SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Political Science (POLI)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Since the last comprehensive review, our program hired a new contract faculty member. We have continued to try to rebuild enrollment.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
N/A

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
N/A

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.

Our retention and success rates are very similar the college average and have improved slightly during the past few years. As far as enrollment, after dropping since 2019, our enrollment and fill rates improved in Fall 2022. The number of students claiming an AA in political science dropped from 48 to 28 last year, so that is troubling, as is the drop we saw in political science transfers to UCs.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

While we had an equity gap for Latinx in Fall 2021, we did not have a gap in Fall 22.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

This lead writer was not present for our department discussion this year.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Some of the faculty in political science have begun to use equity-minded grading and also to tailor assignments to student interest.

What other factors (internal or external) might also impact the above data trends and equity gaps?

Our program has tried to adjust to the new reality of online classes. We have tried to encourage our political science majors to take their classes in a FTF modality. We think political science majors in particular may suffer from less engagement and understanding in an online mode, so we wonder if we have lost some majors that way.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
1. Describe the successes and challenges your unit has faced since the last comprehensive review

As far as successes, our discipline has continued to rebuild enrollment, expand offerings, develop new modes of mentoring and extracurricular activities, and increase cohesion among our students. We organized several campus-wide events, including Constitution Day, career panels, and invited speakers. We earned a LEAF designation for our core POLI 102 course. And we continue to take the lead in building the Pathway to Law program and the student Law Club, both of which serve students across the campus. Our $99,000 grant is closing out this semester, so we have established a Foundation Account to support student travel to the annual summit at one of the participating law schools.

As far as challenges, demand for courses in our discipline exceeds FTE, especially for POLI 102. All sections of that class were full for the Fall 2024 semester and we received add code requests amounting to at least one more class.

2. If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review

Summary and Reflection

During the Fall 2024 semester, we offered 2 courses for the first time: POLI 201 Elementary Statistics for Political Science and POLI 123 Gender and Politics. It is too early to assess impacts fully, but enrollment was good for first-time offerings.

3. If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/ or action plan implementation.

With our new full time faculty member, Austin Barraza, we have been able to expand the breadth of our course offerings as described above. But we have also been able to offer more mentoring support for our students, participate in a national program to increase civic participation by our students, undertake a comprehensive review and update of articulation for our courses, and accept grant support to begin to convert our Political Science degree to be fully ZTC.

4. If you assess outcomes, please confirm that they have been reviewed for accuracy.

Reviewed and accurate.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Our discipline is committed to analyzing retention and success data, considering the sources of disproportionate impacts, and addressing equity gaps as best we can.

1. Trends observed in program/service area's data

Because we have doubled our tenure-track faculty within the last year (going from one to two faculty), trends reaching backward are not as relevant. Instead, we will begin to monitor trends moving forward.

2. Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (race/ethnicity/gender/age)

Sorting by ethnicity during the F22 and F23 semesters, our courses saw retention rates no lower than 89%, but success rates as low as 65% for black students and 71% for Latinx students, which amounted to a disproportionate impact for the Latinx community of -6.9%. Presumably, black students did not show a disproportionate impact only because their low numbers do not reach statistical significance. Selecting for modality, we find that the gap rises to 8.6% for FTF classes. The only course that showed a disproportionate impact for these semesters is POLI 102.

Sorting by age showed a very large disproportionate impact of -34.8% for those in the 40-49 age group. Selecting by modality shows that this gap disappears for FTF classes and rises to -36.1% for online classes.
Sorting by service categories (DSPS, EOPS) shows that those students are performing disproportionately better than those without the services. Veterans also outperform non-veteran students.

Sorting by Frist Generation status shows a retention rate of 85% and a success rate of 69.4%, which amounted to an equity gap of -8.4%. As with the older age cohort, this equity gap disappears for FTF classes and rises to -9.2% for online classes.

Newer students (in the first 1-2 semesters) also show an equity gap of -7.5% though their retention and success rates are 91% and 72% respectively.

Sorting by Student Journey shows a similar pattern as the older age cohort - a very high disproportionate impact for Adult Ed/ESL (26%) and the Short-term Career Ed (-34.5%) groups that disappears for the FTF classes.

Students taking less than 6 units also show a low success rate of 67.8% and a corresponding equity gap of -9.1%.

Students that "did not pass english before" and "did not pass quant before" also show a low success rate of 64.7% and 68.6% and an equity gap of -18.4% and -17.5% respectively.

3. A document with graphs has been uploaded.
4. Describe the discussions that took place about the unit's learning outcomes assessment data

Based on the findings described below, we plan to focus on 1) increasing support for Latinx students in our FTF classes, particularly POLI 102, and on 2) further humanizing our online courses, and intensifying our outreach to students who fall behind in these asynchronous courses. Groups of particular concern include: Black and Latinx students, students in their first year, part-time students, and students who did not pass the language and/or quantitative benchmarks before starting. In addition, in online classes, older students, First Generation students, and students on Adult Ed/ESL and the Short-term Career Ed tracks merit concern if they are enrolled in online classes.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
For POLI and PADM, we have CLOs in 4 areas that are tailored for each of our courses::
1 . Critical Thinking
2. Communication
3. Personal Action and Civic Responsibility
4. Global Awareness

This semester, we assessed 2 of our courses (POLI 102 and POLI 123) for all four CLO's and plan to assess the other courses during the Spring 2025 semester (PADM 110, POLI 101, POLI 103) and to complete our assessments during the Fall 2025 semester (POLI 124, POLI 201, POLI 140). We don't plan to offer PADM 200 during this timeframe. It is a new course and we are waiting for the completion of our ADT in Law, Public Policy, and Society degree before we offer it.

We have currently set the benchmark of competency for 70%.

In Fall 2024, two sections of POLI 102 and one section of POLI 123 were assessed.

For POLI 102:
69 students were assessed for CLO#1 using a written assignment with an 84% competency rate.
66 students were assessed for CLO#2 using an exam with a 77% competency rate.
58 students were assessed for CLO#3 using a discussion with an 81% competency rate.
66 students were assessed for CLO#4 using an active learning assignment with a 92% competency rate.

For POLI 123:
31 students were assessed for all 4 CLO's using an in-class test with a 96% competency rate.

While we are happy that the benchmark was met for each of our CLO's we will continue to monitor and discuss these outcomes because they are important for our long term goal of Ensuring High Quality Teaching.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
1. Describe current practices your program/service area has engaged in you believe impact the above data trends and equity gaps

Several practices that have been adopted by our faculty include: humanizing our online classes, shifting to equity-minded grading, and adopting flexible due dates. All of these enable us to respect the different challenges of our students while increasing the quality of our teaching.

2. What other factors might also impact above data trends and equity gaps?

An important factor that has affected our trends and equity gaps is the doubling of our tenure-track faculty from one

to two people.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Our program has witnessed growing enrollment and particular demand for POLS C1000 American Government and Politics. At the same time, new course offerings have allowed our program to expand its breadth, including POLI 201 (which fulfills Cal-GETC Area 2) and POLI 205 (which will fulfill Cal-GETC Area 1B, pending CSU/UC approval). This growth has allowed our program to add .40 FTEF for Fall 2025 and .60 FTEF for Spring 2026, resulting in the hiring of a new adjunct faculty member. However, there is still unmet demand for POLS C1000 even after the addition of two eight-week online sections for Fall 2025. Based on the request for permission numbers, another two sections of POLS C1000 will likely be needed for Fall 2026.

Beyond course offerings, our program has continued to manage various responsibilities. These include Common Course Numbering (Phase I and III), Pathway to Law School program, ZTC Acceleration Grant, All-In Campus Democracy Challenge, CSU/UC articulation updates, AA and AA-T updates, including the recently approved AA-T in Law, Public Policy, and Society. However, the program has encountered capacity issues given there are only two contract faculty members to manage these responsibilities. Continued work at this level is not sustainable.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Our program remains committed to analyzing course enrollment, completion, and success data, including identifying equity gaps. Headcounts for POLI courses (non-ACP) have continued to increase from 318 students in Fall 2022 to 576 students in Fall 2025. Headcount is now higher than it was for POLI courses pre-pandemic (465 students in Fall 2019). POLI remains the most popular discipline in the Social Sciences Department. Since the 2020-2021 academic year, the college has awarded 167 degrees in political science (including both AA and AA-T degrees) compared to 103 degrees in history and 38 degrees in philosophy. However, our program continues to have significantly less FTEF than other disciplines in the department, particularly history and philosophy. For example, in Fall 2025, 15 sections of political science were scheduled, compared to 49 sections of history and 28 sections of philosophy.

Course completion and success rates in our program continue to track with campus wide metrics. For the 2024-2025 academic year, POLI course completion rates were at 89%, the same as the college's overall course completion rates. In this same time period, POLI course success rates were slightly lower than the college's overall course success rates (73.2% vs. 75.7%). However, both POLI course completion and success rates did slightly increase compared to the previous academic year. While equity gaps remain for Black and Latine students, these percentages have decreased compared to the previous academic year. For Black students, the equity gap declined from 14.3% to 12.4%. For Latine students, the equity gap significantly declined from 9.6% to 2.5%. However, further work is needed on this front.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

As of Spring 2025, all POLI courses except for POLI 124 have had course learning outcomes assessed. Course learning outcomes for POLI 124 are expected to be assessed at the end of Fall 2025. All but two POLI course learning outcomes met the target benchmark of 70% or greater. Two course learning outcomes (CLO 2 for POLI 123 and CLO 1 for POLI 201) did not meet the target benchmark of 70%. This is likely due to the small number of students assessed, given that only one section of POLI 123 and POLI 201 were offered in Fall 2024 (which marked the first time these courses were offered at the college). Our department outcomes coordinators are aware of this and will be meeting with program faculty to discuss how to improve the results.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

Over the past academic year, program faculty have continued to discuss the impact of generative AI in our courses, particularly the challenging nature of AI use in online asynchronous courses, where it has become increasingly difficult to determine how much authentic student engagement is occurring. In response, our program has continued to discuss the importance of humanizing our online courses and exploring new types of assessments.

Summary and Reflection

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Ensure high quality teaching.

Unit Goal: Goal 1: Ensure high quality teaching.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. plan course assignments with new faculty member 2. evaluate political science teaching **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/29/2025 **Action Plan Update**: Our program has received additional FTEF, allowing us to meet increased student demand for POLS C1000. We have hired a new adjunct instructor, which will allow contract faculty to offer additional courses more regularly. Our hope is to offer each political science course at least once per year, with most being offered each term. This will allow students greater flexibility in completing their degree requirements on their own schedule at Mesa, rather than having to enroll in courses at another campus. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Course assignments are being tailored to our faculty and evaluations completed. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 12/04/2023 **Action Plan Update**: This semester, we welcomed our new full-time faculty member and continue to work together to plan course assignments and collaborate on political science teaching. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 2: Build Law Pathway Program

Unit Goal: Goal 2: Build Law Pathway Program

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. request BARC funding 2. complete CA Law Pathway Grant request **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/29/2025 **Action Plan Update**: Remaining grant funds will cover the expenses for the Pathway to Law program this academic year. These funds will be used to pay the program fee to Cal-LAW, support student travel to the annual summit, and maintain student campus activities. Next year, a BARC request will be needed to support the Pathway to Law program. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 12/02/2024 **Action Plan Update**: The Pathway to Law Grant is completing this semester. Funds were used to develop a mentoring program and program materials, and to support student travel to the annual summit, and student campus activities. We are exploring sustainable funding for the Annual Fee and for student travel and activities. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 12/04/2023 **Action Plan Update**: We did submit a BARC request for Law Pathway Program funding, but we were unsuccessfu. However, we were successful in winning a statewide grant for this program. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed

Goal 3: Add content for LEAF designation

Unit Goal: Goal 3: Add content for LEAF designation

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)

Unit Goals, Action Plans, and Updates

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. identify courses to modify 2. modify CORs **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/29/2025 **Action Plan Update**: To identify additional courses for LEAF designation, a Catalyst workshop will be held in January. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: The next course we plan to update has still not been chosen. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023 **Action Plan Update**: We submitted a COR revision to receive a LEAF for POLI 102. We will select and modify another course next year. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Develop ADT for Law, Society, and Public Policy

Unit Goal: Develop ADT for Law, Society, and Public Policy

Goal Status: Completed

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Identify template courses and submit ADT to CRC. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/29/2025 **Action Plan Update**: The ADT for Law, Public Policy, and Society received CIC approval on 10/17/2025. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed

Action Plans	Updates
	Submission Date: 12/02/2024 **Action Plan Update**: The ADT has been drafted but we are stalled as we wait for approval of the C-ID designation for 3 required courses. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

POLI 200 software

Unit Goal: Identify software and lab needs for POLI 201 - Elementary Statistics for Political Science

Goal Status: Completed

Beginning Year: 2023 - 2024

Projected Completion Year: 2023 - 2024

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Identify which software will be needed for POLI 201 which will be offered for the first time in Fall 2024. We may be able to share the software and lab used by the Psychology program. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 12/02/2024 **Action Plan Update**: Software issue was resolved. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed