Political Science

Program Review - Comprehensive Review

2022 - 2023

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Program Context

1. Mission
Share how your program contributes to the College or fits into the College's Mission.   For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)?   If your program has a mission statement, you may include it here.

The Political Science Department works closely with the following college programs and departments:

- *Learning Center - for tutoring services*
- *Library - for student support regarding research as well as course materials, which include books, films and scholarly journals*
- *SparkPoint – to connect students with the food pantry, financial literacy and emergency housing support*
- *Equity and Antiracism Work Group – to address inequities on our campus*
- *Umoja – program courses (PLSC 210 & 310)*
- *Puente – creating connections between the Umoja and Puente students*
- *CWA (College for Working Adults) – program courses (PLSC 210 & 310)*
- *Welcome Center – work directly with this team in order to an active participant in how students are directed toward Political Science courses and our Umoja Program*
- *Social Science Departments – we meet monthly in order to address and meet college demands as a cohesive group.*
- *Ethnic Studies Department – direct support and mentoring to this new department*
- *Faculty Teaching and Learning – full participation in teaching and learning sessions*
- *COLTS (Community of Learning Through Sports) – acknowledge student athletes as a special population that benefits well from our Umojafied classes and approaches*
- *BSU (Black Student Union) – regularly attend their weekly meetings in order to make meaningful connections with our Black students*
- *BSM (Black Students Matter) Committee – working with this group to address microaggressions on our campus. Employing Political Science methods of having fruitful difficult conversations is helpful for this committee.*
- *Promise Scholars Program – participate in joint student infosessions*

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These relationships have become even deeper since the Political Science Department is integrated into our new Umoja Program.

Political Science Department Mission

The undergraduate major in Political Science aims to provide an understanding of the of basic political processes and institutions as these operate in different national and cultural contexts. It also covers the interaction between nation states, the changing character of the relations between citizens and governments and the values and criteria by which the quality of political life is judged. The program may be individually focused to serve the needs of the liberal arts major, the student seeking preparation for a major in Political Science, Public Administration, Law and other professional fields as well as the student preparing for specialized roles in political and public organizations. The mission of the Political Science Department interconnects with the Social Sciences' Statement, which includes a mission, vision and values.

Social Sciences' Statement

Mission:

The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing

communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

- *Nurturing new generations of social scientists;*

- *Fostering innovative research;*

- *Mobilizing necessary knowledge on important public issues.*

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

Yes, the most recent and significant change is the exciting introduction of the new Ethnic Studies requirement for the California State Universities (CSUs) and more recently the University of California schools (UCs). For the CSUs, there is a new area F requirement for the Ethnic Studies courses. At Cañada, we have began with an adjunct faculty member teaching 1 Ethnic Studies course and beginning Fall 2022, we have a full-time Ethnic Studies faculty member who is offering 5 Ethnic Studies courses. This new Area F, directly effects the Social Sciences and Political Science, in particular, because 3 required units from CSU Area D were removed and placed in the new Area F. Moreover, there are a number of Ethnic Studies courses that are included as an option in CSU Area D. This definitely has a direct impact on enrollment for the Political Science courses 210 (American Politics) and 310 (California Politics and Local Government).

Accordingly, Cañada College's previous Ethnic Studies Requirement had been suspended for new students and replaced with the new State mandated Area F Ethnic Studies Requirement. Due to this new mandate, certain Political Science courses that were part of our college Ethnic Studies requirement may have lower enrollment since it will meet one less graduation requirement.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Our Political Science students continue to seek and obtain local government and non-profit jobs. For instance, the County of San Mateo and Redwood City consistently advertise job openings ranging from Administrative Clerk to Elections Specialist to Community Worker/Public Works/Housing and

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Community Development. The Political Science Department continues to work closely with our local government representatives (Congresswoman Jackie Speier, Congresswoman and former Cañada College graduate Anna Eshoo and Senator Jerry Hill) in regards to internship opportunities. Since the American government remains one of our largest employers, it is imperative to continue providing students with the opportunity to take part in this industry. And, as political officials move on in their careers (i.e. state level representation, retirement and etc), the Political Science Department will continue to cultivate relationships with our local San Mateo County government representatives. The Political Science Department would still like to move forward in working with the former San Mateo County Supervisor, Rose Jacobs Gibson, to bring the Hagar Services Coalition Community Leadership Program to our campus. The Initiative for Leadership Engagement and Development (ILEAD) is a "call to action" in response to the need for increased voter turnout, better qualified candidates for elected office, greater resident civic participation and the community's knowledge of how local government works. ILEAD is a professional community development initiative designed to stimulate greater civic participation locally and across the nation (www.hagarservicescoalition.org). With College and curricular support, this program could be offered on our campus with linkages to PLSC 310 – California Politics and Local Government. Additionally, this opportunity would greatly compliment our Umoja Program courses and plan. With a direct connection to our service area of East Palo Alto, this would also serve as a means to support an enrollment boost.

Our distance education/online students use technology to meet their class goals by using current programs and equipment. Overall, the Political Science Department and courses address community and labor needs through current articulation agreements in order for our students to seamlessly transfer to a 4-year college/university and there are no known changes.

Looking Back

4. Curricular changes
List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

The most significant program changes that have occurred were brought on first by the campus closure due to Covid, which caused all of the Political Science courses to be taught online only, whereas before we offered a balanced mix of online and in person classes. Post Covid, we have introduced classes that incorporate a more hybrid and multi-modal approach. For instance, we are now offering classes that have dual CRNs with one for students who want to join the class via Zoom (synchronously) and in person students.

Enrollments/productivity:

1. *2017 until COVID Fall 2019 (i.e., PRE COVID).*
2. *Spring 2020 through 2022 (i.e., COVID).*

Overview 2017-2022:

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Non COVID variables were mainly responsible for enrollments/productivity changes from 2017-2019. However, from late 2019 through to the present (2022) clearly the biggest factor affecting enrollments and productivity was COVID. Enrollment patterns will be discussed in greater detail in section 7A. However, some of the highlights can be summarized here as follows:

Enrollments/Productivity Pre-Covid (2017-19):

During this period Political Science maintained consistent enrollments with an increase in load. During this same period the college saw a headcount drop of 5.5%. Thankfully, <u>collegewide</u> factors did not have an adverse effect on Political Science enrollments and productivity.

Enrollments/productivity Covid (2020-22):

Political Science saw overall drops in both enrollments (1.2%) and load (2.5%). During this same period the college saw an overall headcount drop of 16%. It appears COVID greatly accelerated the college declines noted in the pre COVID period.

Significant changes:

AB705: While not fitting exactly into curricular offerings, scheduling, or mode of delivery the implementation of AB 705 during COVID, made it much less likely any given class would have a prerequisite. This new legislation does not have a direct effect on enrollments for Political Science classes.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Feedback – Progress Report & IPC Feedback: *Rather than a general overview related to IPC Feedback, include here a short summary of the pertinent feedback your responses to those recommendations and how they were addressed.*

Response to Feedback: *I am not exactly sure what this feedback means, but I will continue to be as detailed as possible.*

Feedback – Community and Labor Needs: *Really great information! Do you happen to have any numbers that showcase how many students have taken advantage of these opportunities?*

Response to Feedback: *All articulation agreements are current and active. Students are continually encouraged to take advantage of government and non-profit opportunities. I do not have a system for tracking these students once they transfer and beyond. It could be worthwhile to create a social media platform dedicated to Cañada College Political Science alumni.*

Feedback – Curricular Changes: *We encourage continued dialogue and collaboration with the Curriculum Committee to revisit the questions that you've brought forward related to class maximums and Honors support. Also, can IPC help you with the issues you have outlined here?*

Response to Feedback: *Unfortunately, the Honors Program has so far been unwilling to support the Political Science Department's honors' efforts. Hopefully, this collaboration can be renewed in the near future.*

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Feedback – Impact of Resource Applications: *We took a look through previous Political Science Program Reviews and we weren't able to locate resource requests that were submitted. We would like to encourage you to use the Objectives, Action Plans, and Resource Requests area in Improve to submit your needs in the process and ensure that they get reviewed and moved forward in the process. If you would like help entering your program review resource requests, we encourage you to collaborate with your Dean, the Instructional Technologist and/or your faculty colleagues.*

Response to Feedback: *Currently, the Political Science Department does not have any resource requests outside of the maintenance and upkeep of the Social Sciences Hub.*

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Feedback – Enrollment Trends: *We'd like to encourage you to utilize the data dashboards provided by PRIE to analyze your current enrollment numbers: http://bit.ly/2rGHvbk We also encourage to use the enrollment data to identify new opportunities for your program, or challenges that can be overcome. Also, labor statistics information is a great addition to your program review, however it may be more effective if included in your response to question 3.*

Response to Feedback: I have included a more detailed analysis of enrollment trends in this annual program review report. It was helpful to attend the Teaching and Learning Program Review session this semester, where direct support from our PRIE team was readily available.

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Feedback – Access & Completion: *We'd like to encourage you to utilize the data dashboards provided by PRIE to analyze your current enrollment numbers: http://bit.ly/2rGHvbk We also encourage to use the enrollment data to identify new opportunities for your program, or challenges that can be overcome. Also, labor statistics information is a great addition to your program review, however it may be more effective if included in your response to question 3.*

Response to Feedback: I have included a more detailed analysis of access & completion trends in this annual program review report. It was helpful to attend the Teaching and Learning Program Review session this semester, where direct support from our PRIE team was readily available.

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Feedback – Completion & Success Online: *We'd like to encourage you to utilize the data dashboards provided by PRIE to analyze your current access and completion numbers: http://bit.ly/2rGHvbk It would again be most helpful to reference specific data points and specific gaps in the narrative and then use this data to outline what the program can do to bridge gaps in student success (the data dashboards actually reflect a 20% difference between online and face-to-face courses). Also, could IPC and DEAC provide support with this analysis?*

Response to Feedback: I have included a more detailed analysis of completion & success online trends in this annual program review report. It was helpful to attend the Teaching and Learning Program Review session this semester, where direct support from our PRIE team was readily available.

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Feedback – SLO Assessment & Compliance: *Its great that all of your courses have SLOs and that they've been regularly updated through Curriculum. However, this question is looking for compliance with the 3-year Assessment Cycle and a description of how assessment is being planned and coordinated.*

Response to Feedback: I have included a more detailed analysis of SLO assessment & compliance in this annual program review report.

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Feedback – SLO Assessment & Impact: *Its great that all of your courses have SLOs and that they've been regularly updated through Curriculum. However, this question is looking for compliance with the 3-year Assessment Cycle and a description of how assessment is being planned and coordinated.*

Response to Feedback: I have included a more detailed analysis of SLO assessment & impact in this annual program review report.

5B. Progress Report - Prior Program Goals
Provide a summary of the progress you have made on the program goals identified in your last program review.

Prior Program Goals (2016) – Looking Ahead: If the one full-time faculty member continues to only teach a full-load of classes (and not take time away from the Political Science Department to be an union-chair or Social Sciences coordinator, for example) the department will run more efficiently and the success and retention rates of the students will increase. Furthermore, the department will run most efficiently by offering no more than 8 sections per semester (excluding summer).

Progress: It continues to be challenging as a one person department to consistently without working additional hours to maintain all of the components of a successful student-first department. However, for the past 20 years, this one person department has been able to grow and more than maintain a productive Political Science Department. Currently, the Political Science Department's offerings support one full-time faculty member and two adjunct faculty. And, now with the drastic drop in enrollments overall with the college, this faculty membership will not be changing anytime soon, in terms of being able to justify an additional full-time faculty member.

6A. Impact of Resource Applications
Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?
.The Political Science Department does not have any outstanding resource applications.

6B. Impact of Staffing Changes
Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."
The Political Science Department has not experienced any staffing changes since the last Program Review cycle. We continue to have one full-time faculty member and 2 adjunct faculty members.

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Current State of the Program

7A. Enrollment Trends
Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

· *Enrollments*

o   *The Political Science Department has experienced a slight decreasing trend pre-Covid similar to our campus, overall. Enrollments have kept pace with overall campus. However, as the campus, as whole constricts, we will continue to see this same effect on departments across the college.*

o   *Hopefully, as we continue to become more post-Covid, it will be important to employ multimodality approaches to teachings and offerings within the Political Science Department. The in person classes within the Political Science Department are able to double the enrollment by offering them multimodality where there is the option to either sign up for the synchronous online CRN or the in person CRN.*

· *Section Count*

o   *The Political Science Department offers multiple sections where there is the highest demand (i.e. PLSC 210 – American Politics & PLSC 310 – California Politics and Local Government), while at the same time balancing out the need to offer (on a rotational basis) the lower demand classes that are imperative for the major. With a student-first approach we offer all Political Science major classes, so that students can complete their major courses within two years. Combo between FTEF is clear. Talk about full-time, and part-time numbers. Good to have a buffer for the full-time v part-time faculty*

· *FTEF*

o   *For the most part we have been able to maintain the same FTEF from 2017 to 2022 with only a 1 point change (4 to 3).*

· *Load*

o   *Load has been consistent from 2017 to 2020. And, then with the onset of Covid-19, load dropped significantly from 496 to 370.*

7B. Significant Changes in Your Program
Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?
Yes, there has been a decrease in load and FTES, which coincides with Covid-19 as discussed in 7A.

7C. Planning for Your Program
What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of

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pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

The Political Science Department is always thinking ahead in regards to trends (current and upcoming). To address the enrollment gap, the Political Science Department continues to offer many classes online, a number in person and classes that are multimodal, so students can choose which fits best for the lifestyle, learning goals and comfortability. We also offer the number sections that can be successfully filled and meet the demands of the Political Science majors.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Students have access to the full array of Political Science courses on regular rotational basis to meet their general education (CSU & IGETC) requirements as well as Political Science major requirements.

The largest inequity gaps continue to be with Black and Polynesian students. This can best be addressed with increased ethnic diversity in our counseling department as a first meaningful step. And, most importantly with programs designed to support the success of these student groups. Fortunately, we now have a new Umoja Program that is specifically designed to improve the success rate of Black students, in particular, and all students, in general. The most commonly awarded degree continues to be an Associate of Arts Degree in "Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences". Please see the report titled, "Canada College: Degrees / Certificates Awarded" on the Program Review web pages for all the details. Moreover, The Bureau of Labor Statistics predicts an above-average (average = 7%) growth rate of 11% in jobs for "social scientists and related workers" 2016-2026 ("Occupational Outlook Handbook" 2016).

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

In the Political Science Department:

- *There are less females in courses*
- *More of our Political Science students are low income (based on FAFSA completion)*
- o *Larger group, but less successful (15% lower)*
- *29-39 years old have a 30% lower success rate (i.e. withdrawal rates)*
- *40-49 years old have a 24% lower success rate*
- *White females perform at a lower success rate (17%)*
- *White males perform at a lower success rate (13.8%)*
- *White students, in general, have a lower success rate (15%)*
- *29-39 years old have a higher withdrawal rate (30%)*

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- *40-49 year old have a higher withdrawal rate (21%)*
- o *So, under 29 years old comparable to the college*
- *First generation students' withdrawal rate is 6.3% higher than the campus*
- *Low income withdrawal rate is 10.2% higher than the college*
- *White student withdrawal rate (male + female) is 17% higher than the college*

These statistics reflect all classes taught by everyone in the Political Science Department. However, it would be much more useful to have data broken down by CRN, because each professor has a different approach to teaching their classes and creating inclusivity. For instance, some of our classes have been Umojafied, which creates a higher success and retention rate for all students. Additionally, some faculty in the department have received equity training and it is a goal to have all of the faculty (including adjunct) to have this training, as well.

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Fortunately, there is much less of a success gap between online and person classes. It was clear that during Covid-19 when students were forced to take classes in a mode that was not their choosing, many struggled. As we move further into post-Covid, students, overall, are rebounding as the choice for mode of classes broadens. It has been very helpful to use the multi-modal option for classes because then students are in more in control of their destiny.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Yes, the one full-time faculty member in the Political Science Department coordinates and collects the SLO data for all courses and inputs them into Nuventive on a regular basis that follows the three year assessment plan.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Since the Political Science Department consists of one full-time faculty member, there is no dialogue regarding SLOs. However, it appears from the SLO assessment data that students are entering the program with a more complete government foundation resulting in being able to spend less time on a pre-requisite material. As an acknowledgement of this pre-quiz movement, the Political Science Department has begun the process of updating the pre and post quizzes in order to more fully assess the current SLOs.

Additionally, in our upcoming COR update cycle, SLOs will be more fully equitized and Umojafied for all of the Political Science courses.

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10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's <b>Three Year Assessment Plan<b/> Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: Anthropology, Communication Studies, Economics, Ethnic Studies (newly added since the last program review), Geography, History, Philosophy, Political Science, Psychology and Sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to <u>directly</u> measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the

types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the Social Sciences Program.

Looking Ahead

Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Goals

Goal Status
1 - New (PR)

Goal Title
Umojafying Political Science course SLOs

Goal Description
Goal 1: Update all Political Science CORs to include Umojafied SLOs

Program Review Cycle When the Goal Begins
2022 - 2023

Who's Responsible for this Goal?
Lezlee Ware (the only full-time faculty in the Political Science Department)

Goals

Goal Status
1 - New (PR)

Goal Title
Umojafy CORs

Goal Description
Goal 2: Umojafy all components of Political Science CORs

Program Review Cycle When the Goal Begins
2022 - 2023

Who's Responsible for this Goal?
Lezlee Ware (the only full-time faculty member in the Political Science Department)

Goals

Goal Status
1 - New (PR)

Goal Title
Political Science Adjunct Faculty

Goal Description
Goal 3: Encourage all Political Science adjunct faculty to attend Umoja Statewide Conferences during 2023.

Program Review Cycle When the Goal Begins
2022 - 2023

Who's Responsible for this Goal?
Lezlee Ware (the only full-time faculty member in the Political Science Department)

Goals

Goal Status
1 - New (PR)

Goal Title
Multi-Modal Format

Goal Description
Goal 4: Continue to offer an array of Political Science courses in the multi-modal format in order to address enrollment.

Program Review Cycle When the Goal Begins
2022 - 2023

Who's Responsible for this Goal?
Lezlee Ware (the only full-time faculty member in the Political Science Department)