

# Comprehensive Program Review Report



## Program Review - Political Science

### Program Summary

#### 2021-2022

**Prepared by:** Amy Vega-Pritchett, Randy Villegas, and Juan Arzola

**What are the strengths of your area?:** 1. The success rate for the department of Political Science improved to 76.9%, which represents an increase of over 2.9% from the previous year. Additionally, individual course success rates for all political science courses (POLS 5: +3%, 6: +5%, 8: +10%, and 10: 7%). POLS 11 (Political Philosophy and Theory) was offered for the first time in the spring 2021 semester and its success rate represents a base line for future comparison. POLS 11 success rate stood at 91%. 2. Improvement in success rates among several DIGs. For example, the largest student group, Latinx, experienced an increase in student course success rates by 3.1%. Another noteworthy improvement in success rates was experienced by multi-ethnic students--a group that was identified as needing specific intentional interventions in 2019 -2020. Multi-ethnic students experienced an increase of 15.8% in course success rates. Asian American students experienced an increase in course success rates too, 7.8% respectively. 3. The full-time faculty (FTF) rate improved, as a result of the temporary one-year full-time faculty hired for the 2020 - 2021 academic year. The Supplemental Instruction is offered for 20 political science sections, which represents an increase of approximately 17.6% from the 2018 – 2019 academic year. Department FTF for 2020 - 2021 stood at 10.33, which represents a .8 increase from 2019 - 2020. 3. The department improved the use of student-led support by hiring two Supplemental Instructors and maintaining the one student Political Science tutor for the campus Tutorial Center. 4. Political Science Faculty continue to be leaders in the Pathway to Law School Program with the California Bar Association. 5. Student Learning Outcomes are assessed and discussed on a yearly basis. 6. The Political Science faculty serve on numerous campus committees, governing Academic Senate bodies, District Governance, Institutional Planning and Effectiveness Committee, Curriculum Committee, Equivalency Committee, and serve as faculty advisor to student clubs. 7. The Political Science department expanded course offerings at both the Tulare and Hanford centers in 2020 – 2021 academic year by seven additional sections, which helped contribute to the growth in FTES and aligns with the District's 2015 -2025 Master Plan Goal #1.

**What improvements are needed?:** 1. Although the department was successful in increasing success rates among Latino and multi-ethnic success rates, we did identify several DIGs that saw a decrease in the success rates. The department has determined that the African American student group should be a focus, as this group saw a significant decrease in success rates (-12.2% in 2020-2021). Additionally, another groups that saw a significant decrease in success rates was Filipino (-15.5%). Although we do not have data from previous years to compare, the Native American student groups success rates stood at 55.6% for the 2020-2021 academic year. The department will seek to address rates for all of these student groups. Hence, the department must work to improve the success rates for these DIGs with the goal of meeting and exceeding at least a 75% success rate. 2. The department will work to maintain improvements among the multi-ethnic and Latino students success rates. 3. The addition of the Transfer Degree in Law, Public Policy, and Society will result in increase in demand for the Pathway to Law School program. It is believed that due to an expected increase in student demand, an increase in clerical support is needed. Discussions with Business Division suggests that a part-time assistant can help address the clerical needs of both the Pathway to Law School and Paralegal programs.

**Describe any external opportunities or challenges.:** The department developed a proposal to create a Civic Engagement Speaker Series and it was selected to be fully funded, via the Alma Ostrom and Leah Hopkins Awan Civic Education Fund which supports the American Political Science Association's promotion of democratic engagement; efforts to advance understanding of self-governing systems; the possibilities of moving from authoritarian to democratic systems; and the critical role of citizens in a democratic polity. This represents an opportunity for the department to engage students (and community) beyond the

classroom and for students to build a deeper connection with COS.

Additionally, the department faculty believe that with the increase in student interest for the Transfer Degree in Political Science, the University of California (UC) system adopting transfer degree programs, there will be great demand in department courses. The addition of a full time faculty member has allowed the department to increase the number of political science course offerings ( including specialty courses) at both the Hanford and Tulare campuses.

COS has implemented a student book store voucher for COS students, which has increased the number of students that have been able to acquire textbooks (in a timely manner). Additionally, faculty members have utilized the LRC programs to purchase textbooks on reserve and for semester checkout. Faculty members have also explored the use of OER resources/textbooks.

Finally, reflecting upon the pandemic crisis, students were forced into an online/remote learning environment. According to College of the Sequoias Research, Planning and Institutional Effectiveness Office (R-PIE) COVID-19 Impact Surveys “administered over the summer to COS students and employees” the ongoing and expected disruptions and challenges experienced by students and faculty are chilling. For example, “43% of students had no previous experience taking an online class” and “more than half of the faculty (58%) had no previous experience teaching an online class” prior to the pandemic. Specifically, prior to the pandemic, only 30% of department faculty were certified to teach online through the College of the Sequoias Online Teaching Certification Program. Given the challenges experienced by the department faculty, it is believed that better, ongoing pedagogical training in moderating online political science courses is needed.

Yet, those opportunities bring challenges. Due to impact of AB705 (Elimination of Remediation), the college-writing prerequisite for Political Science courses was removed. Student success rates cannot suffer as a result of AB 705, thus additional reading and writing support strategies need to be provided for all students.

**Overall SLO Achievement:** As a result of the COVID pandemic, the proper collection of data was not performed; therefore, student learning outcome assessment for academic year 2019 -2020 did not occur. However, the department faculty will commit to assessing student learning outcome #4.

**Changes Based on SLO Achievement:** No changes will occur, as student learning outcome assessment did not occur.

**Overall PLO Achievement:** The department was unable to conduct assessment of program learning outcomes due to the COVID pandemic. However, the department will engage in assessing program learning outcomes this academic year.

**Changes Based on PLO Achievement:** No changes will occur, as program learning outcome assessment did not occur.

**Outcome cycle evaluation:** After continuous outreach and collaboration with adjunct faculty, a culture of assessment has begun to take root as more department adjunct faculty have participated in the assessment of student learning outcomes and reporting assessment data. With the upward trend in student demand for Political Science courses and the expansion of the Political Science course offerings, it is incumbent upon all faculty in the department to buy into continuous improvement, through the assessment of student learning outcomes, as we endeavor to make progress on the goal of improving student learning. With the addition of a full-time tenure-track faculty member, it is hoped that the positive trend in student success and learning will continue. For example, the new faculty has brought in a much need emphasis of civic engagement and a more manageable department work load as it pertains to student learning outcomes and program learning outcomes assessment, which the department has been challenged to address, in a timely manner, due to limited time and overburdened work schedules spread across committee work and other professional responsibilities.

## Action: Improve Student Success and Support Departmental Growth

The Political Science department has the lowest percentage of full-time FTEF in the division, yet we offer comparable number sections with fewer full-time faculty members (see POLS - 2019 - 2020 Program Review Data). Due to the challenges and opportunities brought about by the COVID pandemic, the Political Science faculty will look to expand upon the advertisement and encourage the use of Student Success Support Programs and Tutorial Center Services, as well as participate in Supplemental Instruction, particularly in a virtual/online delivery format. Additionally, the department anticipates a significant increase in the number of students declaring Political Science as a major (see American Political Science Association (2019) and George Washington University Fact Book (2019)). We believe that an additional faculty member will help increase course success rates in Political Science 5 courses. An additional faculty member would also allow for the expansion of the course offerings as required by the AA-T.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** This action is related to the following Department of Political Science program level outcomes:

# Program Review - Political Science

PLO #1: Students will be able to demonstrate the ability to explain and evaluate the significant factors that influence the American and other political systems.

PLO #2: Students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science.

PLO #3: Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

This action is related to the following student learning outcomes for Political Science 5:

SLO #1: Students will be able to analyze the relationship between governmental actors (the three branches of government), and non-governmental actors (interest groups, political parties, etc.) and assess the effect on the political process and outcomes.

SLO #2: Students will be able to evaluate the strengths and weakness of the political system and the historical evolution thereof, and assess the framers' intention and contemporary application.

SLO #3: Students will be able to evaluate the nature and processes of California State and local governments, and the impact on the people of the state of California.

SLO #4: Students will be able to explain and analyze the value and importance of civic engagement and political participation in the American political system.

**Person(s) Responsible (Name and Position):** Amy Pritchett, Randy Villegas, and Juan Arzola

**Rationale (With supporting data):** According to the available data, FTES for Political Science courses; in particular, POLS 5, which experienced approximately a 20% increase in student demand over the last two years (see POLS - 2019 Program Review Data and 2019 - 2020). While the overall course success rate for the department has improved (+3%), the largest student group (Hispanic/Latinx) remains below the department overall average. In addition, there is an expected increase in the number of students declaring Political Science as a major, as reported by American Political Science Association (2019) and George Washington University Fact Book (2019). Given the District's Hispanic Serving Institution designation, the department continues to fall short in closing the equity gap in achievement experienced by the Hispanic/Latinx students enrolled in our courses. Therefore, another full-time faculty position in Political Science is needed to improve overall department course success rates and address lagging success rates for certain DIGs.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2021-2022

10/14/2021

**Status:** Continue Action Next Year

With the hiring of an additional faculty member resulted in improved student success and departmental growth, in terms of more course offerings in Hanford and Tulare, course success data for certain student demographic groups (Black and Latinx) continue to lag behind the department average. The department will continue working on this action in the 2021 - 2022 academic year

**Impact on District Objectives/Unit Outcomes (Not Required):** This action is related to the following program level outcomes:

PLO #1: Students will be able to demonstrate the ability to explain and evaluate the significant factors that influence the American and other political systems.

PLO #2: Students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science.

PLO #3: Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

This action is related to the following student learning outcomes for Political Science 5:

# Program Review - Political Science

SLO #1: Students will be able to analyze the relationship between governmental actors (the three branches of government), and non-governmental actors (interest groups, political parties, etc.) and assess the effect on the political process and outcomes.

SLO #2: Students will be able to evaluate the strengths and weakness of the political system and the historical evolution thereof, and assess the framers' intention and contemporary application.

SLO #3: Students will be able to evaluate the nature and processes of California State and local governments, and the impact on the people of the state of California.

SLO #4: Students will be able to explain and analyze the value and importance of civic engagement and political participation in the American political system.

**Update Year:** 2020 - 2021

09/30/2020

**Status:** Action Completed

The department was awarded a full-time temporary position for academic year 2020 - 2021 and it was filled. However, the department firmly believes that a full-time tenure track position is warranted giving the anticipated growth of the political science major.

Update: The department hired a new tenure-track, full-time faculty in April 2021.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 4.1** - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2013-2015

**2013-2015: District Objective #8** - District Objective #8 for 2013 - 2015: Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses.

District Objectives: 2015-2018

**District Objectives** - 2.1 - Increase the number of students who are transfer-prepared annually.

**District Objectives** - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

**District Objectives** - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 4.1** - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

# Program Review - Political Science

**District Objective 4.2** - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: Offer More Political Science major courses work

The department created POLS 12 (Introduction to Political Science course (per AA-T)) and will be offered in fall 2021. POLS 11 (Introduction to Political Theory and Thought) will now be offered exclusively in the spring semesters. The department hired a full-time faculty that has enabled the department to increase offerings in Hanford and Tulare.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** This action is related to the following Department of Political Science program level outcomes:

PLO #1: Students will be able to demonstrate the ability to explain and evaluate the significant factors that influence the American and other political systems.

PLO #2: Students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science.

PLO #3: Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

**Person(s) Responsible (Name and Position):** Amy Pritchett, Randy Villegas, and Juan Arzola

**Rationale (With supporting data):** According to the available data, FTES for Political Science courses; in particular, POLS 5, which experienced approximately a 20% increase in student demand over the last two years (see POLS - 2019 Program Review Data and 2019 - 2020). While the overall course success rate for the department has improved (+3%), the largest student group (Hispanic/Latinx) remains below the department overall average. In addition, there is an expected increase in the number of students declaring Political Science as a major, as reported by American Political Science Association (2019) and George Washington University Fact Book (2019). Given the District's Hispanic Serving Institution designation, the department continues to fall short in closing the equity gap in achievement experienced by the Hispanic/Latinx students enrolled in our courses. Therefore, another full-time faculty position in Political Science is needed to improve overall department course success rates and address lagging success rates for certain DIGs.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2020 - 2021

09/30/2020

**Status:** Action Completed

The department has expanded the department course offerings and have placed POLS 8 and 12 on the fall course offerings schedule and POLS 6 and 11 will be offered every spring. POLS 8 will be offered every summer.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2015-2018

# Program Review - Political Science

<b>District Objectives</b> - 2.1 - Increase the number of students who are transfer-prepared annually.
<b>District Objectives</b> - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
<b>District Objectives</b> - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 2.4</b> - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: "Marketplace for Political Dialogue" speaker series

Develop and implement a plan that identifies potential speakers and events, for virtual, as well as on- and off-campus, political discourse. While there has been efforts by individual faculty to have guest speakers present in their classes, there has not been a campus-wide forum. We will continue to reach out to Cultural Historical Awareness Program (CHAP) to assist with organizing this speaker series.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** PLO #3: Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

SLO #3: Students will be able to evaluate the nature and processes of California State and local governments, and the impact on the people of the state of California.

SLO #4: Students will be able to explain and analyze the value and importance of civic engagement and political participation in the American political system.

**Person(s) Responsible (Name and Position):** Amy Vega Pritchett, Randy Villegas, and Juan Arzola

**Rationale (With supporting data):** Civic engagement is important to student success and improvement in the student's experience in higher learning.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

<b>Update on Action</b>
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# Program Review - Political Science

## Updates

**Update Year:** 2021-2022

09/07/2021

**Status:** Continue Action Next Year

The department developed a proposal to create a Civic Engagement Speaker Series and it was selected to be fully funded, via the Alma Ostrom and Leah Hopkins Awan Civic Education Fund which supports the American Political Science Association's promotion of democratic engagement; efforts to advance understanding of self-governing systems; the possibilities of moving from authoritarian to democratic systems; and the critical role of citizens in a democratic polity.

**Impact on District Objectives/Unit Outcomes (Not Required):**

**Update Year:** 2020 - 2021

09/30/2020

**Status:** Continue Action Next Year

With the addition of the full-time temporary faculty, the department will be able to take action on this initiative. The new faculty member has already began bringing in local political officials into his own classrooms and have extended the opportunities to other department faculty members and their sections. These efforts will serve as the foundation for the larger speaker series initiative. However, with the ongoing COVID pandemic, this initiative may be slowed in implementing.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Resources Description

Funding is needed for planning of speaker series. (Active)

**Why is this resource required for this action?:** External funding was pursued as the Department's request for Foundation funding was denied. It is believed that funding in the amount of \$5,000 will be necessary to off-set the costs of speaker fees, and any unforeseen expenses.

**Notes (optional):** Hendrickson et al. (2013) discussed civic engagement on campus can begin in the classroom. Either an individual or as a group, faculty could tailor their curricula to include community learning assignments and activities. As Howard et al. opined "the key to meaningful engagement is that those experiences are structured in ways that helps students reflect on their experiences and make it more likely they will continue to participate in a significant way in the future." (p. 184) The more support mechanisms an institution has in place for such activities, the more likely the institution and its students will be civically engaged.

**Cost of Request (Nothing will be funded over the amount listed.):** 5000

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2015-2018

**District Objectives** - 2.1 - Increase the number of students who are transfer-prepared annually.

**District Objectives** - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

**District Objectives** - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

# Program Review - Political Science

## Action: Research Internship Opportunities

The Political Science department will look to expand on and enhance internship opportunities for political science majors with local government and not-for-profit community-based organizations, which will help foster a better understanding of citizenship.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** This action is related to the following Department of Political Science program level outcomes:

**PLO #1:** Students will be able to demonstrate the ability to explain and evaluate the significant factors that influence the American and other political systems.

**PLO #2:** Students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science.

**PLO #3:** Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

**Person(s) Responsible (Name and Position):** Amy Vega-Pritchett, Randy Villegas, and Juan Arzola

**Rationale (With supporting data):** Hendrickson et al. (2013) discussed civic engagement on campus can begin in the classroom. Either an individual or as a group, faculty could tailor their curricula to include community learning assignments and activities. As Howard et al. opined "the key to meaningful engagement is that those experiences are structured in ways that helps students reflect on their experiences and make it more likely they will continue to participate in a significant way in the future." (p. 184) The more support mechanisms an institution has in place for such activities, the more likely the institution and its students will be civically engaged.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2021-2022

10/14/2021

**Status:** Continue Action Next Year

With the addition of a new full-time, tenure track faculty member, the department has begun outreach with local and regional partners, such as the Maddy Institute, to reaffirm and possibly expand the number of internship opportunities for political science majors.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2015-2018

**District Objectives** - 2.1 - Increase the number of students who are transfer-prepared annually.

**District Objectives** - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

**District Objectives** - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.



# Program Review - Political Science

District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
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<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: Part Time Clerical Support

With the implementation of the Transfer Degree in Law, Public Policy, and Society, it is anticipated the Paralegal Department will experience an increase in demand for the Pathway to Law School program. It is believed that due to expected increase in student demand, an increase in clerical support will be needed. Discussions with Business Division suggests that a part-time assistant can help address the clerical needs of both the Pathway to Law School and Paralegal programs.

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** This action is related to the following Department of Political Science program level outcomes:

PLO #1: Students will be able to demonstrate the ability to explain and evaluate the significant factors that influence the American and other political systems.

PLO #2: Students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science.

PLO #3: Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

Because this action affects the Paralegal Department and Program, here are the related program level outcomes:

PLO #1: Enter the legal profession as a paralegal/legal assistant.

PLO #2: Perform legal research and prepare legal documents.

PLO #3: Apply principles of legal ethics, and recognize legal limits pertaining to the duties a paralegal can and cannot perform.

Lastly, this action is related to the Paralegal Departments Certificate Program, and here are the relate program level outcomes:

PLO #1: Students will be given a complex fact pattern in the Research and Writing class and they will use the legal research program Lexis.com to conduct legal research and locate legal authority to draft and write a motion.

PLO #2: Students will be given a complex fact pattern in the Research and Writing class and they will use the legal research program Lexis.com as well as the library resources available in the COS library to conduct legal research and locate legal authority to draft and write an internal office memorandum of law.

**Person(s) Responsible (Name and Position):** Amy Vega Pritchett and Pura Cordero

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

# Program Review - Political Science

## Update on Action

### Updates

**Update Year:** 2021-2022

09/07/2021

**Status:** Continue Action Next Year

The department will pursue approve for a part-time clerical support staff to assist with the administration of the Pathway to Law School program.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Resources Description

**Personnel - Classified/Confidential** - Administrative/Clerical assistant to support Pathway to Law School and Paralegal Program. (Active)

**Why is this resource required for this action?:** It is believed that due to expected increase in student demand, an increase in clerical support will be needed.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 33000

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

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**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 4.1** - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

**District Objective 4.2** - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: Investigate Modifying Department Catalog Page

With the migration to the new COS website, the course catalog page for political science does not include previous resources that the department had designed for students, to include a page dedicated to Careers in Political science, institutional, program, and course-level learning outcomes, and incorporate available internship opportunities for students with local political offices and Community Based Organizations in the region. Department faculty firmly believe that re-establishing this information for public consumption will ensure that students are informed of potential careers they can pursue with a political science degree, and perhaps increase the number of majors as well.

**Leave Blank:**

# Program Review - Political Science

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** This action is related to the following Department of Political Science program level outcomes:

PLO #1: Students will be able to demonstrate the ability to explain and evaluate the significant factors that influence the American and other political systems.

PLO #2: Students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science.

PLO #3: Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

**Person(s) Responsible (Name and Position):** Amy Pritchett, Randy Villegas, and Juan Arzola

**Rationale (With supporting data):** Department faculty are convinced that providing information on employment opportunities for those with a degree in political science will help increase the number of students who declare as a political science major. As more students declare as political science majors, the prospects for continued growth of the political science department will be enhanced.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2021-2022

09/07/2021

**Status:** Continue Action Next Year

The department did not make any progress on this initiative last academic year (2020 - 2021). The department will reach out to the District Webmaster to see if additional discipline-related and employment-related information can be added.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 4.2** - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10%

# Program Review - Political Science

from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 4.1** - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

**District Objective 4.2** - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: Analyze Course Success Data

Develop a department culture and praxis to request course success data for each individual department faculty that is disaggregated by disproportionately impacted student groups (DIGs) with hopes of identifying gaps in achievement among certain DIGs. Through this data, faculty can develop intentional steps to address and close those identified gaps in achievement.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** PLO #1: Students will be able to demonstrate the ability to explain and evaluate the significant factors that influence the American and other political systems.

PLO #2: Students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science.

PLO #3: Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

**Person(s) Responsible (Name and Position):** Amy Pritchett, Randy Villegas, and Juan Arzola

**Rationale (With supporting data):** The rationale for pursuing this action is the drop in success rates for Black students and the success rate for Latinx students remains below the overall department average.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 4.1** - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

**District Objective 4.2** - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.