ℹ️ Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.

▼ 🏛 **Dept - (SSH) Political Science** ✎

2019-20 Annual Program Review Update Submitted By: Robert Stockwell

APRU Complete for: 2019-20

Program Mission Statement: Through our courses, civic engagement work, internships, and various programs, the Political Science Department prepares students with the tools (including De Anza's Institutional Core Competencies – communication and expression, information literacy, physical/mental wellness and personal responsibility, civic capacity for global, culture, social and environmental justice, and critical thinking) to become more fully engaged, empowered, and educated participants in the American political system in order to improve their lives and their communities.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Personal Enrichment

I.B.1 Number Certificates of Achievment Awarded:

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 35

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Trends in # Degrees Awarded: The number of transfer degrees has increased significantly since 2014-15.

I.B.6 Strategies to Increase Awards: The department is pursuing both in-reach and outreach strategies. We are educating our faculty about the transfer degree so they can communicate this information to students (and in particular, political science majors). We are also marketing the transfer degree at events, such as Open House, on our department website, and through our various activities.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served: 5 faculty offered service learning classes ("S" designated), and 3 faculty utilized adjunct skills during 2018-19.

I.D.2 Academic Services & Learning Resources: #Students served: The total number of students per quarter in 2018-19 who took "S" designated courses are 260 (Fall 2018), 240 (Winter 2019), and 260 (Spring 2019). We estimate 40 students were supported by Adjunct Skills courses in 2018-2019.

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 7.9

I.E.2 #Student Employees:

I.E.3 Full Time Load as a %: 35.1

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: Enrollment declined from 2016-17 to 2017-18, but increased from 2017-18 to 2018-19. The department continues to pursue various strategies to boost enrollment.

II.B Overall Success Rate: Success rates improved from 2016-17 to 2017-18, but dipped slightly from 2017-18-2018-19. The department continues to pursue a range of strategies aimed at promoting success.

II.C Changes Imposed by Internal/External Regulations: We remain concerned that the CSU may eliminate its American History and Institutions requirement for graduation. We'll continue to advocate for the requirement.

III.A Program Success: The department is committed to an equity agenda. We continuously evaluate our practices and strategies. Every spring we engage in an equity retreat, where we analyze in great detail our respective data and explore individual and departmental strategies for closing the equity gap.

III.B Enrollment Trends - Equity Lens: The percentage of African American, Latinx, Filipinx, and Pacific Islander students in our program has been consistently larger than the percentage college-wide. College percentages are: 37% (2016-17), 36% (2017-18), 35% (2018-19), and 36% (2019-20). Our department percentages are: 43% (2016-17), 42% (2017-18), 39% (2018-19), and 42% (2019-20).

III.C Success, Non-Success and Withdraw Rates:

III.D Equity Planning and Support: The only student group below 60% is African Americans, which has dropped in the last year from 63% to 59%. We will begin discussing in department meetings, including our spring equity retreat, on how to close the gaps again as a department and as part of larger efforts in the division and campus-wide through our Equity Office. An instructor in our area is currently taking the "Success of Men of Color in Community Colleges" staff development training series and will inform department of findings and practices we can incorporate to support our men of color students, particularly African American and LatinX students. We will bring the knowledge and practices from that

workshop series to bear on improving the success rates of African Americans.

III.E Departmental Equity Planning and Progress: Our equity work has improved overall success rates and reduced the equity gap. We participate fully in the division's equity programming and planning, including the CAR project. We have hosted and will host an annual spring equity retreat where we share best practices. We institutionalized the familia peer-mentoring model; developed a civic engagement survey and drop survey; and created a more intentional civic engagement framework. We intend to better tailor civic engagement placements to student interests/needs; to formalize the scheduling of civic engagement projects; and work more closely with civic engagement partners. Last year we considered in earnest a move to Open Educational Resources to save costs for our students (and we hope improve enrollment and retention rates of our most vulnerable populations). The result of that is two of our instructors use free/low cost during the 2018-19 year and we hope to expand that to include more instructors in the next year. Our spring 2019 equity retreat will focus on understanding our equity data and sharing best practices for all of our under-served groups. Finally, our Student Success Center has been an important part of our students' continued success especially as several of our instructors utilize Adjunct Skills Courses connected to our courses that serve our students and assist in providing additional support for those who may be struggling with the material.

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary:

IV.B Assessment Planning:

V.A Budget Trends:

V.B Funding Impact on Enrollment Trends:

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): We've had two recent vacancies and only one recent hire (a replacement hire in 2013). We have strong enrollment and are achieving positive equity results.

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s)::

V.E Equipment Requests: No Equipment Requested

V.F Facility Request:

V.G Other Needed Resources:

V.H.1 Staff Development Needs:

V.H.2 Staff Development Needs Justification:

V.I Closing the Loop: We continue to evaluate our program's effectiveness in terms of course- and program-level outcomes and our contribution to the college's mission, values, and strategic initiatives.

Last Updated: 02/03/2020

#SLO STATEMENTS Archived from ECMS: