

# Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

1

2. Number of part-time faculty in the program.

2

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

No

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

In 2023 POLI department set the following goals:

- Meet community POLI FTES demand.
- Offer the appropriate number of sections of each course per year to meet student demand.
- The political science department would like to deprioritize productivity.
- Co-plan and hold quarterly department meetings focused on pedagogy, course alignment, and programmatic outcomes.
- Schedule community engagement events to increase

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

Our department has been working toward all three of these goals. We are now offering POLI 1, our most enrolled course, in all three modalities (in-person, hybrid, and online). We have also added a section to meet the demand. However, we plan to make even better scheduling decisions next year given our analysis of annual enrollment growth trends.

The department has not prioritized productivity in scheduling or pedagogy.

7. Explain your implementation timeline and if there have been any changes or updates.

Our department held a meeting 3/24/2023 to discuss pedagogy, curriculum, and scheduling. We plan to move in the direction of annual full schedule planning by the 25/26 year. We also discussed curriculum updates. Our plan is to hold another meeting early Winter 25 and Spring 25.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

Despite a significant decrease in the number of sections offered in our department, from 28 in 22/23 to 25 in 23/24; our department has continued to grow enrollment. From the 22/23 to 23/24 academic year our unduplicated headcount increased by 7, our enrollment by 19, and FTES by 2. Our hope is that as we are approved to add back sections we will continue this trend.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

[https://foothilldeanza-my.sharepoint.com/:b/g/personal/20078222\\_fhda\\_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHrIXo1ghkHg?e=H8axR7](https://foothilldeanza-my.sharepoint.com/:b/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHrIXo1ghkHg?e=H8axR7)

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

Our department, division, and college do not currently collect valid data on student success. However, we do collect student course pass data. In the political science department student populations with lower pass rates are as follows:

- Black -21
- Latinx -17
- Low income -17

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

Our department is moving in the direction of OER in almost all of our courses. Our aim is to better support our low income students. We will also be submitting funding requests for lottery funds to cover instructional materials to help support our low-income students and pedagogical choices aimed at improving inclusion for all our students. While our Black students passed our courses at lower rates than other student populations, because there were only 56 in the total sample the conclusions we can draw are limited. However, our Latinx student population was 246, and experienced a lower course pass rate. Our department has slated this as a discussion topic for our upcoming winter 25 meeting.

Click on the link below to view the Annual Program Review Rubric.

[https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222\\_fhda\\_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CifFMU](https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CifFMU)

End of Annual Program Review Template 2024

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This form is completed and ready for acceptance.

# Rubric Annual Program Review

## Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

- Meets Expectations
- Needs Improvement

## Feedback

Much of the department's annual program review focused on course scheduling, which the department only has partial control over. A more robust discussion is needed on how student success can be improved, especially among disproportionately impacted groups. A more in depth analysis of the data could help tease out where Political Science faculty could focus their efforts to support this. The department also lacks a clear vision of where it wants to be in the future. Certainly growing enrollment is important, but simply adding more sections doesn't necessarily translate to increased enrollment if there isn't the student demand for them. The department should consider ways to get students engaged outside of the classroom in order to increase interest in the discipline. Some ideas to consider: a Political Science club, events and guest speakers, and new coursework/programming that meets a community need and that students are interested in.

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This form is completed and ready for acceptance.