

Note: The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [pappemary@fhda.edu](mailto:pappemary@fhda.edu) if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Political Science	
I.A Program Mission Statement:	Through courses and civic engagement work on campus, the Political Science Department prepares De Anza students with the tools (including Institutional Core Competencies -- communication/expression, information literacy, physical/mental wellness and personal responsibility, global/cultural/social/environmental awareness, and critical thinking) to become more fully engaged, empowered, and educated participants in the American political system.	You may create a new one or copy from your 2008-09 comprehensive program review.
I.A What is the primary mission of your program?	Transfer	Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
I.B.1 Choose a secondary mission of your program.	Personal enrichment	Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
I.B.1 Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> Leave blank if not applicable to your program
I.B.1 Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> leave blank if not applicable to your program
I.B.1 Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://deanza.fhda.edu/ir/AwardsbyDivision.html">http://deanza.fhda.edu/ir/AwardsbyDivision.html</a> leave blank if not applicable to your program

I.B.2a Academic Services and LR: # Faculty Served		Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X) = decreased; X = increased; blank = not applicable to your program
I.B.2a Academic Services and LR: # Student Served		Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X) = decreased; X = increased; blank = not applicable to your program
I.B.2a Academic Services and LR: # Staff Served		Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X) = decreased; X = increased; blank = not applicable to your program
II.A.1-Growth and Decline of targeted student populations	<p>The program has seen growth in the number of targeted students. In 2010-11, we had 990 targeted students; in 2011-2012, 1,169; and in 2012-2013, 1,299 targeted students (an increase for the period of 31%).</p> <p>Moreover, each targeted population group grew in size from 2010-2011 to 2012-2013. Latinos increased from 623 to 849; Filipinos from 220 to 276; African Americans from 147 to 174; and Pacific Islanders from 26 to 37.</p> <p>[As a percentage of all students served by the program in 2012-2013, Latinos constituted 24%, Filipinos 8%, African Americans 5%, and Pacific Islanders 1%.]</p>	Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008-09 through 2012-13 available at: <a href="http://deanza.edu/gov/IPBT/program_review_files.html">http://deanza.edu/gov/IPBT/program_review_files.html</a> )
II.A.2 Trends in equity gap:	<p>The program has seen a decline in the success equity gap (the difference in success rates between targeted and not targeted students). In 2010-2011, the success equity gap was 14%; in 2011-2012, 13%; and in 2012-2013, 12%.</p> <p>The exact reason for the narrowing of the equity gap is difficult to ascertain.</p> <p>When we look at the success rates of targeted students as a whole, we see a 1% increase in success; a 1% decrease in nonsuccess; and a 1% decrease in withdrawals.</p> <p>Looking at success rates for each group: Latino success rates increased by 1%; Filipino success rates declined 6%; African American success rates</p>	Refer to <a href="http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf">http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf</a> , p.16. <span style="color: red;">Briefly address why this has occurred.</span>

	<p>improved by 12%; and Pacific Islander success rates increased by 1%.</p> <p>Looking at nonsuccess rates for each group: Latino nonsuccess rates declined 2%; Filipino nonsuccess rates increased 4%; African American nonsuccess rates declined 4%; and Pacific Islander nonsuccess rates declined 4%.</p> <p>Looking at withdrawal rates for each group: Latino withdrawal rates remained the same; Filipino withdrawal rates increased 1%; African American withdrawal rates declined 6%; and Pacific Islander withdrawal rates went up 3%.</p> <p>Looking at success, nonsuccess, and withdrawal rates for all targeted groups, we see that only Filipinos had negative trends in each category. Filipino success rates declined; Filipino nonsuccess rates increased; and Filipino (along with Pacific Islanders) withdrawal rates increased.</p>	
II.A.3 Closing the student equity gap:	<p>We continue to address factors (identified in the 2008-2009 Comprehensive Program Review) that we believe impede student success, including class/socioeconomic constraints, insufficient academic preparation, work and family obligations, underdeveloped notions of “student-hood,” a range of learning styles and “intelligences” not recognized or valued within the norms of “traditional” academic methods, and alienation from politics and civic engagement. Attending to these factors in how we design our courses and support our students has contributed to a decline in the success equity gap, increased success rates for targeted students, and improved nonsuccess and withdrawal rates for targeted students.</p> <p>Nevertheless, we need to do more to reduce the success equity gap, improve success rates for targeted students, and reduce nonsuccess and withdrawal rates for targeted students. And in particular, it is clear that we need to do a far better job promoting the success and retention of our Filipino students.</p> <p>During spring 2014 we are hosting a department retreat to share best practices in student success and retention and to develop a more systematic equity plan. We are working with the Office of Institutional Research and encouraging willing faculty to review their success and retention numbers in preparation for discussions. In addition, we continue to support the work of the Office of Equity, Social Justice, and Multicultural Education. We'll actively participate in the division's</p>	<p>What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation: <a href="http://deanza.edu/gov/IPBT/program_review_files.html">http://deanza.edu/gov/IPBT/program_review_files.html</a> If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now.</p>

	community building “Blow Out” at the end of spring quarter aimed at sharing successful strategies for improving student success, and we’ll contribute to the creation of the division’s equity plan. We’ll continue to work to expand the number of faculty in the department who offer civic engagement in their classes, which we believe has a positive impact on student success rates. And, we’ll continue to participate in professional development activities on campus and beyond aimed at promoting our capacity to create a more equitable program and campus community.	
II. A.4.a. Plan if success rate of program is below 60%	Success rates for all students are above 60%. They were 68% in 2010-2011; 67% in 2011-2012; and 67% in 2012-2013.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a> If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level?
II. A.4.b. Plan if success rate of ethnic group(s) is below 60%	Three targeted groups have success rates below 60% for 2012-2013: Latinos (58%); Filipinos (58%); and Pacific Islanders (51%). African Americans had success rates below 60% (54% and 56%, respectively) in 2010-2011 and 2011-2012.  Please see the response to II.A.3 above for a brief description of the program’s plan to promote greater success and reduce the success equity gap.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a>  Are success rates by ethnicity at or above 60%, if not, what are the department’s plans to bring the success rates of the ethnic group(s) up to this level?
II. A.4.c. Resources needed to reach institutional standard	The program needs additional full-time faculty; stipends for part-timers to engage in assessment and equity planning work; additional monetary support for professional development activities aimed at promoting greater equity; and additional classroom spaces (flat, smart, etc.) conducive to student success.  Moreover, our students need additional resource support, including increased numbers of counselors (for academic counseling and more general counseling, along with built-in counseling as part of LinCed courses), academic support/tutoring (through the Student Success Center; e.g., adjunct skill classes and designated tutors), Student Success and Retention Services, and financial aid services through EOPS/CARE.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a>  What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard?
II.A.5 Overall growth/decline in # students:	Student numbers increased steadily over the last three years from 3,331 in 2010-2011, to 3,454 in 2011-2012, to 3,503 in 2012-2013.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
II.B Changes imposed by	The program established an AA-T degree in 2013. Limits on	Address program changes implemented as a response to changes in

internal/external regulations	repeatability have negatively impacted our Campus Camp Wellstone program. The new policy of cancelling courses for low enrollment relatively early before the quarter starts has been disruptive to students and faculty, making planning more difficult. Moreover, printing budget reductions have negatively impacted our ability to reproduce materials for students, thus increasing the impact of the digital divide, a situation worsened by the elimination of materials fees.	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, program reorganization, staffing etc.)
II. C Progress in "Main Areas of Improvement"	In our last Comprehensive Program Review (2008-2009) we committed to increasing the number of targeted students in the program, closing the equity gap, and promoting greater collegiality among our faculty through more regular meetings and activities. We have made progress in each area. We serve increasing numbers of targeted students; we have reduced the equity gap (recognizing the gap is still far too great); and we have promoted a strong sense of collegiality through more regular meetings and activities.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
II. D CTE Programs: Impact of External Trends:		Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: <a href="http://www.deanza.edu/gov/IPBT/resources.html">www.deanza.edu/gov/IPBT/resources.html</a> Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
II. E CTE Programs: Advisory Board Input:		Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
III.A. 1 PLOAC Summary	<p>The program has four Program Level Outcomes (PLOs), and all of them have gone through the assessment cycle -- analysis, reflection, and enhancement. Each of the PLOs has been PLOACed. Thus, 100% of our PLOs have been assessed.</p> <p>In addition, the program has also done an Institutional Core Competency assessment on Critical Thinking. Thus, we have done an Institutional Learning Outcome (ILO) assessment or ILOAC.</p>	Give the percentage of Program Level Outcome statements assessed to date. Run report entitled "XXX PLOAC work" and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014.
III.A.2 Enhancement based on PLOAC assessment	One of our Program Level Outcomes (PLOs) is that students will demonstrate the capacity to participate effectively in the political process.	State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement,

	<p>In Spring quarter 2012 we coordinated with the Office of Institutional Research to assess this and other PLOs by comparing the Community Engagement Survey responses of students who had taken Political Science courses with students who had not. While we were encouraged to find that the majority of students "strongly agreed" that our program improved their capacity to participate effectively and made them more inclined to participate, we decided that a more nuanced instrument might be even better at isolating the effects of our courses and at evaluating the actual civic capacity of students rather than their attitudes toward participation.</p> <p>Working again with the Office of Institutional Research, we decided in Spring 2014 to conduct a new survey, one that we hope will better isolate the impact of our program and better assess the ability of students to participate effectively. We just administered (pre-test) surveys in a number of our courses, and toward the end of the quarter we'll administer post-test surveys. Thus, the PLO assessment cycle (PLOAC) prompted us to develop a new, and what we hope is an improved and more nuanced, assessment of one of our more important PLOs.</p>	<p>enhancement and reason for choosing this enhancement. If none, write "NONE".</p>
III.B.1 SLOAC Summary	<p>The program has assessed all Student Learning Outcomes (SLOs) for all seven of its courses. Thus, 100% of our SLOs have been assessed.</p>	<p>Give the percentage of Student Level Outcome statements assessed to date. Run report entitled "CIS SLOAC work" and scroll to the bottom of the report for counts. Then calculate #(Reflections &amp; Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014.</p>
III.B.2 Enhancement based on SLOAC assessment	<p>When assessing the Student Learning Outcomes (SLOs) for our Poli 16 class, "Grassroots Democracy: Social Movements Since the 1960s," we found that most students demonstrated their command of the SLOs through their performance on exams and quizzes, but that a significant number either withdrew or couldn't in the end meet the expectations/standards of the class.</p> <p>Upon reflection, we identified a number of changes we believe could enhance student success in the class. Focusing on just one, we decided to engage in more systematic early intervention with students who are not doing well and providing them in writing with a clearer sense of what it will take for them to succeed. The goal will be to clarify expectations and to provide support in helping students meet them. This is but one of many examples of enhancements spurred by our SLOAC work.</p>	<p>State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write "NONE".</p>

IV. A Budget Trends	The reduction of the printing budget has made it more difficult for us to provide students with printed materials. We request that an adequate printing budget be maintained.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.
IV.B Enrollment Trends	External or internal funding changes have not negatively impacted enrollment, as the total number of students has steadily increased from 3,331 in 2010-2011 to 3,503 in 2012-2013, for a 5% increase over this period.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.
V. A.1 -Faculty Position Needed	Replacement due to vacancy	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy
V. A.2 Justification for Faculty/Staff Positions:	Two full-time faculty members retired since the last Comprehensive Program Review (CPR), and only one has been replaced. The program hired a full-time faculty member in 2013, but we still need to hire an additional full-time faculty member to assist in carrying out our department, division, and campus-wide work. This work includes: scheduling, hiring, assessments, evaluations, curriculum revisions, website maintenance, program review, professional development, developing and carrying out an equity action plan, governance and committee service, advising students and student organizations, organizing student participation in the yearly FACC advocacy conference, organizing Campus Camp Wellstone, supervising FA PAC interns, collaborating with the Institute of Community and Civic Engagement to organize and sponsor events, creating and supervising an internship program, and coordinating the Public Policy School.	If there is a request for one or more new faculty state the SLO/PLO assessment data, reflection, and enhancement that support this need.
V. A.3 Staff Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
V. A.4 Equipment Request		A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested
V. A.5 Equipment Title and Description, Quantity		Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . )
V. A.6 Equipment		Who will use this equipment? What would the impact be on the

Justification		program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
V. A.7 Facility Request	A Social Sciences and Humanities computer lab.	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
V. A.8 Facility Justification	There is currently no computer lab on campus that can be reserved by faculty in the Social Sciences and Humanities for the purposes of teaching students in real-time data analysis techniques, online research, library and web-based research, and writing.	Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
V.B.1 Budget Augmentation	We request that part-time faculty receive compensation for their assessment work and for contributing to the creation of a department equity plan. We request monies to host a professional development retreat aimed at developing the equity plan. We request an adequate printing budget to cover the cost of providing students with hard copies of essential materials.	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
V.B.2 Staff Development Needs	We need to expand professional development activities associated with closing the success equity gap. The recognition of this need stems from the program review itself.	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
V.B.3 Future plans	As to current and ongoing work, we'll continue to pursue our mission of preparing students with the tools to become more fully engaged, empowered, and educated participants in the American political system through our teaching and civic engagement work. Along these lines, we'll continue to promote civic engagement/service learning in our classes and assist students in taking part in political campaigns and working with political organizations and movements. We'll host the Campus Camp Wellstone organizer retreat. We'll continue to work with student organizations, the DASB, and the ICCE to send a group of students and faculty to the FACCC Advocacy and Policy Conference and lobby state legislators. Last year we helped establish the Public Policy School, which culminated in a lobbying trip to D.C. We're in the process of writing curriculum for Campus Camp Wellstone and the Public Policy School and look forward to their continued success. We're also working with the IIS division to revise the Peace and Conflict Studies curriculum. We'll continue to work closely with the ICCE and its Leadership and Social	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?

	Change certificate program. Finally, we're working on the establishment of an internship program, which should be in place by 2015. As to future goals, we plan to create an A.A. degree in Political Science; to establish a TA program; and to create a Political Science research methods class.	
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Last Updated:	This Spring 2014 Comprehensive Program Review (CPR) updates the Spring 2013 Annual Program Review Update (APRU).	Give date of latest update (Set next box to YES when done and ready for Dean review).