

## De Anza College

### Program Review – Annual Update Form (Political Science – by Jim Nguyen)

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

The feedback from the Comprehensive Program Review provided by RAPP members was very helpful. It was encouraging to see that our program aligns well with the college's mission and goals, and that our responsiveness to the review questions was acknowledged. The feedback reinforced that we are on track in many areas. However, it also highlighted areas where we can improve, particularly in identifying and addressing equity gaps within our program. We recognize the need to focus more on strategies to close these gaps and are committed to refining our approach in this area. Moving forward, we plan to incorporate more targeted actions and resources to support underrepresented students and ensure that all students have equitable opportunities for success.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

None since submission in Fall 2024.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Our enrollment is up and demand remains high/increasing as of now (Winter 2025 quarter). This trend started a year ago and we are barely able to keep up with demand and will need to hire additional instructors (part time, at least). We will need to hire at least one part-time instructor to meet the demand in Spring 2025. This underlines the current and on-going need for a full-time hire.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

No changes in goals at this time.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

We are pleased that our enrollment remains strong, which reflects the ongoing interest and relevance of our program. In terms of resource requests, we have requested a new position, which is currently in its second year of consideration by RAPP. We are grateful that this request is being considered again this year. The addition of this position is vital to ensuring the continued success and stability of our program.

However, we also face an impending challenge with the planned retirement of one of our two remaining full-time instructors after the 2025-26 academic year. This would leave us with only one full-time instructor, which is not sustainable for a program that is both integral to our division and highly popular among students. Without at least two full-time faculty members, we will struggle to maintain the quality, productivity, and breadth of our course offerings. This staffing shortfall could directly impact our ability to meet student demand, maintain programming, and support students effectively.

Thus, the need for an additional full-time instructor is more urgent than ever, particularly considering the growing importance of our program, our strong enrollment figures, and the impending retirements. If this request is not approved, we may face difficulties in sustaining the level of service and academic rigor that our students expect and deserve.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

- 7.

While we have not yet seen a significant impact on our disproportionately affected students, we are concerned that without the addition of a full-time faculty member in the next year, this gap could widen. The lack of sufficient staffing may hinder our ability to provide the necessary support and tailored resources that these students need, potentially affecting their success and engagement in the program.

8. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve

student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Political Science 1 (Hybrid – 2022-2023)            SLO 1: Students will evaluate how political decisions are shaped by institutions and processes.            SLO 2: Students will assess the impact of political decisions on individuals and groups.            SLO 3: Students will demonstrate the capacity to effectively participate in the political process.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Exam – Course Test/Quiz -            The last question on their final short answer/essay exam asked them to circle the response(s) that best reflect(s) your experience:            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.</p>
<p>Summary of Assessment Results</p>	<p>In Poli 1-04EY (CRN = 42057), 17 of 23 students chose d (74%); 3 chose a and b; 1 chose a and c; 2 chose b; and 1 chose c.            74% of the class (n=24) thought it successfully advanced the SLOs for the course.            One student wrote: "This has helped me to understand the political process greatly and all around. Coming into this class, I was pretty unfamiliar with the impact of that we can have on political decision making process as citizens. I'm definitely more informed on how I can keep myself knowledgeable of what is occurring politically on a local, state, and national level and how I can involve myself more in the process."            Another student wrote: "All of the above. B resonates with me the most, since this class illustrated each step of the political system and showed how people of all classes and groups are impacted by every aspect. Thank you professor!"            In Poli 1-02EY (CRN = 47099), 17 of 23 students chose d (74%); 3 chose a and b; 1 chose a and c; 2 chose b; and 1 chose c.</p>

<p>Reflection on Results</p>	<p>[This google form requires numerical values for 11-15 and I was unable to provide values for both sections so I present it here for future reference.]</p> <p>In Poli 1-04EY (CRN = 42057), 17 of 23 students chose d (74%); 3 chose a and b; 1 chose a and c; 2 chose b; and 1 chose c.</p> <p>74% of the class (n=24) thought it successfully advanced the SLOs for the course.</p> <p>One student wrote: "This has helped me to understand the political process greatly and all around. Coming into this class, I was pretty unfamiliar with the impact of that we can have on political decision making process as citizens. I'm definitely more informed on how I can keep myself knowledgeable of what is occurring politically on a local, state, and national level and how I can involve myself more in the process."</p> <p>Another student wrote: "All of the above. B resonates with me the most, since this class illustrated each step of the political system and showed how people of all classes and groups are impacted by every aspect. Thank you professor!"</p> <p>In Poli 1-02EY (CRN = 47099), 13 of 18 students chose d (72%); 2 chose a and b; 1 chose a; and 1 chose c [one student missed the final exam].</p> <p>One student wrote: "D because this class has open a bigger picture of the political system as a whole for me."</p> <p><b>I was glad to see large majorities of students in both sections described the class as advancing all three of the course SLOs. That said, I was surprised to see how many students chose one or two other letters (i.e., a and b, a and c; b; c).</b></p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>I will continue to work on ways to convey all three SLOs for the class. Moreover, I will in future develop a scale response that enables students to evaluate how well each SLO was advanced, and provide them an opportunity to share ideas/feedback on what worked and what might better work to advance that particular SLO.</p>

Done? Please email this form to your dean/manager.

## 9. Dean Manager Comments:

The Political Science Department is comparable in size to the Humanities Department and continues to experience high demand for its courses. Faculty could explore ways to enhance the department's influence in advancing the college's mission of community engagement and social justice. The recent request for a new full-time faculty position is well-justified, especially since some current full-time faculty are engaged in other responsibilities through release time.

There is significant potential for the department to innovate and maintain relevance, particularly in the current political climate. While late-start classes have shown success, a comprehensive review of course offerings across various modalities could further enhance accessibility. Exploring dual enrollment opportunities for this department could also expand its reach. Additionally, seeking grants to support and sustain the department's community engagement efforts would help amplify its impact and long-term success.