


 Dept - (SSH) Political Science


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: 12

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

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

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

I.E.1 Full time faculty (FTEF): 8.1

I.E.2 #Student Employees:

I.E.3 % Full-time : The FT%:PT% ratio was steady from 2012-2015, and then increased considerably in the final year, going from .45 (2012-13), .43 (2013-14), .45 (2014-15), to .73 (2015-16).

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: Looking at enrollment trends over the last three years, we've seen an increase in enrollment from 3,352 (2013-14) to 3,401 (2015-16).

If we include 2012-13, our largest enrollment year of the last four, the department has experienced a slight decline from 2012-2016, from 3,486 to 3,401 (-2.4%).

The division and college had their largest enrollments in 2012-13, and their declines over the four year period (2012-16) were considerably larger at 4.7% and 5.5%, respectively.

Thus, while our enrollments have declined from 2012-16, they've declined less than the division and college.

II.B.1 Overall Success Rate: We've seen a steady improvement in student success rates, from 67% (2012-13) to 74% (2015-16), a 7% increase. Over the same period, the division and college witnessed a 4% and 1% increase, respectively. Our success rate remains below that of the division and college (77%) (2015-16).

Although our percentage of withdrawals remains higher than the division and college (9% and 10%, respectively) for 2015-16, we've matched the division's reduction of withdrawals (down 3%) and surpassed the college's reduction (1%) for 2015-16.

II.B.2 Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations:

III.A Growth and Decline of Targeted Student Populations: African American student enrollment has declined slightly from 178 in 2012-13 to 165 in 2015-16. Filipino student enrollment has also declined slightly from 278 in 2012-13 to 250 in 2015-16. That said, as a percentage of our overall enrollment, African American students have and continue to constitute 5% from 2012-2016. Filipino students as a percentage of the overall have declined by 1% from 2012-2016.

It is among Latino students that we've seen the most significant change. Our Latino student population has gone from 857 in 2012-13 (25%) to 1,004 in 2015-16 (30%).

When we compare our targeted student population percentages to the division and college for 2015-16, we see our percentage of African Americans is higher than for the division and college (both at 4%); our percentage of Filipinos is the same (4%); and our percentage of Latinos is 2 percentage points higher than for the division and 6 percentage points higher than for the college. Thus, the program is serving a disproportionately larger number of African Americans and Latinos than the division or college as a whole.

III.B Closing the Student Equity Gap: We've managed to shrink the overall equity gap (the difference in success rates between Not Targeted and Targeted groups) since 2012-13. The differences were 13% (2012-13), 11% (2013-14), 12% (2014-15), and 7% (2015-16).

The division and college, respectively, had equity gaps for the same period of 13%, 13%, 15%, 12%, and 11%, 12%, 12%, 11%.

Looking at success rates by group, we've made strides in advancing success rates for African Americans, Latinos, Filipinos, and Pacific Islanders from 2012-16: African Americans 64%-71%; Filipinos 59%-73%; Latinx 58%-69%; and Pacific Islanders 53%-57%. Our Native American success rate has dropped from 65%-64%.

Thus, its clear we have work to do to better orient our teaching practices to Native American and Pacific Islander students.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: The only student group below 60% is Pacific Islander. The newest version of our ongoing equity plan/work will emphasize a focus on Pacific Islander and Native American students.

III.D Departmental Equity Planning and Progress: Our equity work has improved overall success rates and reduced the equity gap. We participate full in the division's equity programming and planning, including the CAR project. We host annual spring equity retreats 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 (including this year a special focus on Pacific Island and Native American students); to formalize the scheduling of civic engagement projects; and work more closely with civic engagement partners. Our spring 2017 equity retreat will focus on best practices for Pacific Islander and Native American students.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 325%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 186%

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:

V.E.3 Equipment Justification:

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) 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 survey service be covered by the college.

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.

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.

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APRU Complete for 2016-17: Yes

#SLO STATEMENTS Archived from ECMS: