosophy, American politics, public administration public law, comparative politics, and international relations. The breadth of these fields dictates both our hiring and our course offerings.

Political Science strongly supports the system's teacher-scholar model, focusing on innovative and committed pedagogy while continuing to produce excellent scholarship and service to the University and the community. Our faculty must be adaptable in their approach, as ready to teach a small graduate seminar as a super-section of American government. Since COVID, we have increasingly experimented with hybrid and online modalities, building on our existing willingness to employ pedagogical advances such as team-based learning, specifications or contract grading, experiential learning, or flipped-classroom models. We pair our teaching with some of the University's most prestigious high-impact practices, such as our nationally ranked Moot Court Team, an Annual Town Hall Meeting with local and state politicians, bringing former members of Congress to campus, and maintaining the Cal State DC internship program.

Our department also values high-quality scholarship, with our faculty publishing in well-respected journals and university presses.

Finally, and perhaps unsurprisingly given our vocation, Political Science faculty are heavily active both in the Faculty Senate and other institutions of collegial governance as well as in community engagement, frequently sharing their expertise in response to our increasingly fractious political life. Our success in teaching, scholarship, and service can be seen in the numerous College and University awards Political Science faculty have won over the last strategic plan cycle.

Though changes in the field (see I-B and I-C, below) have led to some recalibration in our course offerings and priorities, our existing learning goals have remained central to our efforts. These are as follows:

1. Understand how formal political institutions, rules, and processes in the U.S. and cross-nationally impact politics and policymaking.
2. Understand how class, race, gender, religion, and political beliefs in the U.S. and cross-nationally affect politics and policymaking.

3. Understand and apply interdisciplinary knowledge important to the study of politics.
4. Classify and explain different theories and methods of studying politics as well as the role of theory, both normative and empirical, in political analysis and argumentation.
5. Demonstrate proficiency in various tools of political and policy analysis, including research tools, computer skills, data analysis, and basic statistical techniques.
6. Be able to think and write clearly, critically, and intelligently about politics.
7. Be provided the opportunity to experience politics directly through internships and other high-impact practices.

These learning goals are relevant for both our BA and MA programs, with the latter requiring more depth and breadth of learning, as is appropriate for a graduate degree.

Our programs goals well support the values listed in the University's most recent strategic plan. Our curriculum, creative pedagogy and high-impact practices promote scholarly activity, service to the region, civic engagement, and diversity, equity, and inclusion, and when combined with our focus on internships, lead to student success.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

As far as trends that have impacted our discipline, three are worth noting here. First, as is true in many areas of public, corporate, and academic life, political science has increasingly moved to promote diversity and inclusion within the discipline, particularly after the summer of 2020. Increased disciplinary attention to DEI can be seen in many areas, such as recruitment, retention, funding and grants, and pedagogical resources. This trend dovetails with broader efforts within the CSU system to diversify our faculty, consider the needs of an increasingly diverse student population, and ensure that our pedagogy does not omit the realities of race, class, nationality, or equality in the study of politics. We detail our response to these changes in II-B, below.

The second trend, also driven by larger social forces, is the rise of political, cultural, and ideological polarization. Regardless of one's area of study, polarization has dramatically impacted our political life, which in turn impacts our research subjects, how we teach, and how students react to our teaching. Trying to maintain intellectual honesty and rigor without becoming didactic or driving away a large segment of our students has simply become more difficult over time. For the most part, academic freedom dictates that responses to this problem are addressed by individual faculty, both in terms of discussing how polarization has impacted our field of study and how we teach our students. As a group, we often grapple with these changes in meetings or in response to specific events, but we do not require any specific curricular change or practice, other than abiding by the norms of professionalism, free inquiry, and respect for others that all faculty should follow.

Third, our discipline faces a coming demographic cliff, as the number of college-age individuals declines over the next several years. We expect to neither be particularly vulnerable to nor particularly at risk from this trend. At the state level, current trends suggest the northern CSUs will initially bear the brunt of these changes, and we may not face any noticeable challenges within the next self-study period. That said, no less than anyone program, we must consider how we might modestly grow the program in the interim and maintain our numbers in the face of any decline to come. We address our response to these changes in I-C and II-B, below.

C. Identify the unit's priorities for the next three (short term) and seven years (long term).

Our three-year priorities are as follows:

1. *Hiring tenure-track faculty.* Specifically, we will need to replace two faculty who are retiring, filling spots in comparative politics and political behavior, respectively.
2. *Hiring staff.* We are in the process of hiring someone whose focus will be event planning and social media, to improve our engagement with students and the community.
3. *Craft a set of program bylaws.* With programs and program coordinators having increased autonomy and responsibility, we need a new set of bylaws to govern meetings, assigned time, choosing leadership, and other tasks.
4. *DEI Initiatives.* The program has already undertaken some DEI initiatives (described below in II-B); we aim to continue these efforts, particularly in regard to hiring and curriculum.
5. *Modifications to the BA curriculum.* Our goals here involve both greater attention to race and equality in the political world as well as modernizing our offerings to appeal to students. Given our student population, we feel these goals have considerable overlap. This change could include both potential changes to our core courses as well as new electives.
6. *Better event planning and communication.* A successful program requires both activities and events that engage students and community members as well as communication to students, community members, and alumni. Upgrading our website and social media efforts will be key pillars of this effort.
7. *Specific outreach to alumni.* We will restart efforts to constitute an alumni board that will advise and aid our faculty and students.
8. *Assessing our master's program.* Our MA program is much smaller than it once was. We need to consistently assess the purpose of our program, given our resources and the external environment. This could mean reconsidering the program's mission, adopting different strategies for recruitment, considering the use of different modalities, and so on.

Our seven-year priorities include the above, as well as:

1. *Undergraduate recruitment.* While our current numbers are stable, a potential demographic cliff means considering strategies for growth or stability in the face of shrinking student population.
2. *Greater alumni involvement and support.* We can make greater use of our alumni in terms of giving “time, talent, or treasure.” This means creating and nurturing relationships over a long period of time.
3. *Assessing teaching modalities in a changing world.* COVID led to a large increase in online teaching; AI may lead to a backlash in the other direction, given the difficulties it creates for student assessment. We aim to be pragmatic and cautious here, while also protecting faculty autonomy in terms of pedagogy.
4. *Synergies with Public Policy faculty.* Our Public Administration colleagues will hire one or more faculty teaching public policy over the next self-study period. As policy is part of our major and of interest to our students, we should work with the PA program to consider how we might work together.
5. *Offer certificates through the CSUF Extension program.* Orange County and the surrounding areas have many individuals who might benefit from certificate programs in applied politics or other areas of interest. Doing so could raise our profile in the community and government relations world, as well as provide opportunities for our tenure-track and lecturer faculty. Possible options include California politics, interest groups, and media and politics.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

In 2006, we began a Washington, D.C. summer internship program under the overall direction of the Dean of the College of Humanities and Social Sciences. Students enrolled in our classes through summer school offerings in Extended Education. In the Spring of 2013, we also began offering the program in spring semesters, and afterwards renaming it Cal State DC. This program has become one of our premier high-impact practices and a jewel in the crown of what we can offer our students.

The program centers on helping students secure a professional internship in Washington, as well as take classes taught by an on-site faculty member through the summer. Program faculty are generally from political science, but have also included faculty from Criminal Justice, Sociology, History, Communications, Women’s Studies, English, and African American Studies. Cal State DC offers students multiple benefits: service learning, networking with both our alumni and actors in the national political community, and a deeper and more meaningful understanding of the relationship between politics as taught and politics as practiced. The program has also generated a set of alumni in power and prestigious positions throughout the country, as well as helping to increase external sources

of revenue through grants and alumni donations. The Cal State DC program has become the central organizing structure for most CSU campuses with students in DC internships.

Our faculty have also been active participants in study abroad programs. Pamela Fiber Ostrow has led students to Italy several times, focusing on issues such as immigration, the politics of sport, and the politics of religion. Rob Castro has brought students to the US/Mexico border to study issues of crime and immigration. In the summer of 2024, Rob Robinson will lead a new program in Italy, focusing on right-wing populism and fascism as well as the rise of the individual as a concept in politics and political theory.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

Since the last program review, the majority of changes in our program have been modest and iterative, such as updating prerequisites, course descriptions, and our related fields requirement.

Two changes more substantial changes are worth noting. First, university retention data suggests that we lose many students in their first year. As students often do not take political science classes in their first year (instead focusing on their GE requirements), we created a section of American Government specifically reserved for our incoming first-year majors. While American Government is technically a university requirement that is not part of our major, it remains the first (and sometimes only) interaction with political science for most students. By reserving a section for incoming first-year majors, we have created a cohort model where students can meet their fellow majors, receive advising, meet alumni who can discuss their career paths and college experiences, and so on. We would like to extend the cohort model to 1) students who skip American Government because they have tested out through an AP or other exam and 2) transfer students who have also almost always taken the course. Logistically, however, it's difficult to choose a course to serve as the cohort course since transfers have often taken many of our core and breadth classes prior to arriving at CSUF. To date, the cohort model has not led to meaningful gains in retention—though we note that our strongest incoming majors test out of POSC 100 by taking the relevant AP exam. Informally, however, we have seen our first-year students socialize together and join our student groups much earlier in their academic career. We've also had students comment that the interaction with alumni during the cohort classes inspired them to seek a particular career path. These are good outcomes.

Secondly, we have simplified our methods requirement. Prior to this change, we had two classes that satisfied the requirement, though they were not always taught in a given semester. This led to some confusion among our students, who would often take a methods class in a different discipline (such as Public Administration or Sociology) because of scheduling difficulties. We now offer a single class – Political Science 301 – that is offered every semester.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic underlying the organization of the requirements and alignment of the requirements with the department resources.

The BA program has four components: core classes, breadth classes, related field requirements, and electives. We seek to balance ensuring students receive an introduction to the discipline and its subfields and achieving our SLOs while also giving students a high degree of flexibility to tailor the major to their interests and career goals.

We note here that POSC 100, American Government, is a University-required course for all students that is not technically part of the BA curriculum. It does, however, serve as the only prerequisite for the large majority of political science classes.

The BA requires students to take POSC 200, Introduction to the Study of Politics; POSC 340, Political Philosophy; and POSC 301, Research Methods in Political Science.

Students must also fulfill our breadth requirements, which introduce students to the major subfields of the discipline (which, since political philosophy is a required course, we define as American politics, public policy, comparative politics, international relations, and public law). Specifically, students must take an introductory subfield course in four of these five areas.

Our related fields requirement has students take at least two courses from another discipline, mainly humanities or social science disciplines.

Finally, the BA degree requires students to take seven elective courses. We give students broad freedom in what electives they wish to take, with the only requirement being that at least three of the seven be at the 400 level. We encourage internships and special study programs by allowing our majors to count two courses from internships, etc. towards to the seven electives.

Our MA program, by contrast, is slanted more in favor of breadth than choice. The master's degree requires two courses in each of American politics, political theory, and cross-national politics (comparative politics and international relations), one course in methods, and three additional electives. There is no choice for the theory courses, as we only offer two graduate theory courses. Choices are limited in the other fields, as we only offer three courses in cross-national and three core and three ancillary courses in American politics. The philosophy behind this is that the master's degree is most commonly used to prepare for a PhD program or for a career in community college teaching, and both areas suggest breadth of preparation is necessary—even if, in the case of the PhD., it leads to later specialization. The smaller program is also the result of our own guidelines that only faculty with a PhD can teach classes at the 400 level or above, which excludes many, though not all, members of our lecturer pool.

In particular, please discuss how the curriculum and/or programming reflects the University's commitment to diversity, equity, and inclusion (DEI) or future revisions the program plans to make to address DEI in the curriculum.

To date, our DEI efforts have centered on programming, training, and changes to our program structure. For example, Political Science faculty have engaged in DEI pedagogical training with on-campus experts, such as our COJET faculty. Faculty have created programming aimed at discussing issues of equality and justice, such as when Dr. Fiber-Ostrow, Dr. Castro, and Dr. Spitzer organized a panel of well-known scholars to explain what Critical Race Theory is and isn't to students, faculty, and members of the community. More recently, the Political Science program voted to create a standing DEI committee, which regularly recommend actions that can help faculty and students (such as reading lists for faculty who wish to update or expand their curriculums or updating our standard job announcements to better target diverse populations).

Ultimately, however, DEI goals are best advancing by attention to hiring personnel and changes in the broader political science curriculum. The faculty have agreed on the following strategies to implement these goals:

1. *Hiring in subfields that are more likely to have diverse candidates.* The best (and legal) way to increase the chances of hiring a diverse faculty is to have diverse pools of candidates. Our hiring priorities carefully marry our own pedagogical needs with subfields known to have more diverse candidate pools. Specifically, our 2023-2024 job search aims to hire a Comparativist with a focus on Latin America—this strategy has paid off by creating a diverse set of finalists. Our next hire in American politics will focus on behavior, a sub-field also known for higher diversity relative to the discipline as a whole.
2. *Changing the course description and requirements for Political Science 100, American Government.* As American Government is taken by every student on campus who has not tested out or taken it before transferring to CSUF, it is by the far course where our choices have the largest impact on the student body. Our faculty have decided to change the course description of POSC 100 to explicitly include a discussion of race and American politics, making clear to current and future faculty that their version of the course must address this subject matter just as it would Congress or political parties. To be clear, we will not dictate *how* a faculty member covers the subject matter; we aim only to make clear that one cannot understand American politics, past or present, without attention to the role of race and other identities.
3. *Adding a class on Race and Ethnicity in American Politics to the core of the BA program.* As point 2 above notes, one cannot understand American politics, past or present, without explicit attention to the role of race and ethnicity. While we do address this material in our subfields as it arises, a class specifically devoted to these themes is pedagogically appropriate and likely to be of interest to our students. This course could be added as either a core requirement or a new category in the breadth requirements.

- C. **Using data provided by the Office of Institutional Effectiveness and Planning to discuss student demand for the unit's offerings. Discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, graduation rates for majors (FTF and transfer), and time to degree. Address equity gaps in retention and graduation rates (see instructions, Appendices A and B).**
- D. **Discuss the unit's enrollment trends since the last program review based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).**

Enrollment

As one can see from Appendix A, Tables I-A and I-B, **undergraduate** political science enrollment has been relatively stable, modest increasing up until COVID, suffering a decrease immediately after, and then showing some recovery in 2022. This pattern mirrors both trends in other mid-size departments in the College of Humanities and Social Sciences as well as CSUF in general. Overall, we tend to enroll between 70 and 80 first-year majors, as well as 30-40 transfer majors. An examination of our FTES shows a similar pattern, though faculty turnover and political science faculty taking buyouts for high levels of service impacted the 2022-2023 FTES numbers.

Our view of these numbers suggests a program that is neither growing nor shrinking. Assuming we fill our existing tenure-track lines as planned and that we can continue to rely on a skilled pool of lecturers to meet demand to cover POSC 100 (American Government) and holes in our upper-division teaching capabilities, we anticipate that we will have the faculty we need to serve the students we recruit.

As referenced above, the possibility of fewer university students in the coming decade(s) suggests we should aim for modest growth (capable of being met with our current faculty allocation) to offset potential decline. Our potential strategies for additional recruitment include:

1. Better communication and social media presence
2. More and better relationships with student groups for whom our discipline has a natural affinity
3. Political science programming that draws attention to our discipline, beyond elections alone
4. Developing 200 level courses of broad interest to potential majors, such as democratic backsliding, political division
5. Working with our Public Administration colleagues to jointly offer a greater mix of policy courses

6. Giving a faculty member assigned time to visit our “feeder” community colleges and highlight our high impact practices

By contrast, our **graduate** enrollment has struggled over the review period. Twenty years ago, the program was two to three times its current size. Today, by contrast, the program is at the edge of viability.

The reasons for this decline are manifold. It’s our understanding that K-12 teachers in California can no longer rely on a subject field master’s degree as adequate training, pushing potential candidates into education programs. The poor job market for political science PhDs has led to a decrease in students seeking an MA at CSUF with the intention of pursuing a PhD afterwards. More recently, the robust economy has likely led some potential candidates to remain in the workforce rather than seek graduate education.

We can summarize the central problem with MAPS at present as follows. The program lacks the numbers to focus on a single purpose, such as training community college faculty, preparing future PhD students, or training local and state political staff or officials in a more applied political curriculum. This means that among our current students, there are almost as many reasons for pursuing a master’s degree as there are students in the classroom. This diversity of goals can produce interesting classroom dynamics but impedes strategic planning and program development.

We have considered some options to improve recruitment, but as of yet have not implemented the. These options include shifting to a synchronous online program so that students would not have to drive to campus after work on weekday nights, targeting local government relations or political staff, tailoring recruitment to recipients of Veterans Administration funds, and targeting political active, older members of our community who regularly attend our and other local political programming.

We are eager to receive feedback from our external reviewers on the viability of our graduate program, as we know that some local programs have been able to maintain their numbers at the master’s level.

Graduation Rates

Over the last review period, the change in our four-year graduation rate is a success story. With aid from the College, University, System, and state government, our four-year rates have essentially doubled (we anticipate a dip when the COVID years are complete and included, followed by a rise afterwards. Moreover, our equity gaps have shrunk to low rates, even being negative by some measures in some years. While we will pay close attention to the COVID and post-COVID-era data for potential increases, and there is always room for improvement, we are pleased with the gains made during the review period.

Gains in graduation rates for transfer students are more modest but still positive over the review period. We know from experience that many of our transfer students work heavy

hours outside of the university and thus do not take a full load of classes. While we don't encourage this, we also don't push students to take more classes than they think they can reasonably handle. Transfer students are also likely to have more complicated situations in terms of their transcripts, often unsure of whether classes taken at community college count here. Students who skip transfer student orientation and do not seek advising often delay graduation because they are neglected to fulfill particular major requirements.

As discussed above, we can continue to maintain or increase graduate rates by taking efforts to increase first-year retention rates through cohort strategies, maintain further retention through use of high-impact practices and support for student organizations that give students a sense of place, and help transfer students by better communication and social media awareness about advising,

Graduation rates for our graduate students follow a similar pattern as our transfer students—they don't normally graduate in two years, but those that do graduate do so in three years. Given the small number of graduate students and their idiosyncratic work and family responsibilities, we don't see any particular situation or trend we can point to regarding graduation rates. A possible exception might be that a handful of our master's students don't have a clear plan as to *why* they are getting a master's degree, and thus leave either when other work opportunities present themselves or they don't see a post-graduate career opportunity the degree would enable.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).

Our three-year curricular plans are as follows:

1. *An increased focus on Latin America.* Our 2023-2024 comparative politics search has a focus on Latin American politics. This choice does double duty for our goals, providing a more diverse hiring pool while also increasing our offerings in an increasingly important part of the world and one of probable interest to many of our students.
2. *An increased focus on political behavior.* Our next hire (pending the retirement of Dr. Stambough) will focus on political behavior. As with Latin America, this choice will simultaneously help diversify our faculty and provide more classes on an area of the discipline that is increasingly important and of interest to students.
3. *Developing a class on race and ethnic in American politics.* As mentioned in II-B, this course would be part of our new core, either as a required course or a new breadth option. A challenge here is staffing, the tenure-line faculty member best suited to teach this class—Dr. Lovato—is also our only political theorist. Finding suitable lecturers might be needed to implement this choice.
4. *Changing the course description and requirements for Political Science 100, American Government.* See II-C-2, above. This change would make clear that teaching about race

in American politics is a central component of our introductory course, no more or less than teaching about the presidency or political parties.

5. *Reduce the theory requirement in our master's program from two courses to one.* With only one theorist in the program and current levels of undergraduate demand, it makes sense to shift our resources accordingly.
6. *Include more policy options for our master's students.* Public policy is a potential growth area for both Political Science and Public Administration. As PA is currently hiring additional faculty who teach public policy, this could provide master's level opportunities for our students and effectively increase our political science offerings.
7. *Make work on our HIPS programs part of our job descriptions.* It's important for us to hire high-quality faculty who understand that helping the program maintain or expand its high-impact practices is part of their job duties.

Our seven-year curricular plans are as follows:

1. *Developing topical 200-level courses* that should be of interest to a wider audience (such as concerns about democracy following January 6th). These courses could be designated as "special" courses under the course proposal system to get them before the students in a timely fashion.
2. *Developing major electives with a great focus on race, equality, and social justice.* Current plans include an elective on Equal Protection and Race, as well as a course on a "critical canon" that examines works in political science that challenge the status quo and aim to create a more equitable society.
6. *Develop certificate options that could be taught by tenure line or lecturer faculty.* Certificates offer an opportunity for 1) the program to offer targeted offerings to interested students or professionals, 2) individual faculty to share their expertise and earn additional funds and 3) our program to raise its visibility. Possible options include California politics, interest groups, and media and politics.

F. Include information on any Special Sessions self-support programs the department/program offers.

Please see I-D, above, for a discussion of Cal State DC and our study abroad programs.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

The review should address how the program ensures high-quality learning using relevant indicators and analyses, and how these analyses can facilitate continuous improvement. Please provide information on the following aspects, and if applicable, please include relevant documents in the appendices.

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

While our learning goals are relatively similar in tone and areas for the BA and MA programs, the assessment plan for each of them is fairly different logistically (although similar in general approach).

The BA program has eight learning goals which are assessed in pairs on a rotating basis annually. We assess two learning goals each year.

The MA program has five learning goals. The assessment of four of the learning goals takes place annually, whereas the fifth is assessed through a final project in our required methods course. The assessment is coordinated by the department assessment coordinator (currently Professor Matthew Jarvis).

Since the last PPR, we have revisited our undergraduate learning goals and outcomes to phrase them in ways more consistent with the modern language of assessment and have created a new plan for conducting the assessments to make the task of doing so less onerous. At the graduate level, there have been no major changes in the plan or structure since the last PPR.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

Student learning goals and assessment plans and outcomes for our programs are as follows.

Student Learning Outcomes for the B.A. in Political Science

1. Demonstrate an ability to define basic political science concepts and theories.
2. Appropriately formulate hypotheses, construct research designs, and apply analytical skills, including quantitative reasoning, to the study of political science.
3. Understand the importance of diversity in the U.S. and cross-nationally.
4. Demonstrate an ability to effectively write about politics and government.
5. Demonstrate an ability to locate, cite, and critically assess sources.
6. Demonstrate an understanding of the relevance of important political theorists in the Western tradition.
7. Demonstrate an understanding of the relevance for politics and policy making of formal political institutions, rules, and processes in the U.S.
8. Demonstrate an understanding of the relevance for politics and policy making of formal political institutions, rules, and processes cross-nationally.

Assessment Plan and Outcomes for the B.A. in Political Science

According to plan, our undergraduate SLOs are to be assessed primarily through faculty completion of simple rubrics for selected courses. However, to date, we have continued to use the prior method of pairwise faculty review of selected materials. Spring 2024 will be our first use of the newer assessment method.

SLO 1: This should be assessed by faculty for POSC 200. However, we have not done so, in part because most instruction of this course has been by adjunct faculty in recent years.

SLO 2: Students did not meet this SLO in Spring 2020 (the first COVID semester) but did meet it in other years. In fact, results in Spring 2022 were superlative. This was judged by faculty review of student performance on final exams/projects.

SLO 3: This assessment was primarily conducted via focus groups in the older regime. Those focus groups found students had a basic appreciation of the roles of differences, but that was not very sophisticated.

SLO 4: This is assessed by faculty reports from writing assignments in their 400-level courses. Students have generally been found to meet the goal here, but just barely.

SLO 5: This should be assessed by faculty reports based on writing assignments in 400-level courses. However, no records of this assessment can be found.

SLO 6: This should be assessed by faculty for POSC 340. However, we have not done so.

SLO 7 & 8 were combined as one SLO in the previous assessment regime. Assessment of these SLOs proved difficult for instructors in POSC 200; this is why we unpacked these SLOs in the current regime.

Student Learning Goals for the M.A. in Political Science

1. Demonstrate an understanding of the relevance for politics and policymaking of formal political institutions, rules, and processes in the U.S.
2. Demonstrate an understanding of the relevance for politics and policymaking of formal political institutions, rules, and processes cross-nationally
3. Demonstrate an understanding of the relevance for politics and policymaking of non-institutional aspects of politics, including the roles of class, gender, religion, and political beliefs in the U.S.
4. Demonstrate an understanding of the relevance for politics and policymaking of non-institutional aspects of politics, including the roles of class, gender, religion, and political beliefs cross-nationally
5. Demonstrate an understanding of the relevance of classical and contemporary political philosophy to the study of politics
6. Demonstrate proficiency in the use of various tools of analysis, including library research, computer skills, and data analysis techniques

7. Demonstrate an ability to think and write clearly, critically, and intelligently about topics relevant to political science and to defend claims in writing and orally at a level appropriate to a graduate degree.

Assessment Plan and Outcomes for the M.A. in Political Science

For the years under review, the MAPS SLOs were somewhat different than what we currently employ. SLOs 1 and 2 were one combined SLO under that regime, as were SLOs 3 and 4. SLOs 5-7 were largely the same.

In contrast to our approach for undergraduate teaching, our graduate-level SLOs 1-5 and 7 are assessed via our comprehensive exam process, with individual faculty ratings summarized for each student. SLO 6 is assessed through faculty review of final projects for POSC 501.

As the MA program is small and the number of students taking comprehensive exams varies from semester to semester, using percentages is less helpful. We summarize the outcomes here:

SLOs 1/2: Our students do not meet these SLOs by a small margin.

SLOs 3/4: Our students are not meeting these SLOs by a small margin.

SLO 5: Our students meet this SLO, though by a small margin.

SLO 6: Our reporting does not contain the results of this SLO.

SLO 7: Our students consistently meet this SLO, though not universally.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.

While our assessment has only been formalized more recently, the department has always been engaged in informal assessment. For example, in the Fall 2010 semester, the program changed the written MA comprehensive exams from a weeklong take-home exam format to three in-person, three-hour exams. In Fall 2016, we reverted to a take-home exam. In both instances, the changes were brought about because of faculty conversations following the exams and changes in the size of the program.

In 2022, the program made some changes to the undergraduate curriculum. After a review of all components of the major, the program decided to shift how our majors met the Upper-Division Writing Requirement. Prior to this change, students took two 'complementary writing courses' where writing was required, and students received feedback on their writing and a chance to improve during the semester. The list of courses that were approved for this was extensive; nearly every 400-level course in POSC counted. This reflected our department's practice, where writing is fundamental to all of our 400-level courses.

However, the bureaucratic logistics associated with this practice were unsustainable. Poor record keeping by the university led to different lists of which courses were approved. Thus,

in combination with a programmatic assessment that our students were doing well learning research methods in our research methods course, but we were not seeing evidence of that in our 400-level coursework, the program elected to renumber POSC 407 into POSC 301 and certify that course as well as the required POSC 340 as the two complementary writing courses for the major. Our goal is that, by centralizing the requirement and making it in required 300-level courses, we can build upon these skills (writing and research) in later courses. The change is too recent to evaluate.

However, these examples of “loop closing” follow more closely the ‘conversation’ model of assessment. In truth, they are not based solely on the assessment results we report for our SLOs to the university, but rather from conversations we often have in our meetings and individually about the nature of our majors. We have always favored this more qualitative approach to ‘closing the loop,’ and anticipate persisting in this belief and practice.

With the moderate decentralization of our division—giving more power to program coordinators—assessment has been devolved down to the program level. We will improve our undergraduate assessment efforts going forward (beginning Spring 2024) by employing recent innovations in implementation developed by our Public Administration colleagues.

D. Describe other quality indicators identified by the department/program as evidence of student learning and effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership).

As GI 2025 has been pursued, the programs have reviewed our graduation rates as part of that process. We have interpreted our successes in improving graduation rates as positive feedback for the steps we have taken. For example, before the decrease seen in the 2022-2023 data (which we see as a by-product of the ‘full-employment economy’ affecting the entire university), our four-year graduation rate has more than doubled, from 29-32% in 2013 and 2014, to 62-67% in 2017 and 2018.

We are also quite proud that we had taken equity gaps of 12 and 22% in 2013 and essentially eliminated those in 2016, with a negative Pell equity gap and a 0.3% (which is just rounding error) for historically underrepresented minority groups. Unfortunately, the economic effects from 2022 to the present weighed on the equity gap as well.

Our transfer graduation rates have proven somewhat more stubborn; while we are pleased by the improvement (particularly in our 3-year transfer graduation rate, as we feel that reflects the course loads our transfer students are able to manage with their working schedules), the two-year graduation rates remain stubborn.

Also, while not part of the data included in this report, we have seen stubbornness in the equity gaps for transfer students, particularly for the 2-year rate. Our discussions with students have placed the root for this difference in economic situations outside of our control, but we have still found this problem vexing.

The department does not have systematic data on graduate school attendance or job placement rates; our anecdotal data suggests that we are particularly successful at placing

students into law schools, especially students who participate in our nationally ranked Moot Court program.

E. Many departments/programs offer courses and programs via technology (e.g., online) or at off-campus sites and in compressed schedules. How are these courses identified, and how is student learning assessed in these formats/modalities?

Our program offers a small number of classes online (excepting the period during COVID).

At the graduate level, only two courses in the MAPS program are approved for online offering; neither has been offered online outside of the COVID period.

At the undergraduate level, one course (POSC 375) is routinely offered as a 'hybrid' course, meeting 50% of the time in person.

Six courses at the 400-level (404, 421, 423, 446, 474 and 475) are approved for online offerings; in four of these cases, the only online offerings have been in summer or winter, where students have come to essentially demand fully online courses; in-person courses run a high risk of cancellation in winter/summer sessions. POSC 446 and 475 are the only 400-level classes regularly offered online during fall/spring semesters. The primary audience for these classes is Public Administration (both undergraduate and graduate); only 27 POSC majors have taken these courses in the last 4 years.

At the 300 level, in addition to POSC 375, POSC 300, 309, and 320 are consistently offered online. POSC 300 and 320 primarily serve non-majors; only 14% of the students in POSC 300 are POSC majors, and even including Public Administration majors, the number is only 20%. POSC 320 serves 35 POSC or PBAD majors.

Finally, a number of sections of POSC 100 are offered online, but with our major-only cohort of POSC 100 model, very few of our POSC/PBAD majors take any section of POSC 100 online. As such, we do not do any different assessments of our online courses to assess major learning; our majors are, essentially, almost entirely in-person.

Cal State DC relies heavily on the faculty site visits and intern supervisor reports for our assessment of the program. We believe our high rate of placement of interns with offices that previously have hosted interns speaks for itself; numerous offices, in fact, hold internship spots in reserve for students from our program. Alumni fundraising also gives us valuable feedback on both the program itself and on our fundraising efforts, since the process of fundraising involves so much direct contact with our alumni.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations) and how these changes may have affected the program or department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution

among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).

As can be seen in Appendix C, Table 9, the distribution of our tenure-track faculty continues to be more tenured than untenured in recent years. Since the last review cycle, we have hired one new Assistant Professor who is yet untenured, (Dr. Lovato), while having another Assistant Professor (Dr. Robinson, hired 2015) receive tenure. In addition, three of our Associate Professors were promoted to Full Professor: Drs. Fiber-Ostrow, Hill and Shevchenko. At the same time, one of our tenured faculty – Dr. Traven – left the department for a private-sector position.

We have one Full Professor who is currently in the FERP program (Dr. O'Regan), and we expect another (Dr. Stambough) to also enter the FERP program, or to fully retire without FERP in the next calendar year. We expect the rest of our faculty will be with us throughout the entirety of the next review cycle.

As referenced above in II-B and II-E, we are in the middle of search to replace Dr. O'Regan and hope to receive permission to hire to replace Dr. Stambough at the relevant time.

We have slightly increased the number of regular part-time lecturers as several tenure-track faculty have taken on significant administrative or service responsibilities (such as working in the interim provost's office, serving in Graduate Studies, or being the President of the Faculty Senate). We expect the bulk of our faculty will remain with the department for during the next PPR cycle.

B. Describe priorities for faculty positions. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student enrollment and demographics; the career objectives of students; the planning of the University; and regional, national, or global developments.

Given the recent retirement of Dr. Traven, Dr. O'Regan's upcoming retirement (currently in FERP), and an anticipated upcoming retirement from Dr. Stambough, our department is prioritizing new hires in comparative politics and in American politics focused on behavioral research (see II-B and II-E, above). At the same time, since our last PPR, there have been remarkable changes occurring in national and international politics, and in the discipline, which are shaping these priorities. These include partisan and other forms of political polarization, democratic "backsliding", and increasing attention to long-term structural inequalities based on racial/ethnic identities, gender, and other groups that have been historically marginalized. In response, our department is currently interviewing for a new comparative politics position with a focus on Latin America. We hope that the new hire will help diversify our faculty and help address some of these important concerns for the discipline. In addition, we will soon be seeking to hire a behavioralist in American politics, and we believe that this anticipated search will also emphasize expertise in race and ethnicity in American politics.

The department continues to also need a methodologist. Two of our faculty who have been able to teach methods have left the division (both in Public Administration – Drs. Tucker and

Xiao), leaving only three currently who can teach this required course -Dr. Jarvis, Dr. Stambough, and Dr. Ting. However, an excellent lecturer – Professor Miller – has been teaching methods, and we expect our new comparativist to also have the potential to teach an occasional section of methods. Therefore, this has become less of a priority currently, but given our expectation of Dr. Stambough’s retirement in the next PPR period, we will need to address this deficit eventually.

C. Describe the role of tenure line faculty, lecturers, and graduate/student assistants in the program/department’s curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.

This Division has long been committed to teaching by full time faculty, supplemented by a capable corps of part time faculty. Prior to Spring 2022, the department consistently offered approximately 58% of our courses with tenure-track faculty. However, a large portion of our classes are not for majors (POSC 100), and these classes are predominantly taught by adjuncts. Focusing only on courses that aim to serve our majors, approximately 73-77% of these (accounting for 68-76% of our major enrollments by student) have been taught by tenure-track faculty. These numbers have shifted significantly since Spring 2022 (when retirements, resignations, and other work assignments for our faculty increased); adjuncts now teach 61-65% of all students in POSC courses, and 31-52% of all majors. With searches in 2023-2024 for three tenure-track faculty (over two searches), these numbers should recede, but there has been a noticeable increase in the need to employ adjuncts to teach 400 and 500-level courses in recent years, in part because our tenure-track faculty have taken on significant service or administrative opportunities that include course buyouts.

Our full-time faculty teach most 300-level courses, and we have formalized a long-term norm that only faculty with terminal degrees are assigned 400-level courses. Our master’s courses are entirely taught by full-time faculty, except to fill holes in staffing that periodically arise.

Graduate student assistants (GAs) have been involved as aides to political science faculty in our largest American Government survey courses, in which enrollments can reach as high as 120 students. Throughout our PPR period we have been able to provide graduate assistants for most of these large POSC 100 sections, and sometimes for large sections of POSC 300 (California Politics, a GE course that many students have to take to fulfill a state and university graduation requirement) is only sporadic. At the same time, however, the declining size of our MAPS program has made the hiring of GAs from our department challenging. We have increasingly hired graduate students from History or American Studies.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

Please see I-D, above, for a discussion of Cal State DC and our study abroad programs.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need.

For most of the last review cycle, our division relied on an undergraduate advising office for the division which is staffed by graduate students. In 2023, however, with support from the college and the provost's office, we've moved to a new model, employing permanent staff advisers who work on campus. Advisers have both in-person (walk-in) and scheduled online appointments for our students. As our new staff adviser (Malofou Sagiao) wrote for this review, "the advantages of having a dedicated advisor for their majors is accessibility, availability, and knowledge. Faculty have busy schedules and responsibility [for] other commitments, [which] can create unnecessary barriers due to their unavailability. Hav[ing] an advisor whose sole responsibility is to address the needs of the students is an invaluable resource for students."

Select faculty (such as the coordinator, chair, or someone with designated assigned time) remain available to solve high-level problems that require faculty expertise, such as assessing whether a community college course can serve as an equivalent for a CSUF course.

This model has only been in place for a few months, with the political science adviser only finishing training in October 2023, making it too soon to assess the model's strengths and weaknesses. At a minimum, it means we do not have to rely on recruiting and training graduate students on a regular basis.

As our graduate program is small in number and the choice of classes is fairly limited, MA advising is done by the faculty MA coordinator. These duties include recommending courses to enroll for each of the semesters, checking graduate study plan, helping with the choice of "culminating experiences" (comprehensive exams, teaching portfolio, thesis), assistance choosing culminating experiences committees, and discussing post-graduation plans.

Graduate students also seek informal advising from specific faculty they relate to, particularly about comprehensive exams or what they will do after completing their degree. Most of the political science faculty serve on "culminating experiences" committees (e.g., grading exams or teaching portfolios) despite their heavy teaching workloads. The graduate studies office has also simplified some aspects of the graduate advising process, such replacing "study plans" with automatic graduate degree audits. These changes have streamlined advising and reduced the burden on our faculty.

Our advising challenges going forward are inadequate communication with advisees, specifically in getting students to seek advising when they need it. The department website – the point of first contact for most students – is poorly designed and barely maintained, which can cause some confusion. The larger problem, however, is getting students to seek advising on a regular basis. This is particularly a problem for transfer students, who may

have false perceptions of what requirements they do or don't need to take based on their community college experience. Punitive measures – such as putting holds on students' ability to sign up for classes – seem ill-advised, so building up our communication (as also referenced above) seems the best option.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.

Our program has a long history of building and maintaining programs that provide learning experiences beyond the classroom. We are extremely proud of these opportunities:

Moot Court. Moot Court (mootcourt.fullerton.edu) began as a class in Fall 2007, under Dr. Pamela Fiber-Ostrow. It has since grown into a nationally recognized program which routinely competes—and wins—against elite universities, normally finishing in the top ten nationally. The program, which is still grounded in a class (POSC 471), prepares students to compete in the American Collegiate Moot Court Association regional and national tournaments. Student teams practice both during the week and on weekends in the fall semester, with the aim of competing in qualifying tournaments held across the country. The program has a long list of awards and accolades too numerous to list here. As of 2023-2024, the team is continuing its tradition of success, competing in semi-national and national tournaments in January 2024.

Students who compete in moot court gain invaluable experience in making oral legal arguments and writing legal briefs, as well as being trained in understanding legal arguments under Dr. Fiber-Ostrow's tutelage. Our moot court students routinely attend top law schools, win fellowships, clerk with state and federal judges, and go on to prestigious legal careers. As such, the program has created its own alumni network, a useful tool and resource both for current students and the program.

The only challenge here is to prepare for a future when Dr. Fiber has retired from the program. Efforts are underway to work with the college and the provost's office to seek money for a coach to work with Dr. Fiber (in an emerita role) to continue to the program's success, as none of our current faculty have either the time or the skillset to maintain what she has created.

Cal State DC. As mentioned above in I-D, our Cal State DC program provides elite opportunities for students to work for members of Congress, in the executive branch, or with NGOs in the DC area for a spring or summer semester internship. Unsurprisingly, the program was hit hard by COVID, as internships during that period were limited to online opportunities. Since then, however, it has regained much of its former strength.

In Spring 2024, the program has 21 students participating from 4 different CSUs, with most of those being our own. Though political science is understandably the most popular major, students also enter the program with backgrounds such as psychology, public health, and

sociology. Our current internships include opportunities with the U.S. Department of Health and Human Services, U.S. Department of Labor, U.S. Marshal's Service, and with various members of Congress. The students who attend our program are diverse along both gender and racial/ethnic backgrounds (we have learned over the years that this diversity is a competitive advantage, as many executive offices, interest groups, and members of Congress prefer a mix of cultural competencies and backgrounds in their office rather than, say, only students from Georgetown). Our most recent group also includes four recipients of Scott Jewett scholarships.

While faculty in residence and Cal State DC program directors are not limited to political science faculty, our faculty (including our public administration colleagues) have done the lion's share of the work here, including Dr. Stambough, Dr. Hill, Dr. Castro, Dr. Jarvis, Dr. Arsenault, Dr. Doucette, and Dr. Fiber-Ostrow.

Congress to Campus. In 2023, under the direction of Dr. Robinson and with significant support from the university and the Park Foundation, the department brought two former members of Congress (Kai Kahele (D), Hawaii and Gary Franks (R), Connecticut) to meet with students in a variety of formats (receptions, small-group meetings, regularly scheduled classes, and meals) over a period of three days. Our students enjoyed hearing about the federal government from two of its former members, both in terms of their own career paths and in discussing current problems Congress faces, such as political polarization. This event should be repeated in subsequent years, assuming funding can be secured.

Constitution Week. Political science is regularly tasked with putting together a program for the federally mandated Constitution Week, ranging from speaker series to a "Constitutional Jeopardy" event in the student pub. This is a significant undertaking from a planning perspective, particularly as Constitution Week is celebrated relatively early in the fall semester. Faculty who have contributed to these efforts include Robert Castro, Meriem Hodge, Pamela Fiber Ostrow, Matthew Jarvis, Stephen Stambough, and Scott Spitzer, and Rob Robinson.

CSU Center of Academic Excellence Intelligence Community Scholars Program. The Intelligence Community (IC) Scholars Program is designed to provide mentoring and networking opportunities for our students to make them more competitive for intelligence related jobs, both in the U.S. and abroad. This program includes internships, teleconferences and writing seminars. Under the direction of Dr. Valerie O'Regan, the IC Scholars program obtained a multiyear, multi-million-dollar grant program from the U.S. Intelligence Community that we share with three other CSUs. When this initial grant expired, we applied for and received a five-year grant to continue the program. The program hosts an annual colloquium that students participate in.

Internships. Political science offers two internships, both fall and spring semesters, in politics and pre-law. Our majors are strongly encouraged to intern, with our internship classes being eligible to serve as up to two electives for the major.

Since the last review cycle, our political science internship was substantially revised under Dr. Meriem Hodge, who, with the support of CSUF's Office of Governmental Affairs,

revitalized the Orange County Fellows program. Here, students work with local and state government offices to design and fill meaningful internship experiences, with funding whenever possible. These opportunities not only provide valuable experience networking opportunities, but sometimes lead directly to employment in state or local government.

Dr. Robert Castro has continued to run our pre-law internships, helping to place students in local government as well as private legal opportunities. We strongly believe that given the costs (and opportunity costs) of legal education, our law-school bound students should “kick the tires” on a legal career before they make their final decision on pursuing a legal education.

Each of two our internship programs are designed to serve 20 students a semester (or up to 80 individuals every academic year).

The Town Hall Meeting. The Town Hall Meeting (THM) program is designed to better engage American Government (POSC 100) students, academically and civically. Offered in three to four sections of the POSC 100 course (focusing on the “super-sections” of 120 students plus) each academic year, the THM has impacted thousands of CSU Fullerton students since its inception in 2011 as a pilot program. Dr. Scott Spitzer is the linchpin of this high-impact practice, serving as both its primary organizer and for obtaining its funding.

The core components of the program include:

1. Participating faculty select three core topics for the year, such as public health, the environment, civil liberties, democracy and voting, the economy, water resources, and so on. Choices are normally tied to what is salient in the current political environment, as well as having a nexus in Orange County or California to increase their relevant to our students.
2. Small-group collaborative learning communities who research, discuss, and write proposals regarding the chosen policy issues. These activities take place in and out of class throughout the spring semester.
3. Students from all participating courses meet in a large event in late spring, attended by faculty, local government officials, and leaders of local NGOs
4. Student groups attend break-out sections with two other small groups presenting on similar topics, a faculty or graduate student moderator, and a “VIP,” i.e., a local official or NGO leader. Students present their policy analysis and solution in three ten minutes sessions, with feedback and questions from the VIP and other students taking the remainder of the time.
5. Participants the return to the large group setting. The format here varies from year to year. In 2022, for example, we had Katrina Foley from the OC Board of Supervisors as a keynote speaker, while in 2023 we had a panel of local NGO leaders and scholars (here the Kennedy Commission, the Public Law Center, and the Climate Action Campaign). Regardless of the format, students from each breakout session draft a question for the speaker(s), from which participating faculty select to ask

Model UN. The department had offered a Model United Nations class and team since 1990. The program was nationally and internationally known, regularly competing in three conferences each year: the National Model UN Conference in New York; the Inland Empire Model UN Conference in Riverside; and the Harvard University Model UN Conference in Cambridge. CSUF students routinely won individual delegate awards, and the program usually had at least one delegation to receive either an Outstanding or Distinguished Delegation award as well.

The program suffered from three fatal setbacks at the same period of time: reduced university funding, the departure of the participating faculty member, and COVID-19. Together, these events pushed the program into dormancy. As we make new faculty hires going forward (see II-B, above), we hope that the program might be revived in the medium-term.

VI. Resources and Facilities

A. Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).

Given that we are part of a division with three different departments – Political Science, Public Administration and Criminal Justice – it is difficult to identify the Political Science department’s specific budgetary resources, apart from the larger division’s budget.

Aside from faculty salaries, the primary additional state-supported item is Faculty Travel and Professional Development. These figures vary each year; some years are better than others. On average, our individual travel authorization has been cut by \$100.00 per person: the Dean’s allocation of funds to the Division is now distributed such that faculty get \$500 for their conference travel. There used to be funding for a second conference in the same academic year - \$400 – but that has been eliminated. In addition, each faculty member is awarded \$600 of professional development funds, which has not been diminished and which can be used for travel as well, but this amount also has not been increased over the last decade.

We continue to have low staffing for a Division of our size, with one ASC and 2.5 staff in the Division office. Especially given the large number of complex high impact practices offered by our Division – and Political Science Department in particular – there is a need for increased assistance for planning and administering events and grants for our Cal State DC, Moot Court, Town Hall Meeting, and various internship programs. Beyond these regular programs, each with complex grants and funding, student employees and volunteers, regular travel and/or program events, there are numerous public affairs programs and events that faculty in the Political Science Department plan and administer with little staff assistance. We hope to hire an additional staff member in 2024 to assist with these needs.

External grants in political science are uncommon outside of Research 1 universities, given steep competition and fairly limited opportunities. As such, our faculty have not received any large grants during this time period. Our faculty have received smaller internal and external grants, both for their research and to advance their pedagogy.

We have managed build a handful of endowments and scholarships over the last two review periods. In 2022-2023, program leadership took stock of these resources. Our foundation and fund money falls into three categories: money for our Cal State DC program (primarily aimed at student support for tuition and living expenses), funds for graduation awards, and a general political science department foundation fund.

B. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last seven years and prioritize needs for the future.

In our previous PPR, there was great concern about sufficient access to classroom space, for our largest classes. For three reasons, this issue has largely been eliminated. First, History is no longer teaching large GE courses, and so the competition for large classrooms has diminished. Secondly, the cap for our largest POSC 100 courses has decreased from 230 to 120, and there are many more rooms that can accommodate the 80 – 120 students in our largest POSC 100 course sections. Third, increases in both student and faculty demand for online courses have modestly eased classroom demand overall.

That said, due to faculty preference, Political Science offers almost all of its classes in-person, with only four sections outside of POSC 100 being offered online Fall 2023. In fact, since the last PPR, newfound enthusiasm for enforcing the details of a 48-year-old policy (EP&R 76-36) has led to POSC 100 needing MORE ‘regular’ (e.g., 50-person) classrooms. The increase in classroom demands for in-person POSC 100s has mostly or entirely “eaten up” the reduced need for classrooms due to more online POSC courses. We moved 4 sections online, and those rooms were taken by the new smaller POSC 100s we had to make. The other variable is other departments. The overall campus use of online courses has diminished competition for classroom space. While political science (within the PAJ division more broadly) **still cannot meet our needs with our allotted classrooms**, we usually find enough rooms left unused by other departments to cobble together a schedule

Our methods instructors understandably prefer to use the College’s dedicated computer labs to teach their methods courses, allowing the hands-on use of appropriate statistical software. While scheduling these is somewhat troublesome (as we often have to adjust our schedules to accommodate when those labs are available), this is a manageable problem, and the computer labs are a valuable asset.

Beyond these challenges, given the large number of university-wide public affairs programs that our department faculty produce, it is important for faculty to have access to conference rooms on campus that have a larger size. Currently, faculty who want to produce a major event – such as Dr. Spitzer’s student-led Town Hall Meeting program (see e.g., V-B, above) or Dr. Robinson’s invitation for the Orange County World Affairs Council to hold a campus event on fentanyl distribution with state government officials – must solicit a student group to sponsor and arrange for the use of the Titan Student Union (TSU) pavilions. Division faculty need access to spaces we can reserve and manage to showcase leading scholars in politics and public policy, hold events related to high-impact practices, and collaborate with the local and state political community as well as the broader public.

Soliciting student groups to sponsor and arrange the planning for these events, or requiring faculty to pay from limited department funds to reserve the TSU is suboptimal at best.

As noted above, one priority for the program is to improve communication with students and alumni, particularly, though not exclusively, through our website and social media presence. Better relationships with alumni, in particular, can lead to increased opportunities for alumni-student interactions (benefiting both), and the possibility of additional funding streams for our high-impact practices and other goals. Our website in particular is outdated, ugly, and hard to navigate. Improving these goals will require funds, staff expertise, or both.

C. Describe the current library/research resources for the program/department, the priorities for acquisitions over the next seven years, and any specialized needs such as collections, databases, etc.

Our Library holdings, while not at the level of an R1 university, are generally found to be adequate by the faculty, though some faculty have been vexed by service levels, dated materials, or lack of access to certain online resources (Hein Online, for example). While electronic access to political science journals has been fairly comprehensive, the Cambridge University Press journals – which include the flagship *American Political Science Review* and related journals – makes it difficult to access contemporary journal articles published within the year. Faculty often have to request current journal articles through electronic interlibrary loan, which has been increasingly responsive in getting resources to the requester within a few days. Books that the library doesn't carry are available as well through the interlibrary loan program, which has been supplemented by the development of CSU wide borrowing privileges.

Library staff consistently solicit faculty for ideas on increasing collections, and we appreciate their support.

As far as new resources that the library could improve upon, there is an increasing need for additional resources related to racial/ethnic inequality, democratic-backsliding, polarization, and Latinx and Asian-American politics. Fortunately, CSU is still a member of ICPSR (through the SSRIC, to which a member of the department has often been the primary campus representative) as those databases are especially important for the Political Science faculty.

Archival resources through the Oral History project, and other collections, make the Pollak library particularly interesting for political history work. Acquiring primary source documents on the politics of Orange County, California, and racial/ethnic marginalized groups should become a priority for the library as it continues to keep pace with 21st century trends in research.

VII. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).

While not every program priority referenced above can be easily transformed into measurable goals, a summary of our most important, measurable long-term goals includes the following:

1. *Hiring faculty* as described above so that we can maintain and expand our curriculum. **Measure:** faculty hired, and classes created.
2. *Create classes* that give more attention to issues of *race, equality, and justice*. **Measure:** classes created.
3. *Maintain faculty involvement and student participation in our high-impact practices*. **Measure:** student numbers in HIPs are healthy, faculty involvement and/or transition plans have been developed.
4. *Maintain or increase recruitment* for both undergraduate majors and graduate students, respectively. **Measure:** student enrollment.
5. *Maintain or increase graduation rates* for four-year, transfer, and graduate students. **Measure:** graduation rates over time.
6. *More consistent assessment*, with better and more frequent evidence about how our student learning objectives are or are not being met. **Measure:** annual assessment data drawn from a regularly implemented assessment plan.
7. *Improve communication*. **Measure:** website has been updated, social media plan enacted, regular communication with students and alumni occurs.

B. Explain how the long-term plan implements the University’s mission, goals, and strategies, as well as the unit’s mission and goals.

Our long-term plan complements and supports the University’s strategic plan and its objectives in several ways (the most recent strategic plan can be found at https://www.fullerton.edu/data/resources/pdfs/Strategic-Plan2018_2023.pdf).

1. Our focus on high-impact practices such as the Town Hall meeting, our Moot Court team, Cal State DC, and the Orange County Fellows programs aligns with “ensur[ing] all undergraduate students participate in at least three high-curricular or co-curricular experiences (p.2)” and providing “nationally recognized signature elements of the Titan experience (p.2),
2. Our plan to increase courses that address politics, race, and equality align with supporting “models that build increased cultural competencies (p. 2).”
3. We have already achieved the graduation rates and equity gap goals CSUF has targeted for 2023 (p.3).
4. Our hiring plan supports the goal of increasing “the number of tenured or tenure track faculty, with concentrated attention to those from historically underrepresented groups p.4).”
5. Our goal to improve communication between faculty, students, and alumni can aid the expansion of “self-support and entrepreneurial activities (p.5).”

Discussion of how the long-term plan implements the unit's mission and goals can be seen above, particularly in I-C, II-B, II-D, and II-E.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, how the unit will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.

Faculty hired, classes created, majors and graduate students enrolled, and graduation rates are all readily available for analysis and measurement.

The strength of our HIPS programs can be measured by steady faculty leadership, and consistent student involvement. The funds raised and/or available to these practices is also a relevant component of their durability.

Our assessment plan has identified particular, regularly taken courses that support particular learning objectives. Every semester, 1-2 classes are chosen for assessment (on a rotating 3-year plan), in which faculty choose a particular assigned that readily maps to the relevant objective. Faculty assess the assignments on a rubric, which will be returned to the program coordinator and later submitted to the university. This process has been devolved to the program level to ensure each program receives sufficient attention (and helping reduce the increasing burden the division chair faces) and should result in more and better assessment data for our next review cycle.

Improved communication can be measured as noted in VII-A-7.

For all of these measures and goals, the timeline is either three or seven years, as indicated in I-C and II-E.

D. Describe the resources (internal and external) that may be necessary, available, and/or attainable to meet the unit's priorities. Describe new funding that may be needed to maintain educational quality. Discuss the appropriate balance between state-supported and external funding. Discussion in this section should address the needs identified in areas I-VI above, with the understanding that the ability to meet strategic goals depends on available resources.

Political Science is a fully state-supported department.

As the overwhelming majority of our budget goes to personnel, and travel and personal development monies have been stagnant for a decade, faculty primarily rely individualized offers of funds offered by the provost, FDC, or College to advance research and pedagogy. Such funds have included stipends for DEI training, summer research fellowships, the university's "Junior/Senior" research grant program, etc. We also received much-appreciated support from the Provost and the College for our programming, such as the 2023 Congress to Campus event. These opportunities are integral to our success, though they do not always provide support beyond the initial grant that might be necessary to maintain innovation. We also appreciate how the College works with us to make it so that

faculty do not normally need to teach more than a 3-3 load, which would make pedagogical development, research, and meaningful service impossible.

The most important source of future funding necessary to meet our long-term plans is for the College to replace our retiring faculty and maintain those tenure-track lines, as our hiring plans and curricular developments require them. Our high-impact practices and our plan's aim for improved communication with students and alumni also require funds to hire staff at the level a division the size of PAJ should receive.

Outside of R1s, it is uncommon for political science faculty to obtain significant amounts of external funding, though faculty members seek and have received modest awards over the review period. Given the support our Cal State DC program has received as it has developed over the years (including the recent gift of alumni Scott Gudes), we feel better alumni relationships in other areas of the program could plant seeds for additional gifts and funding in the future. We are hopeful that the reported interest from CSU system administrators in increased attention to alumni relations can aid us in this regard.

APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	655	356	62
2017	907	488	72
2018	956	475	75
2019	985	575	70
2020	929	706	81
2021	1009	701	68
2022	834	665	73

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	359	129	33
2017	422	130	40
2018	425	158	39
2019	447	189	35
2020	497	259	45
2021	468	272	27
2022	393	247	30

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES ¹	Upper-Division FTES ²	Total FTES
2016-2017	388.2	267.6	655.9
2017-2018	406.9	270.9	677.8
2018-2019	408.0	298.3	706.3
2019-2020	463.7	303.2	766.9
2020-2021	463.6	316.0	779.6
2021-2022	399.2	266.0	665.2
2022-2023	405.7	253.2	658.9

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per Headcount
2016-2017	125.0	111.0	223.5	181.0	348.5	292.1	0.84
2017-2018	139.0	127.0	237.5	198.8	376.5	325.8	0.87
2018-2019	144.0	133.4	264.5	224.1	408.5	357.5	0.88
2019-2020	134.0	125.9	271.0	233.7	405.0	359.7	0.89
2020-2021	151.0	140.8	284.5	246.2	435.5	387.0	0.89
2021-2022	135.5	122.1	255.5	215.4	391.0	337.5	0.86
2022-2023	128.5	113.7	239.5	206.5	368.0	320.2	0.87

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2013	62	32.3%	56.5%	66.1%	22.6%	12.4%
2014	45	28.9%	64.4%	71.1%	-26.2%	-0.8%
2015	61	42.6%	72.1%	78.7%	2.2%	7.7%
2016	56	60.7%	76.8%	76.8%	-5.8%	0.3%
2017	68	61.8%	73.5%	75.0%	6.1%	4.4%
2018	72	66.7%	76.4%	N/A	N/A	N/A
2019	70	50.0%	N/A	N/A	N/A	N/A

*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

Table 3-B. Transfer Student Graduation Rates

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2015	35	40.0%	71.4%	80.0%
2016	33	51.5%	78.8%	87.9%
2017	40	50.0%	75.0%	82.5%
2018	39	56.4%	79.5%	82.1%
2019	35	60.0%	82.9%	82.9%
2020	46	50.0%	69.6%	N/A
2021	27	55.6%	N/A	N/A

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2016-2017	96
2017-2018	80
2018-2019	102
2019-2020	125
2020-2021	118
2021-2022	102
2022-2023	114

APPENDIX B. GRADUATE DEGREE PROGRAMS

Table 5. Graduate Program Applications, Admissions, and Enrollments

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	20	11	3
2017	17	13	6
2018	23	17	11
2019	23	17	13
2020	16	14	10
2021	29	16	4
2022	18	12	7

Table 6. Graduate Program Enrollment by Headcount and FTES

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2016-2017	38	22.50	0.59
2017-2018	35	23.67	0.68
2018-2019	45	27.08	0.60
2019-2020	55	30.25	0.55
2020-2021	55	31.83	0.58
2021-2022	39	22.25	0.57
2022-2023	31	19.75	0.64

Table 7. Graduate Student Graduation Rates

Table 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2015	7	57.1%	71.4%	71.4%
2016	3	33.3%	66.7%	66.7%
2017	6	50.0%	66.7%	83.3%
2018	11	45.5%	63.6%	63.6%
2019	13	46.2%	69.2%	69.2%
2020	10	30.0%	70.0%	N/A
2021	4	25.0%	N/A	N/A

Table 8. Master's Degrees Awarded

Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2016-2017	4
2017-2018	9
2018-2019	9
2019-2020	7
2020-2021	9
2021-2022	8
2022-2023	7

APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty

Table 9. Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2016	25	8	0.5	1.0	2	34.5
2017	25	9	0.5	0.5	3	37.0
2018	23	9	0.0	0.0	4	36.0
2019	23	9	0.0	0.0	6	38.0
2020	23	9	0.0	0.0	7	39.0
2021	28	3	0.0	0.5	7	37.6
2022	28	2	0.5	0.5	8	37.3

¹Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty.

Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

APPENDIX E. RESOURCES

Table 10. Resources

Table 10-A. State Support

Year	State OE (Including Travel) (1)	Student Assistants (1)	Professional Development (1)	Total State Support	CSFPF Accounts (2)	Comments
AY22/23	\$ 52,000		\$ 17,100	\$ 69,100	\$ 527,449	
AY21/22	\$ 53,500		\$ 18,600	\$ 72,100	\$ 412,260	
AY 20/21	\$ 35,860	\$ -	\$ 16,000	\$ 51,860	\$ 367,424	Reduction in state allocation due to budget reduction
AY 19/20	\$ 55,000	\$ 22,000	\$ 19,500	\$ 96,500	\$ 202,588	
AY 18/19	\$ 55,000	\$ 11,500	\$ 19,500	\$ 86,000	\$ 202,588	

1. Fiscal year allocations
2. Balance as of June 30th of the fiscal year

Table 10-B. CSFPF

Acct #	Dist. Acct#	Account Name	Fund Purpose	AY22/23	AY21/22	AY 20/21	AY 19/20	AY 18/19
30215		Cal State D.C. Program Endowment	Support for student scholarships and miscellaneous expenses for the Cal State DC Internship Program. May include event underwriting and faculty expenses associated with faculty member teaching courses for the program.	75,996.39	74,642.48	83,348.00	6807.55	68,688.97
	30245	Cal State D.C. Program	Support for student scholarships and miscellaneous expenses for the Cal State DC Internship Program. May include event underwriting and faculty expenses associated with faculty member teaching courses for the program.	252,774.84	183,905.22	99,709.80	46,097.34	54,453.93
	30245P	Cal State D.C. Program	Sub-account established in AY22/23 to track expenses other than scholarships.	(2,879.28)	-	-	-	-
30015		Charles G. Bell Endowment Fund	To support the research and teaching of the faculty within	32,276.01	3,699.60	35,296.28	28,714.67	28,993.87

			the Division of PAJ at CSUF.					
	30085	Charles G. Bell Distribution	To support the research and teaching of the faculty within the Division of PAJ at CSUF.	4,247.10	3,332.97	2,465.04	1,635.67	810.33
	30084	Dr. William (Bill) Julius Fund	To provide support for the professional development of part-time faculty in the Division of PAJ	1,537.87	1,534.87	1,534.87	1,534.87	1,534.87
	30244	Julian F.S. Foster Scholarship	To honor the memory of Professor Julian F.S. Foster by awarding a scholarship each year to a student majoring in Political Science and recipient of the Julian Foster Award for Best Student in Political Science.	4,699.56	4,699.56	4,699.56	4,699.56	4,699.56
30218		Karl Kahrs Scholarship Endowment Fund	(Original: to support Political Science and Public Administration students studying abroad in a European Union country with a preference for those studying in Germany.) To provide one or more scholarships to qualified students in the Division of Politics, Administration and Justice in the College of HSS based on criteria: PAJ major or minor, demonstrated financial need, will be studying abroad in a European Country, minimum 2.0 GPA.	41,910.63	41,066.86	45,756.04	37,251.79	-
	30248	Karl Kahrs Scholarship		5,599.52	4,865.70	3,738.04	2,662.76	-

	30243	McCarthy Potter Paradigm Fund aka: Paradigm Awards	\$5000 for providing one CSUF scholarship to attend Sacramento Semester Program, \$5000 to provide one CSU student from any campus a scholarship to attend Sacramento Semester Program, \$2500 cash award to the most interesting internship at the Sacramento Semester Program, \$5000 award each for CSUF And Sacramento most entrepreneurial student or faculty, \$2500 to promote Free Minds & Free Markets	112.00	112.00	112.00	112.00	112.00
	30086	OC Fellows: CSUF District Office Interns	For undergraduate students to intern in the District Offices for local, state and federal legislators. Students will have the opportunity to develop an understanding of public service, awareness on public policy issues, and improve their research etc.	3,328.12	4,078.12	3,390.62	3,150.00	3,400.00
	30201	Political Science Department	For use by the Political Science Department at the discretion of the authorized account signers	20,081.80	19,059.30	16,367.06	15,953.61	15,094.26
	30246	Political Science Graduate Student Research Fund	Support graduate students in Polisci pursuing research. Can be used for any purpose related to graduate student research including travel, conference fees, software, research stipend. Department graduate committee will evaluate and make	74.92	74.92	74.92	74.92	74.92

			awards or reimbursements.					
31021		S. Gudes Public Service Scholarship Endowment	For PAJ and undergraduate students to serve internships with the U.S. Senate, U.S. House of Representatives, Federal Executive Branch departments and agencies, or other Washington D.C. metropolitan area organizations providing internships in participation with the Cal State D.C. Scholars Program. Or serve internships with local government in California.	54,143.76	36,826.54	34,923.23	26,723.85	23,542.73
	31051	S. Gudes Public Service Scholarship Distribution		170.45	1,598.90	747.26	463.75	-
30026		Stambough-O'Regan Scholarship Endowment	Supports Poli-Sci majors in the Cal State DC Program with a preference for seniors who intern in offices related to the Intelligence Community, global issues, or political campaigns during the Spring Semester of the program.	29,177.30	28,654.28	31,966.22	26,114.90	26,368.81
	30046	Stambough-O'Regan Scholarship distribution		4,197.73	4,108.32	3,294.90	590.62	540.00
				\$ 527,448	\$ 412,259	\$ 367,423	\$ 202,587	\$ 228,314

Table 10-C. FTEF-FTES.

	Budgeted FTEF	Target	Actual FTES
AY 22/23	26.25	704.00	695.00
AY 21/22	27.75	732.00	711.00
AY 20/21	28.55	824.00	824.80
AY 19/20	27.00	730.00	816.00
AY 18/19	25.00	720.00	755.10