

PROGRAM REVIEW Fall 2022

Program: Political Science

Division: Business, Social Science and Learning Resources

Date: 11/1/22

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SLO/SAO Point-Person: Joanna Tice Jen

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1. A review of political science enrollment and methods for improving it were identified through meetings with the Director of Research - Planning and Institutional Effectiveness, Rajinder Samra, and the Dean of Student Services, Joel Gagnon.
2. Professor Jen developed a plan, in coordination with the Dean of BSSL, Stuart McElderry, to test the enrollment effects of converting face-to-face Poli 7 classes to hybrid to allow this 4 credit course to fit into the conventional schedule and shifting all section to the morning, to draw more students already on campus in the morning for other classes. Both 1 and 2 relate to last year's stated goal of "Ongoing strategies for improving enrollment are being discussed and implemented."
3. The newly designed Poli 26 (Gender, Sexuality, and Politics) has now been taught both online and in person and is successfully addressing many aspects of the College's Mission, Master Plan, and the guiding principle of equity as well as addressing governmental developments relating to abortion and LGBTQ+ rights that are at the top of students' minds right now.
4. Upon the retirement of Paul Torres, Professor Jen has transitioned into the role of coordinator, including staffing Professor Paul Torres' sections (Poli 7 and Poli 20) with part-time faculty.
5. Hosted transgender scholar, Paisley Currah (CUNY Graduate Center and Brooklyn College), for a talk about governing transgender identities: "Female, Non-Binary, or Male: Who Get's to decide?" that drew dozens of students and faculty.
6. We critically evaluated our SLO process to recognize and resolve a data deficit. part-time faculty members will be actively encouraged to upload data.
7. A concerted effort to bring textbook costs down is being made, with Poli 26 leading the way with zero textbook cost and discussions with part-time faculty about their textbook costs.

8. Professors Jen and Professor Jeremy Abrams underwent training in HyFlex teaching over the summer and Professor Jen taught one section in HyFlex during Fall 2022.
9. While enrollment is down, success rates in Poli courses are up over the last five years.
10. Professor Jen has collected photos and biographies from all of the Poli faculty and undergone Omni training with Webmaster Tim Druley to be able to enhance our program's web presence by featuring faculty portraits and bios.
11. Plans are in place to circulate a program newsletter via email for students in the program to discuss program offerings, the development of new courses and solicit student suggestions.
12. Planning has begun for starting a Law and Politics Student Club to serve the needs of students interested in careers in law and politics.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. Like every other program on campus, we are suffering under decreased enrollments, which have caused many last minute changes to faculty schedules, modalities, bumping of part-time faculty, and underloading resulting in summer work.
2. The rather abrupt retirement plans of Professor Paul Torres pushed Professor Jen into a coordinator position she wasn't fully prepared for after asking for years to be given more responsibility over the coordinator duties she knew she would eventually need to take over.
3. Feeling pressure from Academic Services to convert Poli 7 into a 3 credit course when it has been taught as a 4 credit course for decades. This pressure has grown more intense recently in the low enrollment environment at the college, but is no less problematic for faculty, who would have to make drastic cuts to what can be taught in the class, what kind of feedback can be given on student work, as well as

changes to the teaching load they were told they would have when they were hired.
4. The unlikelihood of being granted reassign time for coordinator duties nor being able to replace Professor Paul Torres, given the new fiscal realities at the college, places a large burden on Professor Jen, as the sole full-time faculty member in the program, to shoulder many program projects alone.
5. Despite the usefulness of Guided Pathways for pushing students through the college more quickly, there is a very real threat posed to the social sciences by such an approach, which emphasizes efficiency and productivity and the college's bottom line, while limiting student exploration into fields they might not have considered before. How many faculty members at the college found their own career calling through a process of exploration that would have been totally stunted by the approach produced through Guided Pathways?
6. Because the IGETC GE requirements push most students to history classes to fulfill both humanities and social science requirements, Political Science enrollments suffer.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

1. A larger offering of online, HyFlex, and hybrid courses to reach a broader range of students is a surprisingly good fit for our program, where reading, writing, and discussion are at the heart of the discipline and can be easily converted online.
2. After the success of hosting transgender scholar, Paisley Currah (CUNY Graduate Center and Brooklyn College), for a talk about governing transgender identities: "Female, Non-Binary, or Male: Who Get's to decide?" that drew dozens of students and faculty, we are definitely planning for more future events in coordination with both the Gender & Sexuality Club and the Law and Politics Club (which is in the works now).
3. Continuing to increase our web presence with improvement of the our website and a political science student newsletter.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

Political science is THE program where civic leadership and participation for all political identity groups is developed, where civic engagement and lifelong voting behavior is encouraged and where students are specifically prepared for voting research and voting habituation. These claims are supported by the fact that 1) our students scored high in CSLO categories related to the College's Mission, Master Plan, and the Presidential Task Force; 2) Poli 7, Poli 25, and Poli 26 all cover a number of texts and assignments on political identity categories that support the College's commitment to equity; 3) the newly designed Poli 26, in its first year of instruction at the time of writing, has been designed to support the College's Mission, Master Plan, and the Presidential Task Force; 4) political science provides students with knowledge about governmental powers, argumentative communication skills to push for political and societal change; and opportunities to reflect on and develop their own values.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
1. Increase web presence and student newsletter		X		X
2. Increase enrollment		X		X
3. Increase course offerings		X		X
4. Create a Law & Politics Student Club	X		X	
5. Create a schedule of course offerings that enables students to move through the program quickly while also providing plenty of course offerings that promote exploration.	X			X
6. Host more speaker events in coordination with the Gender &	X			X

Sexulaity Club, as well as the Law & Politics Club, once it is created.				
7. Better planning for the program review process that includes time to solicit contributions from part-time faculty in terms of their own accomplishments, plans, and concerns.	X			
8. Curriculum development to make some Poli courses that have a strong humanities component (Poli 25 and Poli 26) into courses that could fulfill IGETC humanities requirements and to officially develop ethnic studies components into the curriculum of Poli 7, 25, 26, 12, 20, and 30 where they already exist in practice.				

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F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	Professor Jen conducted end-of-semester surveys with her courses in Spring 2022 and plans to do so every semester going forward to give her the opportunity to reflect on her teaching and syllabus from a student perspective. Evaluations of three out of four part-time faculty are also being conducted this fall, which will glean many opportunities for growth both individually and program-wide.
What did you learn?	There was and will be a great deal of learning through this process in a wide range of topics. To just give a few examples: 1. What office hour times and modalities meet student needs best.

	2. Student's feelings about mask and vaccine mandates. 3. Student's feelings about teaching style, assignments, length and difficulty of readings, etc. 4. The cost of books being used by part-time faculty. 5. Encouraging student-centered teaching modalities for part-time faculty who may have a more traditional teaching style.
How will you use the feedback?	There will be many major and minor changes implemented to my own courses, as well as expected changes to the part-time faculty's courses based on my suggestions on their evaluations.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Feelings of belonging for LGBTQ+ students, especially transgender and gender non-conforming students.	Use of pronouns and allowing students to change their names on college records, ID cards, Canvas, and registration.
Feelings of belonging and support for English language learners, black, Latinx, and first-generation college students.	I feel that the college is making many strides in these areas, but I plan to undergo more training to make my own courses more welcoming and supportive of these groups, as I see a dearth of students in these areas in political science (especially black and Latinx students) compared to the rest of the college. I am participating in the Linguistic Justice community of practice this semester to begin that work.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

1. Both enrollment and headcount numbers have dropped every semester for the last five years (since Fall 2017), largely due to the IGETC requirements marginalizing political science and Guided Pathways marginalizing social sciences.
2. However, despite this sobering enrollment and headcount numbers, withdrawals have dropped from a high of 31% in the Fall 2017 (the semester before Dr. Jen started) to a low of 15% in Spring 2022.
3. Course success rates have risen steadily over the same time period, from a low of 56% in Fall 2017 (the semester before Dr. Jen started) to a high of 70% in Spring 2022.
4. The share of students earning A's in our courses also rose during that same period, from a low of 20% in the Fall of 2017 (the semester before Dr. Jen started) to a high of 38% in the Spring of 2022.
5. The % FTEF from Full-Time Faculty has increased steadily over the last five years, from a low of 47% in the Fall of 2017 (the semester before Dr. Jen started) to a high of 100% in the Spring of 2022. However, with Professor Torres' retirement, this percentage dropped this semester down to 50%. Given the expected cuts, the percentage will rise again as many part-time faculty courses are cut. Going forward in the current environment, that percentage is more indicative of a low number of classes being taught, rather than a healthy full-time faculty contribution.
6. While success rates in DE courses continue to be lower than success rates in face-to-face sections, success in DE has risen during the same time period, from a low of 59% in Fall 2017 (the semester before Dr. Jen started). The rise has not been steady

though and presumably depends largely on who is teaching the DE courses that semester and whether fast track courses are offered or not (fast track courses tend to have a much lower success rate). However, the success rates have never dipped as low as 59% again and have been as high as 81%.

7. We have met our student success set standard every year since 2016, with the exception of the 2017-2018 academic year, when we missed the set standard by 1.5%. In the 2021-22 academic year, we exceeded our set standard of 62.6% by 8.2 points for a score of 70.8%.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?
☒ Yes ☐ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- **C1: Instructional Programs with PSLOs (disaggregated PSLOs)**
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

Fall 2021 PSLO(s):

3. demonstrate understanding and application of theories and concepts in political science to contemporary political phenomenon.
4. research, synthesize, and argue a political thesis.

These two PSLOs were chosen because they were deemed the next two most important in our list of PSLOs to assess, in terms of knowledge and skills prioritized by the discipline. In the 2020-2021 academic year we lost half the year for assessment because the SLO point-person (Professor Jen) was on parental leave in **Fall 2020**. In **Spring 2021** we resumed with the following PSLOs: 1. analyze and assess various types of sources in the discipline and 2. demonstrate an understanding of socioeconomic and/or political power disparities existing along the lines of identities such as race, class, gender,

sexuality, legal status, and religion. That second PSLO aligns so closely with LPCs guiding principle of equity, we wanted to start with that.

In **spring 2022**, we disaggregated the assessment data to identify potential gaps in student performance and develop strategies to close gaps.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). 66%

- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

For all of the PSLOs analyzed this year, the majority of our students achieved an average , above average, or mastery rating. Often at least 40% achieving the “above average” or “mastery” ratings.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-------------------|----------------------|
| • Gender ✓ | • First Generation ✓ |
| • Age ✓ | • DE ✓ |
| • Ethnicity ✓ | • Online ✓ |
| • EOPS ✓ | • Hybrid |
| • Veteran ✓ | • Fact-to-Face ✓ |
| • BOG Recipient ✓ | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

Women and younger students (those 21 or younger) tend to outpace their male and 22 and older peers in overall assessments. I believe the gender differential is probably college-wide. I notice a greater degree of care by female students. For example, the male students will almost always turn in their exams earlier than the women who will stay to re-read and take greater care with their answers. I’m not really sure I understand the pattern with younger versus older students. My

assumption is that younger students are fresh out of high school and thus are still in a student mindset, while many of the older students are returning to school after years of no academic exposure. There is also a similar low achievement level for veterans, probably for similar reasons, plus the mental health issues faced by many veterans transitioning back into civilian life.

While other ethnic groups are mostly grouped in the average, above average, or mastery categories, there is a pretty clear difference for Hispanic students and a slightly lesser difference for African American students who are clustered mostly around average and below average. This pattern is clearly produced by the fact that many of these students come from historically underserved communities. The same numbers are seen for first generation college students, presumably for similar reasons.

We appear to have a very low number of EOPS students in political science and no BOG recipients.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

When it comes to the inequitable outcomes revealed for returning students, Hispanic students, African American students, veteran students, and first generation students, I have a general sense that the reading and writing intensive nature of classes in political science tend to affect these groups from historically underserved communities who do not arrive at LPC with the same level of preparation as their classmates. Many students also find political science intimidating, even though I don't think of it as a particularly challenging discipline beyond the necessity for lots of reading and writing. I would like to discuss this phenomenon with other faculty and the Dean to consider what modifications could be made to our courses to correct this inequity.

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

Frankly, I am not confident as to what steps could be taken to address the inequalities described above. Some ideas involve reducing the length and/or difficulty of reading assignments and grading more on content and less on writing proficiency. As one avenue for exploring these options, I am involved in the Linguistic Justice Community of Practice this academic year.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☒ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

_____ YES ✓ _____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

We have experienced challenges at basically every step along the way in our assessment process from eLumen technical issues (the last 3 semesters the planning could not be done when we set out to do it) to lack of support from the SLO specialist (for example: when a new course was added and we asked to have our PSLOs updated it never happened) to difficulty in using eLumen at all. If this is a widespread problem, I strongly suggest that the SLO committee consider re-training program point persons and getting more involved to make sure that eLumen is working as expected and that the SLO specialist follows through with point-people. Otherwise, it feels like we are just spinning our wheels for nothing, which leads to deprioritization of working on SLOs and thus increases with these challenges.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate

✓ No. The Program Map for Political Science__*(degree/certificate name)*Poli 26: Gender, Sexuality, and Politics should be on the AA-T List B.

Requires an update

- Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
- **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

☒ YES ☐ No

Course Name & Number
Poli 12
Poli 20
Poli 25
Poli 29
Poli 30
Poli 7

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the [Curriculum & SLO Specialist](#)** if you are planning a new program.

_____YES **X** No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____YES **X** No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Thanks for all your hard work in reading our reviews and thanks for an easy to read and complete form! The google doc decision gets a big thumbs up!
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