

# Comprehensive Program Review Report



## Program Review - Political Science

### Program Summary

#### 2020-2021

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

#### **What are the strengths of your area?:**

1. The productivity rate for the department of Political Science stood at 24.76, which represents an increase of over 2% from the previous rate. According to the Office of Research Planning and Institutional Effectiveness (RPIE), productivity for any course should have a target ratio of 17.5. Hence, the closer a course's or department productivity rate is to the target ratio of 17.5, the more productive the course of instruction is said to be. At the same time, the further away—below or above—a course's or department's productivity is from the target ratio of 17.5, the less or more productive the course of instruction is said to be. Focusing specifically at Political Science 5, the department is over-productive with a productivity rate of 25.73.
  - The productivity of the Department of Political Science must be contextualized. For example, most of the course offerings for Political Science are Political Science 5 courses. In fact, approximately 96% (226.46 out of 236.03) FTES are generated just by Political Science 5 courses. The importance of Political Science 5 is reaffirmed in the fact that no other department offers a single course that is required to meet graduation requirements for an Associate Degree, Transfer to a CSU or UC, and Graduation from a CSU or UC.
  - Additionally, the growth in FTES has far outpaced the District's stated growth rate of 1.75% (2018 – 2021 Strategic Plan). From 2018 – 2020, the political science department experienced over a 20% growth in the number of full-time students served.
2. Supplemental Instruction is offered for 20 political science sections, which represents an increase of approximately 17.6% from the 2018 – 2019 academic year.
3. The department hired one Political Science tutor for the campus Tutorial Center.
4. Political Science Faculty continue to be leaders in the Pathway to Law School Program with the California Bar Association.
5. Student Learning Outcomes are assessed and discussed on a yearly basis.
6. The Political Science faculty serve on numerous campus committees, governing Academic Senate bodies, District Governance, Institutional Planning and Effectiveness Committee, Curriculum Committee, 2021 – 2025 Strategic Plan Task Force on Equity, District Governance Senate Mission Statement Task Force, and serve as faculty advisor to student clubs.
7. The Political Science department expanded course offerings at both the Tulare and Hanford centers in 2019 – 2020 academic year by four additional sections, which contribute to the growth in FTES and aligns with the District's 2015 -2025 Master Plan Goal #1.

#### **What improvements are needed?:**

1. As a Hispanic Serving Institution (HSI), the political science department will need to focus on its largest student group: Hispanic/Latino. Although Hispanic/Latino students experienced an increase in overall success rate, the improvement was marginal (2018 – 2019: 70.3%; 2019 – 2020: 71.5%). The department has determined that the Hispanic/Latino student group should be the focus, as this group represents the majority of students the department serves 1556/2272 or 68.5%. Hence, the department must work to improve the success rates for Hispanic/Latino students with the goal of meeting and exceeding at least a 75% success rate.
2. The department will need to assess its efforts in supporting students from multi-ethnic backgrounds, as the success rates for this student group experienced a decrease from 69.4% in 2018 – 2019 to 61.8% in 2019 – 2020—a 7.6% decrease.
3. With the elimination of remedial reading and writing, the department finds that there is unmet need specific to reading and writing for students enrolled in political science courses. Qualitatively, department faculty have experienced a noticeable drop in the quality of written work. The department requires an additional full-time faculty to help address these students needs.
4. The addition of the Transfer Degree in Law, Public Policy, and Society will result in increase in demand for the Pathway to Law School program. It is believed that due to an expected increase in student demand, an increase in clerical support is needed. Discussions with Business Division suggests that a part-time assistant can help address the clerical needs of both the Pathway to

Law School and Paralegal programs.

**Describe any external opportunities or challenges.:**

Over the last few years, there has been a significant increase in the percentage of youth civic engagement in the District's service area. For example, Political Data Incorporated (PDI), Tulare and Kings county youth, ages 18 – 24 years old, increased their level of civic engagement through voting, 293% and 185% respectively, from 2014 mid-term to 2018 mid-term. Additionally, political science, as a major, has experienced an increase in declared majors and students enrolled in political science courses over the last ten years (American Political Science Association, 2019). As current department faculty are spread thin due to other various faculty professional development responsibilities, the opportunity to grow the department is hampered by the challenge of needing an additional faculty who is representative of the students the department serves.

Additionally, the department faculty believe that with the increase in student interest for the Transfer Degree in Political Science, the University of California (UC) system adopting transfer degree programs, there will be great demand in department courses. Therefore, there is opportunity to expand course offerings to Hanford and Tulare Centers, which will require an additional full-time faculty.

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

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

**Overall SLO Achievement:**

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

**Changes Based on SLO Achievement:**

No changes will occur, as student learning outcome assessment did not occur.

**Overall PLO Achievement:**

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

**Changes Based on PLO Achievement:**

No changes will occur, as program learning outcome assessment did not occur.

**Outcome cycle evaluation:**

After continuous outreach and collaboration with adjunct faculty, a culture of assessment has begun to take root as more department adjunct faculty have participated the assessment of student learning outcomes and reporting assessment data. With the upward trend in student demand for Political Science courses and the expansion of the Political Science course offerings, it is incumbent upon all faculty in the department to buy into continuous improvement, through the assessment of student learning outcomes, as we endeavor to make progress on the goal of improving student learning. With the addition of a full-time temporary faculty member, a noticeable positive impact has occurred. For example, the new faculty has brought in a much need emphasis of civic engagement and a more manageable department work load as it pertains to student learning outcomes and program learning outcomes assessment, which the department has been challenged to address, in a timely manner, due to limited time and overburdened work schedules spread across committee work and other professional responsibilities. While changes have been implemented, to sustain the promising positive improvements, the department's need of another full-time Political Science faculty must be fulfilled.

## Action: Improve Student Success and Support Departmental Growth

# Program Review - Political Science

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

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

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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, Randy Villegas, and Juan Arzola

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

Update Year: 2020 - 2021

09/30/2020

# Program Review - Political Science

**Status:** Continue Action Next Year

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

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

## Resources Description

**Personnel - Faculty** - A full-time political science faculty member is needed who has a background in fostering volunteerism at the local government level. (Active)

**Why is this resource required for this action?:** Resource is required to help meet AA-T outcome and Political Science departmental goals. Furthermore, there is an expected increase in the number of students declaring Political Science as a major per American Political Science Association (2019) and George Washington University Fact Book (2019).

Resource is needed to help the District achieve the following District Objectives:

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

**Notes (optional):** The FTEF for the Department of Political Science stood at 9.53. FTEF represents the number of full-time faculty with a normal workload (15 instructional hours) per semester that would be needed to meet the demand of the FTES generated by enrollment. Hence, FTEF for the FTES generated by its courses offerings would require five full-time faculty with a normal workload.

The Department of Political Science is ONLY requesting one additional full-time faculty position.

**Cost of Request (Nothing will be funded over the amount listed.):** 100000

**Related Documents:**

[POLS - 2020 Program Review Data.pdf](#)

## 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.

## Action: Offer More Political Science major coursework

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) was offered in Spring 2020. The department hired a full-time temporary faculty that has enabled the department in increase offerings in Hanford and Tulare.

**Leave Blank:**

# Program Review - Political Science

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

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

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

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

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2020 - 2021

09/30/2020

**Status:** Action Completed

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

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

## Resources Description

**Personnel - Faculty** - A full-time political science faculty member is needed who has a background in political theory, political economics, and/or critical race theory. (Active)

**Why is this resource required for this action?:** Resource is required to help meet AA-T outcome and Political Science departmental goals. Furthermore, there is an expected increase in the number of students declaring Political Science as a major per American Political Science Association (2019) and George Washington University Fact Book (2019).

**Notes (optional):** The FTEF for the Department of Political Science stood at 9.53. FTEF represents the number of full-time faculty with a normal workload (15 instructional hours) per semester that would be needed to meet the demand of the FTES generated by enrollment. Hence, FTEF for the FTES generated by its courses offerings would require five full-time faculty with a normal workload.

The Department of Political Science is ONLY requesting one additional full-time faculty position.

**Cost of Request (Nothing will be funded over the amount listed.):** 100000

## Link Actions to District Objectives

# Program Review - Political Science

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.

**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.

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

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

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

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**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:** 2020 - 2021

09/30/2020

**Status:** Continue Action Next Year

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

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

### Resources Description

Funding needed for planning of speaker series. (Active)

**Why is this resource required for this action?:** It is believed that funding in the amount of \$5,000 will be necessary to offset the costs of speaker fees, and any unforeseen expenses.

# Program Review - Political Science

**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.

## Action: Research Internship Opportunities

The Political Science department believes a proactive approach to enhancing the 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:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

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

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

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

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

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

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

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

# Program Review - Political Science

**Personnel - Faculty** - A full-time political science faculty member is needed who has a background in fostering volunteerism at the local government level. (Active)

**Why is this resource required for this action?:** Resource is required to help meet AA-T outcome and Political Science departmental goals. Furthermore, there has been a significant increase in the number of students declaring Political Science as a major, from 58 in 2015 - 16 to 102 in 2018 - 19.

**Notes (optional):** The Department of Political Science is requesting ONLY one additional full-time faculty position.

**Cost of Request (Nothing will be funded over the amount listed.):** 100000

## 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.

## 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:** 2020 - 2021

**Leave Blank:**

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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 certificate level outcomes:

CLO #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.

CLO #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.



# Program Review - Political Science

**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:**

## Resources Description

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

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

**Notes (optional):**

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

## Link Actions to District Objectives

District Objectives: 2018-2021

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

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

## 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:** 2020 - 2021

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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.

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

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Technology** - Department faculty will need to work with the District Public Information Officer, as well as Technology Department for support with modifying the department catalog pages. (Active)

# Program Review - Political Science

**Why is this resource required for this action?:** Department faculty do not have access to District Catalog, so the requested resource is needed. 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.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 0

## *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