

Comprehensive Program Review Report



Program Review - Political Science

Program Summary

2022-2023

Prepared by: Randy Villegas, Amy Pritchett, Juan Arzola

What are the strengths of your area?: 1. Our department noted improved student success rates in the disaggregated DIGS of Asian/Pacific Islander Males, and Female Multi-Ethnic Students.

2. The full-time equivalent faculty (FTEF) rate improved, as a result of the tenure track full-time faculty hired for the 2021- 2022 academic year. Supplemental Instruction is offered for 20 political science sections, which represents a continuous number of offerings from last year. Department FTEF for 2021-2022 stood at 10.53, which represents a .2 increase from 2020- 2021.

3. The department maintained student-led support of two Supplemental Instructors and are seeking to recruit a 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. The Pathway to law school has hosted and will continue to host local high school academies.

5. Student Learning Outcomes are assessed and discussed on a regular cycle.

6. The Political Science faculty serve on numerous campus committees, governing Academic Senate bodies, District Governance, Institutional Planning and Effectiveness Committee, Curriculum Committee, and serve as faculty advisor to student clubs. Juan Arzola continued to lead the Academic Senate as President, and now serves as the At large Representative for the Academic Senate for California Community Colleges.

7. The Political Science department expanded course offerings at both the Tulare and Hanford centers in 2021 – 2022 academic year. In 2018 - 2019 (non-COVID academic year), the department offered 9 sections. In 2021 - 2022, there were a total of 10 sections offered, which helped ensure that we were more efficient.

8. The Political Science department was able to host several events throughout the academic school year inviting guest speakers as part of the Civic Engagement series. Several of these events received local media coverage and all were open to the public, increasing civic engagement throughout campus and the community at large. The new faculty has brought in a much need emphasis of civic engagement and a more manageable department work load which the department has been challenged to address, due to limited time and overburdened work schedules spread across committee work and other professional responsibilities.

9. The addition of the Transfer Degree in Law, Public Policy, and Society resulted in increase in demand for the Pathway to Law School program. The department noted an increase in the Law and Public Policy majors, from 56 in the 2020-2021 school year to 72 in the 2021-2022 year.

What improvements are needed?: 1. The success rate for the department of Political Science decreased to 66.4%, which represents a decrease of 11% from the previous year. Additionally, individual course success rates for all political science courses (POLS 5: -11, 6: -53%, 8: -20%, and 10-15%). 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%. POLS 11 has not been offered again but is scheduled for Spring 2023. These course success rates are parallel the district and the state as a whole.

2. Improvement is needed across all DIGs. For example, the largest student group, Latinx, experienced a decrease in student course success rates by 11%. Another noted area for improvement is among African American students which saw a decrease in course success rates by 29.9%. Additionally when reviewing students who received AAC services, we noted a 12.5% drop in course success rates. We noted drops across all racial groups but these were the most significant along with Native American students at 46.2%

3. We noted that both male and female DIGs experienced a drop in success across the board. The only 2 disaggregated DIGs that experienced improved success rates were Asian Males and Female Multi-Ethnic Students.

4. Our department experienced a drop on the number of political science majors (by 16) a continuous decrease from the previous year. We hope to work to increase the number of declared political science majors.

5. Due to this increase in student demand for Law and Public Policy, 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.

The District, our Department, and the State as a whole experienced a very challenging landscape with the fluctuation of COVID rates. With the return of in person learning in Spring 2022, we saw more limited in person capacity and enrollment. EW grades also saw a significant drop in utilization as students were far less likely to pursue this option, and was more challenging to pursue. Given the challenges experienced by the department faculty, it is believed that better, ongoing pedagogical training in moderating online political science courses is needed.

Our department pro-actively encouraged students to participate in the Democratic process by working as a poll worker during the recall, primary and general election(s).

Additionally, the department faculty note that there was a decrease in student interest for the Transfer Degree in Political Science. Therefore we believe that we need to take steps to promote our major, and work towards continuing to offer our more specialized courses. 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.

As a department we need to be intentional about sharing and encouraging students to utilize additional reading and writing support strategies for all students such as the writing center. One of these opportunities is inviting student success coordinators, tutors and staff from these programs to make 10-15 minute presentations to students during class.

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 2020-2021 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 addition of a full-time tenure-track faculty member, the outcome cycle for evaluation should become more efficient and routine. We will have a department meeting and develop a survey to assess SLO#4 among all faculty members.

Action: Part Time Clerical Support

Program Review - Political Science

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: 2022 - 2023

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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:

Update on Action

Updates

Update Year: 2022 - 2023

09/08/2022

Status: Continue Action Next Year

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

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

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):

Program Review - Political Science

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.

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.

Action: Promoting and recruiting students to AA-T in Political Science

Reach out to our Public Information officer and our marketing team to get suggestions to promote the AA-T in political science to our students.

Leave Blank:

Implementation Timeline: 2022 - 2023

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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 Professor, Juan Arzola Professor, Randy Villegas Associate Professor

Rationale (With supporting data): The total amount of Political Science majors decreased this year, and therefore our department sees the need to promote our programs and the political science AA-T to our students and community at large.

We saw a drop from 67 declared majors in 19-20, 63 majors in 20-21, and then a significant drop to 47 from 21-22.

Program Review - Political Science

Priority: Medium

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

Action: Improve Student Success and Support Departmental Growth

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.

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022, 2022 - 2023

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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.

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 (Professor), Randy Villegas (Associate Professor), and Juan Arzola (Professor)

Rationale (With supporting data):

Priority: High

Safety Issue: No

Program Review - Political Science

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

09/08/2022

Status: Continue Action Next Year

The political science department continues to experience improved departmental growth, as evident by the increase and sustained course offerings in Hanford and Tulare; however, due to the COVID pandemic, 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 2022 - 2023 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.

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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: 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.

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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.

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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.
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 in increase offerings in Hanford and Tulare.

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022

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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.

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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:

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
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
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District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

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Action: "Marketplace for Political Dialogue" speaker series

Will continue to apply for grants to offer speakers and events for political discourse.

Leave Blank:

Implementation Timeline: 2022 - 2023

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:

Update on Action

Updates

Update Year: 2022 - 2023

09/08/2022

Status: Action Completed

The department's proposal to create the College of the Sequoias Civic Engagement series 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.

We were able to host four events last year, inviting speakers such as Dolores Huerta, local elected officials from the Valley, and farmworkers who participated in the original 1965 march to Sacramento from Delano. Recognizing the challenges of the pandemic, these events were made available to our community both in person and live streamed via zoom for accessibility.

The department will continue to organize and host these events and talks to increase overall levels of civic engagement.

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

Update Year: 2021-2022

09/07/2021

Status: Action Completed

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):

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

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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.

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

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: 2022 - 2023

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.

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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

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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: 2022 - 2023

09/08/2022

Status: Continue Action Next Year

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. However, due to COVID, the number of in-person internship opportunities was limited.

Several students were able to obtain paid internships via the California Freedom Summer project, and working with our COS work experience office were also able to obtain college credits as well.

Additionally, faculty members have shared information and applications with students to work at the polls during various elections.

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

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.

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

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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:

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: 2022 - 2023

09/08/2022

Status: Action Completed

The District has determined that outward facing information for academic units must follow the same template. Hence, there is no latitude in modifying the Department's Catalog page to include additional data on employment and career opportunities for political science majors and degree earners. Department might consider establishing a social media presence to be able to share employment and career opportunities and data for current and prospective political science majors.

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

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):

Program Review - Political Science

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% 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, 2022 - 2023

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:

Program Review - Political Science

Update on Action

Updates

Update Year: 2022 - 2023

09/08/2022

Status: Continue Action Next Year

This action is still in progress. Though several of our faculty members requested individual disaggregated data, we have not shared the process as a whole department.

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

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.

Action: Expand Political Science Course Offerings and ATD Course Work to Align with University Major Requirements

The department will review their current slate of course offerings and the Associate Degree for Transfer in Political Science to ensure student who are declared political science majors will be able to transfer as upper class standing and continue their educational program by focusing on upper division course work only.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

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

Rationale (With supporting data): Currently, the department offers its specialty courses once an academic year, which creates an unnecessary barrier for political science majors who may need to repeat a course, but would have to wait a full-year to do so. To address this barrier to timely transfer, specialty courses in political science need to be offered every semester. Additionally, as the CSU and UC systems Political Science faculty continue to discuss the impact of the California General Education Transfer Curriculum (CalGETC), it may be necessary to modify the specialty course curriculum to include a new course on Race and Gender in Politics while deleting the Introduction to Political Science (POLS 12) course.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Program Review - Political Science
