

Note: revisions have been highlighted. 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 APRU on TracDat. Save this word doc in the following format: s12apru_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: leewheatcole@deanza.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	
Program Mission Statement:	Through courses and civic engagement work on campus, the Political Science Department prepares De Anza students with the tools 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.
What is the primary mission of your program?	transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.		Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
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 http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves 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
Academic Services and LR: # Student Served		Only for programs that serves 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
Academic Services and LR: # Staff Served		Only for programs that serves 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
# Faculty Employees	1	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	1	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program

<p>II.A-Growth and Decline of targeted student populations</p>	<p>From 2009-10 to 2010-11, we saw a drop in the number of targeted students enrolled in our classes, which amounted to a slight percentage drop (from 23% to 22%) in the overall number.</p>	<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 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)</p>
<p>Trends in equity gap:</p>	<p>From 2009-10 to 2010-11, the success equity gap (i.e., the difference between success rates among targeted and not targeted students) narrowed from 13% to 12%, while the retention equity gap (i.e., the difference between retention rates among targeted and not targeted students) remained 4%.</p>	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p>
<p>Closing the student equity gap:</p>	<p>As indicated above, we have made some progress in narrowing the success equity gap over the 2009-10 to 2010-11 period. We are working toward narrowing the success equity gap (with a goal toward narrowing the gap to 5% or less). We continue to address the factors we believe impede student success (outlined in detail in the 2008-09 Comprehensive Review), including class/socioeconomic constraints, insufficient academic preparation in basic skills, work and family obligations, underdeveloped notions of "studenthood," 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.</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. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>
<p>Overall growth/decline in # students:</p>	<p>The total number of students we served declined 6.19% from 2009-10 to 2010-11 (from 3,554 to 3,334). This appears to be part of a larger trend, however. During the same period, the total number of students served by the Social Sciences and Humanities Division declined 3.69% (from 43,042 to 41,452); and the total number of students served by the College dropped by 6.5% (from 214,500 to 200,551).</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>
<p>Changes imposed by internal/external regulations</p>	<p>We are in the process of creating a Transfer Model Curriculum (TMC) in response to SB1440. The department's current course offerings align nicely with the TMC model, and therefore it will not require significant curriculum or program reorganization to create an AA degree in Political Science and facilitate transfer to the CSUs and UCs for Political Science majors.</p>	<p>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, program reorganization, staffing etc.)</p>
<p>Progress in "Main Areas of Improvement"</p>	<p>As indicated above, we have made some strides in closing the success equity gap, but more work needs to be done. We are hopeful that our continued efforts (as outlined in our 2008-09 Comprehensive Program Review) will continue to produce positive results.</p>	<p>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.</p>
<p>CTE Programs: Impact of</p>		<p>Career Technical Education (CTE) programs, provide regional,</p>

External Trends:		state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html 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.
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.
IV. A Budget Trends		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.
Enrollment Trends		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 -Faculty Position Needed	Replace due to vacancy	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	Two recent retirements (Spring 2008 and Fall 2011, neither of which has been replaced) have had a significant negative impact on our program's capacity to carry out its basic functions, which include department maintenance (e.g., interviewing and hiring part-time faculty, faculty evaluations, curriculum revisions, creating a TMC, maintaining our website, scheduling, program review, professional development), division work (budget reduction management, faculty hiring rankings, student equity and retention initiatives) and campus activities (serving on various governance and committee assignments, advising students and student organizations, organizing student participation in the yearly FACCC	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.

	advocacy conference, organizing Campus Camp Wellstone, collaborating with the Institute of Community and Civic Engagement to organize and sponsor events). On top of this, we are actively engaged in course-level, program-level, and institutional-level assessments. We need additional full-time faculty to support our department, division, and campus-wide wor	
Equipment Request		A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
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, hardware access, electric, water or heat sources . . .)
Equipment Justification		Who will use this equipment? What would the impact be on the 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.
Facility Request		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
Facility Justification		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.
B Budget Augmentation	We request that part-time faculty receive compensation for their assessment work. This would increase our capacity to engage in more robust and comprehensive assessments. Without this, we will continue to rely primarily on the efforts of the two remaining full-timers. With this compensation, we would be in a better position to promote the College	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?

	mission and strategic goals.	If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs		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?
SLOAC and PLOAC summary	As of Spring 2012, we will have completed course-level assessments for all of our course offerings. We are currently creating program-level assessments and will also assess the institutional core competency, critical thinking, during Spring 2012. Based on our SLOAC and PLOAC activities this year, we have learned to be more intentional in our teaching practices, with full awareness that this is an ongoing process of evaluation and enhancement. Our goal is to continue to refine our focus and efforts in the classroom and throughout our engagement activities on campus.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	We will continue to pursue the department's mission of preparing De Anza students with the tools to become more fully engaged, empowered, and educated participants in the American political system. If we were to receive one (or ideally two) full-time replacement hire(s) and compensation for part-timers to engage in assessment work, we would be in a position to compare the outcomes we have achieved without them to those we could achieve with additional full-time faculty and part-time assessment compensation.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Bob Stockwell, stockwellrobert@fhda.edu, x8382	APRU writer's name, email address, phone ext.