

# Comprehensive Program Review

## A. Department Information

### Mission

Please enter your department's mission statement here.

The mission of the Political Science Department at De Anza College is to educate and inspire our students to become engaged, informed, and proactive citizens with a deep understanding of political processes and values. Our department empowers students to:

1. Evaluate how political decisions are shaped by institutions and processes.
2. Assess the impact of political decisions on individuals and groups.
3. Demonstrate the capacity to critically analyze and apply political values.
4. Demonstrate the capacity to participate effectively in the political process.

In alignment with the Vision, Mission, and Values of De Anza College, our primary focus is on fostering civic engagement and civic capacity for global, cultural, social, economic, and environmental justice. We are dedicated to increasing the civic engagement and civic capacity of our students through a curriculum that includes classes requiring civic engagement volunteer hours.

Our commitment extends to offering diverse internship and volunteer opportunities both on and off-campus, allowing students to apply their knowledge and skills in real-world contexts. With a strong emphasis on knowledge and skill acquisition, we equip our students to navigate the complexities of the political landscape.

In addition, our department supports major students through the Associate Degree for Transfer (ADT) program in Political Science, ensuring a smooth transition for those who wish to further their education.

Through this mission, the De Anza College Political Science Department is dedicated to preparing students not only for the remainder of their academic careers, but for a lifetime of active citizenship and meaningful contributions to a just and equitable world.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

In pursuit of this mission, our department is dedicated to advancing De Anza College's Vision, Mission, and Values with a particular focus on promoting civic engagement and civic capacity for global, cultural, social, economic, and environmental justice. This is accomplished through classroom instruction, civic engagement requirements in our courses (12 hour volunteering requirement in those courses with a community or political organization), internships (both on and off campus), student clubs and on-going trainings for and collaboration with student government (DASG) where possible.

### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Increase enrollment by 25%	We can increase enrollment by changing how we schedule courses with the right mix of modalities and timing of courses. We hope to hire a new full-time instructor, one who is dynamic and can attract the kind of enrollment we know our courses can have. It's clear we need to coordinate as a department on professional development opportunities, especially distance education/Canvas and equity/success and have our faculty more intentionally apply the techniques and strategies learned to their classes. We need to promote and outreach our program better to reach more potential students.	Department chair and faculty in Political Science department	Our dean Elvin Ramos, Office of Instruction	We will work with and coordinate with our Social Sciences and Humanities Village to offer additional support and programming for Political Science students.	Statistics provided through Office of Institutional Research for enrollment rates and trends such as the one used in this program review.	Based on the percentage gaps in 2027 and comparing them to 2023 in terms of enrollment numbers. We hope to see at least a 25% by 2027 over the most recent data for 2022-23.
Close equity gaps/success rates for certain groups by at least half, ideally to zero.	Our goal is to reduce the gap in success among Black, Latinx, Pacific Islander and Low-Income by at least half, if not more. Ideally, those number will be 0% or no gap in three years time. We will accomplish this through departmental meetings, equity retreats, suggesting all of our instructors get additional training through professional development, online education office, etc. For example, we can use the equity gap tool created by Institutional Research Office and share our data with each other, discuss why we think those gaps exist, and brainstorm possible strategies to try in our classes as interventions. We have done this prior to the pandemic and we can do so again starting this year.	Department chair and faculty in Political Science department	Our dean Elvin Ramos, Office of Instruction, Professional Development, Online Education office, other continuing ed opportunities as they arise. Some of our faculty use CONNECT as a resource, and we will continue to support all of our faculty to use it going forward.	We will work with and coordinate with our Social Sciences and Humanities Village to offer additional support and programming for Political Science students.	Statistics provided through Office of Institutional Research for equity gaps and success rates such as the one used in this program review.	Based on the percentage gaps in 2027 and comparing them to 2023 for those groups we have selected.

### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

**Staffing:** Our department is now at 2 full-time instructors as of June 2023 (Nicky Gonzalez Yuen retired), but we had been staffed at 3 full time instructors since 2013. We had our last hire in 2013 and at one point we had 5 full-time instructors in our department. We have had three popular part-time instructors leave our program over the last 6-7 years and that has had an impact on our enrollment.

**Enrollment Declines During Pandemic:** The pandemic saw our enrollments go down the same as the rest of the college and statewide.

**Change in law/regulations:** Some years ago, the requirements for the CSU breadth pattern changed so that community college students in California no longer needed to complete Political Science 1 (American Government and Politics, our entry-level and most popular course) at De Anza but could do so at the transferring CSU prior to graduation from CSU. This led to a decline in number of students taking Political Science 1 as students began getting advice from our counselors that they did not need to take Poli 1 at De Anza but could wait to take it at the CSU. See CSU Graduation Requirement in US History, Constitution and American Ideals: [https://www.deanza.edu/articulation/documents/ge-csuge\\_2324.pdf](https://www.deanza.edu/articulation/documents/ge-csuge_2324.pdf)

## B. Enrollment Trends

### Enrollment Variables and Trends

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
<b>Unduplicated Headcount</b>	2,439	2,530	2,243	1,880	1,522	-37.6%
<b>Enrollment</b>	2,721	2,828	2,513	2,094	1,690	-37.9%
<b>Sections</b>	74	74	79	74	64	-13.5%
<b>WSCH</b>	4,302	4,550	3,991	3,341	2,682	-37.7%
<b>FTEs (end of term)</b>	285	301	265	221	179	-37.2%
<b>FTEF (end of term)</b>	7.9	8.1	7.6	6.9	6.0	-23.8%
<b>Productivity (WSCH/FTEF)</b>	544	559	527	486	445	-18.2%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Impacts of pandemic on enrollment: Like other programs across the college and in following the trend of loss of enrollment statewide, our program also saw declining enrollment during the pandemic and we are starting now to experience an increase again in enrollment. Not to the levels we had pre-pandemic but certainly an increase over the last year, which shows we are re-couping some of that lost enrollment.

Popular/unpopular instructors the main factor impacting enrollment: One area where it is clear on our enrollment trends is how enrollment in our area is mainly tied to the popularity of particular instructors. We have four "popular instructors" (two full time and two part time) who typically have no problem with their courses making enrollment. In many cases, their classes fill or are close to filling each quarter. The two popular part time instructors typically have waitlists well ahead of the term start dates in their Political Science 1 classes. One of the two part time instructors doesn't always teach for us as he is retired full time and is post-article so he does not have REP. The other is a more junior member of the department but she is very popular. In fact, she was made an emergency temporary full time hire this year and her Fall late start course filled within 5 days after opening it.

We have at least two "unpopular" instructors who have a negative reputation among our students as being in some cases inequitable to students, unaccommodating, insensitive and unkind in both course and assignment policies as well as in their dealings and communication with students. Both instructors (both are part-time) have been teaching with us for some time and are high on the REP list. Typically, when we schedule courses for them, especially over the last several years, their Poli 1 courses will be in the single digits or low teens come cancellation time and once those courses get canceled some of those students don't register in another Political Science course that term. This also leads to our department garnering a reputation that we cancel a lot of classes. After these low-enrolled classes get canceled, the affected faculty typically ask for us to add a late start course for them. In some cases those classes end of making enrollment, but it is not preferable to schedule this way as a program.

Need for stronger online pedagogy and technical skills: Our department has suffered from a slow and challenging adjustment to online teaching/courses that led to lower engagement and interest in our courses leading to lower enrollment and flat equity. might have been that we should have run some more face to face to balance our offerings. Our department could use assistance in applying best practices to online teaching to raise the overall level of Canvas proficiency and use of tools to make online courses more user friendly.

Aligning these trends with goals stated: We can increase enrollment by changing how we schedule courses with the right mix of modalities and timing of courses. We hope to hire a new full-time instructor, one who is dynamic and can attract the kind of enrollment we know our courses can have. It's clear we need to coordinate as a department on professional development opportunities, especially distance education/Canvas and equity/success and have our faculty more intentionally apply the techniques and strategies learned to their classes. We need to promote and outreach our program better to reach more potential students.

### CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
2. Cite current industry trends.
3. 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.

N/A

### D. Course Success

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## Course Success

Political Science-FD

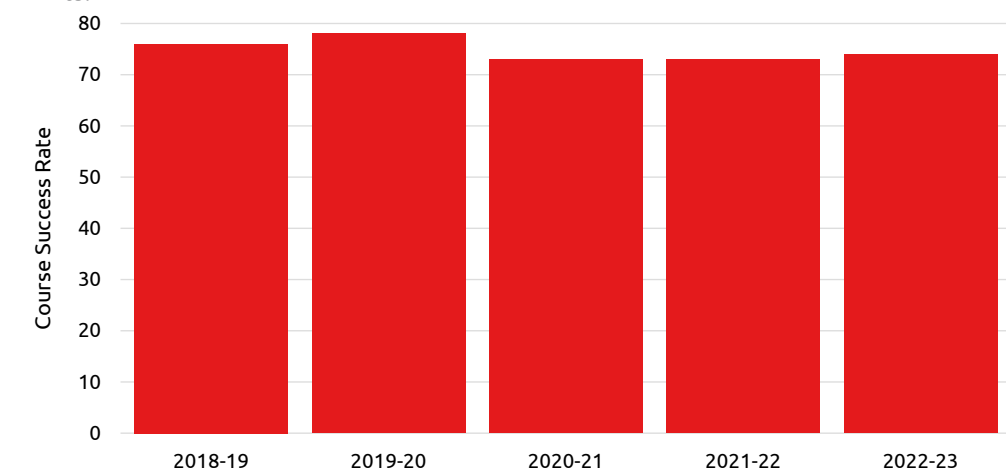
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

**Limits:**



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	2,721	76%	2,063	2,828	78%	2,205	2,513	73%	1,835	2,094	73%	1,520	1,690	74%	1,258

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

1. I believe we had been doing more with Professional Development for our faculty and had been meeting more regularly to discuss student success and strategies through the beginning of the pandemic. That frequency of meetings and discussions around equity, pedagogy etc decreased when the pandemic began.
2. We can start meeting more and having equity retreats again. We can encourage all of our faculty to get additional training (equity and online teaching strategies, eg Canvas training) make courses more interesting, equitable and engaging for our students. We had a CAR program before, we can re-institute something like that. Hire new and popular part time instructors/full time instructor who have a track record of student success or a willingness to learn and apply student success/equity strategies and techniques to their teaching.
3. Our student success rates appear closely tied to the instructor and modality of the courses.
4. If we want to improve our student success rates, we need to reach all of our instructors and impress on them the importance of continuous professional development in the areas of online pedagogy (Canvas) and equity. We as a department need to start meeting again regularly to discuss these items like we have in the past, such as at equity retreats our division dean has supported us in.

## Course Success with Disproportionate Impact (credit and non-credit)

**Limits:** 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**

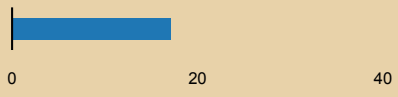

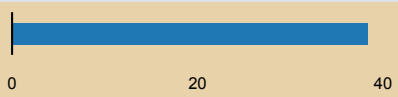


This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

- Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant
- Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
<b>All Students (Political Science-FD, 64 sections)</b>	1,690	74%	74%	0		
<b>Asian</b>	621	80%	71%	+9		
<b>Black</b>	74	58%	75%	-17		13
<b>Filipinx</b>	102	86%	74%	+13		
<b>Latinx</b>	500	65%	78%	-13		65
<b>Native American</b>	N/A					
<b>Pacific Islander</b>	11	36%	75%	-38		5
<b>Unknown ethnicity</b>	105	83%	74%	+9		
<b>White</b>	273	77%	74%	+3		
<b>Female</b>	802	77%	73%	+4		
<b>Male</b>	858	72%	77%	-4		36
<b>Non-Binary</b>	N/A					
<b>Unknown gender</b>	29	76%	74%	+1		
<b>Foster youth</b>	12	58%	75%	-16		2
<b>Individuals with disabilities</b>	59	81%	74%	+7		
<b>Low Income</b>	715	67%	80%	-13		94
<b>Not Low Income</b>	975	80%	67%	+13		
<b>Veterans</b>	30	73%	74%	-1		1

<sup>1</sup>The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap

- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. The main difference gaps in successful course completion that can be seen is that our department is doing well or flat with Asian, White, Filipinx, students with disabilities and women. We are experiencing negative course completion or gaps with Black, Latinx, Pacific Islander, and Low-Income students primarily. It is important to recognize the number of students taking our courses identifying as Pacific Islander or Foster Youth is low, but that a negative gap is present.

2. My overall thought on these differences is that we have made some progress equity-wise as a department but that much work remains to be done and we need to re-double our efforts going forward.

3. Not applicable

4. Although it is a low number of students who have taken our courses that identify as Pacific Islander, it is troubling to see that gap in success so large (-38%). This is something that we as a program need to explore more deeply.

5. How do these trends align with your program's mission and goals? One of our goals is to improve on our student success and equity numbers. As stated in the goals, our goal is to reduce the gap in success among Black, Latinx, Pacific Islander and Low-Income by at least half, if not more. Ideally, those number will be 0% or no gap in three years time. We will accomplish this through departmental meetings, equity retreats, suggesting all of our instructors get additional training through professional development, online education office, etc. For example, we can use the equity gap tool created by Institutional Research Office and share our data with each other, discuss why we think those gaps exist, and brainstorm possible strategies to try in our classes as interventions. We have done this prior to the pandemic and we can do so again starting this year.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. As stated in our goals and elsewhere, Professional Development in student success/equity and online teaching and learning (and as important faculty willingness to engage with and implement strategies learned) will be key to moving this metric in a positive direction. Who teaches our courses matters a great deal and we hope to bring on full/part time instructors who can attract students to their classes and our program and who have a growth mindset in improving student success and equity for our program.

2. These are closely aligned since we want to reduce or eliminate these gaps in student success and the professional development and department meetings and equity retreats. A key part of that will be resourcing and encouraging our faculty to learn new skills and to apply them in their classes and in dealings with students.

## Trends in Awards

saved report - pivot

## Degrees and Certificates by Ethnicity

Political Science-FD

### Who uses this report:

All users who need degree and certificate data.

### What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts-Transfer	Asian	11	5	17	6	10
	Black	2	3	2	4	
	Filipinx				2	4
	Latinx	10	11	15	13	10
	Pacific Islander					1
	White	12	10	10	6	9
	Unknown ethnicity		1			
<b>Total</b>	<b>Total</b>	<b>35</b>	<b>30</b>	<b>44</b>	<b>31</b>	<b>34</b>
<b>Total</b>		<b>35</b>	<b>30</b>	<b>44</b>	<b>31</b>	<b>34</b>

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded



Not applicable

Trends in Associate Degrees for Transfer awarded show;

an increase in the number of Associate Degrees for Transfer awarded

a decrease in the number of Associate Degrees for Transfer awarded

no change in the number of Associate Degrees for Transfer awarded

Not applicable

Trends in Credit Certificates awarded show:

an increase in the number of Credit Certificates awarded

a decrease in the number of Credit Certificates awarded

no change in the number of Credit Certificates awarded

Not applicable

Trends in Non Credit Certificates awarded show:

an increase in the number of Noncredit Certificates awarded

a decrease in the number of Noncredit Certificates awarded

no change in the number of Noncredit Certificates awarded

Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

1. Our trends in awards have been relatively flat over the last five years.
2. Although we have not listed an increase in awards as one of our stated goals, we believe that if we increase enrollment and student success by taking action to implement the activities mentioned in those goals (including outreach and marketing) that we can increase the number of annual awards from its current level by 2027.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. We have been able to offer courses needed for the certificate at least once a year. Of course, we would like to offer some of these courses more often than we have been to give students more options on when they can take a course to fulfill ADT requirements.
2. We don't have any current plans to remove any degrees or certificates from the catalog.
3. We are in the process of creating and getting new courses approved. Currently, there is a Political Science 20 course (Statistics for Political Science majors) which is going through Curriculum process. We have other courses in the pipeline including a California/Local Politics course.

## Staffing Trends

### Faculty Workload

Faculty Workload Social Sciences and Humanities - Political Science-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.8	1.4	2.6	1.8	2.4	-14%
Full Time %	35.1%	17.5%	34.8%	26.2%	39.5%	13%
Overload	0.8	0.6	0.9	0.6	0.6	-21%
Overload %	10.3%	7.7%	11.8%	9.1%	10.6%	3%
Part Time Load	4.3	6.1	4.1	4.4	3.0	-31%
Part Time %	54.6%	74.8%	53.5%	64.7%	49.8%	-9%
Total FTEF	7.9	8.1	7.6	6.9	6.0	-24%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

the data trend shows an increase in Full Time %

the data trend shows a decrease in Full Time %

the data trend shows no change in Full Time %

## Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

1. Our full time faculty teach our courses, participate in departmental/divisional/college/district work and activities, lead internship and volunteer programs focused on civic engagement, and are typically over-represented on shared governance and related service to our college and district. We utilize a two-year rotational department chairship and our chairs do the scheduling, oversee the program and the faculty in it, works with division and dean, etc. Now that we are down to two full-time instructors, it has become more challenging and time-consuming to do the same level of work with one less full-time instructor.

2. We may want to hire a dedicated counselor for our division if there is budget available, our students do have specific academic needs as Social Science majors for course success, planning, career and major advising, and mental health concerns that having a dedicated would help alleviate. Our Division Admin, Leslie Nguyen, is excellent and we need to ensure she is well-resourced as she has a lot of responsibility and is an incredible asset to our division.
3. While we need another full-time instructor to be fully staffed and to offer and maintain a robust program, we will look to hire additional part-time instructors who are dynamic, can teach multiple modalities and with an equity/success lens. This is how we can help keep our enrollments and success rates from falling lower while trying to reverse some of our negative trends. We have already started cutting back on the breadth of our internship programs due to having one less full-time instructor to assist in supervision and leading that work and our two full-time instructors are currently over-extended with courses and overall body of our work.
4. Not applicable, but we are putting in a request for a new full-time hire this year as one of our full-time instructors has retired as of June 2023. We plan to mentor and support a new hire (if/when we get one) through professional development, one-on-one trainings with current full-time instructors, etc so that they can be successful instructors and can help us reach our program goals.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. Our assessments included surveys at the beginning and end of the quarters to assess whether SLOs were met. The following are the questions and answer choices in Political Science 1 courses: This class increased my understanding of:
  - (a) how institutions and processes shape political decisions;
  - (b) how political decisions create winners and losers;
  - (c) how to participate in the political process;
  - (d) all of the above. Most students, or about 74% selected answer "D" or All of the Above.
2. I think in addition to our intended actions based on the goals stated in this Program Review, it may be a good idea when the department meets to discuss these SLOs for Political Science 1 and do a bit of "mapping" for ourselves to see how closely aligned we are between the SLOs and how we assess them in our classes, for example.

### Dean/Manager Comments

No other comments, I support the written narrative above.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.