Program Review
January 15th, 2013

1. Description of the Program

The Political Science Department provides Cerritos College students with a wide selection of courses designed to satisfy general education, transfer, and associate degree requirements. The Department's course offerings provide a depth and breadth of coursework that is designed to increase student knowledge and appreciation for the governmental institutions, processes, and actors at all levels of government, both in the United States and internationally.

With the goal of improving instruction and student performance, the Political Science Department pioneered and heavily promoted the development of student- and technology-centered learning; emphasizing the development of computer-based and online resources and methods of delivery to encourage student exposure to content and learning beyond the classroom. The Department continues to encourage faculty innovation in the areas of instruction and assessment that includes student exposure and use of technology in and out of the classroom.

 a. Course and Program Content
   i. The Cerritos College Catalogue includes three unit Political Science courses such as Political Science 90, Internet Strategies for Civic Communication, to Political Science 101, the general Introduction to American Government course, which most students pursuing an associate degree or transfer complete as part of their academic program. The Course Outlines for every Political Science course in the catalogue are updated according to Cerritos College Board and administrative policies.

    The Department as a whole contributes to all matters related to the introduction of new Political Science courses. The Department is working on the adoption of a Political Theory course through the Cerritos College Curriculum Committee process and is still considering the creation and adoption of a Public Administration course for students interested in working and managing in the public sector.
   ii. General Course Designs—the full complement of Political Science courses offered by the Department meet general College requirements, guidelines, and approvals.
     1. Textbooks and other academic resources required by the Department—regardless of the course—are consistent with discipline-based standards suggested in each Course Outline.

2. Courses in the Department include recommended levels of student preparedness consistent with instruction and assessment of college-level material.
3. Courses in the Department are offered independently of each other with no pre-determined sequencing or ordering, allowing students to satisfy their personal interests, academic requirements, and course completion according to their individual enrollment needs.

b. Student Demographics—The Political Science Department enrolls the general College demographic profile in terms of student diversity. Recent data indicate that student success rates for students enrolling in Department courses are below that of the College as a whole. In the three academic years represented in the data (2008 through 2011), student success rates improved for all three years. Data representing student retention rates indicate that the Department retains students at a rate equal to that of the College as a whole and only slightly below that of other departments in its Division. In both cases, the data indicates that the student retention rates for the Department have also increased for every year for which data was provided. The data suggests that students enrolling in Cerritos College Political Science courses show a significant propensity to complete their courses and are more likely to complete their courses successfully.

According to student success data which classifies students based on a variety of demographic indicators, the Department does not regularly enroll enough students from the following demographic groups to make generalizations related to student success: American Indian or Alaska Native and Native Hawaiian or other Pacific Islander.

However, there is sufficient data to indicate that except for Hispanic/Latino students, student success rates for all African American, Asian, and White students have improved each year for which data was provided. Course success for Hispanic students dropped to sixty percent in the 2010/2011 academic year from sixty three percent in 2009/2010, and rebounded to sixty five percent the following year 2011/2012. Small improvements in student success rates for all other groups (racial and ethnic) on a year-by-year basis suggests that the drop in Hispanic success rates for the 2010/2011 academic year may have been an anomaly influenced by a multitude of other factors.

The Department is committed to improving student retention and success rates for all students enrolling in Political Science courses. The Department is committed to providing instructional materials and modes of instruction that do not have a

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discriminatory impact on students from any identifiable demographically defined population. The Department is also committed to monitoring student retention and success data in an ongoing self-evaluation of practices and procedures impacting student success.

The Department is fully aware of the diversity of the Cerritos student population including a wide range of learning styles. In order to accommodate this diversity the department is committed to using the tradition teaching method as well as the utilization of interactive multimedia supplemental materials. Unfortunately, in-class cooperative learning techniques that would help offset the diversity of our students cannot be correctly and efficiently implemented within courses with a minimal class enrolment size of sixty.

c. Faculty, Staff and Management Issues
    i. There are currently four full-time Political Science Professors in the Political Science Department. There are on average two to three adjunct faculty teaching Departmental courses. The Department has benefitted from a relatively stable pool of adjunct instructors; however, given the changing personal, professional, and economic factors, it may be difficult to attract a pool of qualified adjunct faculty to the department.
    ii. The department does not currently receive direct instructional support in the form of teaching assistants, discipline-based and trained tutorial staff, or student-teachers. Given current budgetary constraints and the likelihood that additional resources are not expected soon, the Department can only anticipate the availability of such resources at a future time.
    iii. The Department receives administrative support services from the Business and Humanities/Social Sciences Division. Administrative support from the Division, while reasonably helpful, could be improved upon especially since the merger of Bus. Ed/ HSS. The merger has revealed a cultural difference in style concerning the wiliness on the part of support staff to provide faculty assistance and help when needed.
    iv. In recent years members of the Department have collaborated on the production, editing and maintenance of content for MyPoliSciLab, the most used political science online course supplement in the nation. This collaboration provided an environment conducive to training and monitoring of changes in the American political landscape and advancements in the discipline. However, the relationship with Pearson publishing and the national MyPoliSciLab product is coming to an end in December of 2012. This change will require the Department to explore new mechanism to ensure ongoing training and currency in the discipline

that promotes student success.

The Department's courses are experiencing significant impaction due to years of budget cuts at the College level and the resulting reduction of courses College-wide. The immediate consequences of this impaction include course loads for the average instructor of sixty students per class and waitlists that regularly exceed ten to fifteen students per section. The minimum class enrollment level of sixty students per section significantly constrains the instructional and assessment choices available to instructors in the Department. The Department is committed to lowering the maximum enrollment level for all Political Science courses to no more than forty-eight students per section, with the expectation that student retention and success rates will improve in the near and foreseeable future.

The Department currently provides twenty-four sections of Political Science 101, the Introduction to American Government course (including five online sections), three sections of Political Science 201 (However, due to budget constraints, Pol 201 may be cut to two sections), The Introduction to Political Science course (including one online), and one section of Political Science 230, Contemporary Political Issues, the Middle East. The Department alternately provides course in both International Relations (Political Science 210), and Comparative Politics (Political Science 220) to satisfy the academic needs of students interested in the fields of Political Science and Government. The Department has recently provided a new course in Public Policy and Law (Political Science 260), which it expects to make a part of the permanent rotation of course offerings.

The department will start offering Political Theory (Political Science 240) in the fall of 2012 after the recent approval by the curriculum committee.

The Department regularly offers courses as part of the eighteen and nine week schedules as well as during summer sessions. The Department also provides courses during regular daytime, evening, and extended day hours to meet the needs of students attempting to enroll in Political Science courses.

d. The Department's emphasis on student-centered and technology-enhanced learning requires the regular use of technology in the classroom, including regular and reliable Internet access and general computing needs. For this reason the

Department requires regular scheduling in "smart classrooms" with equipment that works when called upon. The department Faculty uses Talon Net, Rosters Plus, and other College-based online resources on a regular basis. Combined with other course management programs and instructional materials that are provided online, the Department provides a wide range of resources intended to enhance student success.

The Department has benefitted from access to technology in the classroom for many years and is of the opinion that for a number of those years the Department has been ahead of the curve in this regard when compared to comparable programs. However, the Department is concerned that problems associated with College level computing resources will, in time, adversely impact the ability of faculty to provide the most up-to-date multimedia experiences to students. Investments in hardware, software, and other computer-based resources will remain high on the Department faculty "wish Lists." The inability of individual faculty to complement their computing capabilities by installing, and downloading programs and content to College-owned computers substantially restricts their instructional effectiveness. While Information Technology (IT) is a great resource tasked with updating software, responses from IT takes time and handicaps faculty who rely on multimedia and the internet frequently.

2. Instructional Improvement

   a. Teaching Effectiveness

      The Political Science Department evaluates teaching effectiveness directly through student evaluations and peer evaluations, and indirectly through SLOs. Faculty members are given back the results of the students' evaluation for their own review. However, the department does not have a systemic way of determining how faculty members use the results of student evaluations. The department follows the required college approved evaluation process.

   b. SLO Assessment

      The department has administered SLO assessments for POL 101 and POL 220. The department has begun the process of analyzing the SLO assessment data for the purpose of developing an improvement plan. Upon accomplishment, the Department will assess courses in the Program.

   c. Alignment of Syllabi with Course Outlines of Record

Syllabi content are in alignment with course outlines of record throughout the program. However, it was recently discovered that the current text book used by faculty members for POL 101 is not listed in the course outline. The department will take action to update course outline of record with the current text book(s). Faculty teaching particular classes are responsible to ensure that course content is in alignment with course outlines of record. Whenever discrepancies are discovered, usually through faculty evaluation process, the individual faculty concerned is advised to make the necessary correction to comply with the alignment of syllabi with course outlines of record.

d. Course Grading, Retention Patterns and Institutional Data

In terms of student learning and achievement outcomes, institutional data demonstrates that the Political Science Department is meeting student learning and educational goals. Between 2001-02 and 2005-06, the department increased the retention rate of students in courses in the department by 4.2%. In 2005-06, compared to the division course retention rate of 82.1%, the department recorded a 84.1% retention rate. However, the department saw a moderate decrease in the course success rate, which mirrors the trend in the division and college for 2004-05 to 2005-06. Finally, the department saw a dramatic increase in the number of Associate of Arts degrees awarded in the major. From 2004-05 to 2005-06, the department had a fourfold increase in the number of degrees awarded to students (2004-05: 3, 2005-06: 13). Over the period, the department had a 116% increase in the number of degrees awarded to students. Taken together, as measured by these institutional data, the department has demonstrated progress toward meeting and exceeding the learning and educational goals of students in political science courses and the degree program.

Institutional data for the Political Science Department describe a program that is serving the diverse needs of students. From 2000-01 to 2005-06, the Political Science Department has had a moderate decline in FTES. Over the period, the department experienced a 5.6% decrease in FTES. However, decreases in FTES were seen across the division and college, with the division seeing a 9.5% and the college witnessing a 4.7% decrease. In terms of the ratio of Weekly Student Contact Hours (WSCH) to Full-Time Instructor Equivalent (FTIE), the department had a ratio of 705 (Spring 2007), slightly above the division's ratio of 625.

Student Success

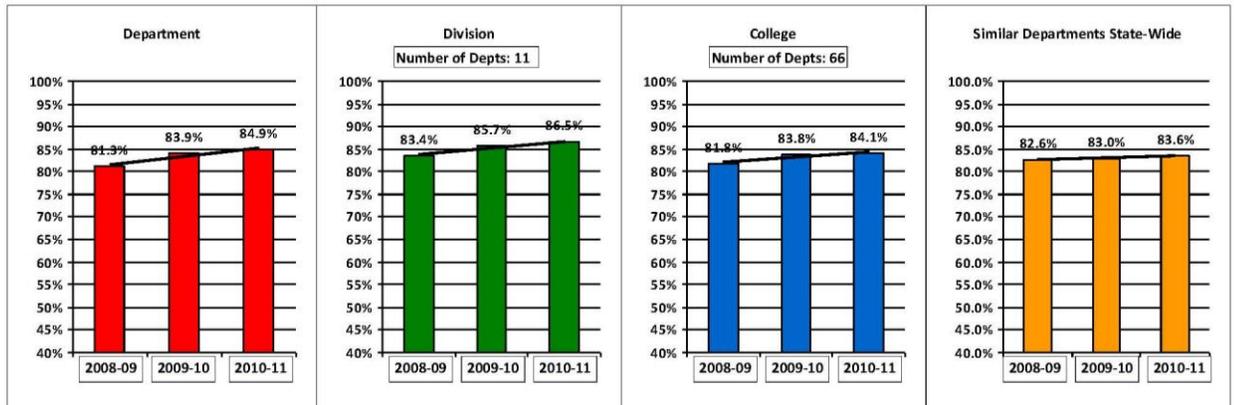POL Department

Monday, August 22, 2011
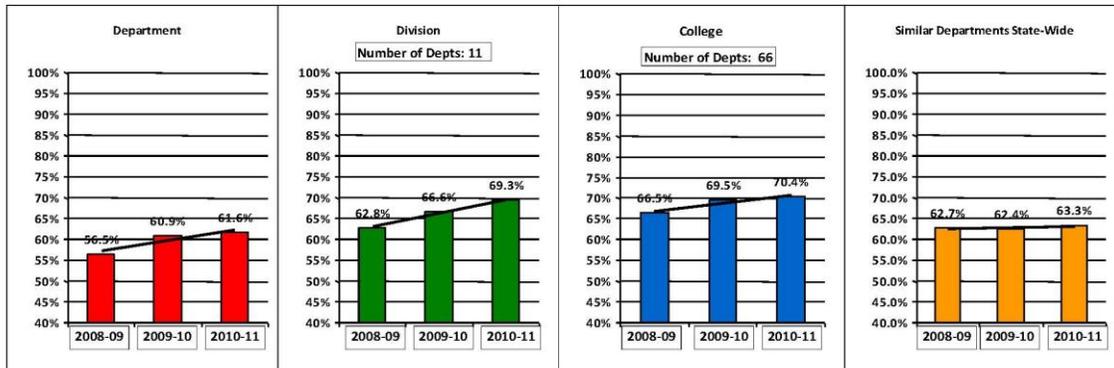
The charts above provide student success percentages for the past three years for the Political Science Department, the HUMSS Division, Cerritos College and the departments at other California Community Colleges. For the Department, the student success percentages for the past three years were 56.5%, 60.9% and 61.6%. The rate of change for the three year period was 2.6 or improving.

For the HUMSS Division, the student success percentages for the same period were 62.8%, 66.6%, and 69.3%. The rate of change for the three year period was 3.3% or improving. For Cerritos College, the student success percentages for the same period were 66.5%, 69.5%, and 70.4%. The rate of change for the three year period was 2% or improving. For Political Science Departments (or similar departments) state-wide, the student success percentages for the same period were 62.7%, 62.40%, and 63.3%. The rate of change for the three year period was 0.3 or moderately improving.

Student Retention

POL Department

Monday, August 22, 2011

The charts above provide student retention percentages for the past three years for the Political Science Department, the HUMSS Division, Cerritos College and the departments at other California Community Colleges. For the Department, the student retention percentages for the past three years were 81.3%, 83.9% and 84.9%. The rate of change for the three year period was 1.8 or improving.
For the HUMSS Division, the student retention percentages for the same period were 83.4%, 85.7%, and 86.5%. The rate of change for the three year period was 1.5% or improving. For Cerritos College, the student retention percentages for the same period were 83.4%, 83.8%, and 84.1%. The rate of change for the three year period was 1.2% of moderately improving. For Political Science Departments (or similar departments) state-wide, the student retention percentages for the same period were 82.6%, 83.0%, and 83.6%. The rate of change for the three year period was 0.5 or moderately improving.

Performance Data and Trends

Political Science Department Completion Rate					
	2010/11		2011/12		Improvement
Total	82.1%	3515	82.9%	3688	0.8%
Asian	88.5%	296	88.6%	308	0.1%
Black	79.9%	229	74.6%	283	-5.4%
Hispanic/Latino	81.5%	1993	82.9%	2274	1.4%
American Indian or Alaska Native	57.1%	7	72.7%	11	15.6%
Native Hawaiian or	66.7%	21	75.0%	24	8.3%

Other Pacific Islander					
Two or More Races	80.9%	47	80.4%	46	-0.4%
White	87.1%	202	86.6%	262	-0.5%
Unknown/Non-Respondent	81.3%	720	83.1%	480	1.9%
Female	83.0%	1850	84.4%	1969	1.4%
Male	81.1%	1603	81.3%	1660	0.2%
Unknown	82.3%	62	79.7%	59	-2.6%

Political Science Department Completion Rate Comparison with State					
	2011/12 Cerritos College		2011/12 State Average		Improvement
Political Science	82.9%	3688	83.6%	N/A	-0.7%

Political Science Department Success Rate					
	2010/11		2011/12		Improvement
Total	61.6%	3494	65.8%	3673	4.2%
Asian	76.9%	295	78.5%	307	1.6%
Black	53.5%	228	54.1%	279	0.6%
Hispanic/Latino	60.3%	1984	64.9%	2267	4.6%
American Indian or Alaska Native	57.1%	7	63.6%	11	6.5%
Native Hawaiian or Other Pacific Islander	50.0%	20	45.8%	24	-4.2%
Two or More Races	60.9%	46	58.7%	46	-2.2%
White	71.4%	199	74.1%	259	2.8%
Unknown/Non-Respondent	59.0%	715	65.8%	480	6.8%
Female	62.0%	1836	66.0%	1961	3.9%
Male	61.0%	1596	66.2%	1653	5.2%
Unknown	62.9%	62	49.2%	59	-13.8%

Political Science Department Success Rate Comparison with State

	2011/12 Cerritos College		2011/12 State Average		Improvement
Political Science	65.8%	3673	63.8%	N/A	2.0%

The table above provides student completion rate and student success rate by ethnic group and by gender for the past two years for the Political Science Department. Overall, completion rate for the Department for the two year period was 82.1% and 82.9%. The rate of change for the two year period was 0.8 or improving. However, compared to the state average, the completion rate for the Department in 2011/12 was 82.9% while the state average was 83.6%. The difference was -0.7.

Overall, the success rate for the POL Department for the two year period was 61.6% and 65.8%. The rate of change for the two year period was 4.2 or improving. Compared to the state average, the success rate for the POL Department in 2011/12 was 65.8% while the state average was 63.8%. The difference was 2.0.

3. Strengths and Weaknesses of the Program

   a. Despite significant obstacles, there has been positive movement in success rates in the Program since the last Program Review cycle. Even though the Department does not currently hold a high success rate, however, the Department holds a higher success rate and is improving at a faster rate than state peers. The Department accredits continued improvement in student success to the Departments familiarity and expertise with instructional technology that provides engaging experiences and stimulates learning for each student as demonstrated in the 2008 report Teaching and Learning with Instructional Technology by Pearson Publishing. The Department's collective teaching experience and passion for creating a student-centered and active learning environment are also contributing strengths of the Program. For that reason, the Department will continue to rely on its extensive experience and technology enhanced pedagogy to further improve student engagement, student success, and student retention.

   b. A weakness in the program is the lack of adequate transferable courses necessary for majors to transfer successfully to surrounding four-year institutions. Currently, Cerritos College students majoring in political science must meet requirements by completing courses at other community colleges, including Cypress College and Long Beach City College. Thus, the Department is fully committed to developing the necessary courses in order to allow political science majors to meet transfer requirements within Cerritos College. For example:
      i. Pol 240, Introduction to Political Theory. The course will survey major themes in the history of political theory, including how best to govern

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society, the quality and ethics of political leadership, the sources of law and governmental authority, the issue of liberty and justice, and the role of the state in economic relations.

    ii. POL 250, Introduction to Public Administration. This course will introduce students to the concepts of public policy and administration and is designed to familiarize students with the role and function of public agencies in contemporary society.

c. A lack of adequate transferable courses also prohibit the Program from offering an Associate in Arts for Transfer in Political Science (AA-T) to help majors transfer successfully. When viable, the Department will develop transfer model curriculum and submit the necessary AA-T paperwork to Curriculum for approval.

d. Regrettably, the Program is burdened with some of the largest classroom enrollment sizes at Cerritos College. In fact, some full-time faculty teach as many as 1,000 students per year. Consequently, the current sixty student classroom enrollment size for both POL 101 and POL 201 offer severe challenges for the Program and negatively impact student success:

    i. Instructors have limited flexibility to use different instructional approaches and enrichment activities crucial for our diverse student population; including in-class group activities, project-based learning activities, and writing assignments.

    ii. Instructors have less time to teach because of additional class management difficulties.

    iii. Students receive less individualized attention and interact less with the instructor.

    iv. Students are less likely to participate in class discussion and become less likely to develop a stronger and more personal rapport with their instructors.

    v. Students are more likely to be distracted compared to a smaller enrollment size.

In 1998, the History Department moved from offering HIST 101 with sixty students to forty-eight students. As a result, they have continued to see substantial improvements in student success. Unfortunately, despite previous approval by the Curriculum Committee in 2010, Administration has blocked attempts by the Department to implement a reduction in maximum class enrollment sizes necessary for student success. Therefore, it is the strategy of the Department, in order to positively impact student success rates in POL 101 and 201 courses, to persuade Administration to allow the implementation of a vital and authorized class size reduction.

e. Student Learning Outcome (SLO's) assessment results for POL 101 did not reflect the success rate of the Program. As the Department investigated the issue, it became apparent that the majority of the SLO assessment questions were

inherently flawed. As a result, the Department will revisit SLOs, specifically POL 101, to ensure they reflect the Program's desired outcomes. Moreover, the Department intends to review and rewrite the SLO assessment questions to better reflect and measure course SLO's.

4. Opportunities and Threats of the Program

    a. Outside opportunities for the Program are mostly related to feeder school relationships and university relationships. The Department is interested in building better relationships with high school faculty members that teach civics and university faculty members that receive our transferring political science majors. The Program is also interested in collaborating with local, state, and federal government officials on collaborative projects (internships, etc.). Nevertheless, due to time constraints, burdensomely large classroom enrolment sizes, and limited size of the Program, the Department cannot take advantage of the opportunities at this time.

    b. The Department participates in the Cerritos College Teaching Assistant Program (TAP), which helps to prepare members of the underrepresented groups to become college instructors. Participants in the program have received training in the field, by completing the required coursework, but need an opportunity to learn and practice the teaching techniques that are appropriate for community college students. Since the last program review, a faculty member of the Department has worked with one Teaching Assistant from a university in the area during the 2009-2010 Fall and Spring semester respectively. Participation in TAP is based on demand, which means the Department does not actively recruit Teaching Assistants. Moreover, due to budget constraints there is no compensation for participants. However, the Department can coordinate with other Departments such as the Academic Support Center or Student Success Center to see if the Program can secure monetary compensation for Teaching Assistants. Consequently, TAP can be beneficially utilized to help alleviate faculty burdened with large class sizes, provide students with disciple specific tutorial services, mentor students, and help instructors with classroom management and grading.

    c. Student disengagement towards learning and the lack of student preparedness are both major threats to the Program. Therefore, to provide innovative learning opportunities and to promote student success and student retention in the Program, the Department will continue to refer student to a variety of relevant workshops provided by the Student Success Center.

    d. Much like student disengagement towards learning, apathy towards the discipline of Political Science has been a major obstacle to the Program. To combat this threat, the Department will focus on activities and projects that further expand interest in the Program. Initially, the Department will assemble a flier encompassing information about the field of political science, career

opportunities, degree requirements, and courses offered by the Program. In addition, the Department plans to foster campus wide projects emphasizing political issues, events, and/or holidays (e.g. Constitution Day). Furthermore, when possible, the Department will encourage the reconstitution of the Political Science Club.

e. Outdated software (office PC's) inhibited individual faculty within the Program from using technology effectively. Members of the Department are unable to view videos and/or flash driven content when office/classroom computers lack critical updates to software and plugins for internet browsers (e.g. Mozilla Firefox). Unfortunately, downloading the required updates necessary for faculty to be successful in and outside the classroom is only possible for users with Administrative privileges. Consequently, the Department intends to discuss the possibility of extending Administrative privileges to all full-time faculty within the Program.

5. Accomplishment of Previous Goals

a. Since the 2005 Program Review, The Political Science department adopted six pedagogical goals for all faculty members (full and part-time)

Goal 1: Expand and Integrate Multimedia and Current Events Content.

> Implementation: Assign content from MyPoliSciLab (MPSL) as you would chapter readings. The department has successfully integrated multimedia and current events content via TalonNet in 2010 and currently through MyLabsPlus.

Goal 2: Incorporate Interactive and Projectable e-Book with a 4-year Rigor.

> Implementation: Use full editions and incorporate text as interactive component. The department did adopt the full edition of the text including the e-Text but had to switch to the cheaper brief edition to benefit and also reduce the cost for students.

Goal 3: Increase Frequency of Assessments for All Required Materials.

> Implementation: The department successfully integrated online quizzes at MPSL to expand frequency and automation of assessment.

Goal 4: Increase Communications and Expand Access to Course Information.

> Implementation: The Department uses mass email regularly to publish all handouts, and post grades online via TalonNet, MPSL, and faculty

websites. Faculty members employed the technology but at their discretion.

Goal 5: Expand and Integrate Writing, Research and Anti-Plagiarism Resources.

Implementation: The department failed to fully incorporate writing assignments in Political Science 101 because of the class size. We tried in 2010 to reduce the class size from 60 to 48 in order to meet this goal but was blocked by the administration.

Goal 6: Diversify and Enhance In-Class Experience with Multimedia Content.

Implementation: Incorporate MPSL multimedia into lecture and cooperative learning. The Department is proud to say that faculty successfully incorporate a wealth of multimedia activities into their lecture in order to enhance cooperative learning and overall in-class experience. The department successfully incorporated writing and research assignments in all 200 level courses because of the maximum enrollment size of 48 students.

6. Goals of the Program

Goals	Action to be taken	Timeframe	Person Assigned
Mid-range goals (next 3 years)			
1. Expand departmental website and educational resources to increase effective teaching practices and pedagogy, student engagement, and student access to other support services.	a. Develop a Model United Nations webpage and integrate it with the department website.	1 – 2 years	S. Obazuaye
	b. Purchase and work with Media Services Department to create political science educational posters.	1 – 2 years	T. Mullins
	c. Purchase educational DVD's to be utilized in the classroom and/or held with the department for possible student projects and reports.	yearly	V. Obasohan
	d. Promote Global Studies Program in order to create a pathway for students to achieve	1 – 2 years	S. Obazuaye

		their career and educational goals.		
2. Increase awareness in political science and promote efficient educational pathways and relevant transfer options for political science majors.	a. Develop political science flier listing: • Major requirements • Career paths and options • Top universities	1 – 2 years	D. Falcon
	b. Promote Political Science Club	1 – 2 years	T. Mullins
3. Develop an Associate of Arts for Transfer degree in political science (AA-T) in order to improve pathway for political science majors to achieve their career goals.	a. Research what is necessary to develop a AA-T degree	6 months	T. Mullins
	b. Begin formal degree development process.	6 months	T. Mullins
	c. Submit to the Curriculum Committee for approval.	1 year	T. Mullins
4. Develop more transferable Political Science courses in order to improve pathway for political science majors to achieve their career goals.	a. Research what is necessary to develop a course on Public Policy (POL 250)	6 months	D. Falcon
	b. Begin formal course development process.	6 months	D. Falcon
	c. Submit to Curriculum Committee for approval.	1 year	D. Falcon
5. Improve POL 101 Student Learning Outcome (SLO's) assessment results to reflect department success rate.	a. Review and rewrite POL 101 SLO questions used during the 2011 assessment process to better reflect course SLO's.	1 – 2 years	V. Obasohan
6. Implement POL 101 and 201 maximum enrollment reduction from 60 to 48 students to help faculty create an enhanced learning environment, improve student success, and	a. Work with Administration to implement the previously approved standard class size reduction from a maximum of 60 students to 48 for both POL 101 and 201 to meet the needs of students:	1 – 2 years	V. Obasohan

increase student retention necessary to meet the needs of our students	As agreed upon by the Curriculum Committee, instructors will have: • More flexibility to use different instructional approaches and enrichment activities crucial for our diverse student population. • More time to teach because of fewer class-management problems. As agreed upon by the Curriculum Committee, students will: • Receive more individualized attention and interact more with the instructor. • Be more likely to participate in class discussion and become more involved in their learning. • Be less distracted compared to a class size of 60.		
Goals	**Action to be taken**		
Long-term goals			
1. Develop and implement an intra-departmental SLO assessment program	a. Create a matrix of all political science courses offered and schedule an SLO assessment for each.	1 – 2 years	V. Obasohan
	b. Assess SLO results: • POL 201, T. Mullins • POL 210, S. Obazuaye • POL 220, S. Obazuaye • POL 230, S. Obazuaye • POL 240, T. Mullins • POL 250, D. Falcon	2 – 3 years	V. Obasohan

	c.	Develop a plan of improvement for each course after their respective assessment: • POL 201, T. Mullins • POL 210, S. Obazuaye • POL 220, S. Obazuaye • POL 230, S. Obazuaye • POL 240, T. Mullins • POL 250, D. Falcon	2 – 5 years	V. Obasohan
2. Submit request to hire one more full-time faculty.	a.	Assess need for a new full-time faculty position after POL 101 enrolment cap reduction is implemented.	2 – 3 years	V. Obasohan
	b.	Look into data collection methods (work with Student Success Center and/or Planning and Research) to determine if an additional tenured track faculty member would be necessary.	2 – 3 years	V. Obasohan
	c.	Submit request for an additional tenure-track position if necessary and pending economic conditions.	3 – 5 years	V. Obasohan
3. Investigate the continuation and funding for the Teaching Assistant Program (TAP).	a.	Coordinate with other Departments such as the Academic Support Center or Student Success Center to secure possible monetary compensation for Teaching Assistants, thus establishing a pool of potential new hires (full-time and part-time faculty), from the Teaching Assistant Program (TAP)	3 – 5 years	S. Obazuaye