

# Comprehensive Program Review Report



## Program Review - Political Science

### Program Summary

#### 2023-2024

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

**What are the strengths of your area?:** 1. Our department noted improved student success rates for the Latinx student population by almost 5%. Overall, our department's success rate has improved since the Pandemic levels and has exceeded the pre-pandemic success rates in some courses. The department saw an increase in the overall number of students served from the previous academic year. We also saw an increase in the total number of students served (the FTES/FTEF ratio). As a whole, our success rate improved, specifically in POLS 6 by 59%, POLS 8 by 28%, and in POLS 5 reflected an increase of 2% from the 2021 – 2022 Academic year. Overall, the student success rate in all courses increased by 3% in 2022-2023.

2. The full-time equivalent faculty (FTEF) rates continue to improve from 2021-2022. The FTES/FTEF ratios for the 2022-2023 academic year is 19.93, which is 1.62 higher than the target ratio.

3. The department-maintained student-led support of two Supplemental Instructors and have a Political Science tutor for the campus at the Tutorial Center. This tutor is available four days a week (and via Zoom). Students from any POLS 5 course can get one-on-one tutorial support.

4. The political science department has created a new course, Introduction to Politics of Race and Gender, to meet the needs and interests of our diverse student population. We hope that this course will help meet the Ethnic Studies graduation requirement.

5. 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 72 in the 2021-2022 year to 93 in the 2022-2023 academic year. The department faculty noted that there was a respectable increase in student interest in the Transfer Degree in Political Science from 47 majors to 52. Still short of 2020's total of 63, we believe that we need to take steps to promote our major and work towards continuing to offer our more specialized courses.

6. Political Science Faculty continue to be leaders in the Pathway to Law School Program with the California Bar Association. The Pathway to law was awarded a grant from the Cal Bar Association for \$99,000. The grant will allow the department/program utilize grant fund to provide release time for faculty to develop a marketing plan to promote and expand the program and hire student support staff to ensure Pathway students' needs are addressed and followed up.

7. Student Learning Outcomes (SLOs) are assessed and discussed on regular cycles. Improving mastery of the department SLOs will be incorporated in the department goals as explained in the action plan established in program review for the 2023-2024 academic year.

8. The Political Science faculty serve on numerous campus committees, governing Academic Senate bodies, District Governance, Institutional Planning and Effectiveness Committee, Curriculum Committee, General Education Committee, Faculty Champion for the Pathway to Law School and serve as faculty advisor to several student clubs. Juan Arzola continues to serve as Academic Senate President, a faculty voice in District Governance Senate, and as one of two At-large Representative for the Academic Senate for California Community Colleges. Faculty were also a part of the planning committee for COS's first Latino graduation ceremony Nuestro Futuro in the spring of 2023. Faculty were also involved in several task forces, including Accreditation and Master Plan.

9. Political science faculty were able to obtain grant funding to support the “Civic Engagement Series”. The department hosted 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. Funds were successfully utilized to host several events. These events are described in our “challenges and opportunities” section.

**What improvements are needed?:** 1. Last year (2022 – 2023) the political science department committed itself to improve the overall success rate for Latinx student group from 65.4 to at least 75%. Recognizing that as a Hispanic Serving Institution (HSI), overall student success rates will hinge closely to how well the department serves Latinx students. While the 2022 – 2023 overall success rate for Latinx students, who took a political science course increased to 69.8%, the department fell short of the 75% success rate goal. Hence, the department will continue to discuss pedagogical and andragogical strategies that have proven to positively impact course success rates, such as culturally relevant curriculum.

2. The department will need to assess its efforts in supporting African-American students, as the success rates for this student group experienced a decrease from 44.7% in 2021 – 2022 to 36.4% in 2022 – 2023—a 8.3% decrease.

3. The department must improve on its making effort related to the Associate Degree for Transfer in Political Science program (ADT-Political Science). Since the inception of the ADT-Political Science in 2017, the number of students who have declared political science as a major has seen a drastic drop from 118 to 52 or 56% decrease. The department must make it a priority to increase the number of students who declare political science as their major. Continued low interest in the ADT-Political Science will continue to affect the department’s ability to offer specialized political science courses, such as POLS 11 (Political Theory and Thought) and POLS 12 (Introduction to Political Theory), due to low student enrollment.

4. Given that the department is committed to improve overall success rates in political science courses to 75%, coupled with the fact that the success rates for Latinx and African American student continues to fall short of that threshold, the department must improve its pedagogical and andragogical strategies. To do so, the department faculty might consider pursuing professional development/learning opportunities to learn how to better serve these student populations.

**Describe any external opportunities or challenges.:** With the return of in person learning our department 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 courses is needed.

The department faculty noted that there was a respectable increase in student interest for the Transfer Degree in Political Science from 47 majors to 52. Still short of 2020’s total of 63, 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 for several courses.

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.

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). Our department was also able to utilize funds awarded from the APSA Alma Ostrom and Leah Hopkins Civic Education grant. This represented an opportunity for the department to engage students (and the broader community) beyond the classroom and for students to build a deeper connection with COS. An excerpt from our Grant Report is below:

Through the work of the civic engagement series we were able to host a series of events throughout the school year. The COVID 19 pandemic certainly presented challenges initially as we had to navigate safety protocols to ensure the wellness of our speakers and attendees. As the year progressed there were also challenges around capacity in developing and administering survey data for our events. However we overcame these challenges by offering both in person and virtual attendance options to provide accessibility to our community. Additionally, the feedback we received from attendees was overwhelmingly positive and we hope to continue this series in the future. As part of the grant period we were able to host a series of events including documentary screenings, panel discussions, and speakers. A following are a list of events with brief descriptions.

**Killing County: The Ramirez Family Testimony:** The Ramirez family story was recently featured in the Hulu docuseries called Killing County, released earlier this year in January through an ABC News and Colin Kaepernick production partnership. We were honored to have the Ramirez family join us to share directly with attendees their experiences. The event began with showing part of the Killing County docuseries. Then, attendees heard directly from the Ramirez family, and their fight for justice for their son and brother, Jorge Ramirez, Jr., who was tragically killed by Bakersfield Police in 2013.

Women in Politics & Public Service: In Honor of Women's History Month, the community was invited to join a panel discussion between 3 local women in office & leadership. School Board Trustee Megan Casebeer Soleno (Visalia Unified), Tulare County Supervisor Amy Shuklian and Mayor Pro Tem of the city of Lindsay Yolanda Flores joined us for an enriching discussion on local politics and why it's important to have representation of women in office. Audience members had the opportunity to ask questions during Q & A.

Belly of the Beast Forced sterilization screening & Panel: Hosted by the Civic Engagement Series, we will be joined by director of the film Erika Cohn, and panelists from ACT for Women and Girls for a screening and panel discussion of this Emmy-winning documentary! Audience members will have an opportunity to ask questions during our Q & session. The event was simultaneously live streamed via zoom webinar. About the Film: Emmy-winning documentary Belly of the Beast, that exposes a pattern of illegal sterilizations, modern-day eugenics and reproductive injustice in California prisons. "When a courageous young woman and a radical lawyer discover a pattern of illegal sterilizations in California's women's prisons, they wage a near-impossible battle against the Department of Corrections. With a growing team of investigators inside prison working with colleagues on the outside, they uncover a series of statewide crimes -- from inadequate health care to sexual assault to coercive sterilizations -- primarily targeting women of color. This shocking legal drama captured over 7-years features extraordinary access and intimate accounts from currently and formerly incarcerated people, demanding attention to a shameful and ongoing legacy of eugenics and reproductive injustice in the United States"

Viva La Causa: The Farmworker Movement in the Central Valley: On the 56th Anniversary, of the beginning of the Farmworker march from Delano to Sacramento, we were joined by four veterans of the movement, including the captain of the march!

About the Panelists:

Roberto "El Capitan" Bustos: Roberto Bustos was the captain of the historic peregrinacion "the Pilgrimage" from Delano to Sacramento in March and April of 1966. Nearly one hundred farmworkers joined this historic and difficult march to the state capitol covered over three hundred and forty miles. As farmworkers brought forth their grievances to the legislature and governor, Roberto Bustos captained the march to place farmworkers concerns straight to California State leaders, and the rest of the world. Mr. Bustos was also a striker and boycotter and has spent his life keeping the story of the farmworker movement and this pilgrimage alive.

Cynthia Bell: Cynthia Bell began working with the UFW in 1969 as a volunteer. She was then assigned by Cesar Chavez as a full time volunteer in July of 1970, working in many positions, including working alongside Helen Chavez in the Credit Union, and eventually became the Director of Organizing in Delano. Cynthia would then go on to work with the MLK service Center, and then called by Cesar Chavez, she moved to La Paz in Keene, CA to work with the Farmworkers Communications Dept. Cynthia would go on to play a role in developing the Fred Ross Educational Center, and was the first manager of Radio Campesina.

Andres Chavez: As director of strategic initiatives with the Cesar Chavez Foundation, Andres Chavez, 27, moves new foundation initiatives and projects forward, assisting its four funds: Communications, Housing and Economic Development, Education and the National Chavez Center. The youngest son of Socorro and Paul Chavez, Cesar Chavez's middle son, Andres grew up at La Paz in Keene, California, which now hosts the Cesar E. Chavez National Monument. Raised in the farm worker movement founded by his grandfather, Cesar Chavez, Andres grew up greeting visitors, taking them on tours and sharing his grandfather's history as well as participating in countless marches, rallies, picket lines, demonstrations and political campaigns. Andres graduated magna cum laude from California State University, Bakersfield in 2016, with a B.A. degree in Public Policy and Administration.

Oscar De Leon: Oscar De Leon was born in Texas and immigrated to California on a flat bed truck alongside three other families. He is the 7th child of a family of 10 siblings. Growing up he worked very hard in the fields alongside his family. He was the first member in his family to graduate from high school and serve in the armed forces. Mr. De Leon was also one of the first Chicanos to work in the media broadcasting industry. Mr. De Leon has provided coverage for such notable events as the Space Shuttle II Launch, the return of American Soldier's remains from Korea, and footage in "Cesar's Last Fast".

All they Will Call you: A reading and Conversation with Author Tim Z. Hernandez:

A reading and conversation with COS alum and Associate Professor of Creative Writing at UTEP Tim Z. Hernandez, who discussed his most recent work, All They Will Call You, a creative nonfiction work about the 1948 plane crash at Los Gatos Canyon right outside Coalinga, an incident made famous by a Woody Guthrie song that shed light on the forgotten victims of the crash.

An evening with Dolores Huerta: Thanks to this grant we were able to invite one of the most dedicated Civil Rights leaders of our time, Dolores Huerta to join and inspire our COS students and community. Dolores Huerta is the Founder/President the Dolores Huerta Foundation and co-founded the United Farm Workers of America with Cesar Chavez. Join Dolores as she discusses her lifetime of civic engagement, activism, advocacy, and commitment to social justice. Audience members had the opportunity to ask questions during our Q & A session, and the event was simultaneously live-streamed via zoom webinar.

Dolores Huerta is a civil rights activist and community organizer. She has worked for labor rights and social justice for over 50 years. In 1962, she and Cesar Chavez founded the United Farm Workers union. She served as Vice President and played a critical role in many of the union's accomplishments for four decades. In 2002, she received the Puffin/Nation \$100,000 prize for Creative Citizenship which she used to establish the Dolores Huerta Foundation (DHF). DHF is connecting groundbreaking community-based organizing to state and national movements to register and educate voters; advocate for education reform; bring about infrastructure improvements in low-income communities; advocate for greater equality for the LGBT community and create strong leadership development. She has received numerous awards: among them The Eleanor Roosevelt Humans Rights Award from President Clinton in 1998. In 2012 President Obama bestowed Dolores with The Presidential Medal of freedom, the highest civilian honor in the United States.

Never too young to run: A conversation with young elected officials in the Valley

Join Mayor of Delano Bryan Osorio (25 years old), and City Councilmember of Lindsay Hipolito Angel Cerros (23 years old) as they discuss their own journey in politics, what it's like being a young person in elected office, and why it's important for young people and students more broadly to be civically engaged, particularly at the local level here in the Valley

**Overall SLO Achievement:** As a department, we were responsible for the evaluation of Student Learning Outcome (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.

Out of the total 534 students that were assessed by our department faculty, 384 met the Student learning outcome, for a total percentage of 72%.

**Changes Based on SLO Achievement:** Though faculty members had several different ways of assessing this outcome, each of us recognized that there was improvements to be made as a whole. It was clear that student learning had occurred throughout our classes, as a result of the instruction. For faculty members that conducted a pre-survey on learning outcomes, there was a vast improvement in students who met the SLO in their later examinations or coursework. Faculty reflected on the need to perhaps include more emphasis in specific lectures around civic engagement and political participation, as well as creating forms of group work and activities that would help students retain this information and learning outcome more effectively. For instructors that utilized an essay assessment to evaluate this outcome, reflections included an emphasis on explaining the need for individual use of the Writing Center to students. Reflections were also made on the amount of students that failed to meet this SLO being "No shows" or failing to take the exam, thus explaining their failure to meet the SLO. In our department meeting, strategies were discussed and shared to follow up with students to increase retention. Though in our discussions our department recognized that 70% was a reflection of the entire collective of assessments, we agreed that we should all aim to have an increase of 3% in our own sections, to contribute to a greater increase of this SLO being met in the future. Since we had a variation of % of students that met the SLO by faculty members, we opted for this individual target of 3% per as this will challenge all faculty regardless of whether or not they are currently at the 70% collective total.

**Overall PLO Achievement:** The department was slated to assess Program outcomes in the Academic year 2020-2021. However, with the ongoing global pandemic, the department decided to forego the assessment. Given that the pandemic has waned, the department will assess Program Learning Outcomes this year.

**Changes Based on PLO Achievement:** TBD

**Outcome cycle evaluation:** 2023-2024

## 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:** 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 #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:** 2023 - 2024

09/01/2023

**Status:** Action Completed

The Pathway to Law School was able to hire clerical support through Pathway to Law School funding.

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

**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):**

## 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

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**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, 2023 - 2024

**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 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.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/01/2023

**Status:** Continue Action Next Year

While the number of students declaring political science as their major increase, the increase was modest. Consequently, the department has committed to continue this action for the 2023 - 2024 academic year.



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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 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, 2023 - 2024

**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.

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

**External Mandate:** No

# Program Review - Political Science

## Safety/Mandate Explanation:

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/01/2023

**Status:** Continue Action Next Year

Our department noted improved student success rates for the Latinx student population by almost 5%. Overall, our department's success rate has improved since the Pandemic levels and has exceeded the pre-pandemic success rates in some courses. The department saw an increase in the overall number of students served from the previous academic year. We also saw an increase in the total number of students served (the FTES/FTEF ratio). As a whole, our success rate improved, specifically in POLS 6 by 59%, POLS 8 by 28%, and in POLS 5 reflected an increase of 2% from the 2021 – 2022 Academic year. Overall, the student success rate in all courses increased by 3% in 2022-2023. We recognize there are gaps in student learning and seek to improve this outcome even further.

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

**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.

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.

## 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



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**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: "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, 2023 - 2024

**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

**Status:** Action Completed

09/08/2022

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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):**

## 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.

## 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, 2023 - 2024

**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

# Program Review - Political Science

**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	
<p><i>Updates</i></p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Status:</b> Action Completed</p> <p>The department has developed several relationships with external organizations seeking to offer internship opportunities to political science major students, such as the Maddy Institute. Additionally, the Pathway to Law School program has a required component of internship that political science major students pursue. This action has been institutionalize and will be considered completed.</p> <p><b>Impact on District Objectives/Unit Outcomes (Not Required):</b></p>	09/01/2023
<p><b>Update Year:</b> 2022 - 2023</p> <p><b>Status:</b> Continue Action Next Year</p> <p>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.</p> <p>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.</p> <p>Additionally, faculty members have shared information and applications with students to work at the polls during various elections.</p> <p><b>Impact on District Objectives/Unit Outcomes (Not Required):</b></p>	09/08/2022

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objectives: 2015-2018
<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.

# Program Review - Political Science

**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.

**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, 2023 - 2024

**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:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/01/2023

**Status:** Continue Action Next Year

The department will continue this action as it is inextricably linked to the overall student success rates for departmental course offerings.

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

**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.

# Program Review - Political Science

**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, 2023 - 2024

**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 it's 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:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/01/2023

**Status:** Continue Action Next Year

The political science department has created a new course, Introduction to Politics of Race and Gender, to meet the needs and interests of our diverse student population. We hope that this course will help meet the Ethnic Studies graduation requirement. Given conversations taking place with system colleagues in the CSU and UC, that are looking to streamline lower division political science major requirements, it appears that the Intro to POLS course may be on the cutting board. Therefore, we are hopeful that we can replace this with the Introduction to Politics of Race and Gender, to help align with the pathway currently being discussed.

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