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2018-19 Annual Program Review Update Submitted By: James Nguyen

APRU Complete for: 2017-18

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 Achievement Awarded:

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

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 32

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

I.B.5 Strategies to Increase Awards : Increased marketing and promotion at events and in classes by instructors including Open House, our website, social media outreach, Campus Opening Days, etc. We can also do more in our classes to promote our program.

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: Several of our instructors teach Service Learning courses as well as utilizing adjunct instructors through the Student Success Center. Five of our faculty taught "S" designated courses during the 2017-18 year, the same number as the previous year. Three of our instructors (Gregory Druehl, Jim Nguyen and Robert Stockwell) utilized an adjunct instructor during 2017-18.

I.D.2 Academic Services & Learning Resources: #Students served: We can count the number of students who have taken our "S" designated service learning classes as well as the number who took the adjunct courses with our tutors. Total number of students per quarter in 2017-18 who took "S" designated courses as follows: Fall '17: 278, Winter '18: 177, Spring '18: 188. For the 2017-18 year, 38 students were supported by Adjunct Skills courses and this data was provided by the Student Success Center on campus. This resource has been an important support for our students and we urge the College to continue resourcing the Student Success Center to provide these needed services.

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

I.E.1 Full time faculty (FTEF): 8

I.E.2 #Student Employees:

I.E.3 Ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching: The FT%:PT% ratio has gone down the last two years after an increase: .45 (2014-15), .73 (2015-16), .61 (2016-17), to 0.44 (2017-18).

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:



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II.A Enrollment Trends: Looking at enrollment trends over the last three years, we've seen a steady decrease in enrollment from 3,445 (2015-16) to 2,572 (2017-18) which mirrors the decline college-wide. We have seen an increase in enrollment in the 18-19 year not reflected in these numbers.

We've been seeing an overall decline from 2014-2018, from 3,491 to 2,572 (-26%).

The division and college also suffered declines over this same period, but in comparison to the department their declines were slightly less at about 20% and 15%, respectively.

With the increase in enrollment in the Political Science department through the first two quarters of 2018-19, we are hopeful this increasing enrollment trend will continue and that the declines ending in 2017-18 year represent the low points of the current enrollment trends.

II.B Overall Success Rate: We've seen a steady improvement in student success rates, from 72% (2014-15) to 78% (2017-18), a solid 6% increase. Over the same period, the division and college witnessed a 4% and 0% increase/no change, respectively. Our success rate remains below that of the division but above that of the college (79% and 77%, respectively) in 2017-18.

The department had 230 withdrawals, or 9% in 17-18, a decrease of 2% from the previous year. Although our percentage of withdrawals remains higher than the division but lower than the college (8% and 10%, respectively) for 2017-18, our withdrawals as a percent of total students has decreased more over the last year, in comparison to the division and college.

II.C Changes Imposed by Internal/External Regulations: Our understanding is the CSU is currently considering eliminating its American History and Institutions requirement for graduation. This would have serious consequences on our program and enrollments if our Political Science 1 course (the majority of our offerings) were no longer required to graduate from CSU for our transferring students. We will continue to monitor this development and lend our voices as appropriate to ensure the requirement remains as it is more important now than ever that we have an informed citizenry.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: African American student enrollment has declined from 169 in 2014-15 to 122 in 2017-18. Filipino student enrollment has also declined from 254 in 2014-15 to 188 in 2017-18. That said, as a percentage of our overall enrollment, African American students have constituted 5% from 2014-2018. Filipino students as a percentage of the overall have remained steady from 2014-2018.

After a peak enrollment of Latinx students in our program in 2015-16, we are seeing a decline in our enrollment of this group 1,008 students in 2014-15 to 746 in 2017-18. However, enrollment of Latinx students as a percentage of our enrollment remains at 29%.

When we compare our targeted student population percentages to the division and college for 2017-18, we see our percentage of African Americans is slightly higher (5%) compared to both the division and college (all at 4%); our percentage of Filipinos is the same as both college and division (7%); and our percentage of Latinos is 2 percentage points higher than for the division and 4 percentage points higher than for the college. Thus, the program is serving a slightly higher percentage of African Americans while serving disproportionately a higher percentage of Latino and roughly the same percentage of Filipino students than the division or college as a whole.

III.A.2 Targeted Student Populations: Growth and Decline: In reviewing targeted student populations, the percentage makeup of each population has more or less stayed the same, but the number of students has decreased in following with our overall student enrollment decline of the last several years in the division and the college.

III.B.1 Closing the Student Equity Gap: Success Rates: We were able to shrink the overall equity gap (the difference in success rates between Not Targeted and Targeted groups) since 2014-15. The differences were 12% (2014-15), 7% (2015-16), 12% (2016-17) and 15% (2017-18). The latest trend is that our equity gap is increasing, which is something we hope to address in the coming year.

The division and college, respectively, had equity gaps for the same period of 15%, 12%, 12%, 14% and 12%, 11%, 11%, 12%.

Looking at success rates by group, we've made some strides in advancing success rates for Latinos, Filipinos, and Pacific Islanders from 2014-18: African Americans 61%-59%; Filipinos 72%-78%; Latinx 64%-69%; and Pacific Islanders 68%-69%. Our Native American success rate has increased from 63%-75%. We saw improvement in all groups with the exception of African American students.

Thus, although it's heartening to see we are improving among most groups, it's clear we have work to do to better orient our teaching practices to renewing our efforts especially with African American students.



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III.B.2 Closing the Student Equity Gap: Withdrawal Rates: African American: 19%

LatinX: 16%
FilipinX: 10%
Pacific Islander: 19%
Asian: 6%
White: 11%

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: 2013-14

African American vs. Asian: -16%
African American vs. White: -10%
LatinX vs. Asian: -13%
LatinX vs. White: -7%
FilipinX vs. Asian: -17%
FilipinX vs. White: -11%
Pacific Islander vs. Asian: -22%
Pacific Islander vs. White: -16%

2014-15

African American vs. Asian: -17%
African American vs. White: -16%
LatinX vs. Asian: -14%
LatinX vs. White: -13%
FilipinX vs. Asian: -6%
FilipinX vs. White: -5%
Pacific Islander vs. Asian: -10%
Pacific Islander vs. White: -9%

2015-16

African American vs. Asian: -7%
African American vs. White: -5%
LatinX vs. Asian: -9%
LatinX vs. White: -7%
FilipinX vs. Asian: -5%
FilipinX vs. White: -3%
Pacific Islander vs. Asian: -19%
Pacific Islander vs. White: -17%

2016-17

African American vs. Asian: -19%
African American vs. White: -11%
LatinX vs. Asian: -16%
LatinX vs. White: -8%
FilipinX vs. Asian: -8%
FilipinX vs. White: -0%
Pacific Islander vs. Asian: -23%
Pacific Islander vs. White: -15%

2017-18

African American vs. Asian: -25%
African American vs. White: -23%



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LatinX vs. Asian: -15%
LatinX vs. White: -13%
FilipinX vs. Asian: -5%
FilipinX vs. White: -4%
Pacific Islander vs. Asian: -15%
Pacific Islander vs. White: -13%

III.C Action Plan for Targeted Group(s): 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.D 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.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan:

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 260%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 188% of individual assessment method complete

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.1 Equipment Requests: No Equipment Requested

V.E.2 Equipment Title, Description, and Quantity: For shared divisional use: Basic, light production, B & W printer with stapling capability. Cost \$10,000.

V.E.3 Equipment Justification: Other departments within the division are requesting this item as well, and we want a printer for our part-time faculty to use that has a stapling feature. Faculty are currently hand stapling the printouts they use in class.

V.F.1 Facility Request:

V.F.2 Facility Justification:

V.G Equity Planning and Support: We request part-time faculty receive stipends for participation in our spring equity retreat. We also request food monies for the retreat.

V.H.1 Other Needed Resources: We request priority registration, fee waivers (only for academic units associated with peer mentor program), book vouchers and parking passes for students enrolled in our peer mentoring program; that load be attached to the supervision of peer mentors; and that the cost of our civic engagement



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survey service be covered by the college. We request continued and increased resources for the Student Success Center, in particular the Adjunct Skills Course Program.

V.H.2 Other Needed Resources Justification: Peer mentors are vital to our program, and there is substantial work associated with maintaining a vibrant peer-mentoring program. The survey service is a valuable tool for our civic engagement and equity work. The Student Success Center, its programs and staff, have been key to the success of our department and students in our courses.

V.J. "B" Budget Augmentation: Please refer to the Dean's summary.

V.K.1 Staff Development Needs:

V.K.2 Staff Development Needs Justification:

V.L 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: 03/22/2019

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