De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on the “Facilities” tab and large-ticket items are on the “Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Political Science |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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 communities. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | General Education |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None offered |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by your department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 44 (2020-2021) |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer an Associate of Arts or Associate of Science Degree, please state “none offered”. | None offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has the total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | Our total number of ADTs has increased overtime. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | We maintain our website with information about our ADT. We also promote our degree program through communications with students in classes, internship programs, welcoming day, open houses, social media, etc. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> |  |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 7.6 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. |  |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 34.8% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. |  |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease in resources/employees (excluding teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) |  |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | We saw an increase mid-year and a decrease overall:  2,439 (2018-19)  2,530 (2019-20)  2,243 (2020-21)  When it comes to enrollment strategies, we deploy quite a few as a department. We share information about our program at open houses/opening days, via social media, through the SSH Village, class announcements, and through student networks. We also engage other programs on campus (e.g., FYE, Puente, affinity groups, etc.) and coordinate with the high school outreach office. We’re considering dual enrollment classes at a local high school. We’re also interested in working with formerly incarcerated or currently incarcerated students.  Other strategies operate at the level of individual instruction through our teaching practices. We build instructor-student relationships through personalized, affirming messages, and we actively engage the Early Alert system. When students drop, we reach out and invite them to re-enroll in the future. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Our enrollments by ethnicity are comparable to the college overall. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Over the last three years, success overall went down (76-78-73%), non-success stayed the same (12-12-12%), and withdrawals went up (12-10-15%).  This year, as compared to the college overall (80:10:10%), our successes were lower (73%) and non-successes (12%) and withdrawal (15%) percentages higher.  Pre-COVID, the department met yearly (in spring) to discuss our success numbers and pedagogical strategies at an equity retreat. We plan to hold another equity retreat in the near future.  During spring opening day, we used our department time to introduce and discuss the disproportionate impact data.  We are engaged as a department in conversation over how to make online teaching more equitable in its various modalities, how to more systematically engage Early Alert, and how to utilize the villages and better coordinate with counseling and tutorial services. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Looking at Program Review data, we see lower rates of success and higher rates of withdrawal for African American, Latinx, and Filipinx students. In terms of gender, we see higher rates of success and lower rates of non success and withdrawal for women.  Looking at the Disproportionate Impact data, we see the department had a disproportionate impact on African American and Latinx students from 2021 Summer to 2022 Winter. The African American percentage point gap was far greater (-22%) than the division or college for the same period, but was comparable to both for Latinx students (-13%).  We need to be intentional in our efforts to better engage and support African American and Latinx students. This will be a central focus of our next Equity Retreat. We need to pursue both individual and departmental level strategies. We need to fine-tune and share effective methods for reaching out to students, utilizing Early Alert, engaging DSS, and advocating for embedding counselors and tutors for our classes. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | Our enrollments were impacted by recent changes to the IGETC and CSU GE/Breadth requirements. This prompted concern with the new GE pattern emerging from AB 928.  [<https://csusm.sharepoint.com/sites/academic_senate/Academic%20Senate/AB%20928/ICAS%20Approved%20GE%20Transfer%20Pathway.pdf>]  It doesn’t appear to impact our program area, but it does reduce requirements for Art and Humanities. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | No |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? |  |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | We need part-time stipends and PGA credit to promote engagement with our upcoming Equity Retreat. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | We request enhanced support for students. In years past, we had a designated tutor for political science in the Student Success Center, and we benefited from their adjunct skills program. Would it be possible to have an embedded counselor for the department/ division? We plan to continue to pursue collaborations with VIDA, and look forward to departmental collaboration with the emerging Villages. In terms of professional development, we’re interested in hybrid/online workshops for equity and Early Alert training. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through the end of Spring 2022. | We conducted numerous SLO and PLO assessments from 2010 on, but did not conduct any during this time period. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | We plan to carry out several course-level (SLO) assessments for Poli 1 and a program-level assessment (PLO) during spring 2022. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with a budget, please ask your Division Dean to give you the information. |  |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Given budget constraints and the focus on productivity, we’ve seen a reduction in section offerings. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | We request a full-time hire: Replace due to Vacancy. |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. |  |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make requests for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. |  |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. |  |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include justification and costs in appropriate columns. |  |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include justification and costs in appropriate columns. |  |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include justification and costs in appropriate columns. | An embedded division counselor; funding for all tutoring; funding for the Peer-Assisted Learning (PAL) program; and a Print Budget for when we return to campus. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? |  |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. |  |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year |  |
|  | Submitted by: | APRU writer’s name | Laura Chin, Jim Nguyen, and Bob Stockwell |
|  | Last Updated: | Give date of latest update | 5/20/22 |