Foothill Comprehensive Program Review 2023
Instructional Discipline Template
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A. Program Information
Program Mission Statement

Please enter your mission statement here.

The Political Science Department at Foothill College is dedicated to fostering a vibrant and inclusive learning community that critically engages with the dynamic field of political science. Grounded in the principles of equity and academic excellence, our mission is to create accessible and high-quality educational opportunities and spaces for all members of our diverse community that encourage collaboration, intellectual curiosity, and the exchange of ideas.

We are committed to cultivating a curriculum that reflects the richness and complexity of political thought, and critically analyzes, understands, and actively engages with the complexities of political systems and processes. Through a variety of courses, experiential learning opportunities, research, and community engagement initiatives, we strive to develop the knowledge, skills, and civic awareness necessary to navigate and contribute meaningfully to an increasingly interconnected global society.

As part of the Foothill College family, we continuously strive for excellence, adapting to the evolving landscape of political science and higher education. Our collective efforts aspire to cultivate a passion for lifelong learning, ethical reasoning, and social justice.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Business & Social Sciences - Political Science-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,031	1,045	948	640	730	-29.2%
Enrollment	1,149	1,182	1,119	738	810	-29.5%
Sections	35	35	36	31	28	-20.0%
WSCH	1,842	1,877	1,753	1,169	1,263	-31.5%
FTES (end of term)	122	124	116	78	84	-31.1%
FTEF (end of term)	3.6	3.7	3.5	3.1	2.6	-27.2%
Productivity (WSCH/FTEF)	511	503	497	375	481	-5.8%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

Meet community POLI FTES demand.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

Given that the data provided is limited in scope to only our department, is purely descriptive, and only captures a single attribute, the only inferences we can make are simply to state what the data state. For example, analysis of the FTES data seems to demonstrate a downward trend in FTES over the past 5 years of 31.1%. However, a close analysis of each data point shows that in the fifth year 22/23 our department FTES increased. It looks as if our department has begun to stabilize FTES, but agin more data is needed to determine if this trend continues in the current year.

FTES data is meaningless unless provided with the proper contextual data from which to make sense of it. For example, looking at additional FTES data in *precision campus*, and comparing our department data to the division data, college or district data and overall state data trends could help us make more informed inferences about the trends our department is experiencing. For example, while our department experienced a -31.3% in enrollment over the last five years, the college 5-year trend was -23.4%, and the division trend of -27.8%. Therefore, we can conclude that our department has experienced a larger decrease in FTES over the past five years compared to both the division and the college. Still, what this means and what is causing this trend cannot be inferred by the available FTES data.

Even with a significant reduction in section offerings from 21/22 to 22/23 our department increased FTES during this time.

Finally, the inferences we can make using the provided FTES data are incredibly limited in scope. We cannot infer, for example, any causal relationships between anything and the FTES data because the proper data has not been collected nor analyzed to make such inferences. For example, we cannot claim that a change in FTES is related to teaching, student interest, community demand, etc.

Action: What actions does your program plan to take in order to achieve your goals?

Our program would like to experience continued growth in FTES in proportion to the community demand. Therefore, we will continue to ask for additional sections when students request it.

Needs: What does your program need to execute this action plan?

Our program needs sufficient administrative resource supports to collect the necessary data to make informed inferences about the fluctuations and trends regarding our department FTES, and to determine if a problem exists, and if so, how to remedy it.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

Offer the appropriate number of sections of each course per year to meet student demand.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

The Political Science Department has experienced a 20% reduction in section offerings over the past five years due to budget cuts and an institutional prioritization of productivity over student demand.

In comparison, the college averaged a -12.7% decline in section offerings, and the division average was -9.1%. Therefore, our department experienced more than twice the division average in section cuts, and slightly lower than twice the cuts of the college average.

Unfortunately, the section data provided in this template does not measure student demand for POLI sections, and thus little can be inferred regarding our goal from this data.

According to our data collected through observation, our online sections are consistently full at the start of each quarter, many with waitlists. Our department faculty often receive email requests from our majors who are struggling to find the course sections they need, and or a seat in said sections.

Action: What actions does your program plan to take in order to achieve your goals?

Our program will continue to request additional sections when student demand necessitates it. To capture student demand our program would like the resources the develop and employ a student survey to capture measure demand on an on-going basis. We also plan to incorporate a section request button on our program webpage to capture addition data on student POLI section demands.

Needs: What does your program need to execute this action plan?

Again, our program needs sufficient administrative and resource supports to collect the necessary data to make informed inferences about the number of sections we offer, including determination of sufficiency in number and variety, and to make changes if needed.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

The political science department would like to deprioritize productivity.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

As noted above, institutional scheduling and section cutting practices have communicated to our department a clear institutional prioritization of productivity over all else. This is disheartening given our recent adoption of the *Strategic Vision for Equity*, as our department believes that such practices are not in alignment with the SVE.

Our program experienced a significant reduction in faculty from an FTEF of 3.6 in 18/19' to 2.6 in 22/23'. This is the equivalent of loosing one full-time faculty member. During the same timeframe program WSCH declined by 31.5%. As a result program productivity declined by -5.8% over the past five years. In comparison, the division experienced a -12.0% decline in productivity, and the college -8.3%. Therefore, in comparison to both the division and college, the political science department productivity declined at a much lower rate.

Action: What actions does your program plan to take in order to achieve your goals?

Develop and employ a continuous student survey better understand WSCH trends.

Needs: What does your program need to execute this action plan?

The political science department would like to request funding and administrative supports to collect survey data from student in an ongoing manner to better understand WSCH and productivity trends.

C. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	592	52%	604	51%	528	47%	357	48%	404	50%
Male	551	48%	566	48%	572	51%	365	49%	380	47%
Non-Binary	0	0%	0	0%	1	0%	0	0%	0	0%
Unknown gender	6	1%	12	1%	18	2%	16	2%	26	3%
Total	1,149	100%	1,182	100%	1,119	100%	738	100%	810	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	327	28%	304	26%	310	28%	175	24%	195	24%
Black	71	6%	104	9%	61	5%	46	6%	56	7%
Filipinx	46	4%	51	4%	37	3%	32	4%	37	5%
Latinx	336	29%	298	25%	306	27%	210	28%	245	30%
Native American	7	1%	4	0%	6	1%	3	0%	1	0%
Pacific Islander	16	1%	19	2%	15	1%	12	2%	13	2%
Unknown ethnicity	25	2%	69	6%	51	5%	27	4%	35	4%
White	321	28%	333	28%	333	30%	233	32%	228	28%
Total	1,149	100%	1,182	100%	1,119	100%	738	100%	810	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

None

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

In the 22/23 academic year, students enrolled in political science are roughly 50% female, 47% male, and 3% gender unknown. Concurrently the Foothill College student enrollment was 49% female, 48% male, and 3% gender unknown. Therefore, there are no major shifts in enrollment trends in the political science department by gender compared to the college student body.

Action: What actions does your program plan to take in order to achieve your goals?

None

Needs: What does your program need to execute this action plan?

None

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

None

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

In the 22/23 academic year, students in the political science department identified as 24% Asian, 7% Black, 5% Filipinx, 30% Latinx, 0 Native American, 2% Pacific Islander, 28% White and 4% unknown. Concurrently the enrollment trends for Foothill College were as follows: 26% Asian, 5% Black, 4% Filipinx, 31% Latinx, 1% Native American, 1% Pacific Islander, 27% White, and 6% unknown. Therefore the demographic trends of the department closely align with that of the college. Therefore, there are no major shifts in enrollment trends in the political science department by ethnicity compared to the college student body.

Action: What actions does your program plan to take in order to achieve your goals?

None

Needs: What does your program need to execute this action plan?

None

D. Overall Student Course Success

Student Population Areas of Focus

Limits: Course Credit Status Credit

Course Success
Business & Social Sciences - Political Science-FD

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	773	67%	784	66%	729	65%	501	68%	577	71%
Non Success	227	20%	204	17%	209	19%	152	21%	142	18%
Withdrew	149	13%	194	16%	181	16%	84	11%	89	11%
Total	1,149	100%	1,182	100%	1,119	100%	737	100%	808	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	258	57%	261	58%	227	56%	146	60%	171	61%
Non Success	122	27%	104	23%	98	24%	68	28%	68	24%
Withdrew	73	16%	88	19%	79	20%	28	12%	41	15%
Total	453	100%	453	100%	404	100%	242	100%	280	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	515	74%	523	72%	502	70%	355	72%	406	77%
Non Success	105	15%	100	14%	111	16%	84	17%	74	14%
Withdrew	76	11%	106	15%	102	14%	56	11%	48	9%
Total	696	100%	729	100%	715	100%	495	100%	528	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

Increase student course pass rates in political science to match that of the division and college.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

Our program politely requests that this section of the program review be retitled to Student Course Passing Grades as this title is more appropriate given the data provided.

In the 21/22 academic year, the course pass rates for Foothill College were 81% pass, 10% fail, and 9% withdrew. At the division level course pass rates were 79% pass, 11% fail, and 10% withdrew. Concurrently, the course pass rates for the political science department were 68% pass, 21% fail, and 11% withdrew. Looking at this data it looks as if the course pass rates are significantly lower for the department in comparison to the college and the division. Therefore, the political science aims to increase the rate at which political science students pass.

Action: What actions does your program plan to take in order to achieve your goals?

Pass more students.

Needs: What does your program need to execute this action plan?

None

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

Increase the course pass rates for asynchronous and hybrid courses to match the division average.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

In the academic year 22/23, student course pass rates for face to face was 94%, online-asynchronous 71%, and hybrid on-campus/asynch 60% for a total success rate of 71%. Concurrently the course pass rate for the division in face to face was 85%, online-asynch 80% and hybrid on-campus/asynch was 74% for a total pass rate of 80%. Therefore, the pass rate for asynch and hybrid courses in the political science department is significantly lower than the division average.

Action: What actions does your program plan to take in order to achieve your goals?

Pass more students.

Needs: What does your program need to execute this action plan?

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

Latinx, Low-income, Black

Goals: What is your program's goal with respect to disproportionate impact?

Diminish disproportionate impacts for low-income, Latinx, and Black students in the political science department.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

In the academic year 22/23, the data indicate a disproportionate impact for Black, Latinx, and low income students in the political science department. However, given the small population size of the Black student population the identification of a DI may not be accurate.

Encourage adoption of more OER options. While a great majority of political science courses offered have already adopted OER, to confront the DI of low-income students the political science department will encourage the adoption of OER in more courses.

Update the political science curriculum to reflect the cultural diversity of our students. The political science department will continue to work on updating the CORs to be more culturally relevant for our students.

Action: What actions does your program plan to take in order to achieve your goals?

Adopt more OER and update CORs using culturally relevant practices.

Needs: What does your program need to execute this action plan?

None

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

RSI is satisfied in all of the courses offered online in the political science department through a variety of actions including but not limited to: weekly announcements, discussions, interactive activities, assignment feedback, course content/direct instruction, office hours and email communications with students regarding course content.

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The political science department is committed to continuous improvement and program development. In order to make the most effective changes, additional qualitative and quantitative data is needed. Administrative support is needed to fund and facilitate the collection of this needed data.

End of Instructional Discipline Template

This form is completed and ready for acceptance.