



## PROGRAM REVIEW AND PLANNING PROCESS Instructional Programs

**Program:** Political Science

**Degrees/Certificates:** Political Science AA-T Degree

**Date Submitted:** 3/9/2018

**Prepared By:** Kevin Wilds

### MISSION STATEMENT:

West Hills College Coalinga offers associates degrees, transfer degrees, career and technical certificate programs and is committed to inspiring learners by providing dynamic and high quality academic programs and services, including those offered through distance education. The college fosters its students' ability to think, communicate, effectively reason and develop compassion through learning, connection and service.

### **I. PROGRAM OVERVIEW**

#### **A. Provide a brief overview of the program, the population it serves, and how it aligns with the mission of West Hills College Coalinga.**

The Political Science program serves all demographics within the college. The faculty are committed to helping students achieve their goals and aspirations. The program is offered in many different modalities and has been adaptive to the changing science of education within the state and local area of the college. Classes are offered video conference and online to get the students the courses they need to graduate.

#### **B. Describe any major developments, activities, changes and/or projects in the program since the last program review.**

The Political Science AA-T was implemented just after the last program review, and conferred its first degrees in the 2017 calendar year. Faculty believe that more students will become interested in the program now due to previous students success and advertising for the degree.

The program has also participated in the open educational resource (zero textbook cost) initiative on both the Coalinga and Lemoore campuses. The faculty have set up POLSCI 1, Introduction to American Government, with a zero textbook cost designation on the Lemoore campus and will be for the fall of 2018 on the Coalinga campus. The faculty have become

very involved in the OER initiative on the Coalinga campus and will be working to help create a Z degree.

**C. Background - List all goals/recommendations from the last program review.**

1. Master's Degree in History for Faculty member
2. More Conferences
3. Increased Success and Retention rates

**D. Describe the strategies that have been used to accomplish these goals/recommendations and comment on their effectiveness.**

1. The Master's Degree - This goal was not accomplished. There are a variety of reasons for not accomplishing this goal.
  - a. Faculty member did not have time to take required courses for the degree, by teaching many courses and all the committees that the faculty member participates, it became hard for the faculty member to complete this goal
  - b. The faculty member was told by the former Vice President that he should not do a Masters degree in History because, "those classes did not need to be staffed." With being told that, the faculty member did not have the heart to pursue the degree anymore.
2. More Conferences – The only full time faculty member has been able to attend more conferences recently tied to OERs and CAEL. However, not all conference requested by the faculty were approved due to insufficient funds.
3. Increased Success and Retention rates –Success and retention over the last four years has steadily increased. It was low in 2014, but has increased every year since. I know that this goal has been met and exceeded.

**II. STATISTICAL DATA ANALYSIS**

**A. Success**

Insert "Program Trends" data table (Course Summary tab) and "Disaggregated Program" data table (Disaggregated Success tab) from the program review data packet:

## Coalinga-Political Science

Course Success compared to Institution-Set Standard  
Most Recent Year

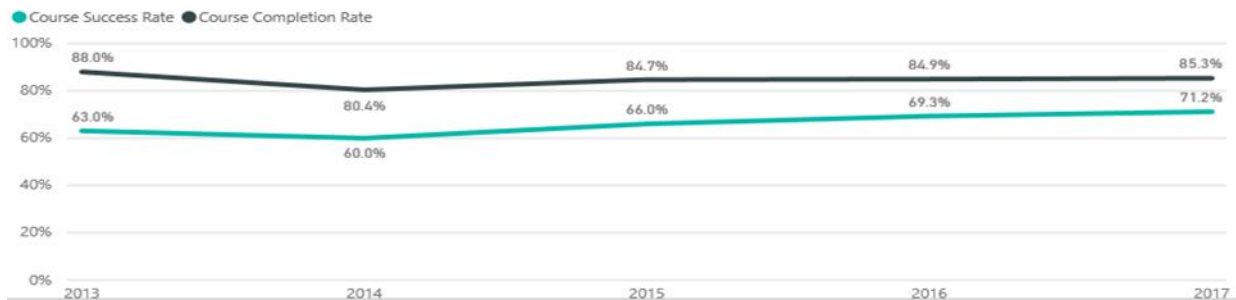


■ WHC Coalinga  
□ WHC Lemoore

### Program

- Select All
- Coalinga-Administration of Justice
- Coalinga-Ag Science and Technology
- Coalinga-Art
- Coalinga-Biology
- Coalinga-Business Administration
- Coalinga-Chemistry
- Coalinga-Child Development
- Coalinga-CIS
- Coalinga-Communication
- Coalinga-DSPS
- Coalinga-Economics
- Coalinga-Education/EA
- Coalinga-English

### Course Success and Course Completion Rates - Trend Over Time



- a. **Discuss your department success rates as they represent a trend over time. What do you see in the data?**

The program is doing very well with success rates. Every year, for the last three years, the program has exceeded the institutional set standard of 63%. Not only has the program been successful, but it has exceeded the ISS by 8.2%. There has only been one year when the program did not exceed the ISS, missing the mark by 3% (2014, 60%). Overall, the program has done very well at exceeding expectations the last three years, 2015 66%, 2016 69.3% and 2017 71.2%. The program has exceeded the colleges overall success rate.

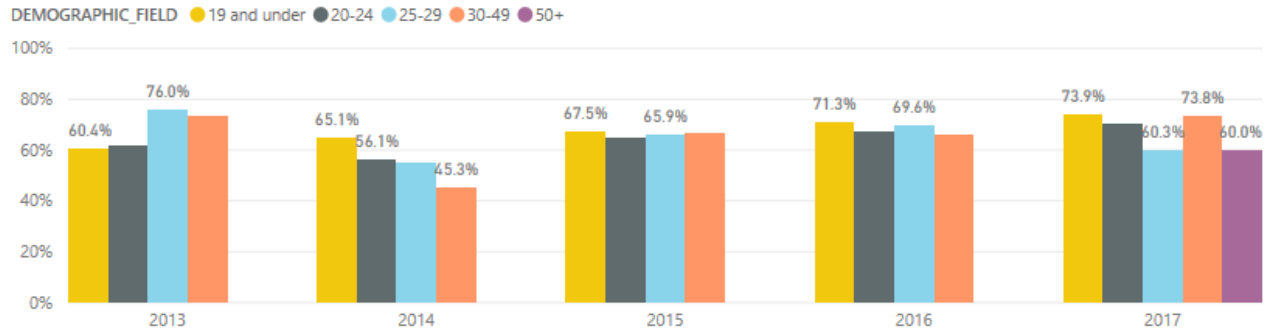
- b. **Consult WHCC Institution-Set Standards. How does your program's data compare? If your program's success rates are lower than institutional goals, describe your plans to improve them.**

The ISS for the college during program review was 55%. The program has exceeded that goal every year for the last five years. Even during the slim year of 2014, the program exceeded the ISS by 5%. Last year we exceeded the ISS by 17%. The numbers have been increasing each year since 2014.

- c. **Examine your departments' Equity rates, disaggregated by ethnicity and gender. Are there differences in success across groups? If so, how do you plan on addressing this inequity and closing any apparent achievement gap?**

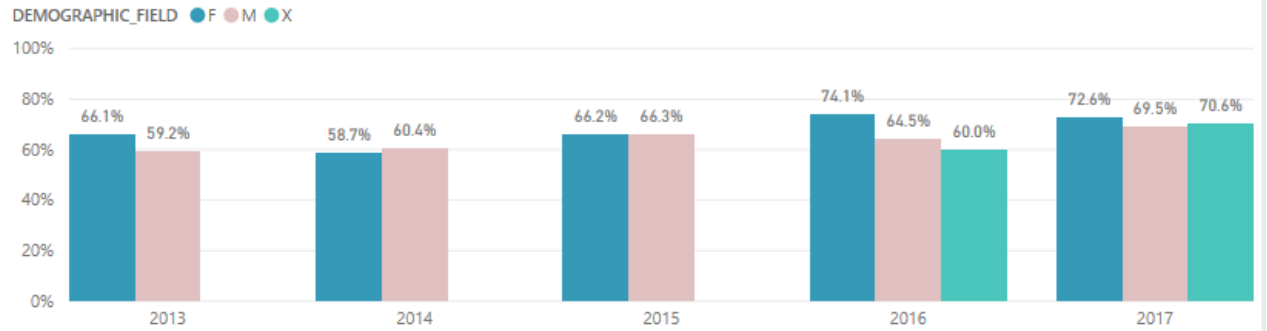
- Age
- Campus Location
- Class Meeting Time
- Economically Disa...
- Ethnicity
- Gender
- Instructional Meth...

### Course Success Rates by Selected Disaggregation



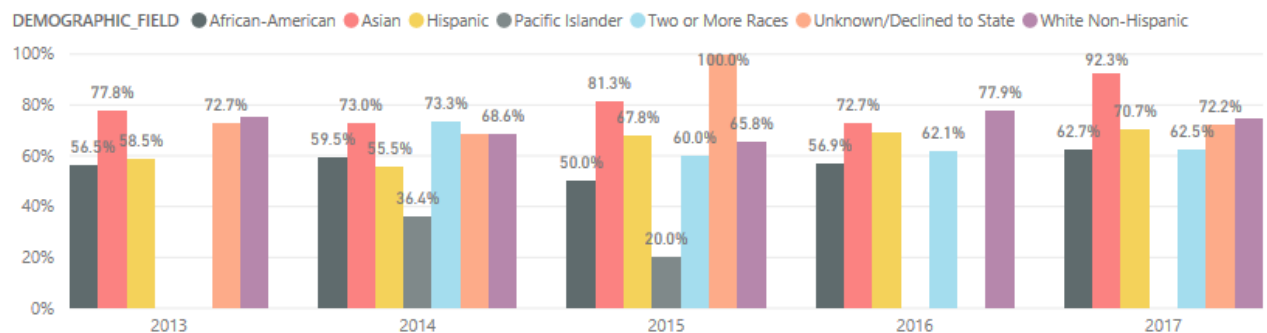
- Age
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- Instructional Meth...

### Course Success Rates by Selected Disaggregation



- Age
- Campus Location
- Class Meeting Time
- Economically Disa...
- Ethnicity
- Gender
- Instructional Meth...

### Course Success Rates by Selected Disaggregation



#### Gender

Gender is the most consistent group across the board. In 2016, there is some discrepancy between male, female and x group, but in 2017 the numbers came back into alignment. It is unclear why there was a discrepancy in 2016, but it seems to have corrected.

## Ethnicity

When going over ethnicity there are some concerns. African American students barely break 60% for the last five years. It is encouraging to see that all groups, except Pacific Islanders, surpass the ISS. But, Political Science has not had any Pacific Islander for the last three years. The Political Science Faculty will be attending conferences on new pedagogies with a focus on ethnicity to help improve the success rates of these targeted groups.

## Age

When we take age into consideration, we will see differences between age group and success rates.

### 50+

This is the lowest performing group. There was only one year with this age group. This could be an outlier on the age scale. There was only one year with this age group and there is no comparison to make with this age group

### 30-49

When looking at this age group, there is a discrepancy between 2014 and 2017. In 2014, the success rate among this group was 45.3% vs 2017 where the success rate was 73.8%. So, why the almost 30% difference? There were out of district classes that were offered. The political science faculty tried to look to see where and if that population was served. The out of district class had a 63.8% success rate so this location could have affected this age group.

### 25-29

This age group has moved up and down every year. In 2013, 76% to a low of 55.1% in 2014. It is unclear why this group has wild fluctuations. There were a lot of online classes that semester vs. video conference. That could explain why the success rates are low that semester.

### 20-24

This is the most stable of all the age groups. Even in 2014, it was only 4% off from the previous year. This group could have been affected in 2014 by all the online classes that were offered that year. The numbers did rise again after that year and they steadily rose. This group followed the same trajectory as the overall class. Since 2014 the numbers have steadily risen.

### 19 and under

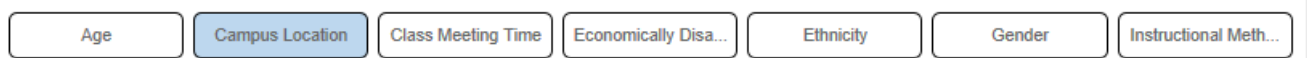
This is the largest group compared to all the others. The numbers were low in 2013 and 2014 but has steadily risen since and has reached a high of 73.9%. This group has followed the trajectory of the the overall program.

## Overall

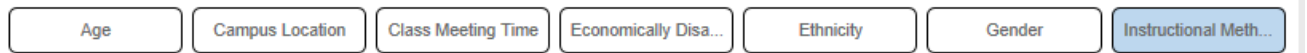
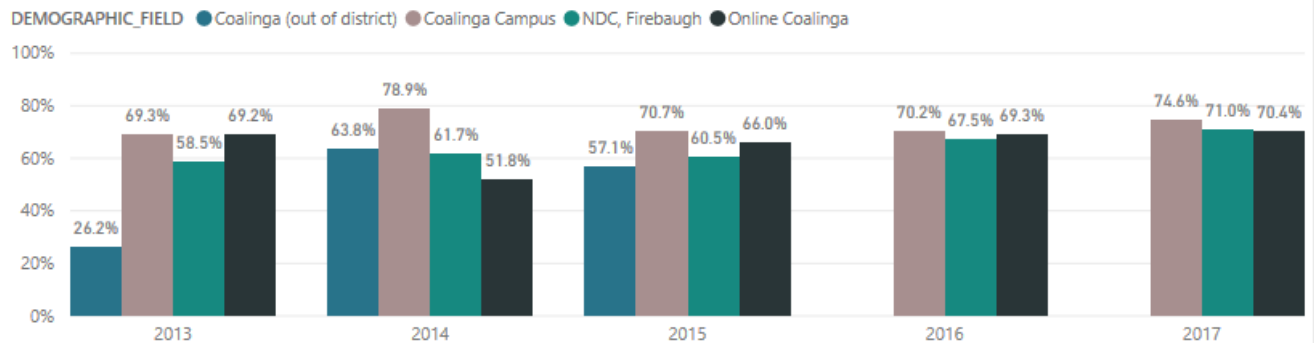
Delving into the numbers we see that older populations have a lower success rate than younger populations. Modalities may play a role in the that. Video Conferencing is not easy for younger students and would be even harder for older students. Online can also play a factor in age category. Younger students are more adept to be online than older students. It will be up to the faculty to come up with a more equitable pedagogy to increase the success rates of older students. With the district targeting adult learners it will become imperative to identify better methods of teaching so that success rates for older students will increase.

## B. Course Time, Location, Modality, and Productivity Analysis

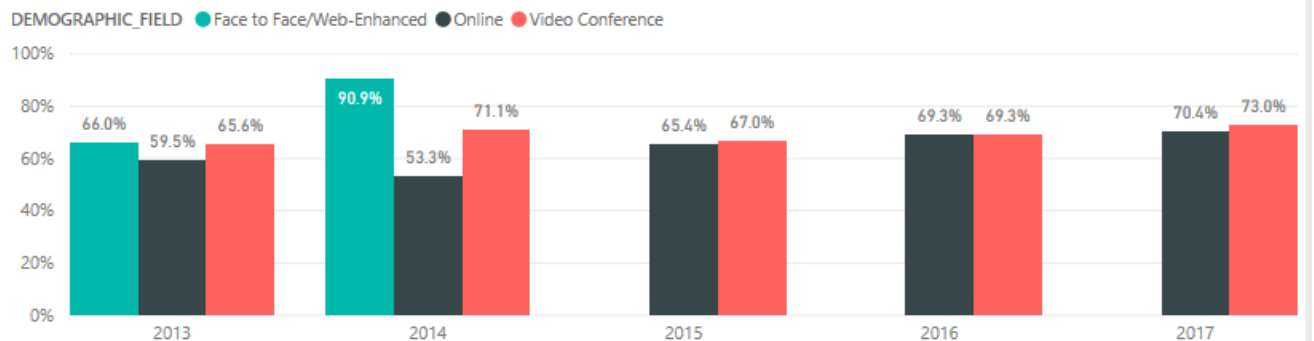
- a. Consider and analyze your location, days/time, and modality trends. Discuss any program plans that address and/or could increase department efficiency and benefit students in these areas.



Course Success Rates by Selected Disaggregation



Course Success Rates by Selected Disaggregation



### Campus Location

The political science faculty really wanted to see the difference between Coalinga campus and NDC. Because all the face to face classes are taught via video conference, the political science faculty wanted to see if there was a discernable difference. The political science faculty believe there is. The political science faculty teach all the face to face classes the last four years in the college and the political science faculty have traveled to NDC once a week to let those students know they are not forgotten.

2013

Comparing Coalinga vs. NDC there is a 10.8% difference between success rates. That is statistically significant. The gap is largely due to the video conference modality. Even the online modality was 10.7% better than the NDC success rates. The VC classes are offered on MWF and the only full-time instructor can only make classes at NDC once a week, due to being assistant volleyball coach and numerous committee meetings that said faculty is a member of. These numbers are representative of the VC modality being utilized.

2014

This year there was a greater disparity between success rates from Coalinga to NDC. This year there was a 17.2% difference between the two sites. That is even greater than the year before. The NDC site did 10% better than the online modality, but, that year, there were many online classes that were offered and normally online does not do better than the face to face modality.

2015

This year, there is still a statistically significant difference between NDC and Coalinga. It was only 10.2% but that is still a big difference between the two campuses. Online was 5.5% better than NDC. Online had 4x the students enrolled vs NDC and had a better success rate. Coalinga classes had almost double the enrollment of NDC and had a higher success rate.

2016

This year was better at closing the gap between Coalinga and NDC. The success rates closed to 2.7% difference between Coalinga and NDC. Coalinga still has a better success rate and even though the gap has closed, there is still concern. Online modality is still having better success rates than NDC.

2017

This is the best year when compared to all the others. All modalities registered over 70% success rates. Even NDC was better than the online offerings. NDC's success rate was still lower than Coalinga by 3.2%.

NDC numbers can equal or supersede Coalinga's success rate if they are given an opportunity to have face to face classes along with some VC classes. The reason that success rates are lower in NDC is because of VC classes. Students are not as engaged on the side where the instructor is not present. Students do not talk or answer questions. Even Coalinga students comment that they are not happy with the faculty member being in NDC. Students state that the faculty member should "stay in Coalinga." The political science faculty is not saying that the college should stop VC classes but the college needs to give students a choice by offering just face to face classes at NDC to increase success rates or at least see if the success rates equate to Coalinga's success rate.

Times Offered

The time a class is offered also impacts it's success. In 2014, one single face to face class was offered and 22 students took the class; the success rate was a staggering 90.9%. It would be good to have classes offered at night at both NDC and Coalinga.

Instruction Methodologies

As the data show, there have been no face to face classes offered in Political Science for the last three years. (In 2013 and 2014 there were face to face classes offered and they had the highest success rates of the three modalities.) Offering more classes face to face will enable the success rates for the program to grow. Video Conference is great, but solely relying on it for the last three years for all the traditional classes in Political Science has stunted the success rates of NDC and Coalinga students. Online has been steadily improving in its success rate and is a valuable part of instruction and hopefully it will continue to increase.

- b. **Consider any success gaps that may exist between courses provided via Distance Education and face-to-face. If identified, how do you plan on closing the achievement gaps based on Instructional Method?**

The political science faculty cannot say if there are any gaps or not. Political Science has not had a face to face class in the last four years. All classes have been offered in either a video conference format or online format. The political science faculty would like to see if there is a difference if normal face to face classes are offered.

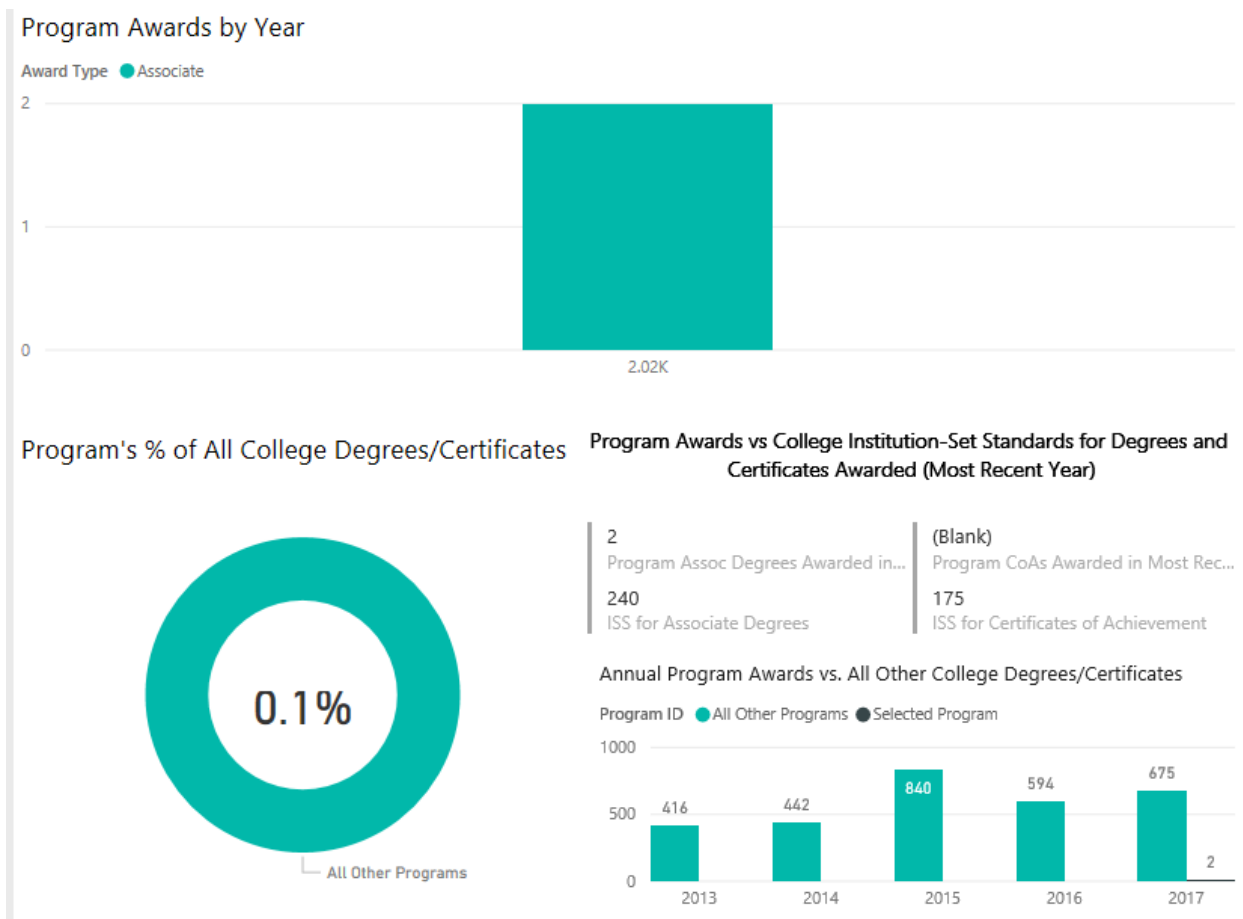
- c. **Based on FTES (i.e. WSCH/FTEF) data, reflect on productivity trends you see since last Program Review. Briefly describe possible steps the program may take to increase or maintain productivity.**

This data set shows that the last couple of years has become really productive for Political Science. In 2016, there were 433 WSCH/FTEF moving up to 520 WSCH/FTEF for 2017. That is almost 100 point increase. Productivity has increased vastly with the number of online sections and VC sections that are being offered. The department would like to maintain the increase but we acknowledge that it will be hard to do if we offer face to face classes vs. all VC classes. We may see productivity drop if we move away from so many VC classes but we feel that student success would increase exponentially for students, so the loss of some productivity is offset by better success rates (especially for NDC students).

### **C. Award Conferrals**

Insert "Degree and Certificate" data table (Degrees and Certificates tab) from the program review data packet and consult WHCC Institution Set-Standards:





- a. **Assess the department’s award conferral data. Do the award conferral rates meet departmental and institutional targets? If not, provide context for this discrepancy. What strategies will you implement to improve your conferral rates?**

The program had two degrees conferred. There was no set standard for Political Science degrees conferred, but we have discussed setting the standard to five degrees conferred.

**D. Labor Market Analysis (CTE Programs Only)**

Insert labor market data table(s):

- a. **Provide an analysis of the labor market data. (CTE Programs Only)**

- b. **Consult WHCC Institution-Set Standards. Compare target Job Placement Rates and Licensure Examination Pass Rates with your program’s rates, as applicable. Describe strategies you have taken to achieve these rates, and any improvements**

you plan to implement to increase program rates in these areas. (CTE Programs Only)

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**E. Student Learning Outcomes (SLO) Assessment**

a. Provide the Program Student Learning Outcome (PSLO) assessment data:

<b>PSLO Results of Assessment – DURING PROGRAM REVIEW</b> <i>Summarize the assessment results of all courses in the program. What does the data tell you about student learning in this program?</i>	
<b>P1</b>	SLO: Students will research and write papers or essays without bias.
	Courses: POLSCI 1, 2, 4, 5 and 10
	Results: 82% Success
	Modification: This has been a resounding success. Students can and do write papers without bias.
<b>P2</b>	SLO: Students will explain the purpose of government.
	Courses: POLSCI 1, 2, 4, 5 and 10
	Results: 75% Success
	Modification: Good success rates but could be better. Students have done well explaining the purpose of government in POLSCI 5. With better focus on the philosophy of government, students can better understand what the purpose of government means.
<b>P3</b>	SLO: Students will differentiate how governments interact with each other.
	Courses: POLSCI 1, 2, 4 and 10
	Results: 72% Success
	Modification: Students have done well with this SLO in POLSCI 4. Some of this course content should be reviewed in the other classes so students can identify how governments interact.
<b>P4</b>	SLO: Students will differentiate between the different ideologies within the United States and around the world.
	Courses: POLSCI 1, 2, 4 and 10
	Results: 77%
	Modification: Students have done well with this SLO, identifying between communists and capitalists systems around the world. There is an equal distribution of success across all classes.
<b>P5</b>	SLO: Students will identify the different types of governments around the world.
	Courses: POLSCI 1, 2 and 10
	Results: 67% Success
	Modification: Faculty will need to try different pedagogies, like problem based learning and flipped classrooms, to increase success.
<b>P6</b>	SLO: Students will identify the institutions that control policy within a given country.
	Courses: POLSCI 1, 2, 4 and 10
	Results: 73% Success

Modification: To increase the success of this SLO the instructor will implement methodologies used in POLSCI 2 with the other courses, because it had the best results among the four classes.
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- b. **Provide a brief analysis of the student performance data on the PSLOs. Does the data match departmental expectations? List any improvements/modifications to be implemented in order to achieve/improve the PSLOs.**

There are 6 PSLOs for the Political Science program.

P1 – 82% Pass

P2 – 75% Pass

P3 – 72% Pass

P4 – 77% Pass

P5 – 67% Pass

P6 – 73% Pass

The set achievement level for the PSLOs is 70%. All but one of the PSLOs were passed successfully. The data does fall in line with what the department expected. We would like to have all the SLOs passed by the students, but having five out of six met is close to the goal of the department. We now know that PSLO five needs to be more clearly addressed so students have a better understanding of how institutions control policy. With PSLO 1 the political science will up the minimal achievement of the SLO to 80%

- c. **Review your current PSLO and SLO assessment cycle and summarize improvements or changes to be implemented (Curriculum changes, technology, different rubric/tool?).**

The faculty will be assessing SLOs for POLI SCI 1 every semester. SLO's were set up on a four year cycle, but since this is a transfer level general ed course, the course needs to be assessed every semester. The PSLO will also be done every semester to hold with CSLOs being assessed every semester.

We will be updating rubrics/tools as needed and may change SLOs as students become more successful.

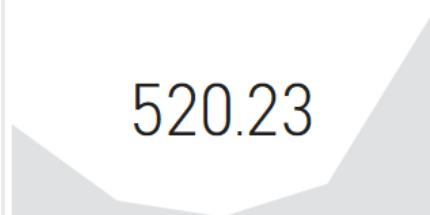
## F. Program Personnel

Insert "Faculty Headcount", "FTEF Totals" data tables from the Faculty Data packet:

## Program Review - Productivity and FTES

### Coalinga-Political Science

Program Productivity (Most Recent Year)



College Name

- WHC Coalinga
- WHC Lemoore

SECTION\_LOCATION\_DESCRIPTION

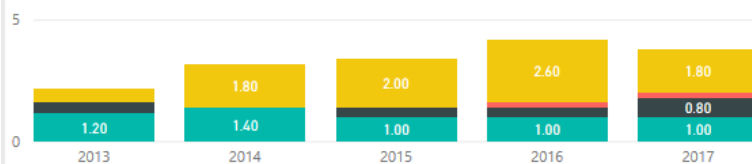
- Coalinga (out of district)
- Coalinga Campus
- NDC, Firebaugh
- Online Coalinga

Program

- Coalinga-Geology
- Coalinga-Health Careers
- Coalinga-Heavy Equipment
- Coalinga-History
- Coalinga-Humanities
- Coalinga-Interdisciplinary Studies
- Coalinga-Kinesiology
- Coalinga-Liberal Arts - Emphasis fo...
- Coalinga-Liberal Arts - English and...
- Coalinga-Liberal Arts - Social and B...
- Coalinga-Math
- Coalinga-Performing Arts
- Coalinga-Political Science
- Coalinga-Psychology
- Coalinga-Social Science
- Coalinga-Social Work
- Coalinga-Sociology
- Coalinga-Work Experience

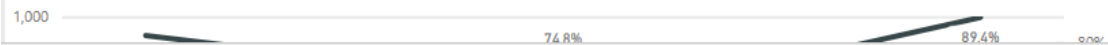
### Program FTEF (Full-Time Equivalent Faculty)

● Full-Time Contract ● FT Overload ● FT during Summer ● Part-Time (Adjunct) Load



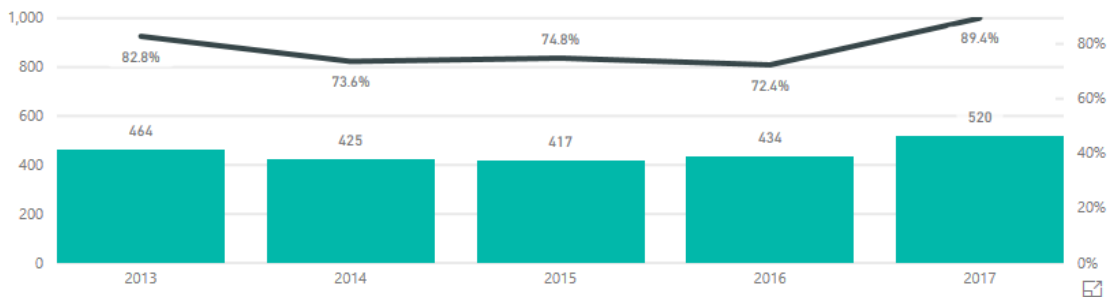
### Program Productivity and Fill Rates

● Productivity (Estimated WSCH and FTEF) ● Fill Rate



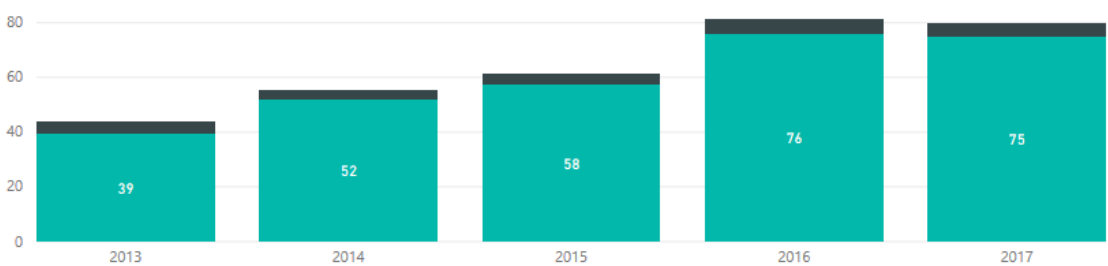
### Program Productivity and Fill Rates

● Productivity (Estimated WSCH and FTEF) ● Fill Rate



### FTES Generated by Academic Year

● Resident FTES ● Non-Resident FTES



a. Explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.

The number of sections offered for the Political Science program has risen, which is excellent for our program. However, the rise in sections has not been followed with a rise in personnel to teach these sections, leaving only one full-time instructor to manage the excess in course offerings, and this affects the success and retention rates because one instructor can not be as effective when they are overloaded. For example, in the spring of 2017, the only full-time political science faculty taught seven sections of POLSCI 001, two sections of POLSCI 005 and one section of POLSCI 004, totaling 10 courses. In addition to teaching ten sections, the only full-time faculty member served on numerous committees. This clearly shows the need for one more full-time faculty member. The Social Science learning area is one of the smallest on campus, yet they have the same number of duties as every other committee. If there were another full-time faculty, it would ease the burden for this discipline. The sheer number of courses, and their large enrollment, indicates that this is a very productive discipline, meriting extra help. Further, if this college is going to continue to keep this pace, and even grow, the program will need more adjunct to take these classes.

### III. CURRICULUM ANALYSIS

#### A. List the program's current degrees, certificates, and individual courses.

<p>Degrees AA-T Political Science</p> <p>Courses POLSCI 001 - American Government POLSCI 002 - Comparative Politics POLSCI 004 - Intro to International Relations POLSCI 005 - Intro to Political Philosophy POLSCI 010 - Modern Politics POLSCI 020 - Legal and Judicial Reasoning</p>
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#### B. Provide departmental plans to bring courses into compliance with the 5-year cycle of review. If the department is compliant, please state that.

All courses are compliant.

#### C. Provide departmental plans to either inactivate or teach each course not taught in the last two years.

There have been three courses that have not been offered the last two years. POLSCI 002 and 004 have not been offered since fall of 2015. The courses at the time had low enrollment and were canceled. Since the schedule has been rolled over the last three years, those courses have been neglected. These courses need to be offered at least once in a two year cycle. The cycle should look like this: one semester offer POLSCI 002 then the next offer POLSCI 010, the following semester offer POLSCI 004 and then POLSCI 020 the last semester in the two year cycle. POLSCI 005 should be offered more regularly due to it

being counted in the social science field as well as the humanities field. POLSCI 20 has never been offered, but the college would like to keep it active for future consideration.

**D. Does the College Catalog and website accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe the department's plans to correct Catalog information.**

Yes, the catalog is up to date.

**E. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) intended for creation.**

There are no plans on expanding course offerings or adding any degrees.

**a. What needs or rationale support this action, and when will these items be submitted to the Curriculum Committee?**

N/A

## **V. GOALS FOR PROGRAM IMPROVEMENT**

**List your program's major goals that align with West Hills College Coalinga's Core goals (C), Student Success goals (SS), Student Equity goals (SE), WHCCD Strategic Goals / Key Performance Indicators (KPI), and Program Student Learning Outcomes (PSLO) for the next 2 years (Career Technical Education programs) and 4 years (Instructional programs). Add new rows as needed.**

### **WHCC Core Goals:**

1. Improve success, retention and persistence of all students by improving transfer rates and the number of certificate and degree awarded.
2. Increase enrollment by recruiting students locally and internationally via responding directly to the current and projected demographic and global economic trends.
3. Support and strengthen Career Technical Programs through research and sustained interaction with the business community.
4. Develop new and strengthen existing external collaborative relationships and partnerships.
5. Advance a learning college culture that promotes a passion for learning, builds leadership and civic engagement across all stakeholder groups.
6. Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academic and student support services.

### **WHCC Student Success/Student Equity Goals:**

1. To increase access to underrepresented students from the communities served by WHCC with a focus on our vocational education, certificates, and degree programs.

- To increase the course completion rates of underrepresented students using campus-based research to improve programs and services that enhance student learning and success.
- To increase the course completion rates of students who enroll in basic skills courses in an effort to support their progress to degree applicable courses.
- To increase at a proportional rate, the number of degree and certificates attained, particularly in the identified underrepresented groups.
- To achieve “proportional” transfer increases to 4-year institutions of WHCC students, particularly from the underrepresented groups.

**WHCCD Strategic Goals / Key Performance Indicators (KPI):**

- Promote and increase student success, emphasizing educational planning, basic skills and timely completion.
- Strengthen the District’s fiscal position by pursuing resource development and increased efficiency while meeting FTES targets.
- Maximize access to programs and services throughout the region, focusing on all segments of the adult population.
- Through the use of technology, increase access to educational programs and services that contributes to student success and strengthen the economic, social, and cultural life of its diverse community.
- Increase and coordinate Workforce and Economic Development activities that are designed to meet the needs of employers and improve student employment and success in Career and Technical Education programs.

#	GOAL	ALIGNMENT				ACTIVITY/METHOD	OUTCOME MEASURES
		C	SS/SE	KPI	PSLO		
1	Improve success rates across all program courses	1	2	1	P1-P6	The Political Science faculty will keep asking the college to add more offerings of Face to Face classes	Success Rates from next program review cycle. The program would like to reach a 75% success rate
2	Improve program degrees awarded	1	1	1	P1-P6	The Political Science faculty will keep asking the college to add more courses related to the AA-T in Political Science	The number of completers in the next program review cycle. The Faculty would like to see 5 completers of the program.
3	Learn new pedagogical practices to improve equity issues within the program	6	1	1	P1-P6	Finding and attending conferences that will improve pedagogical practices.	Improved success rates of targeted groups by 5%

**VI. RESOURCE NEEDS**

List in order of priority all significant resources needed to achieve the goals shown in the preceding table, including faculty, staff, staff development, information technology, equipment, supplies, and facilities. Every request for additional resource must support at least one objective. This will be brought forward to the Budget Resource Committee for review.

Also, list any resources required to implement planned improvements noted in your previous statements.

	Type*	Goal Alignment	PSLO Alignment	KPI Alignment	Resource Required	Rationale**	Estimated Cost	Alternative Funding***
1	Faculty	1 and 2	1-6	1	Part Time Faculty	If more classes are offered	11,000.00	

						face to face then there will be more sections that need to be taught in NDC and Coalinga		
2	Professional Development	3	1-6	1	Attendance to conferences.	By learning new pedagogies and methods of instruction the faculty member can be more readily equipped to help all different types of learners.	3000.00	
3								
4								
5								
6								
7								
8								
9								
10								

Type\*: Indicate type of resource needed (e.g. faculty, staffing, equipment, information technology, supplies, facilities, and staff development).

Rationale\*\*: For each resource listed, enter the reason(s) the resource is needed to achieve the goal. Add new rows for more resources as required. P

Alternative Funding\*\*\*: For each resource listed indicate alternate funding options (e.g. Basic Skills, Grant, Student Equity, SSSP, or other).

**VII. OUTREACH ACTIVITIES**

**A. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.**



The only full time political science faculty is a coach for a Volleyball club in Hanford and Lemoore. This fosters a good relationship within the community. All club members and parents know that their coach is an instructor and agent for the college. This instructor has always treated the coaching job for the club as outreach to help bring players to the college. The Political Science faculty will go to marketing and try to have renderings printed up to promote the program. The Political Science faculty will also become more readily available for recruiting days.

## VIII. OTHER

### A. Provide evidence that staff members are staying current with respective programs and instructional methodologies.

Faculty have been attending conferences on up to date modalities. The only full time faculty is a member of the American Political Science Association, which sends up to date pedagogies used in the field of Political Science.

### B. Include any additional relevant information you would like to share about your program.